Towards **Local Lab**
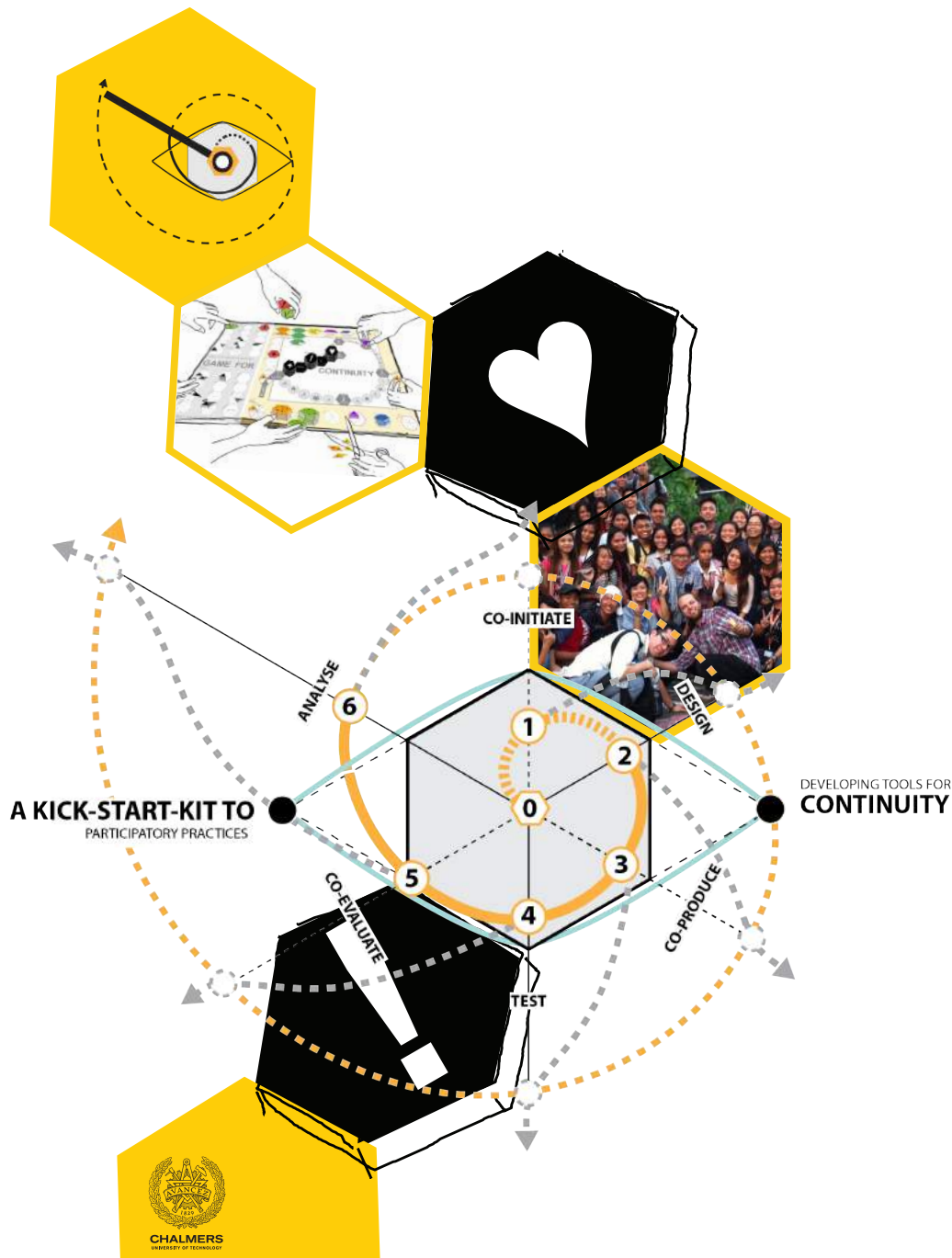
Developing Tools for Short-term Practices to Become Regenerative and to Create Continuity in Participation

CO-INITIATE

ANALYSE

DESIGN

A KICK-START-KIT TO
PARTICIPATORY PRACTICES

DEVELOPING TOOLS FOR
CONTINUITY

CO-EVALUATE

CO-PRODUCE

TEST

CHALMERS
UNIVERSITY OF TECHNOLOGY

JOHANNA MARTTILA

Master thesis in
Sustainable Urban Transitions

Examiner: Maria Nyström
Supervisors: Emilio Da Cruz Brandao, Andreas Nielsen

Towards **Local Lab**

Developing Tools for Short-term Practices
to Become Regenerative and to Create
Continuity in Participation

Cover Image:
Towards Local Lab - The Master Thesis Process.

3

*"Dream,
because without dreams we won't find new worlds, we
won't invent new futures.*

*But dreams alone can also 'give wings to fools'
unless they are grounded and tested, unless they are
worked with and made real by people whose lives will be
changed."* (Hamdi, 2004, p.133).
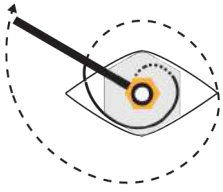
0.1 **Abstract**

Towards Local Lab - Developing Tools for Short-term Practices to Regenerate Continuity in Participation

The purpose of this thesis was to develop a process and tools that promote the creation of place- and people-based city visions through citizen participation. The aim was to understand if and how short-term design practices can create continuity in participation by becoming regenerative.

The topic relates to the slow and long-term processes of urban planning that fail to respond to the fast growth of cities. In Tagbilaran city, in the Philippines the planning department's future vision for the city have little to do with the local context or its inhabitants.

Theoretical framework is formed by examining other researchers' work and through geometrical representation. The spiral form symbolises the central concept of a continuous process. The process is divided into what are identified in this thesis as "the critical steps for initiation and continuity of participation". The steps include design phases of analysis, design and testing, and where they overlap, the co-creation phases of co-initiation, co-production and co-evaluation.

This thesis followed the same design process than it proposes as an outcome: to test and grow ideas step, by step and to build upon the previous stages.

The process was developed in practice during a ten-day university exchange to the city of Tagbilaran. Students from local and international universities tested the process and tools. They engaged with local inhabitants via interviews and by co-producing small urban interventions, and with local planning authorities and practitioners via discussions and project presentations.

The fieldwork results were obtained from student feedback, from discussions with the local stakeholders and from observations. The results focus on the types of impacts and regenerative actions the short-term practices had, or have the potential to lead into, on the challenges and critical steps in the process and on how to improve the process and the tools.

The design outcome is a set of tools: A Kick-Start-KIT to Participatory Practices that shares the instructions for making and playing The Game for Continuity. The game is as an analysis, design and assessment tool for conducting and handing over participatory processes. Parts of the tools were tested with university students in Sweden. The test results indicated that the tools, developed for a specific context, are applicable also to other places with similar conditions.

The aim of the game is to work as a catalyst for small instant changes, which together can bring about larger-scale change and to create continuity of participation by inspiring people to initiate their own practices. In the game, players define common long-term visions with one another and the first practical steps to take.

The goal in the game is to identify key local resources to ground design interventions into, to test the idea and to document the process learnings for passing them on to others.

The tools can be of use for students and professionals developing their expertise in the field of participatory planning, just as they have been to their creator.

KEY WORDS

Regenerative Short-term Practices
Catalysts for Change

Critical steps for initiation and continuity of participation: design + co-creation phases

Continously Developed Process and Tools
Testing, assessing and passing on ideas

A Kick-Start KIT for Initiation of Participatory practices and the Game Continuity

CO-INITIATE

ANALYSE

6

DESIGN

1

2

A KICK-START-KIT TO
PARTICIPATORY PRACTICES

0

DEVELOPING TOOLS FOR
CONTINUITY

5

3

CO-EVALUATE
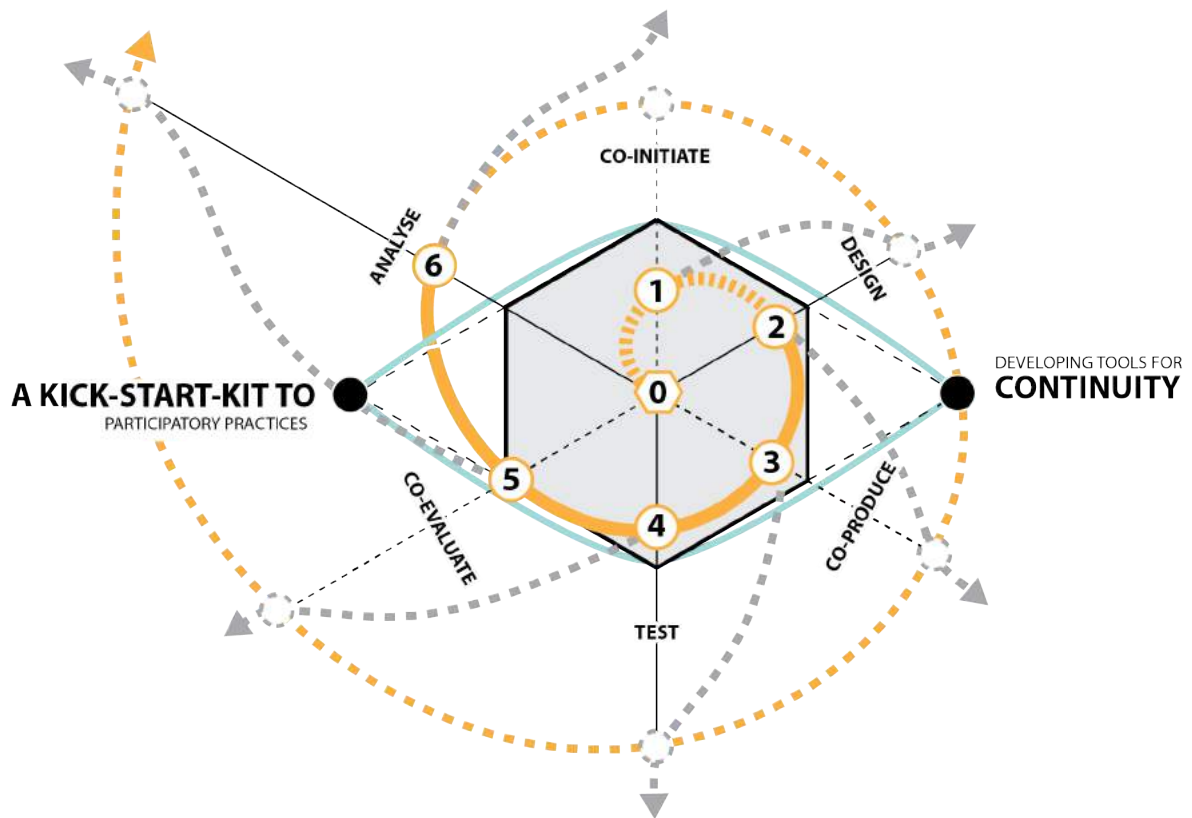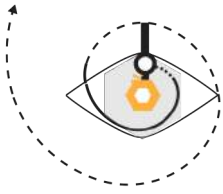
4

CO-PRODUCE

TEST

Figure 0.1 / *The Infinity Inception Model*
The guiding concept and aim of the thesis to explore the concept
of continuity. The concept is represented by a spiral that relates to
an infinite process of growth.

0.2 **Acknowledgements**
Key Contributions to the Master Thesis

Key Processes

Participatory processes of co-initiation, co-production and co-evaluation between several different people and groups have made the development of this master thesis possible.

Academic Collaborations

The thesis author's degree program belongs to a *Nordic Master degree* in *Sustainable Urban Transitions (SUT)* co-initiated and co-produced by an academic collaboration between *Chalmers University of Technology* (CHALMERS) in Sweden and *Aalto University* (AALTO) in Finland.

The master thesis was developed in Chalmers University of Technology during time period from January 2017 until January 2018. This thesis was developed with the guidance of two tutors: Emilio Brandao and Andreas Miessen and an examiner, Maria Nyström.

Fieldwork Stakeholders

Initiators

The fieldwork presented in this master was prepared in collaboration with teachers from Aalto University *Cities in Transition* (CiT) master course. The fieldwork was conducted in Tagbilaran city in the Philippines with teachers and students from Aalto University Finland, from *Nagoya Institute of Technology* (NiTech) Japan and from *Bohol Island State University* (BISU) from Tagbilaran, Philippines.

All together there were 40 academics to co-initiate, co-produce and co-evaluate participatory processes in the context of Tagbilaran city. These processes have been documented and their potential longer-term impacts are investigated in this thesis.

