Iceland Liechtenstein Norway Active citizens fund

АКТИВНИ КВАРТАЛИ

PLACEMAKING FOR DEMOCRACY

COMMUNITY TOOLKIT

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The project 'Neighborhood Democracy in Urban Communities' is implemented with financial support of € 160,000 provided by Iceland, Liechtenstein and Norway through the EEA Financial Mechanism. The main goal of the "Neighborhood Democracy in Urban Communities" project is to contribute to democracy in the community and to strengthen the democratic culture and civic consciousness at the community level.

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LEGEND:

Key tool

Link to document

Pay attention

Realization tips

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ABOUT THE PLACEMAKING FOR DEMOCRACY COMMUNITY TOOLKIT

This toolkit was created based on research on Bulgarian and Norwegian placemaking for democracy practices. Based on this research, we identified the current challenges and opportunities to use placemaking to enhance democratic citizen participation in Bulgaria and Norway, and how these challenges could be addressed. We have created this toolkit based on these challenges, to help practitioners, community groups, and local citizens to empower themselves and others to have a say in what happens in their communities and in their public spaces.

LEARNING FROM THE PAST: KEY CONCLUSIONS FROM THE PLACEMAKING FOR DEMOCRACY REPORT

WHAT IS BEING DONE NOW...

- **Role division and leadership:** There is a general lack of clear roles for partners and participants in projects.
- **Participation:** participants in both Norway and Bulgaria tend to be consulted on projects but not involved in decision-making tasks.
- **Communication:** Projects mostly fail to share lessons learnt with the community or have follow up workshops.
- Connecting short term initiatives with long term objectives: Both Bulgarian and Norwegian placemakers often fail to 'connect the dots' between long term goals and the steps needed to achieve them.
- **Inclusion:** Bulgaria: more local ownership, but less targeting of marginalized groups.
- **Long-term policy:** In both Norway and Bulgaria it is much easier to get permission from the municipalities and public support for temporary interventions.

KEY RECOMMENDATIONS FOR FUTURE WORK

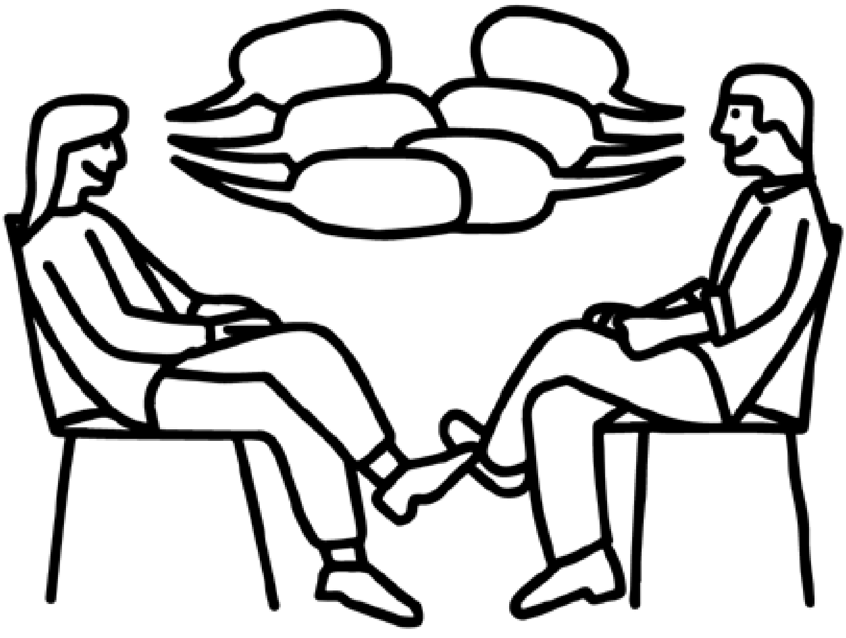
- Make working groups or steering committees.
- Have enough funds and time to follow up on tasks.
- Use the participation ladder at meetings or events.
- Empower people to choose roles and levels of participation.
- Budget for follow-up workshops after the event or intervention with community members (sharing the challenges, lessons learnt, etc).
- Take the time before the project starts (ideally in cooperation with partners and community members) to work out the long term objectives of the project, and the steps needed to achieve these.
- Find ways to provide incentives (can be non-monetary) and more avenues for target groups to participate at different stages.
- Work with municipalities and public administrators on long-term policies of grassroots democratic participation and engagement. Create a long term policy that links these temporary changes with more permanent interventions, structures, and maintenance.

HOW TO USE THIS TOOLKIT

THE TOOLKIT CAN BE USED:

- Throughout the entire process of brainstorming, planning, initiating, and following up on a placemaking intervention in your community.
- At a particular stage of your current intervention to support your process.

Look out for the most important tools if you have limited time, marked with a star!

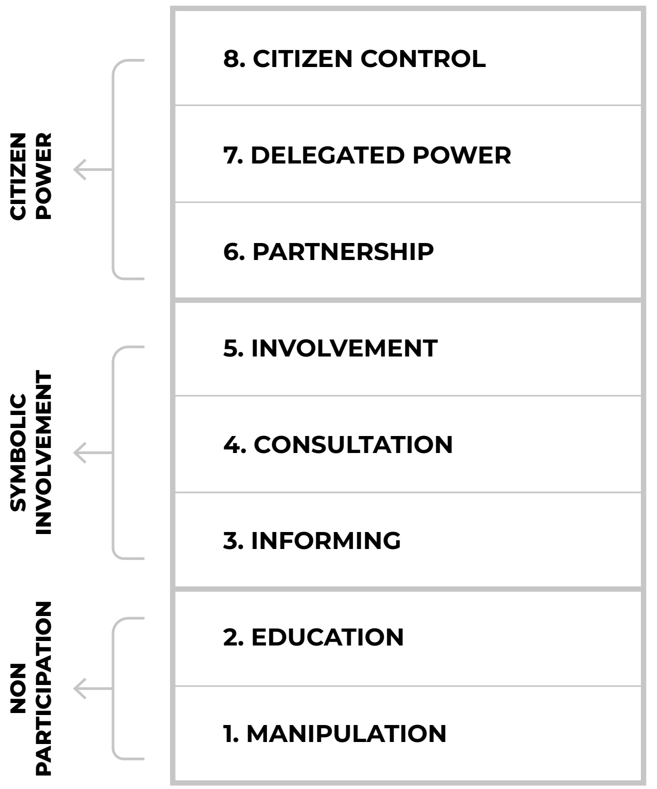


THE TOOLKIT HAS TWO PARTS:

1. The stages of the process in the community-lead place-based process

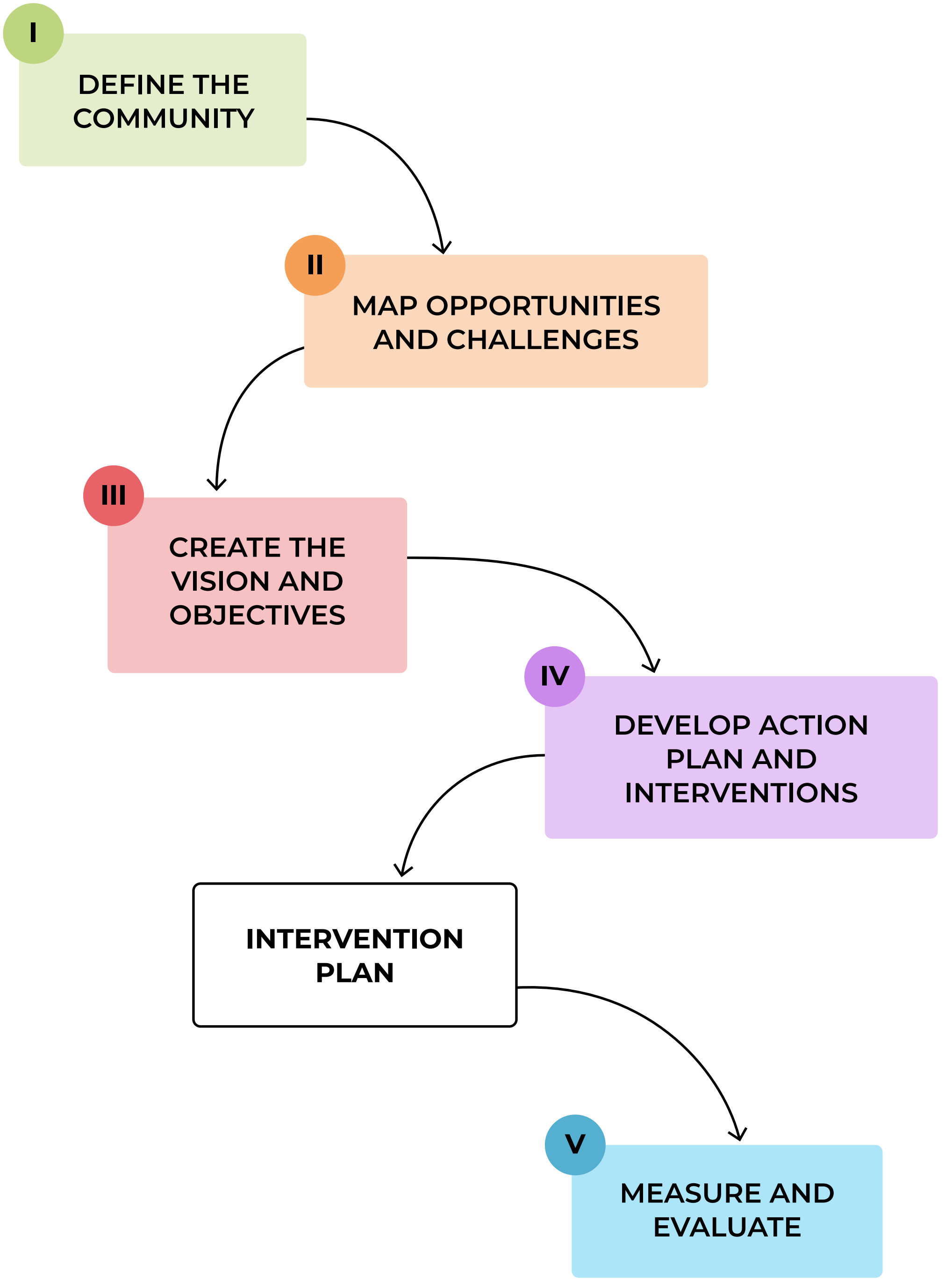
2. The tools.

Each stage has 2 to 4 tools. Within each tool, there are steps to complete. You do not need to use every tool at every stage of the process, but you should use at least one tool at each stage.
The tools are each ranked and color coded according to their level on the 'Ladder of Citizen Participation' (see on the right, and click on the title below the picture for more information!). The ladder of citizen participation was created by Sherry Arnstein in 1969, and has been used as a way of measuring citizen participation in many fields. **The ladder of citizen participation thus serves as a backbone to the entire toolkit,** to guide you to continually think about how to empower citizens with opportunities to move up the ladder. This does not mean that it is bad if you conduct a workshop that is merely on the third rung of the ladder (informing)! It means that when you do important activities such as informing- that are lower on the participation ladder–it is necessary to think about how to connect and follow up with tools that are higher up on the ladder. With each tool, we provide information on when to use the tool, how to move up on the ladder after using each tool, and which tools to use together.



CLICK here to read more about the ladder of citizen participation

THE STAGES OF THE PROCESS IN THE COMMUNITY-LEAD PLACE-BASED PROCESS



THINGS TO REMEMBER:

- Start at Stage I and move through the stages. Once you are comfortable with using the toolkit, or if you have already completed some activities prior to using the toolkit, you can use the tools at different stages.
- Each tool contains everything you need to put on a workshop! This includes both ‘information sheets’ and ‘worksheets’ to hand out to participants.
- The Ladder of Citizen Participation Workshop is a very important part of the toolkit, since the Participation Ladder is the backbone of the toolkit.
- Reflect on what tools you need to use together to help people to move up the ladder.
- Be aware that not everyone will want to move up on the ladder, and this is okay! For example, some people may be happy to just be informed about an intervention. We do not need everyone to move up on the ladder, we only need to give everyone the opportunity to move up!
- Remember that the level on the ladder also depends on who is involved in leading the workshop or intervention. If you have a diversity of stakeholders doing particular tasks on a project, you will enable higher levels of participation.
- Both placemaking and democracy are processes! After you have finished the stages, plan to revisit all or some of the stages, to continue the process towards change.

BEFORE YOU BEGIN: HOW DO I FACILITATE A COMMUNITY DISCUSSION?

THE PROCESS IS ABOUT PARTICIPANTS' DISCUSSIONS, NOT A SPEECH FROM THE ORGANIZERS!

The main focus should be the discussions among participants! Ideally, participants are given a variety of ways to express their views – both collectively through discussions, and individually through voting, post-it notes, postcards or flip charts.

HOW TO DEAL WITH DISAGREEMENTS

There is often an underlying belief that deliberation and dialogue can prevent strong disagreements from happening, but there is a difference between consensus decision-making and everyone agreeing with each other. Consensus is about everyone giving consent to a decision rather than everyone agreeing.
Even where consensus is achieved, it doesn't mean everyone has convinced each other, but rather that everyone has agreed on what actions to take. A crucial moment in a consensus decision is when individuals are able to give consent to a decision that is not their first choice of action, in recognition of the trust they place in the deliberative process of decision-making.
If citizen dialogue is going to really contribute to a healthy democracy it needs to encourage and engage in conflict and disagreement, not in order to overcome it, but for its own sake. So, search for common ground, but only if you're using it to build trust and to make decisions on what actions to take!