Collaborators and Participants

Meetings and discussions with local public authorities and practitioners, such as an architect from the city of Tagbilaran, contributed to the collected fieldwork material. People in Tagbilaran city were interviewed by the students for co-initiation purposes and small communities co-produced small interventions with the students.

Evaluation Support

Students from the fieldwork gave feedback on the design process and tools created.

Students from *Social Inclusion* (SI) master course from Chalmers University of Technology tested and co-evaluated parts of the developed tools.

Friends, family and the companion of the thesis author also tested the tools and helped to develop them into sharable tools.

Fellow students from Aalto University and Chalmers University of Technology gave their comments and ideas in developing the master thesis topic.

Expertise

Many experts, researchers and architects working in the Philippines or among similar contexts and issues commented on this master thesis. Events and workshops focusing on applying participatory practices in a foreign context were organized by the ASF Sweden and by fellow students, t*he Loop*-group, from the Cities in Transition-course. The events offered a way to network with experts in the field and to discuss about the thesis topic, its specificity and relevance in examining the continuity of participation.

Special Gratitude

The thesis was discussed over with friends from other fields of profession who gave new ideas and insights to the topic. Most importantly, the support for the whole process came from home and from the thesis tutors. A special thank you is dedicated to the partner and parents of the thesis author as well as for the thesis tutors, for their empathy, understanding, intelligence and patience.

MASTERS PROGRAMME /
CHALMERS
Examiner: Maria Nyström
Tutor: Emilio Da Cruz Brandao
Tutor assistant: Andreas Møller Nielsen

FIELDWORK
AALTO
CiT Teachers: Taru Niskanen, Charlotte Nyholm, Inari Virkkala

CiT Students: Maria Mercer, Linda Vanni, Elina Nikkanen, Emilia Puotinen, Ragnar Rael, Laura Laso Buceta, Andrea Gilly Marquez, Sara Lucia Rueda Mejia, Jin Young, Catarina Ketonen

NITech
Teacher: Daishi Sakaguchi
Students: Teruyuki Ishimoto, Marina Shimizu, Marina Matsupa, Taku Shiohara, Rio Shinohara, Ryota Fujimatsu, Haruki Takaoka, Masato Kato, Karri Flinkman (exchange from Aalto)

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Ken Ayeng

PUBLIC SECTOR, Tagbilaran City
John Yap, Mayor of Tagbilaran
Estella Margate and Mr. Livio Sarabia, City planning engineers at the Tagbilaran City Planning office, Maria Shobel Ligalig, City Tourism Affairs Coordinator, Rosalinda Paredes, City Program Coordinator at Louis Berger Group, Inc. Philippines City Program Coordinator at USAID - SURGE Project, Tagbilaran.

CIVIC SECTOR, Tagbilaran City
People interviewed and collaborated with on small interventions and Raul Amelio Trabajo and his family.

PRIVATE SECTOR, Tagbilaran City
Nino Guidaben; Architect, Vicky Wallace; founder of Bohol Bee Farm; Michael Ortega Ligalig; journalist at The Bohol Tribune, Mary, BISU, representatives from the National Museum, Engr. Mrs. Bernarda R. Villarojo, Instructor BS Civil Engineering, BISU, Arch. German Torero; University of Bohol, Tommy Filipino; Peace Corps, Jerome Manatad; Bohol FabLab

TESTING DESIGN TOOLS WORKSHOP
CHALMERS
Teachers: Emilio Brandao, Andreas Møller Nielsen
Students:
from *Social Inclusion*- course 2017

OTHER EVENTS & DISCUSSIONS
members of *ASF Sweden*
members of *ASF Finland*
Start Up Sauna and *Loop Workshop* participants

FAMILY
Mom and dad
Cristian Coniglio

FELLOW STUDENTS & FRIENDS
AALTO
Hannele Cedeström,
Kiira Piiroinen,
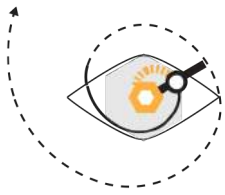Janne Salo

CHALMERS
Louise Hansson
Anniek Luining

FRIENDS FROM OTHER FIELDS
Aydin Akin; Computer Science, Matan Shenhav; Mathematics & Computer Science, Ziad Rizk; Computer Science.

0.3 Reading Instructions
The Booklet Layout and
the Graphical Abstract

Booklet Structure and Logic

This master thesis booklet is divided into six main parts. Each part represents a phase of the thesis process and steps taken inside the phase. The phases (Booklet parts) and the steps inside them (Sub-chapters) both follow and form in themselves a cycle of a participatory design process proposed by this thesis. It is a process that has been developed and tested throughout the making this thesis and it works as the design outcome of this thesis. It is developed to work as a model for a continuous participatory process and it is represented with a spiral.

Each part of the booklet is indicated with a number and with a phase in the thesis process. Each part of the booklet is developed in order to work separately by themselves as well as together to form a bigger whole. Inside each part, the six steps identified as the critical steps for continuity by this thesis, are repeated. The process becomes *an infinity inception model (Figure 0.1)*, a model that repeats itself In multiple scales, through the regeneration of new beginnings.

Graphical Abstract

A graphical abstract diagram showcases the main concept, process and phases undergone while developing this thesis and its final outcome.
. The graphical abstract is repeated in the beginning of each part of the booklet and in the beginning of the sub-chapters (the steps). The diagram showcases where in the overall thesis process is the specific step situated.

Key word and Findings

The final version of the booklet will include a key words and findings box after each part and sub-chapter, to sum up the most important conclusions.

Color Coding (Appendix texts)

The Color-coding of the texts showcase the proofread texts, the ready drafts, the draft notes and the parts to be added in the material.

Chapter Contents

ANALYSE / Part 0 - The Abstract

The initial chapter presents the essential content of the booklet, the author of the thesis, the collaborators and participants in the thesis process and the inspirations for the thesis topic.

CO-INITIATE / Part 1 - Introduction to Local Lab

The introduction chapter explains the background reasons for choosing the thesis topic and focus. It shows the methods, the typologies and the tools used in the process of developing this thesis.

DESIGN / Part 2 - Theoretical Framework

Theoretical investigations consist of literature analyses and methods of geometrical abstraction in order to design a theoretical framework, which can be tested during the fieldwork.

CO-PRODUCE / Part 3 - Fieldwork

Fieldwork is about learning from applying and testing ideas in practice in the case study context.

TEST / Part 4 - The Design Tools

Part four showcases the final design tools developed to respond to the results coming from theoretical and practical investigations.

CO-EVALUATE / Part 5 - Conclusions and Discussion

Part five sums up the most important findings of this thesis and discusses its future applicability and potential paths of further development.

ANALYSE / Part 6 - Appendix

Appendix shares the material prepared and studied during the master thesis investigation and the appropriate references.

KEY WORDS

Color Codes for text
under development

The Graphical Abstract &
The Key Concept Diagrams for
The Process and the Outcome
of the thesis

A

P

I

○ **PART 0 /** Introduction
ANALYSE
○ Step (Subchapter) 1
ANALYSE

○ **PART 2 /** Theory
DESIGN
○ Step 4 / Small interventions
CO-PRODUCE

○ **PART 5 / Discussion**
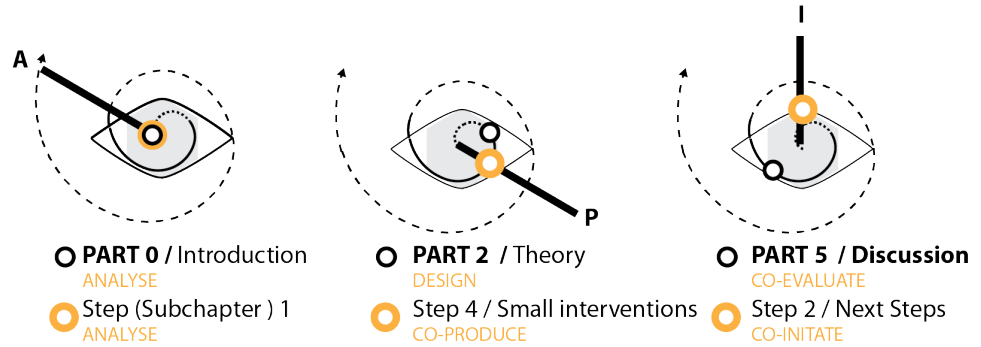CO-EVALUATE
○ Step 2 / Next Steps
CO-INITATE

Figure **0.2** Instructions to reading the Graphical Abstract.
The graphical abstract indicates of which part of the thesis process
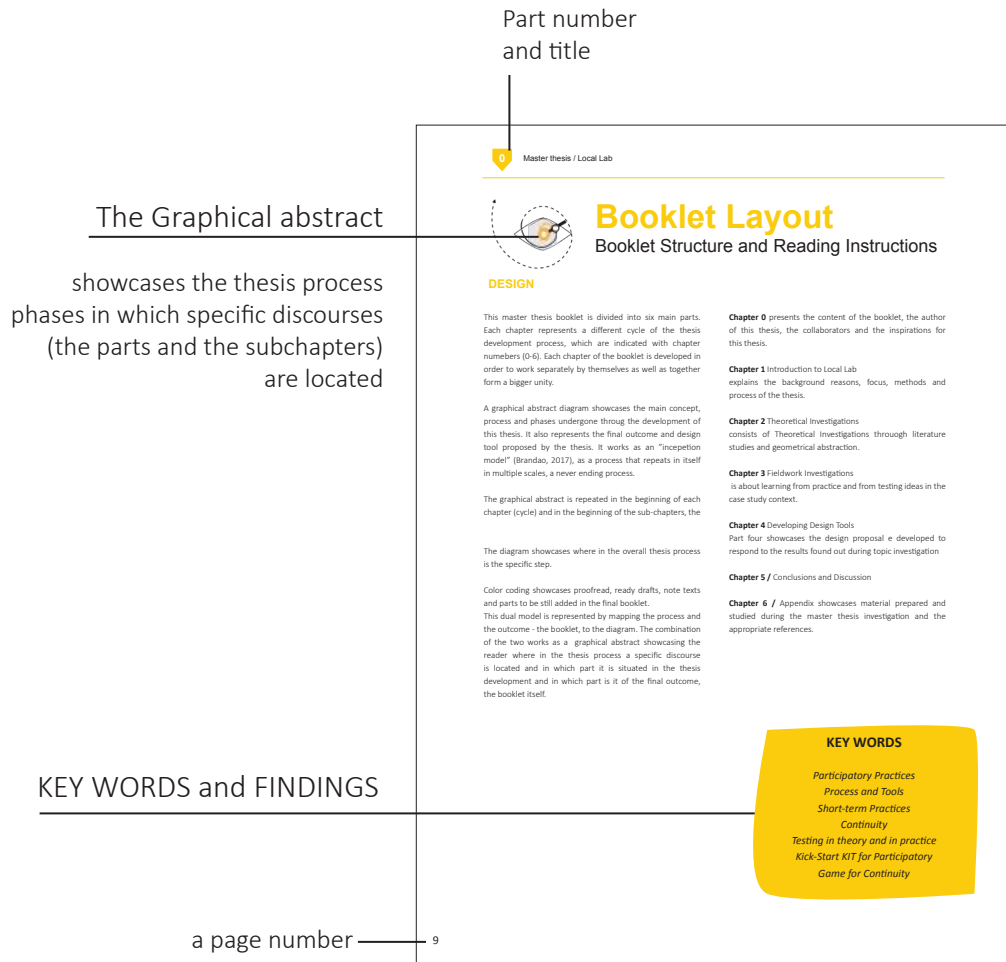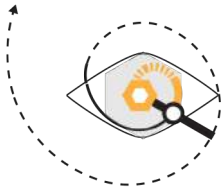is the booklet part and subchapters part of.

Part number
and title

The Graphical abstract

showcases the thesis process
phases in which specific discourses
(the parts and the subchapters)
are located

○ Master thesis / Local Lab

Booklet Layout
Booklet Structure and Reading Instructions

DESIGN

This master thesis booklet is divided into six main parts. Each chapter represents a different cycle of the thesis development process, which are indicated with chapter numebers (0-6). Each chapter of the booklet is developed in order to work separately by themselves as well as together form a bigger unity.

A graphical abstract diagram showcases the main concept, process and phases undergone throug the development of this thesis. It also represents the final outcome and design tool proposed by the thesis. It works as an "inception model" (Brandao, 2017), as a process that repeats itself in multiple scales, a never ending process.

The graphical abstract is repeated in the beginning of each chapter (cycle) and in the beginning of the sub-chapters, the

The diagram showcases where in the overall thesis process is the specific step.

Color coding showcases proofread, ready drafts, note texts and parts to be still added in the final booklet.
This dual model is represented by mapping the process and the outcome - the booklet, to the diagram. The combination of the two works as a graphical abstract showcasing the reader where in the thesis process a specific discourse is located and in which part it is situated in the thesis development and in which part is it of the final outcome, the booklet itself.

Chapter 0 presents the content of the booklet, the author of this thesis, the collaborators and the inspirations for this thesis.

Chapter 1 Introduction to Local Lab
explains the background reasons, focus, methods and process of the thesis.

Chapter 2 Theoretical Investigations
consists of Theoretical Investigations through literature studies and geometrical abstraction.

Chapter 3 Fieldwork Investigations
 is about learning from practice and from testing ideas in the case study context.

Chapter 4 Developing Design Tools
Part four showcases the design proposal e developed to respond to the results found out during topic investigation

Chapter 5 / Conclusions and Discussion

Chapter 6 / Appendix showcases material prepared and studied during the master thesis investigation and the appropriate references.

KEY WORDS

Participatory Practices
Process and Tools
Short-term Practices
Continuity
Testing in theory and in practice
Kick-Start KIT for Participatory
Game for Continuity

KEY WORDS and FINDINGS

a page number ——— 9

Figure **0.3** The Thesis Booklet Layout

0.4 **Abbreviations**
Schools and Courses Involved
in the Master Thesis Process

Involved Schools and Courses

AALTO	*Aalto University* in Espoo, Finland
BISU	*Bohol Island State University* in Tagbilaran City, The Philippines
CHALMERS	*Chalmers University of Technology* in Gothenburg, Sweden
CiT	*Cities in Transition* masters course in Aalto University
NiTech	*Nagoya Institute of Technology* in Nagoya, Japan
SI	*Social Inclusion* masters course in Chalmers University of Technology
SUT	*Sustainable Urban Transitions* A nordic Master degree
	in Aalto University and in Chalmers University of Technology

KEY WORDS

Participatory phases
used to develop this master thesis

I

Co-initiation
To connect and add to
others'
work and interests.

P

Co-Production
To realize something in
collaboration with others.

E

Co-Evaluation
To assess processes and
results with others.

***Figure* 0.4.** The Academic Collaborators in #CitTagLab Fieldwork (Sakaguchi, 2017).
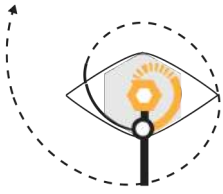
0.5 Personal Anecdote
Thesis Author's Background and Interests

This master thesis is the work of an architecture and urban planning student, studying a Nordic double degree in Sustainable Urban Transitions in Finland and in Sweden. The master course focuses on Human Oriented Transitions, according to which the human being is seen as the departure point for all design and planning (SUT, 2015).

The master thesis provides an opportunity for the thesis author to re-evaluate and test initial participatory design ideas in real life context. The thesis reflects and deepens the author's interest and expertise in the field of participatory planning, by testing her analytical side through conducting site analyses and literature reviews as well as her social skills in organizing meetings and workshops and in initiating dialogue and collaboration with others.

The thesis author's curriculum (Appendix 6.1) and portfolio support the master thesis topic. Her portfolio showcases projects of various scales that strongly focus on the social and place-based approach to design. The author has vast experience as a participant in intercultural and transdisciplinary workshops and she has studied participatory planning methods in several countries. Most recently she participated in a master level architectural planning course "Social Inclusion" in Chalmers University of Technology, which focused on learning about co-creation methods, enabling her to add another layer to the master thesis study.

The master thesis is a possibility for its author and reader to deepen their knowledge in participatory practices. The topic reflects the author's whole learning career, combining her skills and interests and supporting her future career by contributing to the current discussions in the field.

Participatory planning's effects is a current and a complex topic, and it opens up discussion and pathways for further development. This creates also the challenge for the master thesis: How to narrow down the topic, be critical and realistic towards one's own agendas, aims and experiences and how to translate complex contextual issues and processes into a coherent research proposal and a design solution.

Figure **0.5.** Portrait of the author of this thesis (Pantano, 2012).

Education

Bachelor in Arts:
Interior Architecture
Istituto Europeo di Design, Rome, IT

Bachelor in Arts: **Architecture**
Central Saint Martins (CMS), London, UK

Master in Science: Nordic Double Degree in
Architecture and Urban Planning
Aalto University, Espoo, FI and
Chalmers University of Technology,
Göteborg, SE

Past Workshops

Teddy Cruz -Workshop:
Participant in setting framework
for university, public and civic sectors
collaboration.

Bachelor Thesis in Architecture:
"*Participation against Gentrification -
the Case Cally*"

Casa De Jongo-Workshop, Brasil:
Design furniture for a music
school in Rio de Janeiro

Work

Aalto University;
Project Assistant
2018: *Interplay of Cultures* -course
25-year exhibition

Helsinki City Planning Department; Planner
2018: *Vuosaari-Vartiokylänlahti*-team
2017: *Kantakaupunki* and *Pasila*-teams
2016: *Neighbourhood Project* .

Be+ Lab; Lab founder
2014: Creative consultation and
landscape design

Related Courses

Cities in Transition-course in AALTO

Social Inclusion-course in CHALMERS:
"Re:Challenge Bergsjön - A Catalyst
for Locally Rooted Circular Economy
Initiatives"

Values

*Architecture as a tool for
serving for...*

..Social Equality

...Environmental and Social
Sustainability

...Collective responsibility
and Intelligence

Interests

Socially and Globally
Responsible Architecture

Participation in Planning

Architectural Pedagogy and the
the Changing Role of Architects

Open source urbanism and the
possibilities of using the
technological advancements in
architecture and planning

N.B See the thesis author's Curriculum and portfolio online at:
https://drive.google.com/file/d/0B-m6Dm9AQLZ1Rk9Za3VUTzI2NmM/view?usp=sharing
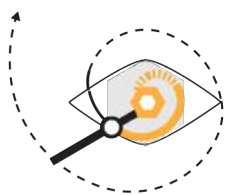
0.6 Table of Contents

PART 3 / Fieldwork

PART 4 / Design Tools

***Figure* 0.6.** Studying Public Spaces in Tagbilaran City (Regal, 2016).

Part 1 Introduction
To Local Lab

Figure 1.0. *Local Lab - A Platform for Citizen Participation*

INDEX

1.1 **Background and Introduction**
Local Lab, TagLab and #CitTagLab

Tag.Lab

This master thesis continues the testing of a design idea, *Tag.Lab*, developed by the author of this thesis during the spring of 2016. The idea was a result of an architecture and urban planning course *Cities in Transition (CiT),* organized by *Aalto University* (AALTO) in Finland, which consisted of an ten-day academic exchange to the *city of Tagbilaran* in the Philippines.

The idea was to set up a *Local Lab* in the city of Tagbilaran within the local university. An urban laboratory that would focus on developing participatory practices through place-making methods consisting of developing design interventions in public spaces, and on creating alternative city visions to challenge those proposed by the local planning authorities.

The idea of Tag.Lab derived from observations and discussions the author of this thesis had with local students and planning authorities in Tagbilaran city during the CiT-course academic exchange. The observations and discussions are discussed in the next chapter: 1.2.1 Case Study Context.

Local Lab

The concept of *Local Lab* is applicable anywhere. It is about applying strategic participatory practices in the ground levels of society in order to promote sustainable development in longer-terms. By strategic participatory practices this thesis refers to short-term practices that are connected to one another through social learning and sharing of information and through the common goal of promoting citizen participation in planning practices.

Just like other similar labs (FabLab, Smart Planning Lab, Challenge Lab ect.) Local Lab strives for open-source urbanism: for sharing resources to inspire collective in ground actions and for creating global networks (Sassen, 2011). As a difference to other Labs, Local Lab aims to promote specifically the *continuity* in participation by creating a process for connected and regenerative short-term practices and tools to support the process.

The Master Thesis Process

The master thesis develops the initial idea by focusing on the topic of continuity. The focus shifts from methodology to developing specific methods and tools for the lab practices.

The methods used to develop this thesis were:
- Reviewing literature and design examples in the field of participatory planning (Hamdi, 2004,2010; IDEO, 2010).
- Designing a process and tools for a short-term practice
- Testing the process and tools in a local context
- Analysing results through stakeholder feedback
- Further developing the process and tools through design and testing explorations in another local context
- Analysing results, drawing conclusions and ideas for further development

The Cities in Transition-course as a Case Study

The thesis topic derives from the thesis author's personal and professional interests in participatory practices and specifically from her experience in the *CiT*-course academic exchange to Tagbilaran City in the Philippines in 2016. From there she got the inspiration and opportunity to design a participatory process and tools for the course exchange in the following year in order to conduct the master thesis fieldwork.

The aim was to create a set of tools that could be handed over to the local university to encourage them to use participatory methods in their architectural education. The larger-scale goal of then was about making a difference and having longer-term impacts in the local context through the architecture students, the future planners and building professionals of the city of Tagbilaran.

The focus shifted to understanding how participatory practices can be initiated and continued in a local context through the learning exchange, through a short-term practice and to discovering what are the potential longer-term impacts short-term participatory practices can have and their potentials and challenges in creating continuity.
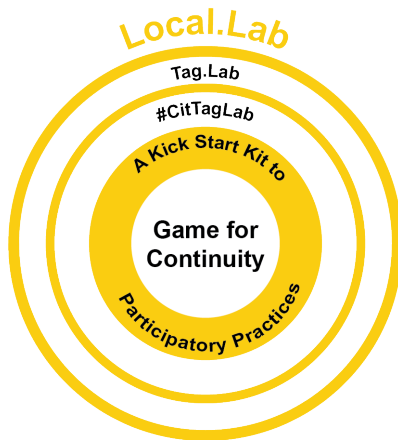
Figure 1.1. *Developing Tools for Local Lab*
The diagram showcases the scales and steps of
design ideas and tools developed throughout this thesis.

Figure 1.2. *Local Lab*
Local Lab refers to a platform for information sharing,
collective action and citizen empowerment.

#CitTagLab: **Thesis Fieldwork through the Academic Exchange**

The design idea of TagLab and the methods and tools prepared for the study excursion were tested out during the learning exchange in Tagbilaran city in 2017. The Part 3 - Fieldwork, of this thesis booklet presents the prepared materials, the exchange process and results: the #CitTagLab. The fieldwork process is presented more in depth in the appendix.

The testing was done to understand how the designed process and tools worked in the local context and what opportunities and challenges they brought in creating continuity.

### Developing Design Tools for Initiation and Continuity

The thesis outcome is a tool-set for continuity: *A Kick-Start-Kit to Participatory practices,* which shares the methodology, methods and tools developed throughout the thesis and brings to the reader to develop their own *Game for Continuity*. The game works as a tool for *initiating* and *handing-over* participatory processes. It gives for the players a framework for a continuous participatory process that they can apply in practice. It facilitates the players to ideate, test and assess ideas with others and pass on the learnings to identified key actors to take on the next steps.

The tools were developed through implementing the fieldwork learnings in the design, by learning from precedents that use gaming as a method and tool for participatory practices and through testing the developed game elements in a Swedish university. The test results indicate that the tools are applicable and useful also in other contexts.

Conclusions and Discussion

This thesis showcases that short-term participatory practices can regenerate and gain continuity in the local context through impacting local actors to initiate participatory practices themselves. The local actors however, need to feel part of and interested in the process for them to take over new roles and responsibilities. The fieldwork results suggest that small in ground interventions, created through participatory methods, can work as strong inspiration for further participation and for people to take in new roles, as they get to enjoy immediate perks of participation. The problem however is when the initiators of the participatory process leave: next steps, the key actors and their roles need to be identified in order to facilitate the initiation and continuity of the next rounds of short-term participatory practices.

The thesis topic is vast and complex, relating to many topics that could be further studied such as the role of the architects as mediators and the kind of tools are needed in educating the architects of today.
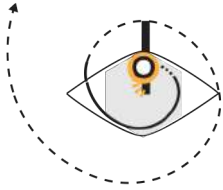
1.2 Case Study
The *Cities in Transition*-Course (CiT)

The *Cities In Transition*-course (CiT)

The *Cities in Transition*-course is an architecture and urban planning course organized by *Aalto University* (AALTO) in Finland. The aim of the course is for the students to gain understanding of a foreign context and to develop projects appropriate to that context (Niskanen, Nyholm, 2016).