FACILITATION SKILLS

LISTENING
active listening; showing that you are interested – both in what they are saying and why they are saying it. The facilitator's job is to not only hear what people have said but to actively acknowledge and assure participants that they have been understood.

QUESTIONING
asking the right questions, of the right people, at the right time, in the right way. If there is silence, don't panic! Count to 10 and avoid the temptation to answer the question yourself. Rephrase the question or break into smaller groups for discussion.

REFRAMING
managing tension and negativity, focusing on shared goals. This skill is particularly important when there is a lot of conflict or tension in the room.

STAGE I

Define the community

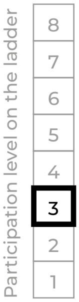
The first stage in democratic placemaking is to define the community. Who will you be working with? For a project to be democratic, it is very important to identify all of the different types of stakeholders, and include participants from diverse cultural, social, and economic groups!

- **TOOL 1:**
  How to identify and contact people you need to work with?

- **TOOL 2:**
  How to efficiently engage diverse people you want to work with?

TOOL 1

How to identify and contact people you need to work with?



STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
I Stage. Define the Community

PARTICIPATION LEVEL ON THE LADDER:
3. Informing

WHEN TO USE THIS TOOL:
Do you have an idea for a placemaking intervention and an approximate timeline and funding? If yes, you are ready to use this tool first, before beginning other work! You can also use it again after 1 or 2 years, to reevaluate stakeholders.

HOW TO BEST USE THIS TOOL:
Use this tool together with the tool “Ensuring Diverse Participants”.

TYPE OF ACTIVITY:
Desk work and contact with local groups and individuals.

DURATION:
Planning and making contact: 4-5 hours.

Stakeholders are the people, organizations, or groups that may be affected by or have an effect on a planned project.

PART 1.
GETTING READY

STEP 1.

WHAT ARE STAKEHOLDERS? LEARN ABOUT THE DIFFERENT TYPES AND THEIR INTERESTS

Primary stakeholders are the people or groups that will be directly affected, either positively or negatively, by the project (community, residents, people whose behavior needs to change etc.)
Secondary stakeholders are people or groups that are indirectly affected, either positively or negatively, by the project, institution, or organization (schools, community volunteers, etc.)
Key stakeholders are people who can have a positive or negative effect on a project, or who are important within or to an organization, agency, or institution engaged in a project (policymakers, municipalities etc.)

For examples on the type of stakeholders, consult page 2

UNDERSTANDING STAKEHOLDERS' INTERESTS

Stakeholders' interests: understanding these interests can also be used to attract diverse groups/participants

Possible interests:

- Economics
- Social change
- Work
- Time
- Environment
- Physical health
- Safety and security
- Mental health

On page 5 you can read more about stakeholders' interests.

Ask yourself: Does your intended initiative or project cause change in the above categories to anyone?

STEP 2.

IDENTIFY YOUR STAKEHOLDERS AND THEIR INTERESTS

Duration: 2-3 hours

Begin to identify all possible stakeholders (and their interests), so that you can ensure that you are inclusive in your project.

TIPS:

- Involve in this activity other people from your organization, and if possible local public administrators and key local informants that have been involved in similar projects.
- You can make a short flyer or poster about your project and put it out on community information boards, or share it at community meetings to get the word out. You may find people who consider themselves stakeholders whom you haven't thought about!

	Primary stakeholders	**Secondary stakeholders**	**Key stakeholders**
Economics			
Social change			
Work			
Time			
Environment			
Physical health			
Safety and security			
Mental health			

PART 2.
MAKING CONTACT WITH STAKEHOLDERS

STEP 3.

CONTACTING YOUR STAKEHOLDERS

- Prepare an excel sheet with stakeholder information (keep this private within your organization, unless you have consent from all stakeholders)
- **Read a bit about the organization** you are contacting before your call, to make sure you have an idea about what they do and who they work with.
- **Introduce yourself**, your organization or affiliation, and what you are working on.
- **Ask them about any concerns** that they might have, their interest in the project, and if they would like to be involved.
- **Note their potential interest and power for the Stakeholder Power/Interest Mapping** exercise (read over Part 3 BEFORE beginning contact).
- **Tell them about your planned timeline**, and any upcoming workshops or activities. Ask for input into the timing and process stage.
- Ask them if they could **share information** within their network..
- Ask them if they would like to **be included on a contact list** for more information.

HOW TO MOVE UP ON THE LADDER

Contact all possible stakeholder groups, and incentivize them to participate. Be open to their input, especially critical input.

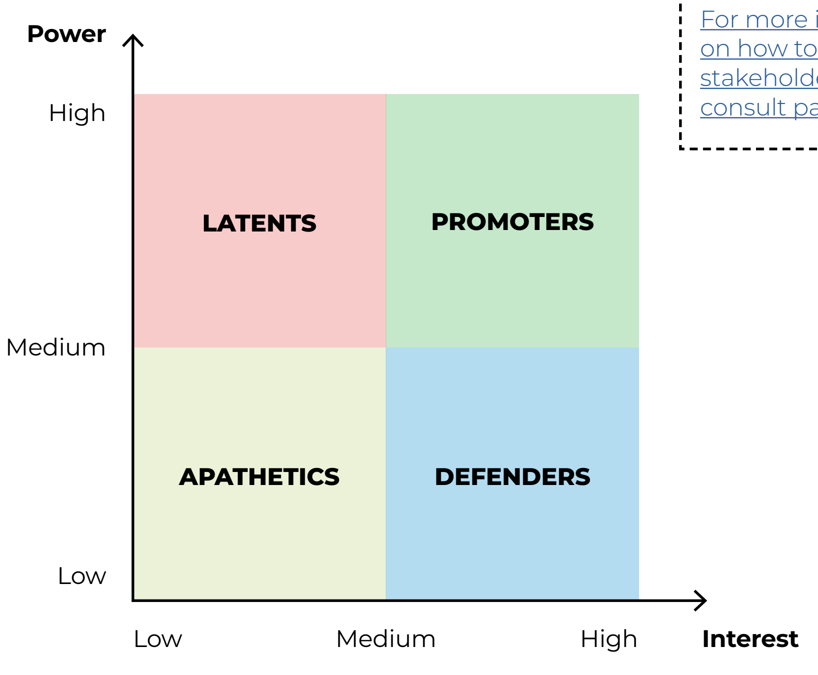
PART 3.
CONDUCT A STAKEHOLDER MAPPING

Stakeholder mapping is a way of determining who among stakeholders can have the most positive or negative influence on your project.

HOW TO MAKE YOUR OWN STAKEHOLDER MAP:
- Rank 'interest' for each stakeholder on a scale of 1 to 5, with 1 being no interest, and 5 being very interested
- Rank 'influence' for each stakeholder, on a scale of 1 to 5, with 1 being no influence and 5 being very high influence.
- Plot your results in the diagram

ANALYZE YOUR RESULTS:
- **Promoters:** both high interest in the project and the power to help make it successful.
- **Defenders:** can voice their support in the community, but have little actual power to influence the project.
- Latents: no particular interest in the project, but have the power to influence it greatly if they become interested.
- **Apathetics:** have little interest and little power.

For more information on how to conduct a stakeholder mapping, consult page 10



PART 4.
EVALUATION OF THE STAKEHOLDER PROCESS

1. Which strategies worked best to involve different populations and groups?
2. Do we have some interested institutional stakeholders, or community organizations or businesses that we can rely on for long term commitment?
3. Did your stakeholder analysis efforts have the desired effect? Were they helpful?
4. Which stakeholders will improve the work and add the most community supportto the effort?
5. Which stakeholders shared information with others?

HOW TO MOVE UP ON THE LADDER

DO: Have a flexible timeline in mind to present to stakeholders with an idea of when and what will be the next steps, as well as how they can stay in contact and connect more stakeholders to the project.

DON'T: Give up if some groups are difficult to get in contact with. If you don't continue to contact and invite all groups as you plan workshops and events, you can move down on the ladder to manipulation because you have not continued to reach out to the wider community!

For more information on how to reflect on the types of stakeholders and evaluate your process, consult page 12

CONGRATS!

You made your own stakeholder map!
That is an amazing achievement!

INSPIRATION

HOW CAN WE GET LONG TERM LOCAL OWNERSHIP OF A PLACE?
By bringing on stable local partners!
The organization **"Hood Transformers"** did a great job of identifying local stakeholders and mobilizing the local community to transform an urban space by **building connections** to the **Armenian Church** congregation.

BEFORE

AFTER

[Read more about "Hood Transformers"]

TOOL 2

How to efficiently engage diverse people you want to work with?

Participation level on the ladder: 8 7 6 5 4 **3** 2 1

STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
I Stage. Define the Community

PARTICIPATION LEVEL ON THE LADDER:
3. Informing

WHEN TO USE THIS TOOL:
Do you have an idea for a placemaking intervention and a potential timeline and funding? Do you already know your stakeholders, and just want to make sure that you attract a wider range of people? If yes, you are ready to use this tool first, before beginning other work!

HOW TO BEST USE THIS TOOL:
Use this tool together with the tool "Identifying Stakeholders", or on its own if you are already very familiar with and have mobilized stakeholders.

TYPE OF ACTIVITY:
Desk work and contact with local groups and individuals.

DURATION:
Planning and making contact: 2-5 hours.

PART 1.
GETTING READY

STEP 1.

UNDERSTAND WHY INCLUDING PARTICIPANTS AMONG DIVERSE GROUPS IS IMPORTANT

- It will be more **representative of the full community**
- Your group can **gain broader community support**
- More **different opinions** will likely be expressed and discussed–meaning better decisions may get made.
- Because a diverse, multi-sector membership is usually also a **larger membership**, you will then have more talent, and also more varied kinds of talent, at your disposal.
- Because the contacts and connections made in a diverse, multi-sector group lead to **new community relationships** – and these relationships can spark new community initiatives that might never have otherwise existed.
- Having a socially inclusive process also enables l**ong-term sustainability** for the project, by building wider **ownership.**

WHY USE THIS TOOL:

- To identify the range of participants that should be involved in your project.
- To inform diverse groups about your project idea.
- To find diverse partners for your project.
- To identify opposition to your project.
- To connect with the local community.

STEP 2.

IDENTIFY POTENTIAL PARTICIPANTS AND CREATE A CONTACT LIST

1. Think about the different sectors of the community. The following categories are one way to look at the community of possible participants:
    - **Social institutions** like schools, churches, businesses, media and government.
    - **Other common organizations** like day care centers, ethnic clubs or associations, hobby groups, libraries, etc.
    - **Specialized groups** like professional sports teams, local health clubs and gyms, wildlife conservation, etc.
    - **Individual citizens**
2. Begin to think about **potential partners from the categories above**. For example, start with the category “social institutions,” and the first category “schools”. Think of the different types of schools (primary, high schools, kindergartens, colleges, and universities), and who you might know in these institutions to connect with. Make a list of all the names that you can think of, going through the entire list in the different sectors.
3. **Gather names** for the sectors/organizations/institutions for which you are missing contacts.
4. **Add full contact details** to your list. More specifically, take down the names, addresses and phone numbers of all those individuals and groups who might be potential participants.
5. After you have collected all your names, put them in rough **priority order**. Your priorities should be based upon how much you desire that person (or group he or she represents) to become a member of your organization.
    - What skills or talents do you need for your group?
    - What can this particular member contribute?

    Divide names into "A," "B," and "C" lists, with "A" being top priority, and of a size roughly equal to the number of new names you want.

Keep in mind that names will change, so your list will need to be updated every so often.

Read some TIPS about how to find the contact information for the sectors / organizations / institutions that you are missing on page 7

STEP 3.

HOW TO SUPPORT PARTICIPANTS TO TAKE PART IN YOUR PROJECT

Three types of support that need to be considered to ensure participation in your activities/events:

- **Support to help people engage** like information about the activity, skills training
- **Logistical support** like expenses, translators, income remuneration, childcare provision
- **Incentives** like food, financial incentives, choosing an appropriate time of day for a workshop

Here are some questions that can help you to **identify the type of support that participants may require:**

- Are there wide gaps in knowledge, skill or experience between the different participants?
- Are there cultural factors that should be taken into account?
- Are there language barriers?
- What's in it for the participants?
- Is it appropriate to incentivise people to take part by offering money or vouchers?
- Are there cultural barriers?

PART 2.
MAKING CONTACT WITH PEOPLE YOU WANT TO WORK WITH

1. Prepare an excel sheet with contact information. Keep this private within your organization.
2. If the individual you are contacting is representing an institution or organization, **read a bit about the organization**
3. **Introduce yourself**, your organization or affiliation, and what you are working on.
4. Ask them about **any concerns** that they might have, their interest in the project, and if they would like to be involved.
5. Tell them about your **planned timeline,** and any upcoming workshops activities
6. Ask them if they could **share information** with their colleagues and members.
7. Ask them if they would like to be included on a **contact list** for more information.

HOW TO MOVE UP ON THE LADDER

DO: Enable residents and affected individuals to help make decisions during urban interventions. It is important to ensure that these processes are built on principles of equality, inclusion and accountability, to make sure that no individual or group is excluded on the basis of their ethnicity, religion, gender, disability or age.

INSPIRATION

HOW CAN WE MOTIVATE YOUTH TO PARTICIPATE?
By using chat groups, sending reminders, and being flexible!

The organization **"Can You Foundation"** was successful in mobilizing youth to transform their high school, by setting up a group chat and **organizing meeting times when it worked best for 4 or 5 youth**, and keeping them engaged and responsive by reminding them that **it's okay to say no sometimes!**

[Read more about "Can You Foundation"]

STAGE II

Map opportunities and Challenges

After you have identified and engaged the people that you would like to work with in your project, the next stage is to identify the opportunities and challenges in your project area. You may already have an IDEA of what you want to do for your project, but this should be flexible and open to community input!

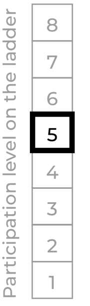
- **TOOL 3**
  How to evaluate a space?

- **TOOL 4**
  How to observe and record people's behavior in public spaces?

- **TOOL 5**
  How to get input from the local community?

TOOL 3

How to evaluate a space?



STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
Stage II. Map opportunities and challenges

PARTICIPATION LEVEL ON THE LADDER:
5. Involvement

WHEN TO USE THIS TOOL:
Have you completed at least one of the Stage I tools? If you held a workshop today, could you ensure that many of the identified stakeholders and/or diverse users would attend it? If the answer to all of these questions is yes, you are ready to use this tool!

HOW TO BEST USE THIS TOOL:
It is best to use this tool together with a medium group (10-30 participants) of stakeholders/community members in a workshop together with the 'Ladder of Citizen Participation' tool (Stage II).

TYPE OF ACTIVITY:
Community workshop for evaluating public spaces.

DURATION:
Preparation: 2-4 hours. Workshop: 2 hours

PART 1.
GETTING READY

Duration: 2-4 hours

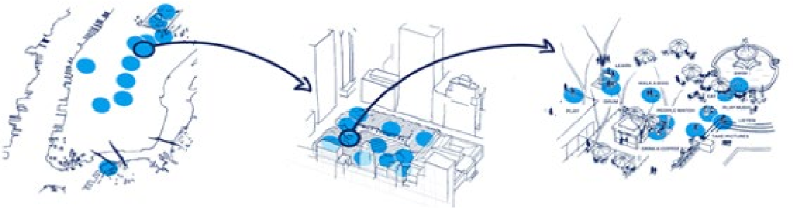
STEP 1.

SELECT A SITE AND OBSERVE THE SITE
This can be a **square, a park, a street, a market, a playground, a vacant area, a street block,** etc.
Get to know the site yourself and walk around the site at different times of day, and talk with users of the space while you are there
It is very important that you remain **open and flexible to community ideas at this point.**

STEP 2.

SELECT SUB-PLACES WITHIN YOUR SELECTED SITE

POWER OF 10+
How Cities Transform Through Placemaking



city/region 10+ major destinations	**destination** 10+ places in each	**place** 10+ things to do (layered to create synergy)

STEP 3.

IDENTIFY THE PARTICIPANTS AND SEND INVITATIONS

- **Identify your stakeholders** using the tools "Identifying Stakeholders'' and/or "Including Diverse Groups".
- **Contact relevant stakeholders** and discuss a good time and place for the workshop
- Send invitations to relevant stakeholders, **ideally this via e-mail so participants can confirm their participation.**
- If you want to involve people from the local community in your workshop, you need to be inclusive and be aware that some groups may need more effort to become involved. **Make posters and flyers and spread them in the community.**
- Get the word out about your event. Share the workshop invitation through a variety of **social media outlets and groups, organized local groups and neighborhood associations.**

HOW TO MOVE UP ON THE LADDER:

DO: Involve as many representatives of different stakeholder groups as possible in the workshop, in order to get a range of ideas and opinions.

DO: Be honest and open from the beginning about what is possible to do with the funding, timeline, regulations, etc.

PART 2.
WORKSHOP ORGANISATIONS

Duration: 2 hours

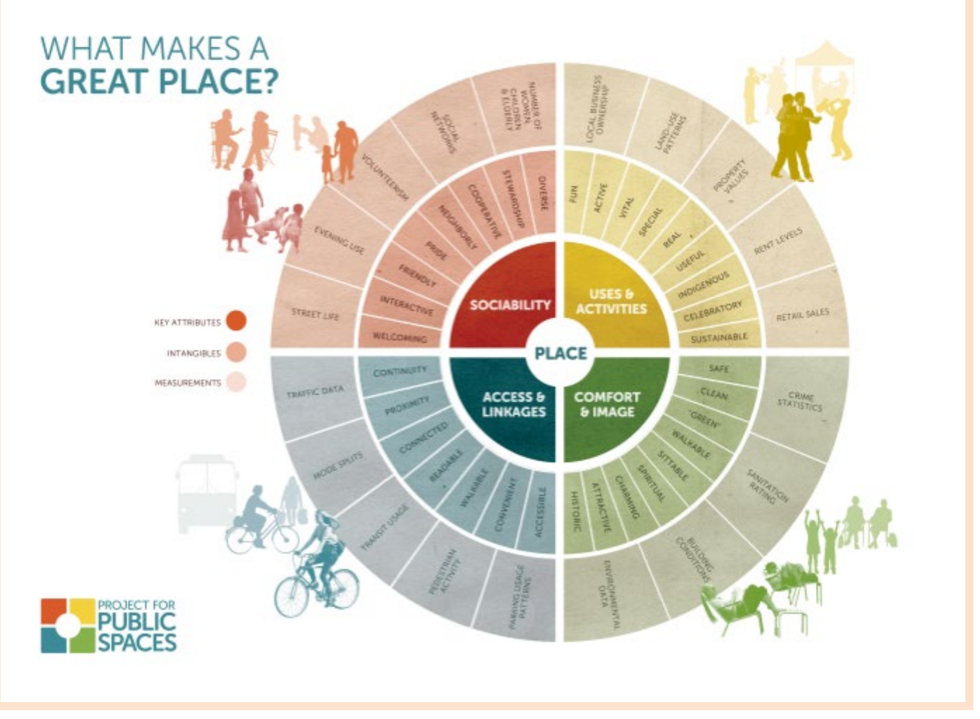
STEP 4.

WELCOME EVERYBODY TO THE WORKSHOP AND SET EXPECTATIONS

- Present the **agenda, purpose and goals of the workshop**
- Set **realistic expectations** and make sure that everyone in the room knows what's expected of them going forward.
- Let **participants introduce themselves for about 1 min each**

STEP 5.

INTRODUCE PPS'S PLACE DIAGRAM "WHAT MAKES A PLACE GREAT"?



[Read more about the PPS'S place diagram on page 5]

STEP 6.

STEP 6. INTRODUCE THE “PLACE GAME EVALUATION FORM”

Rate the Place:

COMFORT & IMAGE	POOR			GOOD
Overall attractiveness	1	2	3	4
Feeling of safety	1	2	3	4
Cleanliness/Quality of Maintenance	1	2	3	4
Comfort of places to sit	1	2	3	4
Comments/Notes:				

ACCESS & LINKAGES	POOR			GOOD
Visibility from a distance	1	2	3	4
Ease in walking to the place	1	2	3	4
Transit access	1	2	3	4
Clarity of information/signage	1	2	3	4
Comments/Notes:				

USES & ACTIVITIES	POOR			GOOD
Mix of stores/services	1	2	3	4
Frequency of community events/activities	1	2	3	4
Overall busy-ness of area	1	2	3	4
Economic vitality	1	2	3	4
Comments/Notes:				

SOCIABILITY	POOR			GOOD
Number of people in groups	1	2	3	4
Evidence of volunteerism	1	2	3	4
Sense of pride and ownership	1	2	3	4
Presence of children and seniors	1	2	3	4
Comments/Notes:				

1

FIRST PART

Initial observations and rating the place.

Duration: 20 min

Purpose: Participants can evaluate more specific attributes of the place.

Identify Opportunities

1. What do you like best about this place?
2. List things that you would do to improve this place that could be done right away and that wouldn't cost a lot:
3. What changes would you make in the long term that would have the biggest impact!
4. Ask someone who is in the "place" what they like about it and what they would do to improve it. Their answer:
5. What local partnerships or local talent can you identify that could help implement some of your proposed improvements? Please be as specific as possible.

2

SECOND PART

Engage, analyze and identify opportunities.

Duration: 20-25 min.

Purpose: More detailed open questions to get input from users and to think about potential local partnerships.

STEP 7.

STEP 7. SPLIT INTO SMALLER GROUPS AND GO OUTSIDE

Duration: 45 min

- Hand out the **Place Evaluation Form** to everyone participating and split into smaller groups with 4 of 5 each.
- It is important to **create diverse groups** in order to spark inventive and novel discussions and solutions.
- Assign each group to a **specific sub-place within the area.**
- Remind them to be back in 45 min or so. Most importantly – do your best to keep everyone enthusiastic and **have fun!**

WHY USE THIS TOOL:

- To involve local residents in evaluating public spaces that they use every day.
- To understand and identify which characteristics make a public space successful.
- To develop short and long-term recommendations for how to make a public space into a better place.

STEP 8.

COME UP WITH A PLAN AND PRESENT TO THE GROUP

Duration: 45 min

Groups write down their findings organized into five different keypoints:

1. **Main characteristics of the space**
2. **Short term improvements** (between now and three months).
3. **Long term improvements** (three years or more).
4. **Potential partners** to put these ideas into action.
5. Discuss **participants' own role** in this process

Give the floor to each group during 5 min and allow them to present their findings.

STEP 9.

DISCUSS NEXT STEPS AND CONCLUSIONS

Creating a great place doesn't happen overnight.
While you have the momentum and the energy going at the end of the place game, don't forget to ask people who would want to be on board the place management team.

Make a short report based on the ideas/inputs collected during the Place Game, to keep the momentum going from the workshop.

INSPIRATION

HOW CAN WE EVALUATE PUBLIC SPACES WITH HARD TO REACH GROUPS?

By persevering to find key contact points and understanding the local culture!

In Lyulin Community for sighted and visually impaired, **"Can You Association"** engaged with neighbors and a representative of the Union of the Blind in Bulgaria for the Lyulin region. They discussed current challenges people face on a daily basis, what would be most useful to the sighted and blind in the territory, and in what form they would like the space to exist for them.

Kids enjoying the new swing set!

[Read more about “Can You Foundation”]

TOOL 4

How to observe and record people's behavior in public spaces?

Participation level on the ladder: 8, 7, 6, **5**, 4, 3, 2, 1

STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
Stage II. Map opportunities and challenges

PARTICIPATION LEVEL ON THE LADDER
5. Involvement

WHEN TO USE THIS TOOL:
Have you conducted the Stage I activity on identifying stakeholders or on ensuring diverse participants? If you held a workshop today, could you ensure that many of the identified stakeholders and/or diverse users would attend it? If the answer to these questions is yes, you are ready to conduct this workshop!

HOW TO BEST USE THIS TOOL:
t is best to use this tool together with a small group (5-12 participants). Use this tool if it is more important to get a 'bigger picture' overview of how the general public is using the space where you intend to have your placemaking intervention.

TYPE OF ACTIVITY:
Community workshop for observing and recording behaviors and evaluating public spaces.

DURATION:
Planning 2-3 hours. Workshop: 2-4 hours.

PART 1.
GETTING READY

STEP 1.

PLANNING
- Identify the intended area where your project will take place
- Invite a small group of stakeholders (5-12 people) to participate in a behavioural mapping workshop for the project.
- Split the area into a few different parts to be mapped.
- Zoom in on the selected sub-areas that you split and print separate maps of the different sub-areas.
- Depending on the purpose of your placemaking intervention, you will need to determine the kind of information and activities that you would like to map.

You can use google earth to print a map and select areas where you will conduct the behavioural mapping!

Zoomed in section to print to use for the behavioural mapping exercise

- Make a behavior mapping table or map with legend for participants to use during the mapping exercise.

Behavioural mapping with a map that you draw on

Groups	**Sex**		**Age**						**Activities**					
	M	F	0-6	7-18	18-34	35-50	51-65	over 65	reading	social-izing	dog-walking	eating	sitting	NOTES
1	x												x	Sitting on a bench
2		x						x	x					
3														

Behavioural mapping with a chart

STEP 2.

WHAT IS PLACEMAKING?

One of the leading placemaking organizations– the non-profit Project for Public Spaces (PPS)–approaches placemaking as a way to help citizens transform their public spaces into lively places that highlight the local area's assets and serve local needs.

10 Principles of Placemaking from PPS

1. The community is the expert
2. They'll always say, "It can't be done"
3. You can see a lot just by observing
4. Don’t let lack of money stop you from starting
5. Triangulate (for example a rubbish bin, a bench, and a coffee kiosk together)
6. You are creating a place, not a design
7. You can't do it alone
8. Form supports function (Design with active use in mind!)
9. Start with the petunias (simple, quick actions)
10. You are never finished...

For more info on Placemaking consult pages 7-8

STEP 3.

WHAT IS BEHAVIOURAL MAPPING?

Behavior mapping (also known as activity mapping) gives you the opportunity to gather, process, and analyze the current use of the place where your project is intended to take place!

Behavioural mapping is **observations** which document, map, and count activities performed by people passing by and using a space at a specific time.

Behavioural mapping can reveal **the ways different groups use the area** and their **behaviours within the space**. The results can be used for urban regeneration decisions, planning and design.

When these maps are produced at different times of day, or in different seasons of the year, **it show how activities are affected by light and shadow, sun and rain,** etc.

Examples of the kind of information that you can record and map in an area:

- **Barriers**: Loud noises, hazardous crossings, a feeling of insecurity, desolate roads, poorly signposted connections and physical barriers. .
- **Activities:** walking, sitting, standing, eating, socializing, etc.
- **Microclimate conditions and weather conditions:** temperature, moisture, wind.
- **User profiles:** kids, youth, women, men, and elderly.

PART 2.
START OBSERVING MAPPING

STEP 4.