The course is structured to have a ten-day academic exchange to the so-called "developing countries" context in the beginning of the course. After which, the students return to Finland to develop, for a four month period of time, design projects for the context of study.

The Course as a Case Study

This master thesis looked into the *Cities in Transition*-course during the years of 2015-2017, when the course focused in developing studies in *Tagbilaran City,* in the Philippines (*Figure* 1.3).

During the three years of collaboration the number of participants in the exchanges grew significantly, as well as their amount of participation in the process, showcasing that the repeating short-term events can grow incrementally and gain continuity. However, projects created each year for the local context did not gain continuity as they left were back in Finland. When the course ended students did not know how or had no reason to continue with their projects and the course's focus shifted to the new batch of students.

The course was chosen as a case study for various reasons. Initially to critique the process of designing from far away without applying ideas in practice, and then to use the course itself as a testing ground for the thesis topic. The ideas and opportunities came from the personal experiences of the author of this thesis as a participant in the *Cities in Transition*-course and from her personal aspirations to continue developing her skills in the field of participatory planning.

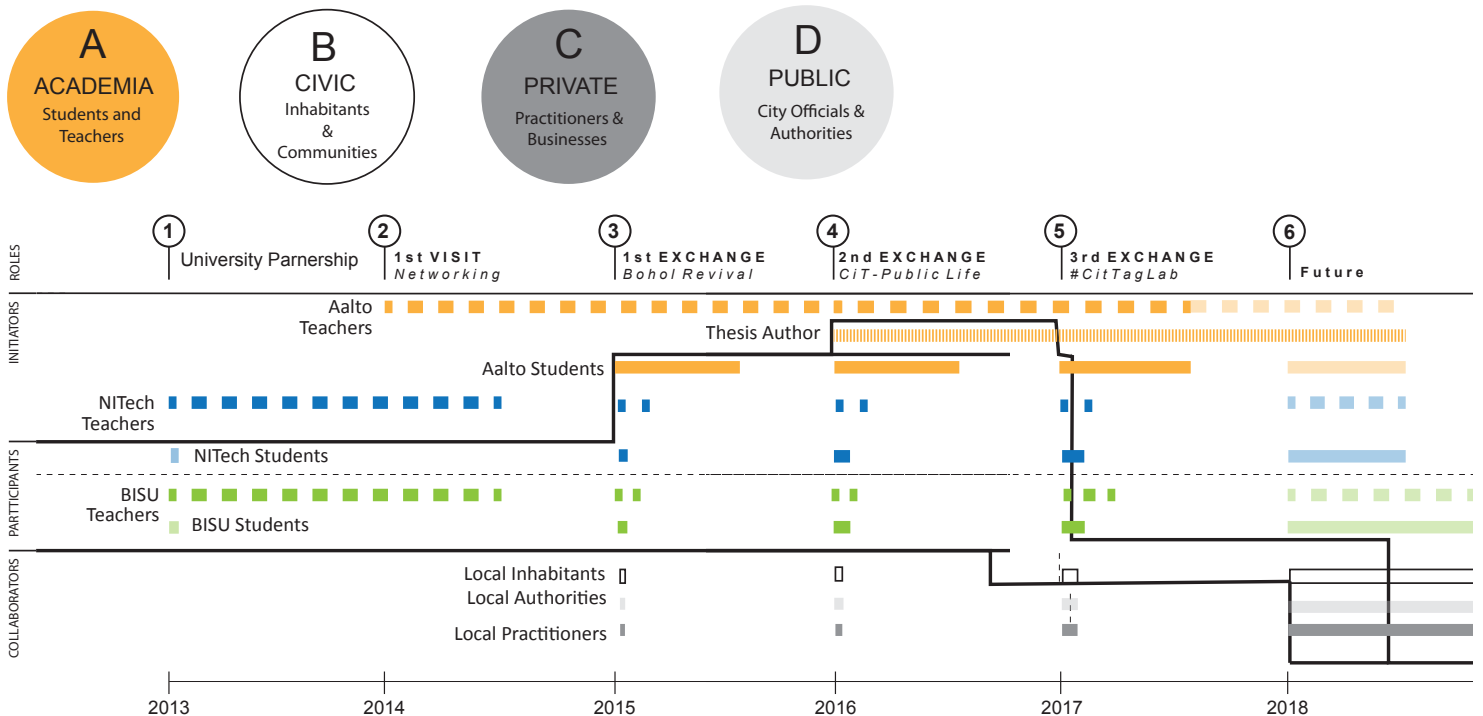**Figure 1.3.** *The Case Study and the Master Thesis Timeline*
The diagram shows the case study course's timeline during the years they have worked in the Philippines: the learning exchanges (1-8), where the author of this thesis got involved in the process, the roles of the stakeholders involved in the academic exchange and the aim of this master thesis to promote the continuity of the participatory processes in the local context through the academic activities.

The CiT Academic Exchange in 2016 in Tagbilaran City

The academic exchange in 2016 consisted of researching Tagbilaran city's public spaces and life in collaboration with Aalto University, a Japanese university *Nagoya Institute of Technology* (*NITech*) and with a local university *Bohol Island State University* (*BISU*).

During the exchange the participants studied and documented the city in international groups. It was such a positive experience for the participants that it inspired the continuation of the international university collaboration for the following year.

The Fieldwork: The Cit Exchange in 2017, #CitTagLab

In January 2017 the course conducted another learning exchange in the city of Tagbilaran, to which this master thesis contributed to. This thesis used the exchange as a case study and developed a participatory process and tools for the course exchange to conduct the thesis fieldwork. The aim was to examine and develop the academic exchange's impacts and potentials in gaining continuity in the local context.

The Purpose and Goals of the Fieldwork

The purpose and larger scale goals of the fieldwork was to discover how to create continuity of participation in three levels: (Figure 1.4)

1. In the course activities: For the course to build-up their activities from year to another.

2. In the local context: For the local people to start developing participatory practices.

3. In the thesis author's professional development:
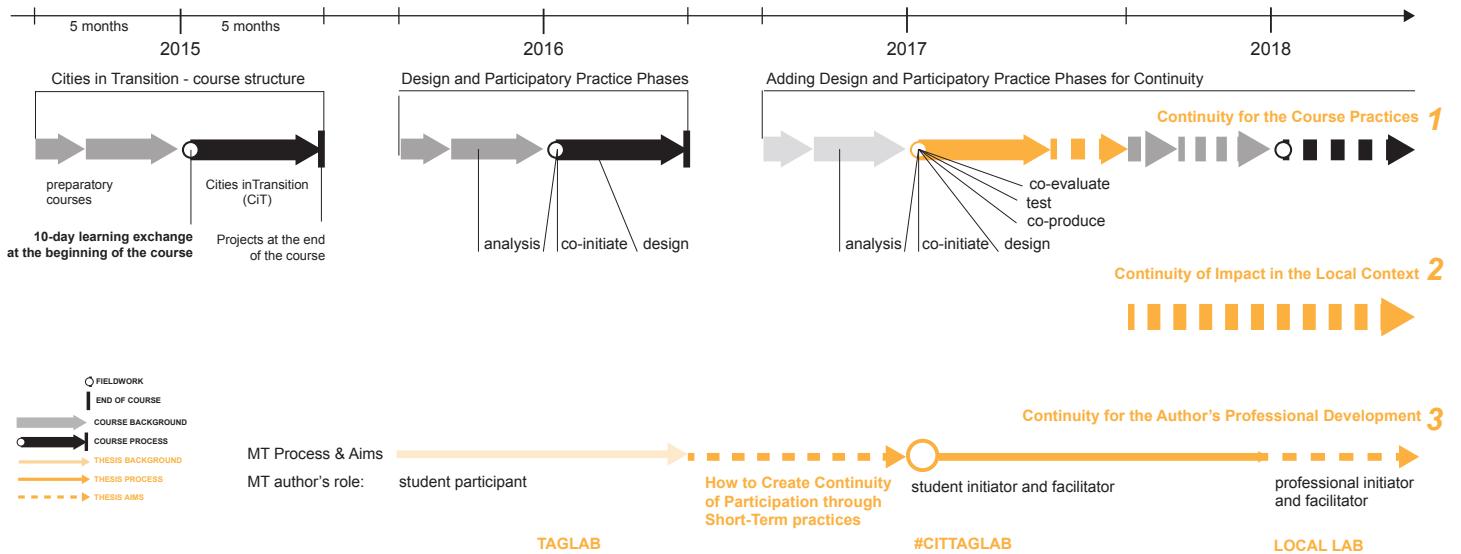For testing and assessing ideas in practice and creating opportunities for the future.

Figure 1.4. *The Case Study and the Master Thesis Timeline*
The Diagram showcases the goal of the thesis to promote continuity in three levels: in the course practices, in the local context and in the thesis authors professional development.

Stakeholders and their Roles in the Participatory Process

The thesis differentiates between three kinds of actors in participatory processes:
Initiators: Starting and leading of the process.
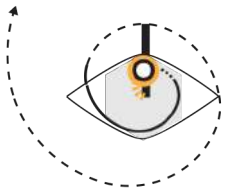*Participants:* Active participants in the process .
Collaborators: Enabling parts of the process.

And between the different sectors:
A= Academy　　B = Civic　　C= Public　　D= Private

The timeline in *Figure* 1.3 shows how the teachers of the three universities and the finance sector initiated the exchange process, and that later it was Aalto University teachers initiating the exchange activities. The diagram also shows the aim of the process developed in this thesis: to give over the initiators role firstly to the students and teachers participating in the exchange (what this thesis tests in practice), then to the local academy and to other local actors representing the other sectors.

The primary stakeholders of this thesis are the students. The public and the civic sectors represent the secondary participants who are included in the process through the students. The aim was to develop a process that could be regenerated, by the participants becoming the new initiators.

1.2.1 **Case Study Context**
Tagbilaran City, The Philippines

				Philippines
				Capital, Manila
				Central Visayas
				Eastern Visayas

23°26' Tropic of Cancer

0° Equator

CEBU

BOHOL — Province of Bohol

TAGBILARAN — Capital, Tagbilaran

Aalto University, Finland   **Bohol Island State University (BISU), Philippines**   **Nagoya Institute of Technology (NITech), Japan**
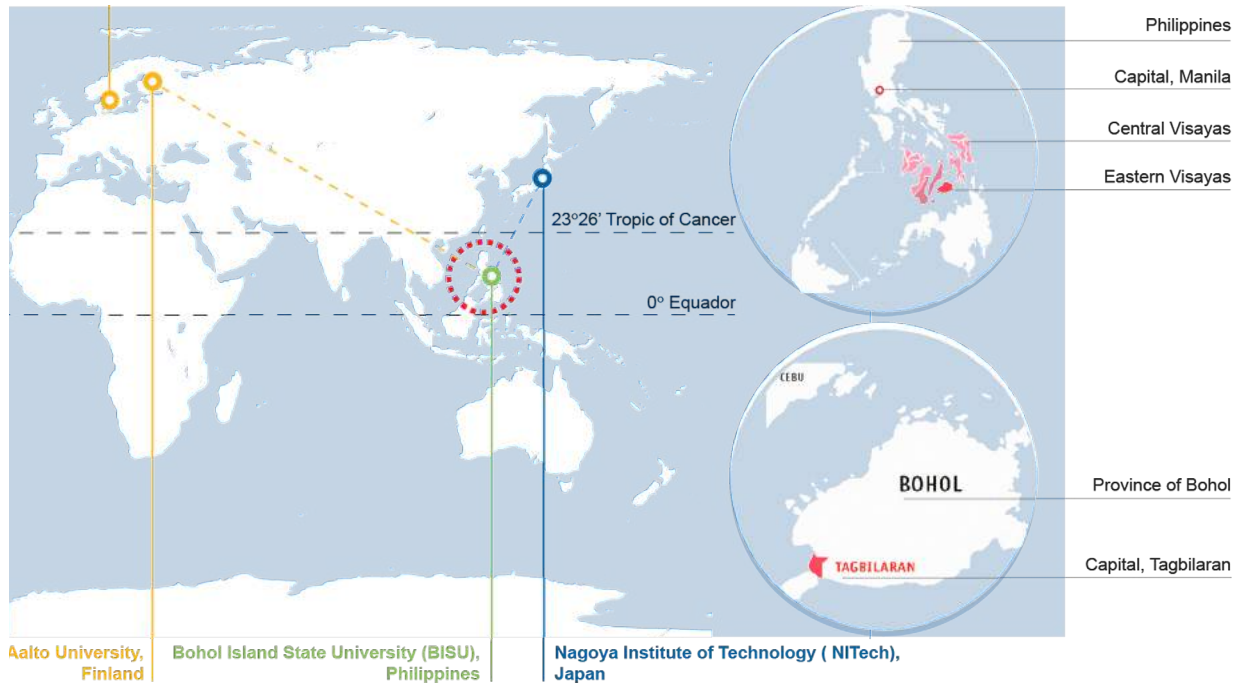
Figure **1.5.** *Master Thesis Contexts in World Map*

Tagbilaran City Visions

Tagbilaran city in the Philippines is the capital city of the provincial island of Bohol. The city's population is growing in fast speed while battling with a variety of environmental, social and economic issues (Tagbilaran environmental report, 2014). The visions proposed by the city planning department for the near future of the city, is an image of a global megalopolis (*Figure* 1.7). The image has nothing to do with the current state of the city and it represents economic aims rather than the local context or the needs and aspirations of the local people.