START MAPPING!

- Put the participants into groups of 2 (or more, depending on the number of participants).
- Give each group or each participant a clipboard with the behaviour mapping table or the behaviour map with legend, and different color markers.
- Give each group a space that they will observe.
- Each group will observe their given site for 30 minutes to 1 hour
- Write down with as much detail as possible, all of the uses of the space during the time that you are observing (in the table or in the map following the legend). If you decide to use a behaviour map with legend, we recommend you to use different color markers for the different activity symbols.

STEP 5.

REFLECT ON THE INFORMATION

- Were there any unexpected behaviours?
- What are the clear trends of how people use the space?
- What are the improvable areas that we want to focus on?
- If there were demographic differences in certain spaces, do we want to try to address these? If so, how?

Together with the whole group, **make action points from the conclusions.**

DON'T: Promise anything that you won't be able to do.

DON'T: Only follow up on the ideas that seem possible at the time. This is a mapping exercise, and you need to be open to it changing the planned placemaking intervention.

INSPIRATION

HOW TO PLAN AN INTERVENTION THAT MATCHES COMMUNITY EXPECTATIONS?

By inviting people for a workshop in an informal space and listening to them!

BG Be Active applied the Behavioral mapping tool at the capacity-building event to work with different community and civic organisations' representatives to understand their needs and help plan the interventions by involving different groups of people.

[Read more about BG Be Active]

TOOL 5

How to get input from the local community?

Participation level on the ladder: 8 7 6 5 **4** 3 2 1

STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
Stage II. Map opportunities and challenges

PARTICIPATION LEVEL ON THE LADDER:
4. Consultation

WHEN TO USE THIS TOOL:
Have you completed at least one of the tools in Stage I? Are you looking for an easy and intuitive tool to get feedback from your community on a planned activity? Are you ready to hear what your local community thinks?. If the answer to all of these questions is yes, you are ready to use this tool!

HOW TO BEST USE THIS TOOL:
It is best to use this tool together with a large group of people (+50 participants) in a community event.

TYPE OF ACTIVITY:
Pop-up engagement activity to ensure community participation

DURATION:
Preparation: 1.5-2 hours
Pop-up community engagement activity: 2-4 hours (up to you). Ideally, you should repeat this activity several times under different community events.

PART 1.
GETTING READY

STEP 1.

STEP 1. PREPARATION OF THE POP-UP ACTIVITY

Duration: 1.5 – 2 hours

1. **Making questions:** Making good questions is the most important part. Get together with stakeholders and local citizens interested in the project to brainstorm what is the most important information that you want to learn from citizens.
   Examples of questions:
   - What type of activities would you like to engage in after school hours?
   - What type of events would you like to see in this square?
   - I would come here more often if there was [activity or infrastructure examples to put stickers on] here.

2. **Print out pictures** to illustrate your different options (activities, events, improvements, etc)
3. **Get colored dot stickers** and prepare as many stickers per person as you would like to give them votes.
4. **You can also prepare a couple of flipcharts for people to give you written feedback** or to suggest further ideas or activities. Remember to bring post-its, pens and something to hang up your posters
5. Try to repeat this activity **several times under different community events to collect enough data** and make sure you get diverse participants.
6. Duration: 2-4 hours, up to you
7. **Team up with other organizations** that are planning an event in your project area.
8. **Go to a place where you are likely to meet your local community** like schools, parks, or other types of public spaces and invite them to participate.
9. After the pop-up engagement activity count the votes and **share the main results with your local community**. Take the outcomes further for your implementation or next project.

PART 2.
EXECUTION OF THE POP-UP ACTIVITY

DON'T FORGET:

- To **collect some demographic data**, if you want to evaluate how different demographic/cultural/or employment groups answer different questions. You can use different colored dot stickers for this, for example, red dot stickers for adults, green for youth and yellow for children.
- **To take photos during these activities.**

HOW TO MOVE UP ON THE LADDER:

DO: use this tool during your exploration phase to get input from your community on your planned implementation.

DO: also use this tool in the evaluation/impact measurement phase to get feedback on your initiative.

DO: some research about which location and type of community event can attract the desired audience if you are hoping to reach certain groups.

DON'T: wait too long to implement some of the ideas or activities after asking people to vote.

DON'T: Promise anything that you won't be able to implement!

Read more about this tool here

INSPIRATION

HOW TO MITIGATE CONFLICTS OF OPINION (FOR ADULTS AND KIDS)?

By using voting and practical demonstrations of democracy!

Halo Foundation used sticker democracy to decide on the main issues surrounding the implementation of the intervention at the green kindergarten project in Stamboliyski. At the opening event, they this tool to present democracy in a practical way to kids, by having the kids try to lift a heavy bag on their own and then later all together, to show the value of working together on a chosen goal!

[Read more about Halo Foundation]

STAGE III

Create the Vision and Objectives

Make sure that the participatory processes in this stage are actually participatory by following the principles of effective deliberative engagement! Under these principles, the process: is transparent; involves diverse stakeholders; treats participants with respect; gives priority to participants' discussions; and keeps participants informed.

If you are facilitating a participatory process at this stage, make sure that you are an active listener! Active listening means trying not to think about what you're going to say next – focus on what's being said! Successful facilitation requires the use of questioning to bring structure and clarity to the debate.

A good facilitator: Shorts facts from feelings; Separates personalities from concerns; Breaks down issues into manageable components; and identifies personal interests/ preferences/concerns. See slide 9 for more information about how to facilitate a community discussion!

- **TOOL 6**
  The ladder of citizen participation

- **TOOL 7**
  Planning your project impact measurement

- **TOOL 8**
  Creating a vision and mission statement

- **TOOL 9**
  Future triangle workshop

TOOL 6
The ladder of citizen participation

Participation level on the ladder: 8 7 6 5 4 **3** 2 1

STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
Stage III. Create the Vision and Objectives

PARTICIPATION LEVEL ON THE LADDER:
3. Informing

WHEN TO USE THIS TOOL:
If you held a workshop today, could you ensure that many local residents and diverse groups would attend? Have you mapped the intended 'place' together with other stakeholders, OR do you plan to do this together with this workshop? If the answer to these questions is yes, you are ready to use this tool!

HOW TO BEST USE THIS TOOL:
Use this tool to empower locals to understand participation and involve them in the decision-making process! It is best to use this tool together with a medium group (10-30 participants) of stakeholders/community members in a workshop with mapping exercises (tools that help you to map out the 'place' where your placemaking intervention is going to happen).

TYPE OF ACTIVITY:
Workshop with diverse stakeholders.

DURATION:
Preparation: 2-3 hours; Workshop: 1 hour.

PARTICIPATION means that people that will be affected have a right to be involved in decision-making

PART 1.
GETTING READY

STEP 1.

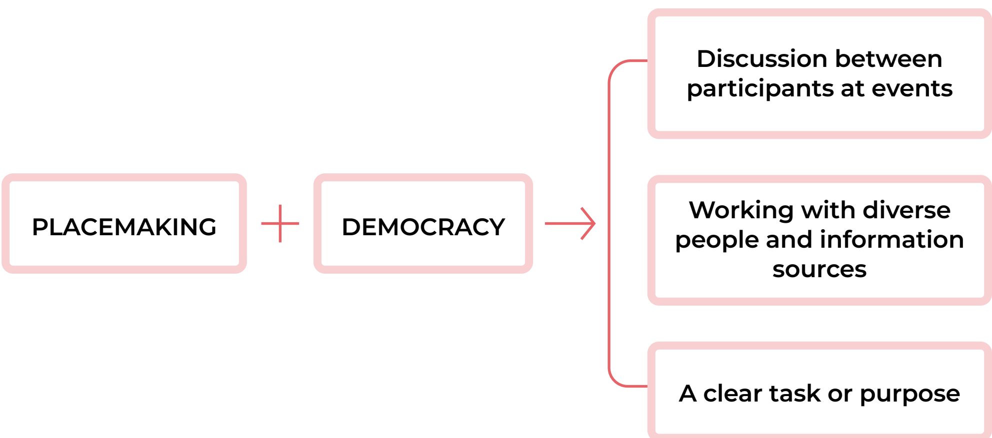
PREPARE THE WORKSHOP
Identify the participants and send invitations:
If you want to involve people from the local community in your workshop, you need to be inclusive and be aware that some groups may need more effort to become involved. You can make posters and flyers and spread them in the community.

Deliberation means discussing problems and issues together with others, and taking the time to consider different opinions and options.

STEP 2.

WHAT IS PARTICIPATION?
ASK: What is participation for you?
Participation means that those affected by decisions have a right to be involved in the decision-making process. It also means that the public's contribution to the dialogue will have an effect on the decision-making process.

PARTICIPATION IN PLACEMAKING
Use placemaking tools to enable people to reflect on the places where they live and to gain confidence in participating!



STEP 3.

WHAT IS THE LADDER OF CITIZEN PARTICIPATION?
The ladder presents participation in a practical way, so that local leaders can use it to understand the ways in which institutions and officials deny power to citizens, and how to better enable empowerment in their own projects.

Each ladder rung represents increasing levels of citizen agency, control, and power.

CITIZEN POWER	**8. CITIZEN CONTROL** when participants or residents can govern a program and be in full charge of management.
	7. DELEGATED POWER when public administrators give up some control, management, funding, or decision-making authority to citizens.
	6. PARTNERSHIP When citizens can negotiate better deals, veto decisions, or share funding, and planning and decision-making responsibilities are shared.
SYMBOLIC INVOLVEMENT	**5. INVOLVEMENT** When citizens have limited influence and are merely involved to show that they were involved. Power holders keep the right to take or discard the citizens' advice.
	4. CONSULTATION Inviting citizens' opinions can be the first step toward full participation! However, consultation processes need to be combined with other modes of participation.
	3. INFORMING When there is a one-way flow of information—from officials to citizens—with no channels for feedback and no power for negotiation. Informing can be a first step to participation if combined with the opportunity to participate at higher levels!
NON PARTICIPATION	**2. EDUCATION** When citizens are told that they are the problem. On this rung citizens are engaged in extensive activity, but there is no focus on changing the institutions or policies that create the problems.
	1. MANIPULATION When public administrators or officials mislead citizens into believing they are being given power. For example: advisory boards created for the purpose of engineering citizen support.

PART 2.
EXECUTION OF THE WORKSHOP

STEP 4.

REFLECT ON PARTICIPATION

Activity: How do we participate?

- Ask participants to read through the different levels of participation on the ladder.
- Ask participants to: think of one event that you attended in the community recently: Identify where on the ladder of participation you participated during this event. Think about whether you had opportunities to participate at a higher 'rung' on the ladder, and why or why not you chose to take this opportunity. Write down any **enabling factors or barriers to participation** on a post it note, and put it on the wall at the front.

Reflect together with all the participants on the eight "rungs" themselves!

Don't forget to get contact information and plan for the next stages, so that people have the opportunity to move up on the ladder!

For more information about the ladder of citizen participation consult here

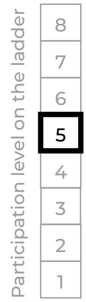
INSPIRATION

HOW TO PUT DEMOCRACY AT THE CENTRE OF PLACEMAKING PROJECTS FROM THE BEGINNING?
By presenting the ladder of citizen participation, and getting people involved to reflect on their decision-making power!

Burgas Municiaplity and Nabolagshager used the ladder of citizen participation tool as **the first step in activating locals to get involved** in a placemaking intervention. We invited them to reflect on their participation in different activities and **how they could help others to be a part of decision-making!**

TOOL 7

Planning your project impact measurement



STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
Stage III. Create the Vision and Objectives

PARTICIPATION LEVEL ON THE LADDER:
5. Partnership

WHEN TO USE THIS TOOL:
Have you identified stakeholders for this project, and set the vision together with them? Do you have working groups in place, or will you make working groups after this workshop? After this workshop is completed, will you be able to begin collecting baseline measurements? If the answer to all of these questions is yes, you are ready to use this tool!

HOW TO BEST USE THIS TOOL:
It is best to use this tool together with a small to medium group (5-20 participants), but with diverse stakeholders! Impact measurement is one of the most important parts of your project, because it will help you to plan your project activities so that they are in line with your long term objectives! You will therefore need to use this tool at the beginning stages of the project, revisit the plan in the middle, and then collect more data at the end of the project.

TYPE OF ACTIVITY:
Workshop with stakeholders.

DURATION:
Preparation: 2 hours; Workshop: 2-3 hours.

Impact Measurement is the process of collecting information to find out if your project was successful in achieving your goals!

PART 1.
GETTING READY

STEP 1.

PREPARE THE WORKSHOP

Read through ALL of the workshop materials BEFORE you begin. Impact measurement can be a daunting task, but it is one of the most important steps that you NEED to do to implement a successful project– without it, you cannot know if your project was successful or not!

STEP 2.

THE THEORY OF CHANGE

Basically, making a Theory of Change (ToC) helps you to describe the change that you want to make and the steps needed to make that change happen. In short, the ToC forces you to explain WHY your proposed project will be successful!

The theory of change **defines change as a process** that can be **divided into steps.** In order to make a future change happen, the project team will **work backwards** from the long term project objectives to the activities that the project will put on.

The Theory of Change has 3 major steps.
Throughout the process you will need to think about what you 'assume' about your project activities and outcomes, and the links between your activities and objectives.

1. Identify your long term objectives

+

2. Identify the intermediate outcomes that will lead to these objectives

+

3. Identify the activities that will lead to these intermediate outcomes

PART 2.
EXECUTION OF THE ACTIVITY/ WORKSHOP

STEP 3.