Nevertheless, there are no alternative visions available for the city. Urban planning is not part of common academic or public discussions and if it is, generally development by itself is seen enough to represent something "good", even better when it is something new and foreign (BISU students and staff, 2015). The lack of appreciation of the local culture is evident in the lack of documentation of the city and the local attributes.

The Contextual Conditions

The city planning strategies influence mostly the groups of people living by the seashore in informal settlements. The visioned development schemes will relocate of the informal settlers to the outskirts of the city (Tagbilaran city planning department, 2014). Relocation schemes can be complicated as the settlers end up moving back to the their old dwellings and to their social circles in the city centre (NGO worker, 2016). This demonstrates how development schemes' easily fail without people's participation.

The shoreline is the most environmentally vulnerable part of the city as it is greatly affected by natural hazards, such as typhoons, landslides and earthquakes. The informal settlements are not only insecure but they also have negative environmental and social impacts of polluting the coastline and preventing its public use.

From these contextual conditions a common aim formed between the thesis research and the Cities in Transition-course: to focus in developing participatory practices within the marginalized communities in order to improve their everyday living conditions. The strategy was to cast light to the values and needs of these groups in the city and to get their voices heard in the planning processes through the academic activity and formation.

1.2.2 Tag.Lab Sustainability Goals
Place- and People based City Visions

Figure **1.6.** Tagbilaran City Scape Today (Regal, 2016). The streetscapes of Tagbilaran consists of traffic and 2-storey buildings.

Figure **1.7.** Tagbilaran - Livable City by 2020 (Tagbilaran City Government, 2014). Vision for the city of Tagbilaran found in the local City Planning department's presentation showcasing their detachment of the current conditions of the city and of the ideas of sustainable development.

Sustainability Goals of TagLab

The sustainability goals of Tag.Lab relate to the Sustainable Development Goals (SDGs) set by United Nations (2015). Like their new framework, Local Lab does not differentiate nations between the "developing" and "developed" (UN, 2015), but applies the goals to all countries. The goals have to do with issues related to education, environment and social justice.

The aim of the Tag.Lab is to promote the three spectrums of sustainable development:

Social Sustainability
- Empower people to participate in creating their living environments through educational and collective activities
- Create an alternative information source and a platform for collective action. Engagement of variety of voices in the city planning discussions.

Environmental sustainability
-Spreading the knowledge of sustainable habits and methods and appreciation of local attributes from the academia to the public life through collective activities and design interventions.

Economic Sustainability
-Promoting self-sufficiency and practices of circular economy through created collaborations, projects and habits.

1.3 Thesis Process and Concept
Methodology, Methods and Tools

ROUND 4 / Potential Offsprings
ROUND 3 / Potential Professional Opportunities
ROUND 2 / Developing the Tools
ROUND 1 / Contextual and Theoretical Background

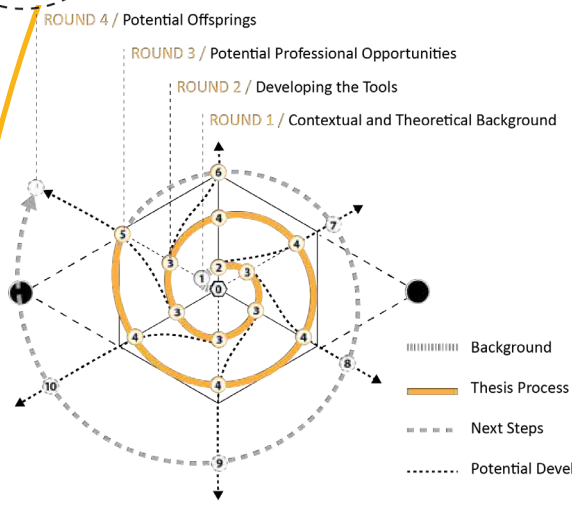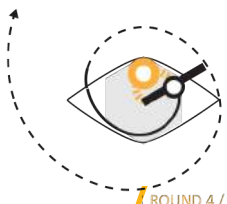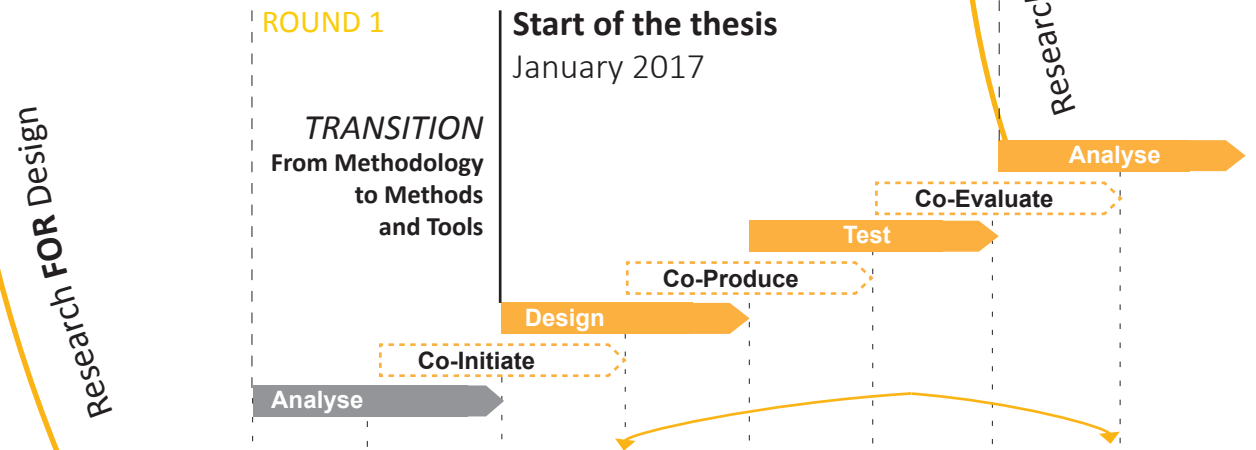Background
Thesis Process
Next Steps
Potential Developments

Figure 1.8. *The Master Thesis Process and the Thesis Outcome: The Infinity Inception Model* The dual model represents a the thesis process and its outcome. It is a continuous process for regenerative participatory practices.

ROUND 2

Research **BY** Design

ROUND 1

Start of the thesis
January 2017

TRANSITION
From Methodology to Methods and Tools

Research **FOR** Design

Analyse

Co-Initiate

Design

Co-Produce

Test

Co-Evaluate

Analyse

Index	ABSTRACT	INTRODUCTION	THEORY	PRACTICE	
	⬡0	①1	②2 ③3	③3 ③3	③3
PARTS	**ABSTRACT**	**INTRODUCTION**	**THEORY**	**PRACTICE**	
Steps	The whole process	Contextual Background	Theoretical Tools	Fieldwork	Fieldwork Results
Topic	**LOCAL LAB**	*CiT in Tagbilaran City*	*Local Lab & Taglab*	*#CitTagLab*	*Analysis of Continuity*
Context	thesis + work	course + city	thesis + course	thesis + course + city	thesis + course + city
KEY ACTORS	CHALMERS	AALTO BISU NiTECH	AALTO CHALMERS	AALTO BISU NiTECH	AALTO BISU NiTECH
MT author's Role	*Initiator*	*Participant*	*Initiator*	*Initiator*	*Initiator*
Methods and Tools	Developing tools for Continuity of Participation through Practice	10-day Fieldwork with *Cities in Transition*-master course in Tagbilaran City, in the Philippines brings to the vision of **Local Lab,** *a platform for global networking and local participation.*	Developing methodology and tools for testing participatory processes in practice in *Cities in Transition* course: **TagLab:** 10 Day Kit to Participatory Practices	Testing the tools and methodology in practice during 10-day fieldwork with *Cities in Transition*- master course in Tagbilaran. **#CitTagLab**	Developing **Tools to Examine Continuity** of short- term participatory practice through identifying their impacts, potentials and challenges of continuation.

This master thesis was developed through the process that it proposes as an outcome: The infinity inception model. A model that regenerates new beginnings in different scales.

The thesis consists of two an half cycles of the proposed process, leaving some of the steps to be taken in the future.
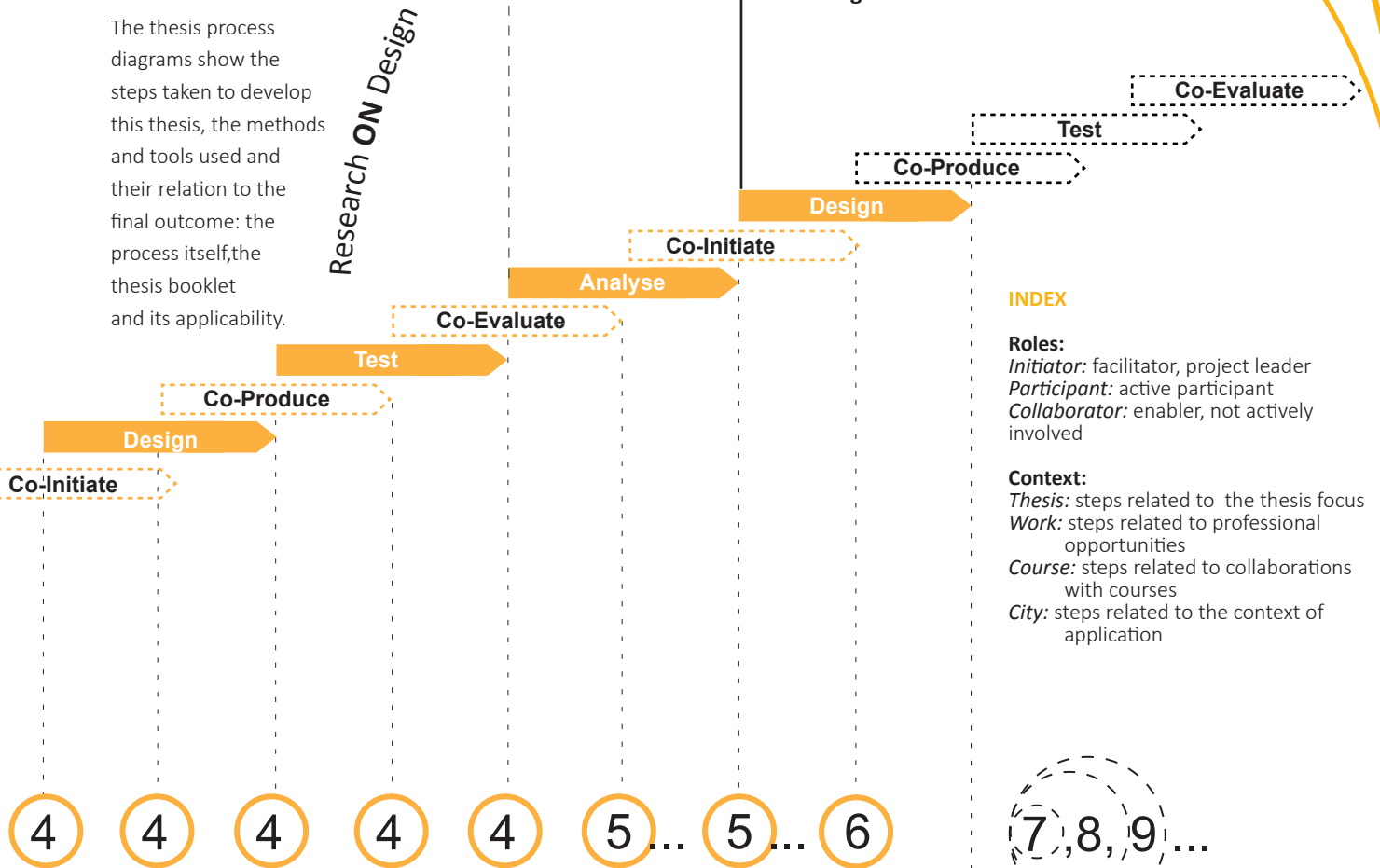
The thesis process diagrams show the steps taken to develop this thesis, the methods and tools used and their relation to the final outcome: the process itself,the thesis booklet and its applicability.

End of the thesis
May 2018

ROUND 3

Research ON *Design*

TRANSITION
From Methods and Tools to Sharing the Process

Co-Initiate

Design

Co-Produce

Test

Co-Evaluate

Analyse

Co-Initiate

Design

Co-Produce

Test

Co-Evaluate

INDEX

Roles:
Initiator: facilitator, project leader
Participant: active participant
Collaborator: enabler, not actively involved

Context:
Thesis: steps related to the thesis focus
Work: steps related to professional opportunities
Course: steps related to collaborations with courses
City: steps related to the context of application

④	④	④	④	④	⑤...	⑤...	⑥	⑦,⑧,⑨...
DESIGN					**DISCUSSION**		**APPENDIX**	
Design Tools		**Testing Design Tools**		**Applicability**			**Passing on Research**	**Next steps**
Tools for Continuity		*for Social Inclusion*		***Game for Continuity***			***Kit for Continuity***	***Local Lab's Continuity***
thesis + work		thesis + course + city		thesis + course + work			thesis+course+work+city	work + course + city
AALTO CHALMERS		CHALMERS		CHALMERS AALTO			*ANYONE*	*AALTO CHALMERS BISU NiTECH ASF*
Initiator		*Initiator*		*Initiator*			*Initiator*	*Initiator / Collaborator*
Designing **a Tool for Continuity** for Short-term participatory practices. Forming design requirements and tool from the fieldwork feedback and learnigns.		Prototype a **Tool for Social Inclusion**-master class for testing the applicability and utility of the tool in a broader and diverse context.		Making improvements to the tool related to the test results. Developing a **Game for Continuity** of participation through continous initiation, application and handing over of short-term practices.			Further Development - the game in three dimensions. - the KIT to online - the game digitalized	Application of the Tool in near future: - *Cities in Transition* -course in 2018 - *Social Inclusions*-course in 2018 - *Bohol Island State University* - Similar courses - *Interplay of Cultures* 25-year exhibition and seminar - create a Local.lab web-page - form a community of interest & set up Local.Lab in Helsinki

1.3.1 Thesis Typologies and Methods
Overlapping Rounds

Research Typologies

Methodologically the thesis builds upon all the three spectrums of research: Research For Design, Research By Design and Research on Design.

***Figure* 1.9.** *Research Typology*
Diagram showcases the overlapping and sequential research typologies used to develop this master thesis.

Research FOR Design

Firstly, research was done for developing design methods and tools. The research consisted of analysis of the case study and its context, literature reviews and learning from other design tools developed for participatory planning practices.

The aim was to recognize the potentials and challenges of short-term participatory practices in creating continuity, in order to create tools and methods for testing the hypothesis in practice.

Research BY Design

Secondly, the research focus shifted to practice-based design explorations, to developing tools to support the research. Design explorations were carried out by developing a participatory process and tools for the academic exchange and they were tested with students during the fieldwork.

The aim of the design explorations was to include participatory practices in the actual research and in the development of the design tools proposed by this master thesis.

Research ON Design

Thirdly, the research analysed how the design tools and process worked: the results obtained from the stakeholders and the potential long-term impacts and regenerative actions the designed tools and process can lead to in a local context.

Research on design was done through analysing and implementing the fieldwork learnings on the proposed tools and process. The new versions were then tested again by university students but this time in the Swedish context, to learn about the tools applicability, utility and relevance in a broader context, as well as get suggestions on how to keep on developing the thesis outcome in the future.
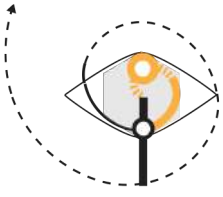
1.4 Key Term Definitions
Participation, Continuity and Short-term Practices

Participation

By participation this master thesis refers to practices in the field of planning and design that engage people outside of the professional realm to join in the design process.

The thesis relates to the theoretical discussions around participation that focus on defining its quality. It adds to Sherry. R. Arnstein's "A ladder of Citizen Participation" (1969), which categorised participatory practices in different levels starting from non-participation processes and leading to citizen power, by examining how participatory processes may empower and inspire people to continue participatory processes.

Short-Term Practices

Short-term practices refer to temporary actions, such as events, temporary constructions or an academic learning exchange, which this master thesis investigates as a case study. This master thesis researches and tests the ability of short-term practices to work as catalysts for further participatory practice and for larger-scale changes. The hypothesis is based on Nabeel Hamdi's idea of *Small Change* (2010) that talks about generating big-scale changes through incremental growth of small, meaningful interventions done in the ground levels of society.

Continuity

This thesis by continuity of participation intends participatory processes that continue after their initiation phase is over and participatory practices that have longer-term impacts in a local context. Longer-term impacts refer on the local actors that can make them regenerate participatory practices by participating in similar activities or taking over the methods and processes to initiate their own.

To understand the concept of continuity of participation and how to facilitate it are the key goals of this thesis. The grand vision is, that when short-term participatory practices become regenerative, they start influencing the way architecture and planning is practiced.
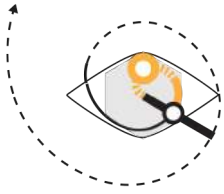
1.5 Research Questions
Short-term Practices for
Continuity of Participation

1 *How Can Short-Term Practices Become Regenerative and Gain Continuity of Participation?*

2 *How to Facilitate Initiation and Continuity of Participatory Practices in an Unknown Local Context?*

Short-term Practices for Continuity of Participation
In order to understand how short-term practices can become regenerative and gain continuity of participation, this thesis looks into the different types of impacts and continuity the practices can lead into and what kind of design process and tools are needed to support the process of their creation. By regeneration, this thesis refers to something that has the capacity to start itself again - the capacity to revive.

Tools for Facilitating the Initiation and Continuity of Participatory Practices in an Unknown Local Context
Design tools were developed throughout this thesis to facilitate the initiation and continuity of participation in an unknown local context. *Unknown local context* defines contextuality and specificity. It refers to the context architects work with and shape with their work, to a context that is unfamiliar to them but home for others.

The thesis design tools reflect upon the temporary nature of design practices and on their long-term goals and impacts, and how find ways to combine the two in order to act now for creating a better tomorrow.
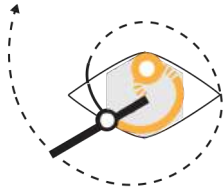
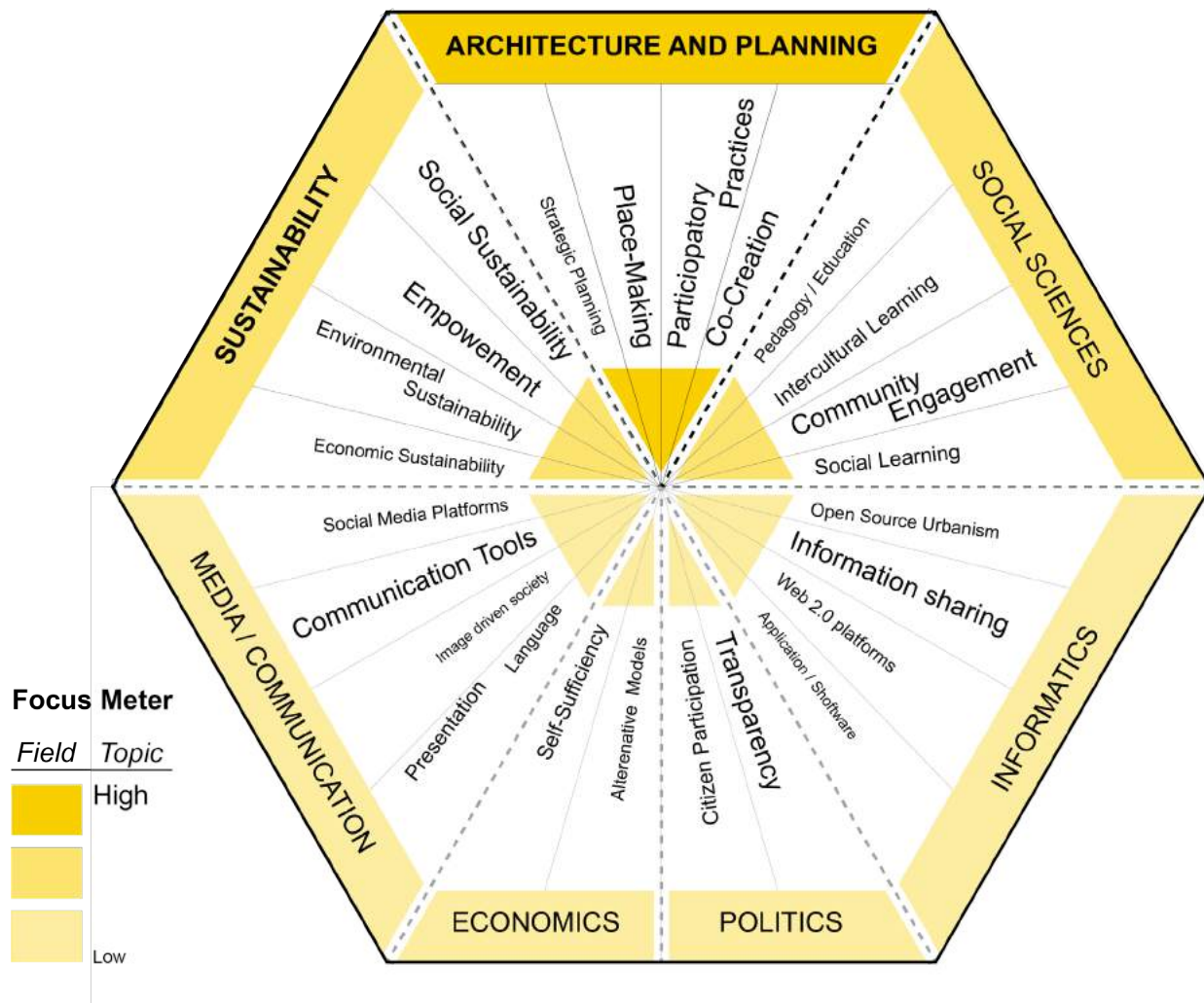# 1.6 Delimitations
Focus and Limits

Figure 1.10. *Delimitation Diagram*
Diagram showcasing in big letters topics of focus of this master thesis and with small letters its delimitations, what is left out of the research that is closely realted to the topic.

Topic Focus and Connections

This thesis deals with a large and complex topic related to many different fields of practices. The focus of this master thesis is to understand how architectural and planning practices can promote continuity of participation. The thesis looks into ways participatory practices can promote social sustainability through place-making practices and through empowering citizens to act.