WHO, WHY, AND WHAT

ACTIVITY: Have participants write down:

- WHO? (is involved in the impact measurement, is the target audience?)
- WHY? (do you need the impact measurement?)
- WHAT? (information do you need?)

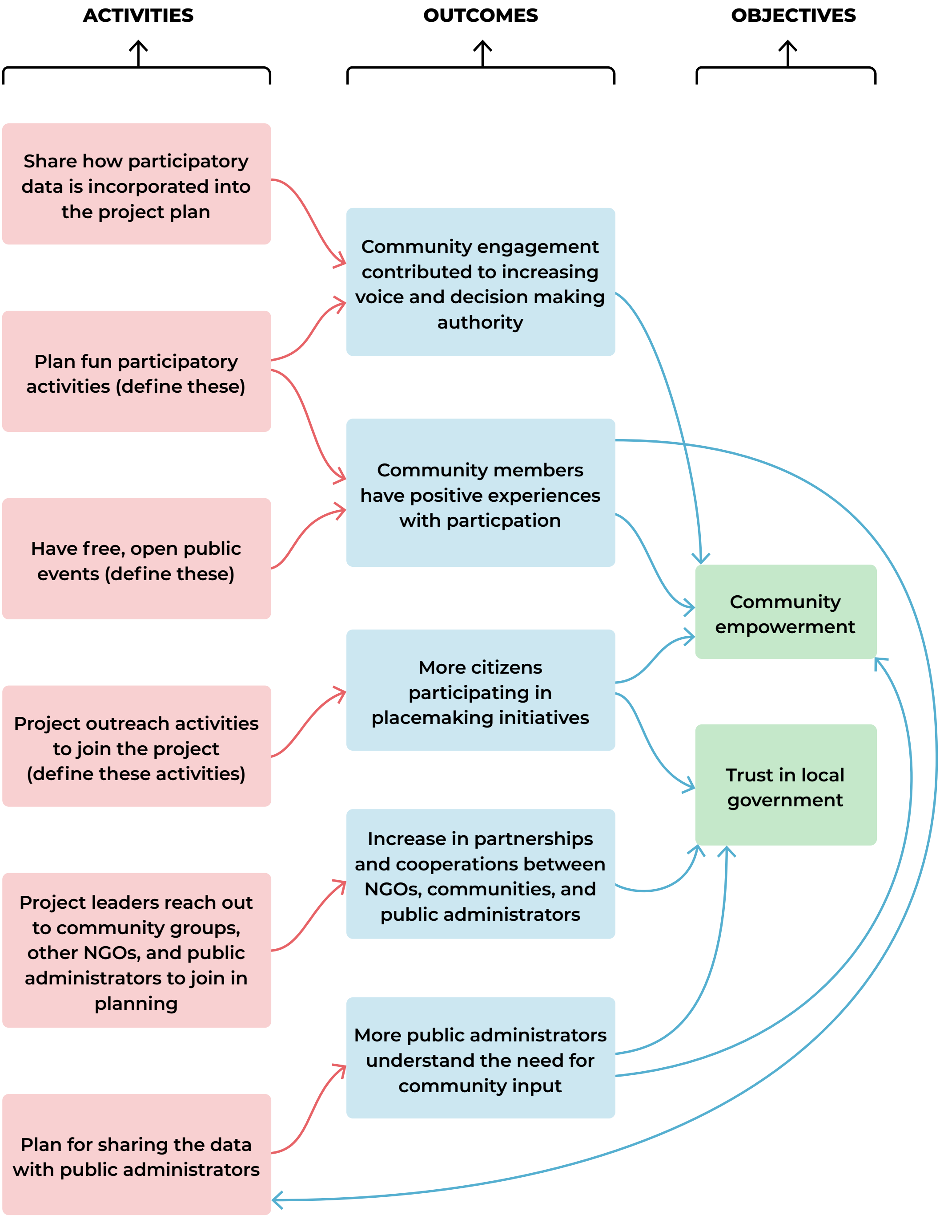
For more information, consult pages 8-10

STEP 3.

MAKE A THEORY OF CHANGE DIAGRAM

In this step, you will identify your long term, intermediate, and short term goals, so that you can track your progress towards these goals.

1	**Identify your long term objectives**	These are the "big" long term impacts that your programme aims to have. This is the "WHY" of the project. For example, "we are doing this to empower communities."
2	**Identify the intermediate outcomes that will lead to these objectives**	These are all the separate changes or results that lead to the long term objectives. They are the 'WHAT' of the project.
3	**Identify the activities that will lead to these intermediate outcomes**	These are all the things that a programme does directly. For example, putting on a community event, or having workshops for residents.


ACTIVITIES
OUTCOMES
OBJECTIVES
Share how participatory data is incorporated into the project plan
Plan fun participatory activities (define these)
Have free, open public events (define these)
Project outreach activities to join the project (define these activities)
Project leaders reach out to community groups, other NGOs, and public administrators to join in planning
Plan for sharing the data with public administrators
Community engagement contributed to increasing voice and decision making authority
Community members have positive experiences with participation
More citizens participating in placemaking initiatives
Increase in partnerships and cooperations between NGOs, communities, and public administrators
More public administrators understand the need for community input
Community empowerment
Trust in local government

STEP 5.

HOW WILL WE KNOW IF THE PROJECT WAS SUCCESSFUL?

Now that you know your long term objectives, outcomes, and planned activities, you can start thinking about how to turn these into indicators. **Indicators show if something has happened or changed.** For example, green, yellow, or red tomatoes (if the ripe tomato should be red) are an indicator of the maturity of the fruit. Finding out which indicators you need to examine is about identifying how you can know if a goal has been achieved. If your tomatoes turn red, you can say that you were successful in growing tomatoes.
Indicators are the ways to measure whether the change that you expected has happened.

OUTCOMES
More citizens participating in placemaking initiatives

OBJECTIVES
Community Empowerment

INDICATORS: HOW WILL WE KNOW?
Compared to the baseline measurement, there are more citizens (random sample) in the project areas that say they have participated in an urban intervention.
50 participants at workshops.
3 citizens have initiated a placemaking initiative for the first time or been on a project team for the first time.

STEP 6.

MAKE A BASELINE DATA COLLECTION PLAN

Collecting data on change needs to start with an initial value. This is the starting point you with which you can compare the final data.

Baseline data is data that you collect BEFORE you have started your project or made change in the neighbourhood!

Depending on the project, you may want to collect data at the beginning and end of a time period (a month, a year, etc.), after a time period (for 2-3 months after you start the project) or at regular intervals (each sixth months). Tip: Think about your activities and when you are closest to your recipients.

DATA is just facts or statistics collected for analysis. It can be as simple as 'before' and 'after' pictures of a space!

HOW TO MOVE UP ON THE LADDER:

Share your plan with the community!

By sharing your plan of what determines success of the project and how you will collect data, you enable the wider community to understand what you are doing and why. Having more people understand your project empowers community members to participate in the project and offer their input.

TOOL 8

Creating a vision and mission statement

Participation level on the ladder: 8 7 6 **5** 4 3 2 1

STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
Stage III. Create the Vision and Objectives

PARTICIPATION LEVEL ON THE LADDER
5. Involvement

WHEN TO USE THIS TOOL:
If you held a workshop today, could you ensure that many of the stakeholders and/or diverse users would attend? Have you mapped the intended 'place' together with other stakeholders, using one of the mapping tools from Stage II? After this workshop is completed, are you ready to begin acting on the set vision? If the answer to these questions is yes, you are ready to use this tool!

HOW TO BEST USE THIS TOOL:
It is best to use this tool together with a medium group (20-40 participants) of diverse stakeholders. The "Creating a Vision and Mission Statement" tool is a quick and simple way to set a vision with a large group, and is great for small or short term placemaking projects, but can also be a first step in setting a vision for a longer term community organization.

TYPE OF ACTIVITY:
Workshop with community members.

DURATION:
Preparation: 2 hours; Workshop: 2 hours.

It's easy to get confused between a mission statement and a vision statement. A **vision statement** focuses on the future, whereas a **mission statement** focuses on what you're doing now to get there.

PART 1.
GETTING READY

STEP 1.

UNDERSTAND VISION AND MISSION STATEMENTS

Both vision and mission statements are important to the planning and work of the organization or project. You might use them in grants to help describe why the project exists and the future that you want to create. You should also share them on your website so the community and other stakeholders know what your project is about and what you are trying to accomplish.

VISION STATEMENT

- Describes the overall goal that you want to achieve.
- It is the guiding objectives that will lead your project.
- The WHY of the project.

MISSION STATEMENT

- The steps that you are taking (or will to take) now to move towards the future vision.
- Provides the plan for bringing the vision to reality.
- Can keep you focused so you don't experience mission creep.
- The WHAT of the project.

HOW TO MOVE UP ON THE LADDER:

DON'T: Set the vision with only token involvement from people outside the group driving the project– you risk going down the ladder to consultation.

DON'T: Dismiss ideas that don't fit with your original idea or vision for the space. By considering all possibilities, you may come up with something much better (and more likely to be used by the local population).

PART 2.
EXECUTION OF THE ACTIVITY/ WORKSHOP

STEP 2.

CREATE A VISION STATEMENT

ASK

- Is there a problem in the space that your planned project will address? What is this problem? Do you have some history or background on this problem?
- Briefly describe your (planned) activities. How will these address the problems that you have identified?
- What are the long term objectives for the project? I.e. What do you hope the future of the place will be, right after the project is finished, and in 5 years after the project is finished?
- Which long-term goal determines the course of your project?

WRITE

- An introduction of who is involved in the project.
- A brief description of the problem that your project aims to address (including who experiences the problem and how it impacts them).
- A statement on how your project plans to solve the problem(s) that you have identified.

Read more about how to create a vision statement together here.

STEP 3.

CREATE A MISSION STATEMENT

Why does the project exist? What problem is the project addressing? Why is now a good time to address this problem?

→

Who does the project serve? Who will benefit from the project solving the outlined problem?

→

What impacts are we trying to achieve? What will success look like?

Example: If you have a project that is creating a community kitchen, you might have ideas like:

- WHY: Make sure that local people are not going hungry
- WHO: Kids and seniors living in the neighbourhood
- WHAT: cooking classes and emergency food boxes

So, the mission statement might be "our mission is to provide food and cooking skills to everyone in our community who needs it so that they don't go hungry."

Be careful not to create a mission statement that is too complex, because it may become too hard to tell a story and communicate it. Having a clear, concise mission statement will let the world know what you do, who you help, and what problem you're trying to solve.

TOOL 9
Future triangle workshop

Participation level on the ladder: 8 7 6 **5** 4 3 2 1

STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
Stage III. Create the Vision and Objectives

PARTICIPATION LEVEL ON <u>THE LADDER</u>
5. Involvement

WHEN TO USE THIS TOOL:
If you held a workshop today, could you ensure that many of the identified stakeholders and/or diverse users would attend? Have you mapped the intended ‘place’ together with other stakeholders? do you have the resources in place to begin acting on the set vision? If the answer to all of these questions is yes, you are ready to use this tool!

HOW TO BEST USE THIS TOOL:
It is best to use this tool together with a medium to large group (15-60 participants) of diverse stakeholders.

TYPE OF ACTIVITY:
Workshop with community members.

DURATION:
Preparation: 2 hours; Workshop: 2 hours (or longer depending on the number of participants).

PART 1.
GETTING READY

STEP 1.

PREPARATION OF THE WORKSHOP

Duration: 2-3 hours

After identifying your stakeholders (in STAGE I) and using one of the mapping tools (in STAGE II):

- **Contact relevant stakeholders** and invite them to the Future Triangle workshop.
- **Prepare the workshop materials**, including the information sheets and worksheets to print, and some powerpoint slides summarizing the information sheets.

HOW TO MOVE UP ON THE LADDER:

DO: Include many diverse stakeholders (including normally marginalized actors) in setting the vision.

DO: Have follow up structures in place, so that participants know that there will be follow up on their ideas.

DO: Make sure that all voices are heard.

DON'T: Set the vision with only token involvement from people outside the group driving the project– you risk going down the ladder to consultation.

You can find the workshop materials here.

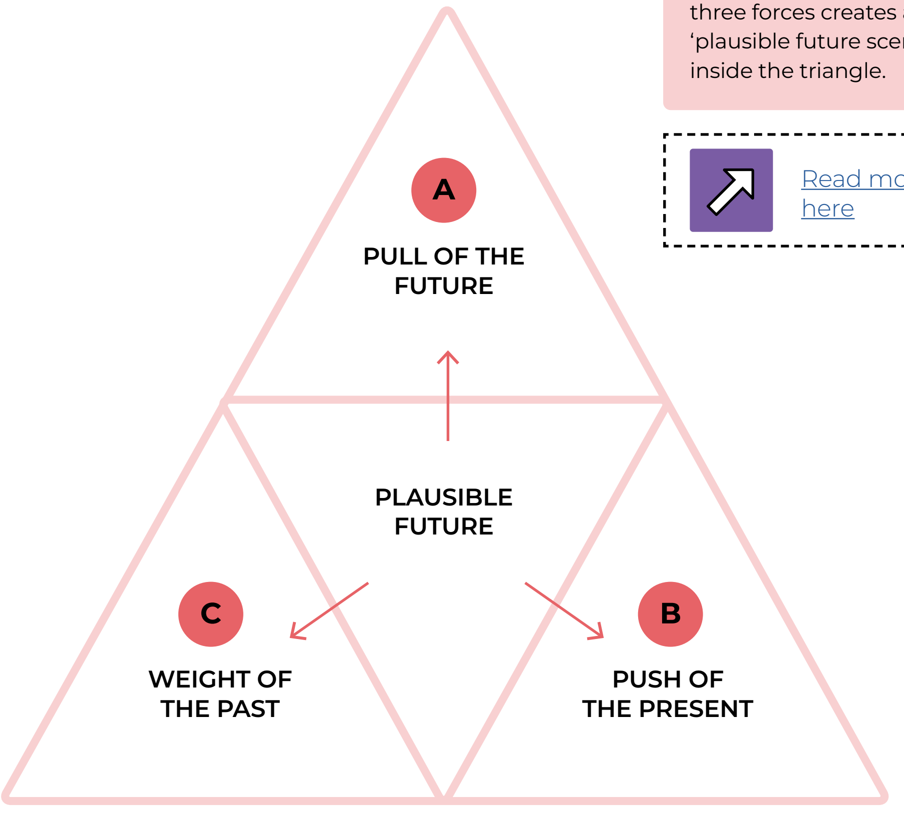
PART 2.
EXECUTION OF THE WORKSHOP

STEP 2.

WELCOME EVERYBODY TO THE WORKSHOP AND SET EXPECTATIONS

- Present the **agenda, purpose and goals of the workshop**
- Set **realistic expectations** and make sure that everyone in the room knows what's expected of them going forward.
- Let **participants introduce themselves for about 1 min each**

INTRODUCING THE FUTURE TRIANGLE METHOD



The tension and interaction between these three forces creates a 'plausible future scenario', inside the triangle.

Read more here

STEP 3.

GROUP ACTIVITY
Brainstorming the forces of the Future, Present, and Past

Duration: 20-30 min

- Split into diverse groups of 2-4 people
- Print the worksheets
- Give 10 minutes for participants to go through each of the 3 outer triangles

A

THE PULL OF THE FUTURE

Think about the ideal future by reflecting on the following questions:

- What would be the ideal future for this issue?
- What futures do we want to avoid?
- What tools and resources do we have that can lead us towards that future?
- What do we lack to influence change? What are our limits?
- Is it possible to impact the futures? Or will it happen anyway?
- Are there competing images of the future?

Put sticky notes in this section of the triangle.

B

THE PUSH OF THE PRESENT

Think about current trends by reflecting on the following questions:

- What trends and technologies exist right now?
- What things are pushing change forward?
- What trends are pushing us towards particular futures?
- What quantitative drivers/trends are changing the future?

Put sticky notes in this section of the triangle.

C

THE WEIGHT OF THE PAST

Think about the current status quo and barriers to change, by reflecting on the following questions:

- What is the current status quo?
- Who benefits from the status quo?
- Who loses if it is changed?
- What are the barriers to change?
- What are the deep structures that resist change?

Put sticky notes in this section of the triangle.

STEP 4.

GROUP ACTIVITY

Group discussion and prototyping the desired plausible future scenario

Duration: 1 hour. 5 minutes per group (max. 30 min in total) and then 20 minutes for setting the desired plausible future scenario.

Steps:

1. **Reconvene into one large group** and have each group present their main sticky notes for each of the future, present, and past forces.
2. **Put all of the sticky notes onto a big triangle** at the front of the room. Lead a group discussion and get everyone to agree on the **major important drivers** for each category, and **how much each one 'pulls**' the plausible future scenario in that direction.
3. Print the sheet on desired plausible future scenarios, and **present the concept of the 'plausible future scenario' to the main group.**

STEP 5.

GROUP ACTIVITY

Present the concept of the 'plausible future scenario' to the main group
PROTOTYPING: Make 'plausible futures' scenarios by going through the following questions:

- Look at the **trends that have emerged from the group discussion**, and note if any of the trends are incompatible with one another. Which one is more likely?
- When we put the forces together, **what coherent hypothesis about the future emerges?**
- Ask everyone to **take 5 minutes and write down the desirable and undesirable future scenarios**, based on the data.
- **Read out the plausible futures, and find common themes.**
- **Can we agree on a desired plausible future scenario?** Try to write up ONE main desirable future scenario. What steps would we need to do to move the plausible future towards the more desirable outcome?
- **Look at the undesirable future scenarios.** Is it possible to avoid them? What steps would we need to take to avoid them?

STAGE IV

Develop Action Plan and Intervention

Now that you have set the vision and objectives for your project together with the community of stakeholders, it's time to develop your action plans! Continue to do this with a diverse group of stakeholders, invite and welcome new participants, and be open to changes to your plans!

- **TOOL 10**
  Creating a visual concept
  and action plan

- **TOOL 11**
  Approaching your municipality

- **TOOL 12**
  Creating roles and working groups

TOOL 10

Creating a visual concept and action plan

Participation level on the ladder

8
7
6
5
4
3
2
1

STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
Stage IV. Develop Action Plans and Intervention

PARTICIPATION LEVEL ON THE LADDER
7. Delegated Power

WHEN TO USE THIS TOOL:
Do you have a diverse group of stakeholders that has participated in a mapping activity (from Stage II)? Have you taken the mapping information and summarised the short and long-term ideas and shared with your diverse group of stakeholders? Have you shared the participation ladder with these stakeholders/partners so that they could reflect on their desired level of participation? If the answer to all of these questions is YES, you are ready to use this tool!

HOW TO BEST USE THIS TOOL:
It is best to use this tool together with a medium group (10-15 participants). It is best to use this tool after you have used the "Creating roles and working groups" tool.

TYPE OF ACTIVITY:
Community workshop to develop a common visual concept for the space and a concrete action plan.

DURATION:
Preparation: 2 hours; Workshop: 3 hours.

PART 1.
GETTING READY

Duration: 2 hours

PREPARATION OF THE WORKSHOP

- **After identifying your key stakeholders or 2-3 people from each working group,** contact them and invite them to participate in the workshop.
- **Plan a time that works well for everyone.** You can use an online tool such as 'Doodle' to find a good time.

REMEMBER to think about how different stakeholders can be incentivized to participate.
Some examples could be financial gain from future employment in the project, a free meal during the workshop, connecting with other influential local stakeholders (such as municipal partners who might attend), etc.

PART 2.
EXECUTION OF THE WORKSHOP

Duration: 2-3 hours

STEP 1.

WELCOME EVERYBODY TO THE WORKSHOP AND SET EXPECTATIONS

- Present the agenda, purpose and goals of the workshop
- Set realistic expectations and make sure that everyone in the room knows what's expected of them going forward.
- Let participants introduce themselves for about 1 min each

STEP 2.

DEVELOP A VISUAL CONCEPT PLAN

A visual concept plan should include:

1. Statement of goals
2. Definition of how a space will be used and by whom
3. Statement of the character of the space
4. Concept plan on how the space could be designed
5. Include successful examples of similar spaces elsewhere.

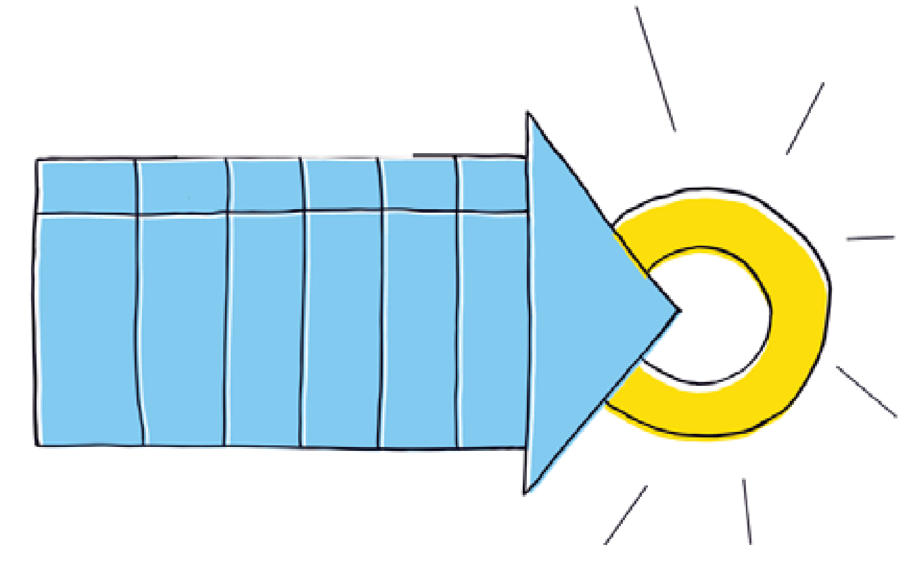
For more information about how to create a visual concept plan for your palace, consult page 4

STEP 3.

DEVELOP AN ACTION PLAN WITH YOUR STAKEHOLDERS – WHO DOES WHAT, WHEN AND HOW?

Duration: 30 min – 1 hour

1. Draw a big arrow (see below) in a big piece of paper
2. Start by writing the goals of the project in the white circle surrounded by a yellow ring.
3. Define when your intervention will start and end.
4. Define the main phases of your intervention
5. Discuss and define tasks in each phase.



STEP 4.

AFTER THE WORKSHOP CREATE A SUMMARY REPORT AND PRESENTATION

Make a short summary report that summarizes the Visual Concept Plan and the Action Plan (see the example action plan below) to keep the momentum going from the workshop.

ACTIVITY	**Make outdoor benches for the park**	**Make a children's play structure.**	**Pop-up cafe**
WORKING GROUP	Building group	Building group	Events group
CONTACT PERSON	S. Smith	S. Smith	V. Brown
PARTNERS	Maker's Hub District Administration	Maker's Hub	Local student association
FUNDING	$2000	$1000	0
DEADLINE	Sept. 21	Sept. 21	October 1

HOW TO MOVE UP ON THE LADDER:

DO: Be honest and open from the beginning about what is possible to do with the funding, timeline, regulations, etc.

DON'T: Promise anything that you won't be able to do.

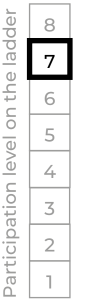
INSPIRATION

HOW TO MAKE CHILDREN A PART OF MAKING A VISUAL CONCEPT PLAN?

By going outside into the space and giving them paint and crayons, and then by engaging their parents to contribute in different ways!

In Harmanli teachers from the local kindergarten engaged children by having them visualize ideas by drawing and painting. To move forward with the plan, they slowly began to fill the intervention space with the things that had been envisioned and visualized earlier, by making teams of volunteer parents who brought different materials and worked on different tasks.

TOOL 11
Approaching your Municipality



STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
IV Stage. Develop Action Plans and Intervention

PARTICIPATION LEVEL:
7. Delegated Power

WHEN TO USE THIS TOOL:
Have you mapped the space you want to change? Have you started working together with the community to create a vision for this place? Do you have some funding for your project, or an idea of where to apply? If you answered yes to these questions, you are ready to approach the municipality to gain support and learn how you could begin to work together.

HOW TO BEST USE THIS TOOL:
It is best to use this tool together with a medium group (5-15 people). If you have never worked with the municipality in your area before, it can be difficult to get started. You want to have a clear plan to present to them when you begin dialogue, so that they see that you are a good partner to work with.

TYPE OF ACTIVITY:
Desk work and community workshops.

DO:
Have a clear plan of how you would like to make changes to the public space, but understand that the plan will change over time.

STEP 1.

MEETING WITH NEIGHBOURS TO MAKE A PLAN

Go through and try to answer the questions below for your planned project. If you do not know the answers right now, try to search for the answers online or by talking to someone that may have more information.

SOCIETAL CONTEXT

- Is there a public controversy or local interest that makes it good timing to get attention for your initiative?
- Is this issue a current priority of the municipality, or do you need to work first at making it one?
- What phase is the municipality in within a funding/policy making/planning schedule? (for example, find out if the municipality works with 4 year funding plans, and what the current year is and priorities).

INSTITUTIONAL CONTEXT

- Links to the political sphere: Do you have access to any people with influence who are 'gatekeepers'?
- Is there a local mayor that is willing to meet with you, or a particular group (such as youth)?
- Are there any competitions from the municipality where ideas can be submitted? Have you done this?
- Do you have credibility and a good reputation in the local area? (ie will public administrators be interested in working with you because of your influence in their administrative district?). If you do not have influence, do you have any partners that would be best to be in a role to have contact with public administration?

AFTER THE MEETING

- Summarize the discussion and your goals. Are there any **action points** to research that came up in the discussion?
- Collect **contact information** from participants, and decide how you will stay in contact.
- Designate **two or three representatives** from the community group to conduct research on any action points that came up in the discussion.

Troubleshooting:

If the municipality is not responsive to your idea, could you work around it by getting approval for events (ie pop up interventions), and then show the value of these to the municipality after the fact?

STEP 2.

BECOME FAMILIAR WITH PROCESS

DURATION: approx. 2-4 hours

ACTIVITY (for the designated community representatives):

- Conduct research on the municipality and its decision-making processes. This can include **attending** meetings, **reviewing** meeting minutes and reports, and **researching** relevant laws and regulations.

- Identify key stakeholders within the municipality, such as **elected officials, department heads, and staff** who may be involved in decision-making related to the issue you are addressing.

AFTER CONDUCTING THE RESEARCH:

- Write down a summary of what you have learnt. Be sure to answer any action points that came up in the community discussion.
- Present what you have learnt back to the main community group.

STEP 3.

MAKING CONTACT WITH PUBLIC ADMINISTRATORS

CONTACTING PUBLIC ADMINISTRATORS:

- If you do not have any known contacts that you are familiar with, your first step is to call the local municipal office and ask about how to find experts and or departments responsible to improve public space.