Delimitations

The thesis will not deal with the environmental and economic aspects of sustainability, neither will it cover measuring the impacts created by short-term practices. The thesis focuses in creating activity in the ground level in a real life context and so it will not deal with the topic of open-source urbanism, the possibilities of technological tools in participatory planning, nor with looking into the organisational structure of the Local lab. The thesis is about developing the methods and tools for the Local Lab, about starting its activity and once tools and methods are developed in the practical level, the lab can evolve to the next step of sharing the results with others. Potentials for further research is discussed in the Part 5 – Conclusions and Discussion.
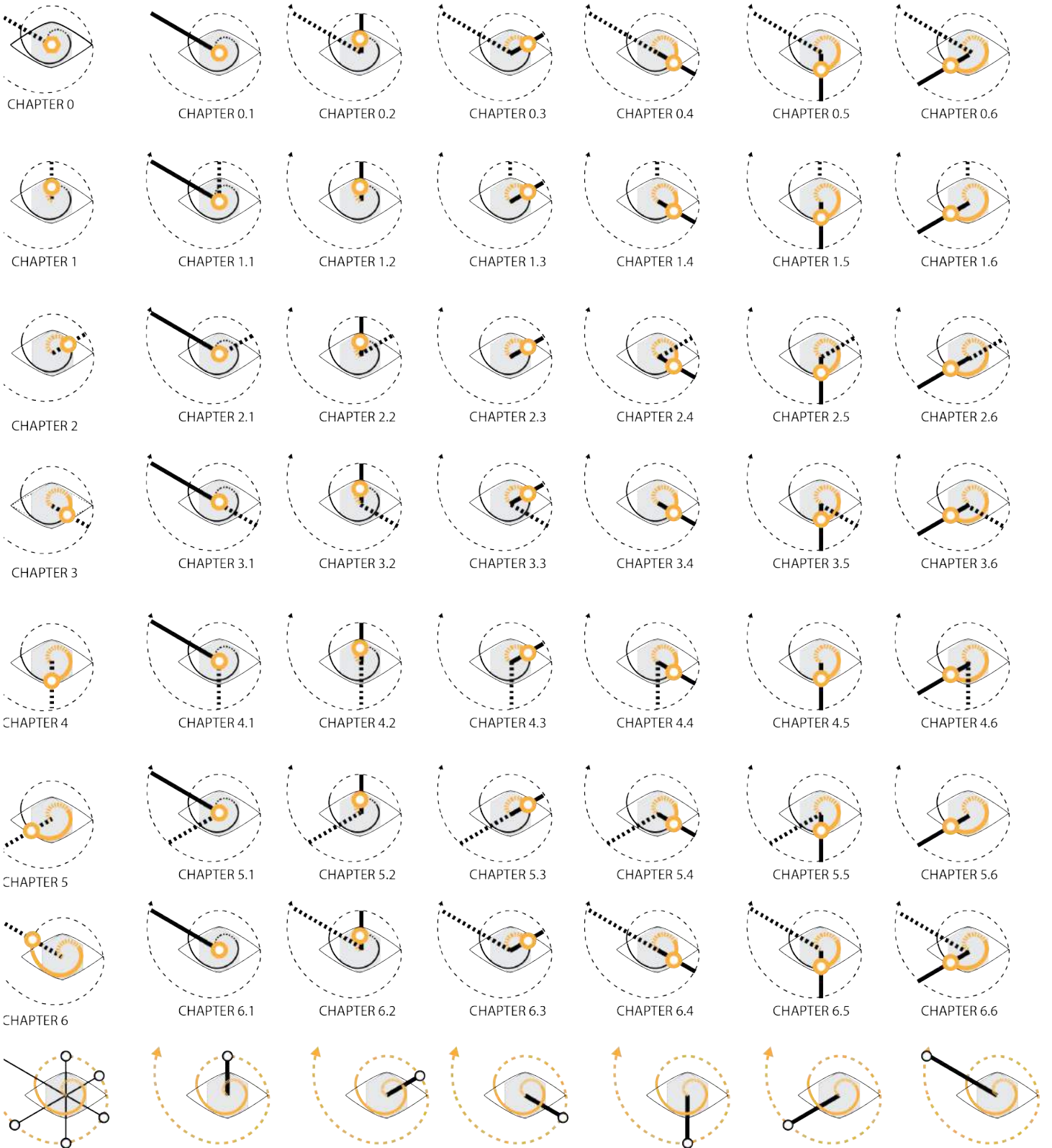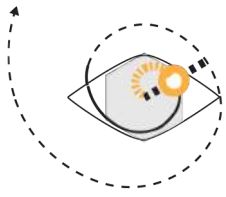
CHAPTER 0

CHAPTER 0.1

CHAPTER 0.2

CHAPTER 0.3

CHAPTER 0.4

CHAPTER 0.5

CHAPTER 0.6

CHAPTER 1

CHAPTER 1.1

CHAPTER 1.2

CHAPTER 1.3

CHAPTER 1.4

CHAPTER 1.5

CHAPTER 1.6

CHAPTER 2

CHAPTER 2.1

CHAPTER 2.2

CHAPTER 2.3

CHAPTER 2.4

CHAPTER 2.5

CHAPTER 2.6

CHAPTER 3

CHAPTER 3.1

CHAPTER 3.2

CHAPTER 3.3

CHAPTER 3.4

CHAPTER 3.5

CHAPTER 3.6

CHAPTER 4

CHAPTER 4.1

CHAPTER 4.2

CHAPTER 4.3

CHAPTER 4.4

CHAPTER 4.5

CHAPTER 4.6

CHAPTER 5

CHAPTER 5.1

CHAPTER 5.2

CHAPTER 5.3

CHAPTER 5.4

CHAPTER 5.5

CHAPTER 5.6

CHAPTER 6

CHAPTER 6.1

CHAPTER 6.2

CHAPTER 6.3

CHAPTER 6.4

CHAPTER 6.5

CHAPTER 6.6

Figure **1.11.** *Developing Graphical Abstract of Continuity*
Images of the Graphical Abstract designed to present the master
thesis process as well as its final outcome.

Part 2 Theory

Theoretical Framework

Analyse / Design

Design / Test

Test / Analyse

Time

Long-term Future

Near Future

Intervention Cycles

Design

Analysis

Test

Now

Scale

Past
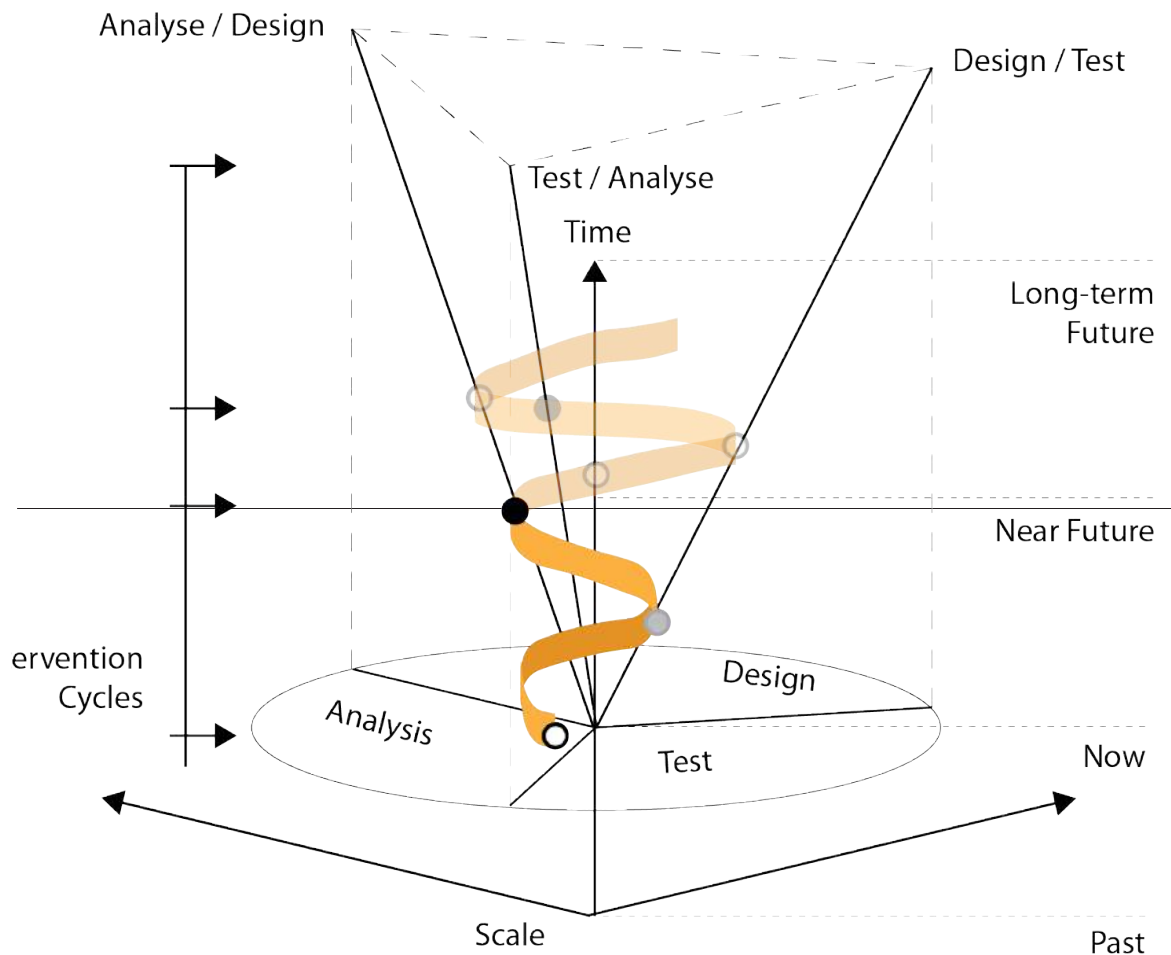
Figure **2.0.** *Three-dimensional Model of the Developed Framework*

2.1 Hypothesis
Continuity of Participation
Through Regenerative Short-Term Practices

now
practical

future
theoretical

Figure **2.1.** *Central Concept the thesis: Small Change*
Small Change is about taking the first step towards a bigger end goal. The concept suggests that small interventions can work as small, meaningful steps and a catalyst towards big changes (Hamdi, 2010.)

The Hypothesis
The hypothesis of the thesis is that short-term practices create continuity in participation by working as a catalyst for further action and for creating potential longer-term changes. It is based on a concept of "Small Change" (2004) by Nabeel Hamdi, an awarded long line practitioner, a theorist and an educator in the field of participatory practices.

Theoretical Context
This thesis relates to a theoretical context that sees participatory practices as a necessary part of planning as they promote social sustainability and equitability (Hamdi, 2010, 2014; Albano, 2014) through citizen empowerment and through enhancing people's potential in making a change in their living environments.

Methods
The theoretical investigations were developed throughout the thesis to guide the design process, as well as, to be effected by the process. The Part 2 / Theoretical Framework then represents both the sum and a part of the master thesis process.

Literature studies (Arnstein, 1969; Hamdi, 2004, 2010; Miessen, 2010) and geometrical, analytical methods of abstractions were used to form a theoretical and practical framework for the thesis. The aim of the framework is to work as a strategic process for short-term practices to create continuity of participation through regeneration.

Structure and Content
The chapter is structured to showcase and explain the theoretical findings that brought to the proposed framework. Parts of the framework were tested in practice during the fieldwork (PART 3) and parts were developed as a result from it. The chapter looks into the types of impacts and continuity short-term practices can lead to, into continuity in design and participatory processes, into the challenges there are in creating continuity of participation and the steps needed to create regenerative short-term practices in a local context.
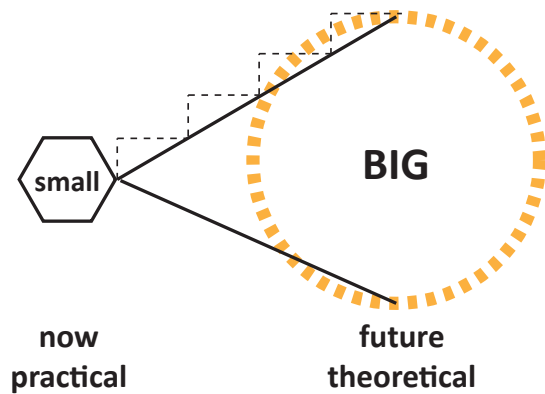
Small Change - The First Step Towards the Bigger Goals
Small Change suggests that architects, through reflective participatory practices, can facilitate the process of people taking a first step towards common longer-term goals and bigger scale changes (*Figure* 2.1). It suggests that participatory practices conducted through small interventions in the ground levels of society can have the biggest influence in creating changes, as they are directly linked to the everyday lives, possibilities and habits of people (Hamdi, 2004). By small interventions this thesis refers to a process of design actions with tangible results.

Small Change – About the art of practice and the limits of planning in cities (Hamdi, 2004) promotes architects to work with the trickle up effect: To start with something small and doable, but something that matters, to prove that it works, and then scale it up. Small change is about taking steps that modify and lead towards the big picture. It is about placing architects in the middle of the different levels of society and relate to the practical activities of the current moment, while relating to the planning and decision-making activities that shape the future of our cities.

Hamdi believes that it is this trickle-up effect of self-organized systems that have the potential to make the biggest changes. That participatory practices can work as catalysts for change through inducing action and through promoting collective responsibility and power. Development is therefore about organizing communities in effective ways, so that people can act and reflect upon their living environments (Hamdi, 2004).

Short-term practice

as a Catalyst for Continuity

***Figure* 2.2.** *The Hypothesis and the Problem Statement*
How can short-term practices work as catalysts for continuity of participation?

Combining the Two Time-Scales:
Short-term practices with Continuity
Some could see the aim of this thesis contradictory when aiming to build continuity through temporary actions. But it is the combination of these two clashing time-scales that have potential in creating meaningful and effective change. Meaningful and effective change referring to practices that address both time-scales and their connected realities: the needs of the now and the aspirations of tomorrow.