PLAN YOUR CONVERSATION:

- **Introduce** yourself, your organization or affiliation, and what you are working on.
- If you have secured **support** or approval from a person like the deputy mayor, tell them that you have this support.
- Tell them about your community group's concerns and your **plan for change**. Make sure that you are open about how the information will be shared with the community. Briefly explain your planned project based on the **research** that you have conducted, the **timeline**, and **funding** that you have secured to make the change.
- Ask them about: What are the municipality's goals?; What is important to them in their position; Any concerns that they might have about your plans; Their **current priorities** in the project area.
- Ask them how they would like to **continue the dialogue** and how you can continue to work together towards this change.

AFTER THE CONVERSATION:

- Note any concerns that the municipal official had that are relevant to the project, and may lead to some aspects of the project needing to be changed. Explain why.
- Note any 'blockages' that the municipality may present.
- Note the names of any supportive public administrators. Make a plan to stay in contact with them and invite them to any upcoming meetings or events.

STEP 4.

IDENTIFY HOW TO WORK TOGETHER

Plan how you will 'sell' your project to the municipality or local public administrators
Based on all of the information that you have learnt above, you need to plan how you can **demonstrate the value of your projects** to public administrators. One way to do this is by showing them clear data on how your project helps them to govern more effectively. Ideally, you will have:

- Clear data that can be used for justification of projects (for example an independent study).
- Statistics that they can show the local public administrations, that demonstrate the value of the urban interventions.
- Data that shows changes in issues that have been highlighted as problems in Bulgaria (for example civic deserts).
- To show that people are participating.
- To show that local people who have participated have become more active members of their communities.

MAKE A PLAN

Develop a plan for engaging with the municipality. This could include writing letters or emails, making phone calls, or attending meetings. Think about what your project provides that they need:

- Events/showcase projects that are win-wins for them
- Positive feedback from citizens
- Recognition at the EU or international level
- How management tasks the city is not able to meet can be taken over by neighborhood groups

STEP 5.

MEET WITH DEPARTMENTAL EXPERT

When you get a meeting with a departmental expert or public official:

GOAL:

Remember that your goal is NOT to get financial support, but rather to start building a long term relationship for the future

PRESENT YOUR PLAN:

- Make a short (10 minutes) and **clear presentation** on the problem.
- **Ask**: are there any associations, or citizen reps that have participated in the past?
- **Communicate clearly**: Communicate your concerns and goals clearly and concisely. Be prepared to offer possible solutions and offer suggestions for collaboration.
- **Be respectful and professional** in your communication, and seek to find common ground where possible.

DECIDE TOGETHER how to move forward:

- Keep a positive and flexible attitude!
- Look for other options or partial solutions, if blocked.

For more information

INSPIRATION

HOW TO WORK WITH ORGANIZATIONS AND INSTITUTIONS TOGETHER?

United behind the idea that local communities have the power to significantly change the urban environment, together with other public organizations, municipalities, experts and activists, BG Be Active co-founded a placemaking network in 2023. In the network, the stakeholders will exchange engagement approaches, partnerships, activation and cooperation practices with local communities, municipalities and organizations.

TOOL 12

Creating roles and working groups

Participation level on the ladder: 8, **7**, 6, 5, 4, 3, 2, 1

STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
Stage IV. Develop Action Plans and Intervention

PARTICIPATION LEVEL ON THE LADDER:
7. Delegated Power

WHEN TO USE THIS TOOL:
Do you have a diverse group of stakeholders that has participated in a mapping activity (such as the Place Game for Democracy or Behavioural mapping)? Do you have an approximate budget for the project? Have you shared the participation ladder with these stakeholders/partners? If the answer to these questions is YES, you are ready to use this tool!

HOW TO BEST USE THIS TOOL:
For this tool, you will need to have a medium sized group of stakeholders (around 12 to 24 participants). It is best to use this tool in a workshop together with the "Creating a Vision and Mission Statement" tool. By creating your shared vision in the workshop together, and then creating working groups, you will enable each group to start working on their tasks following the vision of the whole group.

TYPE OF ACTIVITY:
Workshop with stakeholders..

DURATION:
Preparation: 1 hour; Workshop: 3 hours.

Making **working groups** helps to **clearly define roles and responsibilities f**or volunteers or partners. When participants have a clear role in a project they are **empowered** to speak up and act independently.

STEP 1.

INVITE STAKEHOLDERS TO THE WORKSHOP

STEP 2.

UNDERSTAND WHY YOU NEED WORKING GROUPS WITH CLEAR ROLES:

How will we work together on this project? Below are some structures that collaborative partnerships use to work together effectively. Structure will allow your partnership to function more efficiently and effectively.

A STEERING COMMITTEE is a group of people who get things started. Their key responsibilities are to:

- Provide long term strategic direction to the initiative.
- Oversee the backbone work.
- Determine staff and resource needs.
- Monitor progress.
- Provide guidance to working groups' efforts.
- Champion the effort in the community

\+

WORKING GROUPS are groups that will work on certain tasks within the project. They will:

- Work towards implementing the vision in one area of the project.
- Coordinate communication with other working groups.
- Plan events (if needed).
- Identify volunteers and other tasks related to their part of the project.

HOW TO MOVE UP ON THE LADDER:

DON'T: Only seek members of the steering committee from the core group that has begun the project. If your steering committee is a diverse group, you will be at a higher level on the participation ladder.

DON'T: Risk moving down on the ladder by micro-managing the groups! Let each group work on their task independently, as long as they stick to the rules and maintain the overall vision.

[For more information, consult page 4]

STEP 3.

DEFINE THE WORK TO BE DONE

Write down the Vision/Mission that was created using the "Creating Vision and Mission statement" tool.

BRAINSTORM: What are the major themes and tasks that need to be worked on?

- Ask everyone to think about and suggest the major areas of the project that need to be addressed. Write all the suggestions on the whiteboard.
- From these ideas, can you group some of the tasks into themes?

BRAINSTORM: How will each committee operate?

- Pass out sticky notes and pens to all participants. Ask them to think about each theme one by one, and what areas each committee (made based on these themes) should have control over. Write down the following questions and go through them with the group:

  1. Are there any specific resources that this group will be in charge of?
  2. What type of decision making power should they have?
  3. Do they have the possibility to make these decisions, or are external actors needed for consent?
  4. What parts of the budget fall under this committee's area of responsibility?
  5. Which other committees would they have to coordinate with and for which tasks?

STEP 4.

TURN THE IDEAS INTO A GOVERNING STRUCTURE
How are you going to operate within the context of the initiative? There are different options here, from complete independence to having to check back before taking any step at all.

A governing structure is a way of working together. It is the organizational structure that defines relationships and roles of individuals working on separate tasks towards a common goal.

Three common governance structures:

1

The working group or action committee operates independently. In this situation, the larger group delegates authority for the issue in question to the task force that's working on it. It may come back to the initiative for help, support, or resources, or to report on its progress, but the decisions about how to proceed are its own.

2

The working group operates fairly independently, but reports back to the larger group on a regular basis. It doesn't need approval to do most things, but cannot commit the initiative to anything, or act in its name, without an official okay.

3

The working group needs permission to take any action steps at all. Operating this way, it would probably formulate a plan and get it approved by the larger group. Then, it would have to check with the larger group only if the plan changed.

STEP 5.

AGREE TO THE COMMITTEE RULES

Based on our vision, what are some important rules to follow?

- Who are the partner organizations involved, if any?
- How often should the committees meet (minimum)?
- Who should convene the meetings?
- How should the committees communicate with one another?
- What would constitute 'breaking trust' with the other committees and/or the larger project vision? Will the project's vision be revisited at any time?

SAMPLE MEMORANDUM OF UNDERSTANDING

NAME OF COLLABORATIVE PROJECT: ______________

I. Memorandum of Understanding
The mission of Project is to _________________________.

II. Project Partners
(if there are partner organizations)

III. Meetings

IV. Goal-Setting

V. Project Resources

VI. Other

VII. Amendments to this Memorandum of Understanding
The partners may agree to amend this Memorandum of Understanding, provided that they support the incorporation of the amendment into this document. This Memorandum of Understanding will remain in effect until _________, or throughout the term of Project.

Signed:
(Signatures of individuals representing project partners)

Date:

Make a memorandum of understanding between partners

STEP 6.

HOW TO DISTRIBUTE THE WORK

BRAINSTORM: WHO SHOULD BE ON EACH COMMITTEE?
The person(s) you choose need have, or be able to establish, credibility with all sectors of the population that you need to draw from and be a good facilitator.

Some potential leaders might be:

- The coalition or initiative coordinator
- The person(s) most concerned with, or with the most credibility on the issue
- The person(s) who can best articulate the task ahead and see the process for accomplishing it
- A group representing several sectors of the community
- The task force or action committee may be led collaboratively by all its members (you'll still need a facilitator, but that person may change from meeting to meeting)

NOW: IDENTIFY INDIVIDUALS OR GROUPS WHOSE PARTICIPATION YOUR ACTION COMMITTEE CAN'T DO WITHOUT

- Who are the actual stakeholders in this issue?
- Who are the policy makers, powerbrokers, and others whose permission, support, or membership is necessary to get anything done?
- Who will actually carry out any changes or reforms that your task force succeeds in establishing?
- What institutional partners could you get involved with? For example a local school, local businesses, a library, a museum, a University student group or class, etc.

STEP 7.

SUMMARISE:
If you can, make a diagram that illustrates how the action committees or working groups and the steering committee or coordinating council will work together.

STEP 8.

START THINKING ABOUT INSTITUTIONALIZATION
Task forces and action committees usually disband once they've accomplished their purposes. There are a some ways that an action committee can make sure that community issues continue to be addressed:

- The action committee's work may be spun off into a new program or agency
- The implementation of the task force's plans or goals may be taken over by an existing agency.
- The initiative as a whole may assume oversight of the task force's work, and institutionalize it in the community.

For more information, consult pages 17-19

INSPIRATION

HOW TO HELP PEOPLE TO CONTINUE WORKING ON MORE PUBLIC SPACES AFTER THE INTERVENTION FINISHES?

By making specific deadlines and responsible persons for different tasks, so that they know how to continue the work once you are not there!

Halo Foundation did a great job of working out a detailed plan for the implementation of a new dog park, by creating groups with specific tasks and responsible persons. In order to attract more participants and facilitate communication between the volunteers and the organizers, they also agreed to create a Facebook group. The initiative gave the dog owners the opportunity to get to know each other and unite. Subsequently, they took measures to upgrade another one of the dog-free areas.

Read more about Halo Foundation

STAGE V

Measure and Evaluate

Hopefully at this stage you have had some success in realizing your project! You are now ready to measure the impacts of your project, and see what you can do better next time, or adapt if you have an ongoing project or programme.vRemember that this is a PROCESS, and the work is never finished! You can return to earlier stages to use those tools again at any point.

- **TOOL 13**
  World cafe

- **TOOL 14**
  Measuring project impacts

- **TOOL 15**
  Sharing your impacts

TOOL 13
World café

Participation level on the ladder
8
7
6
5
4
3
2
1

STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
Stage V.. Measure and Evaluate

PARTICIPATION LEVEL ON THE LADDER:
5. Involvement

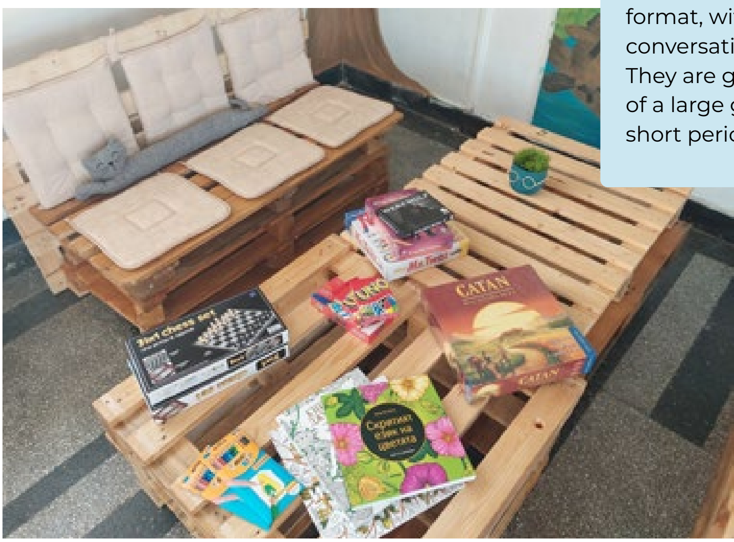
WHEN TO USE THIS TOOL:
Have you made an impact measurement plan (in Stage III)? Have you conducted baseline research? Have you put on your placemaking intervention, or begun with a long term placemaking project? Are you ready to find out what local residents and stakeholders thought about your initiative? If the answer to these questions is yes, you are ready to use this tool!

HOW TO BEST USE THIS TOOL:
We will use the World Cafe as a method of collecting the impact measurement data, like a big focus group! When you are ready to collect data based on your impact assessment plan, you will use this tool to see if you have progressed towards your objectives.

TYPE OF ACTIVITY:
Workshop with community members.

DURATION:
Preparation: 2 hours; Workshop: 2 hours.

World Cafes are basically focus groups set up in a relaxed cafe format, with evolving rounds of conversations on a specific topic. They are great to collect the views of a large group over a relatively short period of time.



PART 1.
GETTING READY

STEP 1.

HOW TO ORGANIZE A WORLD CAFE

1. **Set the Context:** Be clear on the reason you are bringing people together, and what you want to achieve.
2. **Create a Hospitable Space:** Café hosts around the world emphasize the power and importance of creating a hospitable space—one that feels safe and inviting.
3. **Explore Questions that Matter:** Knowledge emerges in response to compelling questions. Find questions that are relevant to the real-life concerns of the group.
4. Encourage Everyone's Contribution: It is important to encourage everyone to contribute their ideas and perspectives.
5. **Connect Diverse Perspectives:** The World Cafe format gives people the opportunity to move between tables and meet new people. As participants carry key ideas or themes to new tables, they exchange perspectives, greatly enriching the possibility for surprising new insights.
6. **Listen Together for Patterns & Insights:** The quality of our listening is perhaps the most important factor determining the success of a Café. Encourage people to listen for what is not being spoken along with what is being shared.
7. **Share Collective Discoveries:** Conversations held at one table reflect a pattern that connects with the conversations at the other tables. Invite a few minutes of silent reflection at the end on the patterns, themes and deeper questions experienced in the small group conversations and call them out to share with the larger group.

In a **World Cafe**, participants are seated at café-style tables with a total of **4 or 5 other participants**. At least **3 rounds of conversation**, approximately **20 min each**, take place. At each table, the same question is discussed by the participants. After each round, **the participants move from their table to a new one**, where they continue their discussion with a new group of people. At each table, **one host is selected to remain at the table** in order to convey the preceding discussion to the new group.

STEP 2.

PLAN THE QUESTIONS

The questions that you use for a World Café conversation are critical to its success. The central question posed to each group should be clear and simple, provoke thought, open new possibilities, invite deep reflection, and seek useful insight. Above all else, it should be directly relevant to the participants themselves.

EXAMPLES:

- **Question 1:** To what extent has our objective of getting more citizens to understand the procedures for civic engagement been achieved?
- **Question 2:** What were your main barriers to participating (in the past, and now)? What other actions could have been useful to increase civic participation?
- **Question 3:** Have you cooperated with any cross sector groups for the first time? If so, what enabled this participation? Did this lead to positive or negative effects?

WHEN MAKING QUESTIONS, THINK ABOUT:

- **Relevance** – To what extent are the objectives of the intervention consistent with beneficiaries' requirements and local needs?
- **Effectiveness** – To what extent have the objectives been achieved, or are expected to be achieved?
- **Impact** – What positive and negative long-term effects result from the project, directly or indirectly, intended or unintended?;
- **Efficiency** – Has the way that we have implemented the project made it possible to obtain the maximum effects (based on the stated objectives)?
- **Sustainability** – To what extent has the project contributed towards continued long-term benefits even after the project has been completed?

STEP 3.

PLAN HOW TO COLLECT THE DATA

There are a few different ways that you can collect data during the World Cafe. One of the ways that we suggest is by having big papers across each table, which the participants write on as they go through the questions. Other ways to collect data include:

- **Use a Graphic Recorder:** In some Café events the whole group conversation is captured by a graphic recorder who draws the group's ideas on flip charts or a wall mural using text & graphics to illustrate the patterns of the conversation.
- **Take a Gallery Tour:** At times, people will place the paper tablecloths from their tables on the wall so members can take a tour of the group's ideas during a break.
- Post Your Insights: Participants can place large Post-It notes with a single key insight each on a blackboard, wall, etc. so that everyone can review the ideas during a break.
- **Create Idea Clusters:** Group Post-Its into "affinity clusters" so that related ideas are visible and available for planning the group's next steps.
- **Make a Story:** Some World Café hosts create a newspaper or storybook to bring the results of their work to larger audiences after the event, using graphic recordings along with text as documentation.

STEP 4.

PREPARE FOR THE WORLD CAFE

Prepare the venue:

- Make the space look like an actual Café, with small tables that seat four or five people. Less than four at a table may not provide enough diversity of perspectives, more than five limits the amount of personal interaction.
- Arrange the Cafe tables in a staggered, random fashion rather than in neat rows. Tables in a sidewalk café after it has been open for a few hours look relaxed and inviting.
- Use colorful tablecloths and a small vase of flowers on each table.

Prepare to host the world cafe. The HOST should:

- Explain the Café guidelines and Café Etiquette.
- Explain how the logistics of the Café will work, including the role of the Table Host (the person who volunteers to remain at the end of a round of conversation and welcome new people for the next round).
- Encourage everyone to participate.
- Remind people to note key ideas, doodle and draw.
- Make sure key insights are recorded visually or are gathered and posted if possible.

HOW TO MOVE UP ON THE LADDER:

DO: Incentivise groups to participate by making the workshop fun, and providing resources like childcare for those who need it.

DO: Have follow up structures in place– such as writing a flyer for the community– so that participants know that there will be follow up on their ideas.

For more info on how to set up a World Cafe, consult pages 5-6

PART 2.
EXECUTION OF THE WORKSHOP

STEP 5.

REFLECT ON THE WORKSHOP

It is important that you leave some room open for people to question the questions themselves! To be truly democratic, the debate itself should be negotiable, within the focus area.

Ask the participants what they thought about the questions, or if there were particular themes that came up that would have been more useful to discuss. This will initiate a period of sharing discoveries & insights in a whole group conversation. It is in these town meeting-style conversations that patterns can be identified, collective knowledge grows, and possibilities for action emerge.

STEP 6.

AFTER THE WORKSHOP

- Collect the material produced on tablecloths, flipchart, cards etc. Verify if the photos and videos, if used, worked throughout the session.
- **Make any notes** on your written notes, e.g., to clarify any scratching, ensure posters are numbered, fill out any notes that don't make sense, etc.
- **Write down any observations** made during the session. For example, where did the session occur and when, what was the nature of participation in the group? Were there any surprises during the session? Any major themes that came out?

INSPIRATION

HOW TO GET PEOPLE FROM DIVERSE BACKGROUNDS TO TALK TO EACH OTHER OPENLY?

By putting them together in an informal space and organizing them in small groups!

In Harmanli teachers from the local kindergarten used the world cafe method to bring together the principal, parents and teachers from the "Alen Mak" school with municipal representatives, and local businesses and NGOs to discuss ideas in an informal cafe style environment with music in the art gallery of the Cultural Centre, in contrast to the usual school meeting space.

TOOL 14
Measuring project impacts

Participation level on the ladder: 8 7 6 **5** 4 3 2 1

STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
Stage V.. Measure and Evaluate

PARTICIPATION LEVEL ON THE LADDER:
5. Involvement

WHEN TO USE THIS TOOL:
Have you made an impact measurement plan (in Stage III)? Have you conducted baseline research (if needed)? After this workshop is completed, do you have the resources in place to begin acting on the plan? If the answer to these questions is yes, you are ready to use this tool!

HOW TO BEST USE THIS TOOL:
Use this tool with the group that is collecting the impact measurement data! This could be a steering committee or working group, composed of diverse stakeholders, or a community group (youth group, women's association, etc) that you hire and train to collect the data. Impact measurement is one of the most important parts of your project, because it will help you to plan your project activities so that they are in line with your long term objectives!

TYPE OF ACTIVITY:
Planning and collecting data.

DURATION:
Preparation: 2 hours; Data collection: 4 hours

A research methodology (like the Theory of Change) is a set of ideas or guidelines about how to collect information and understand the results of your project

STEP 1.

PREPARE HOW TO COLLECT THE DATA
Remember that we are using the Theory of Change (TOC) for Impact Measurement
The theory of change (TOC) is a methodology that is very useful to use to define the different steps to reach your project objectives. The theory of change defines change as a process that can be divided into steps.

The major steps in the TOC process are:

1 Identify your long term objectives

+

2 Identify the intermediate outcomes that will lead to these objectives

+

3 Identify the activities that will lead to these intermediate outcomes

HOW TO MOVE UP ON THE LADDER:

DO: Include diverse stakeholders (including normally marginalized actors) in collecting data for impact measurement.

DO: Plan to have extra funding to conduct an impact assessment. It is a big job, and the people working on it should be paid for their work!

DO: Write a flyer for the community with results so that participants know that there will be follow up on their ideas.

For more info on how to prepare for data collection, consult pages 3-5

STEP 2.

PLAN FOR MEASURING DATA

Take your baseline data measurement plan from STAGE III.
IF YOU HAVE NOT MADE A BASELINE DATA COLLECTION PLAN OR COLLECTED BASELINE DATA: You do not always need to collect baseline data.

If you have made baseline indicators and collected baseline data, review this plan by going through the questions below and deciding if you need to make any changes to the questions, data collection methods, etc.

Baseline data is a measurement of the behavior taken before interventions have begun (for example, if you took BEFORE and AFTER pictures, the baseline data is the BEFORE picture).

Review the list of indicators that you have chosen, and decide if you need to change them at all.
Do you need to add or change any of the questions?
Do you need to gather data from more diverse groups, or different stakeholders?
Do you have more information about how different stakeholders will use your report, and need to change the data collection plan to reflect this?

Indicators are clues, signs or markers that measure one aspect of a program and show how close a program is to its desired outcomes or results.

Based on your answers above, can you use the same survey instrument, or do you need to review or change it?

A survey instrument is just the way that you will collect the information that you need (for example, a questionnaire designed to obtain responses from people, which will give you data for analysis).

STEP 3.

DATA COLLECTION

In this step you will make your data collection plan, which will include:

- Choosing a measurement instrument (for example a questionnaire)
- Making questions
- From whom you will collect the data
- When you will collect the data
- How you will use the data

Sample timeline plan

Baseline surveys (July 2022)	Final surveys (June 2023)
Project participants (questionnaire)	Project participants (questionnaire)
Citizens in project areas (Trust and empowerment)	

Sample questionnaire plan

Objective	Indicator	Question
	Write down the area/place where the data was collected, which NGO or organization is active in this area, and the time of day.	
Good Governance (enabled civic participation)	Public is provided with feedback on their input and how it has been used.	Have you given input in the last year related to the development of public spaces in your city? If yes, do you know if your feedback was considered (for example a report on feedback received, a change in what was going to happen, etc).
	There are clear and functional lines of communication between government actors and different stakeholder groups.	In the last year, have you attended a community meeting put on by the local, regional, or national government in your area? If not, do you know of any community meetings that have taken place in the past year? Who organized the meeting? (ie local government office, district administration, etc).

STEP 4.

ANALYZING THE DATA

- Compare the data against the baseline indicators (for example, to increase the number of citizens that say that they trust the local public administration where they live).
- Compare the data against the stated aims and outcomes (for example, if you aimed to have 3 new partnerships per project, did you achieve this?).
- Make a spreadsheet for evaluating your data. You could write the "Best practices" which would show your project goals, and then compare your results to these best practices.
- Compare the data against agreed qualitative and quantitative indicators (for example, compared to Eurobarometer data on trust in government).
- Are there trends when you compare the data to demographic/cultural/employment differences?

Analysing data means to compare it to a different time or an ideal, and explain your comparison.
Data can be as simple as before and after pictures, and analysis means writing about the differences!

TOOL 15

Sharing your impacts

Participation level on the ladder

8
7
6
5
4
3
2
1

STAGE IN THE COMMUNITY-LEAD PLACE-BASED PROCESS:
Stage V. Measure and Evaluate

PARTICIPATION LEVEL ON THE LADDER
3. Informing

WHEN TO USE THIS TOOL:
Have you completed a placemaking project or a phase of an urban intervention? Have you made a plan for measuring the impacts of your project and collected data? Do you want to make sure that you can share your results with lots of diverse people? If yes, you are ready to use this tool!

HOW TO BEST USE THIS TOOL:
Use this tool for reporting results and demonstrating the impacts of your projects!

TYPE OF ACTIVITY:
Desk work together with partners and key stakeholders. You can also share the impact of your project in public events and conferences.

DURATION:
2.5 hours.

PART 1.
SHARING YOUR PROJECT RESULTS – WHAT IT MEANS IN PRACTICE:

STEP 1.

EVALUATE YOUR PROJECT OR ACTIVITY.

- Have we done what we set out to do?
- What impact has the project had?
- Did we involve the right people?
- What worked or didn't work?
- Did we set ourselves the right objectives?
- What should we do differently in the future?

STEP 2.

DISSEMINATE LEARNING AND OUTCOMES TO AS MANY AUDIENCE GROUPS AS POSSIBLE.

First think about with **WHOM** you need to share the results:

- the wider community
- the participants who took part in the activity
- local organizations and local businesses
- other local or national stakeholders.

Second think about **HOW** to share the results:

- websites
- newsletters and email
- presentations and networking at workshops and conferences
- press releases.

PART 2.
MAKING AN IMPACT REPORT

STEP 3.

REFLECTING ON THE RESULTS
A great way to do this is through a Reflection Workshop.
Bring together people who have been involved in the project to look back over the work and reflect on the impacts it has made and the lessons that they have learnt.

We recommend using the tool "Storytelling" during your reflection workshop

	Project phases					
Storyline						
Successes						
Challenges						
Fiascos						
Important lessons learned						
Unexpected lessons learned						
Important partners						

Read more about the tool "Storytelling"

STEP 2.

WHAT TO INCLUDE IN YOUR REPORT?

Use the information collected in the "Storyline" activity to write your impact report. See below the different sections you should include in your report:

- Results
- Effects
- What the stakeholders say
- Surprises
- Future goals

DEVELOP YOUR COMMUNICATION STRATEGY

Remember to be inclusive! Make sure to think of ways to target specific groups of society, for example "groups disadvantaged by inequalities" or "people in situations of vulnerability" that may benefit from your project and its results.

- Who are your target audiences?
- What are your key messages?
- Which format is best for each target audience?
- Which medium/channel is the most effective to reach these audiences?