Combining the two time-scales creates possibilities for short-term practices to gain strategic value in longer-terms, as they become a part and a step towards a bigger plan (Hamdi,2004). Longer-term strategic value refers to the impacts of a continuous participatory process, composed of a series of connected short-term practices and to impacts of citizen empowerment that can enable people to continue participatory processes by initiating practices themselves.

**Small Interventions for Continuity of Participation**
Short-term practices can work as moments of initiation and induce further action. They can combine the two time scales by taking a first step towards bigger goals.

Planning, without short-term practices, deals with too long-term and big-scale issues to be relevant or interesting to people to be actively involved (Healey, 2002). Short-term practices with small interventions help to engage people in participatory processes by letting them know about the perks of participation through gained immediate tangible and intangible impacts of the process.

For planners, small interventions offer a way to test and learn about design ideas in a specific context. They can help planners to validate or invalidate their design ideas, to identify issues to be considered and the possible stakeholders to be included in the process. Short-term practices can work las a kick-start to action and offer a place to start when dealing with complexity (Hamdi, 2014).

Small Interventions show commitment to the participants through the immediate impacts and benefits gained from the process. They also offer a way to root bigger scale goals, such as promoting sustainable practices, in a local context. The processes of testing ideas in the local context and learning from trial and error can lead to functional, locally-based design solutions that people can continue developing through appropriation.

How to hand over the process to others to take ownership becomes crucial when thinking of creating continuity of participatory processes through short-term practices.
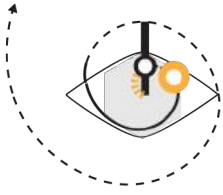
2.2 Impacts and Continuity
of Short-term Participatory Practices

SHORT-TERM
PRACTICE

DIRECT

INDIRECT

TANGIBLE

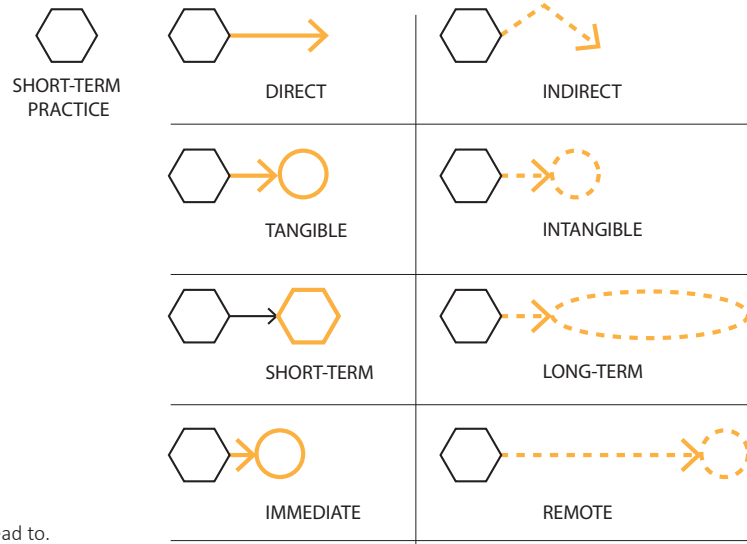INTANGIBLE

SHORT-TERM

LONG-TERM

IMMEDIATE

REMOTE

Figure **2.3.** *Impacts of Short-term practices*
Diagram illustrates the different types of impacts
that short-term participatory practices can potentially lead to.

Types of impacts and Continuity
To understand how short-term participatory practices can become regenerative and create continuity in the local context, the different types of impacts and continuity that short-term participatory practices can have were explored.

Tangible and Intangible Impacts
Short-term actions can have tangible and intangible impacts on a local context. By tangible impacts the thesis refers to material assets, things that are results from the participatory process, things that can be counted, seen and touched. By intangible, this thesis refers to immaterial assets, that are consequences of the participatory process, things that cannot be seen or counted, but can be felt and experienced. Both these types of impacts can lead to direct or indirect consequences in actions and have longer- or shorter-term impacts in a context (*Figure* 2.3).

The Ladder of Continuity of Citizen Participation
When exploring continuity of participatory practices in theoretical and geometrical terms, one can extract different ways that short-term practices can continue and have longer-term impacts in a local context. Short-term participatory practices can initiate actions, get people involved in creating a common solution for the now and give them the inspiration to continue the project and its participatory practices.

Participants can continue participatory processes by maintaining the tangible projects, as they are (diagram 1 *Figure* 2.4). They can grow the project process by developing them further (diagram 2) or replicate them somewhere else (diagram 3). The process can be continued by modification,

to respond better to the changing circumstances (diagram 4) or by inspiring participants to become initiators of new participatory processes (diagram 5). Short-term practices, through these impacts and modes of continuation, can influence the existing structures (diagram 6) and start to change attitudes and practices in bigger scales of society.

The higher on *The Ladder of Continuity of Citizen Participation* (*Figure* 2.4) a type of continuity is located, the more empowered and likely are its participants to continue participatory processes. On the lower levels participants co-opt practices, without realizing their own important parts in creating the process. When in the higher parts of the ladder participants take over processes and initiate others and so influence the general practices.

Continuity of participatory processes in the higher levels of the ladder can lead to change in attitudes and in the way architecture and planning is practiced locally. The processes can enable people to get involved in planning practices in their own terms of understanding and communication, in ways and on topics to which they can relate to.

The ladder was developed to continue Sherry R. Arnstein's *A Ladder of Citizen Participation* (1969), which categorizes participatory processes from non-participation to citizen power (*Figure* 2.5), according to the level to which participants get to influence and gain power over the design process and the end results.
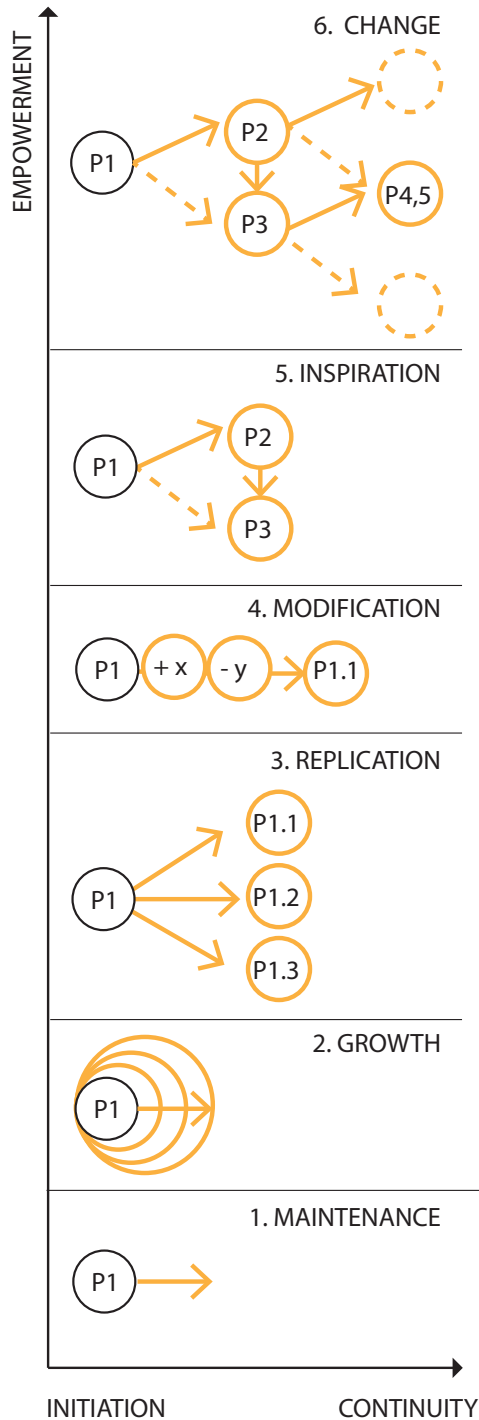
EMPOWERMENT

6. CHANGE

P1 P2 P3 P4,5

5. INSPIRATION

P1 P2 P3

4. MODIFICATION

P1 + x - y P1.1

3. REPLICATION

P1 P1.1 P1.2 P1.3

2. GROWTH

P1

1. MAINTENANCE

P1

INITIATION   CONTINUITY

Figure 2.4. The *Ladder of Continuity of Citizen Participation*
The diagram showcases exploration of creating continuity in participation through short-term practices in geometrical and theoretical terms. It identifies the different potential ways the practices can continue in a local context and the different levels of citizen empowerment the ways relate connected to the potential levels of creating continuity the practices relate to.

8	Citizen Control	Citizen Power
7	Delegated Power	
6	Partnership	
5	Placation	Tokenism
4	Consultation	
3	Informing	
2	Therapy	Nonparticipat
1	Manipulation	
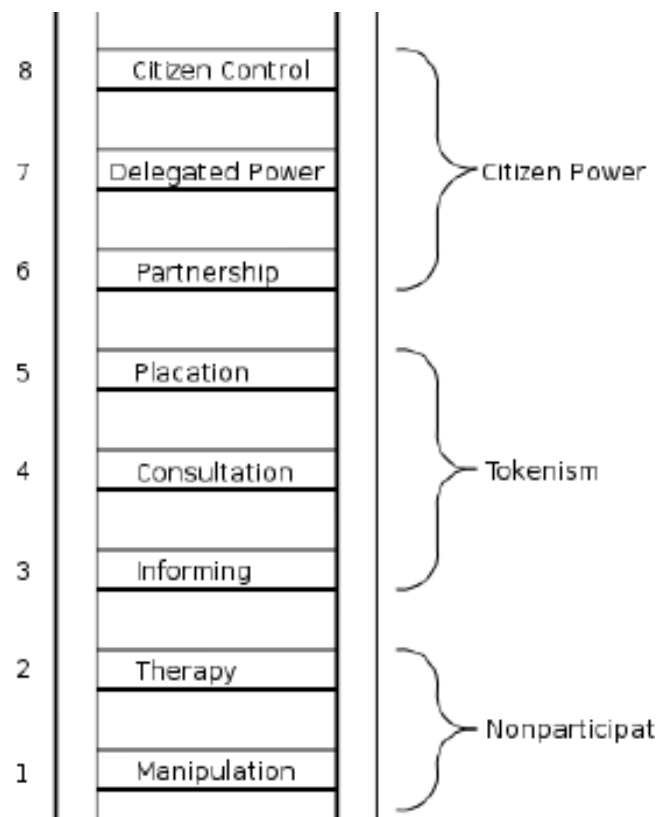
Figure 2.5. Eight Rungs on the Ladder of Citizen Participation (Arnstein, 1969, p. 217). In Arnstein's ladder participatory practices are categorized according to the level of citizen empowerment they lead into.

◯ Short-term participatory practice

P1   Initial participatory project

P1.1 New version of the initial project

P4   Inspired new projects

◯ Tangible impacts

◯ Intangible impacts

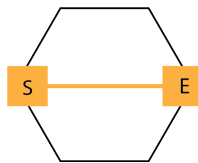→ Direct impacts

⇢ Indirect impacts
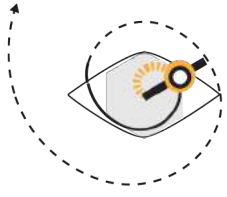
2.3 Continuity in Design Thinking
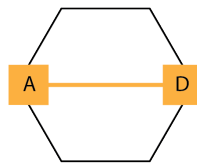## From Linear to Cyclical Process

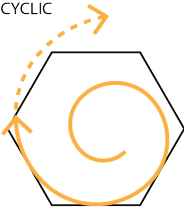**MODES OF PLANNING**

TRADITIONAL
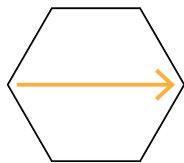
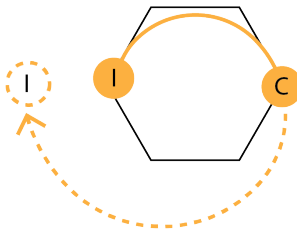Linear Process

Fixed
Starts (S) & Endings (E)

From Analysis (A) of initial
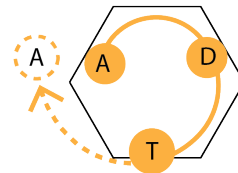ideas to Design (D) of set
solutions.

CYCLIC

Circular,
Incremental Process

From Initiation (I)
to Continuity (C) through
Regenerating cycles

Adding Testing (T) to
regenerate the new cycle

Short-term participatory practice

Design Process

Sequencial processes

Fixed Steps   S = Start   E = End

Dynamic Steps   I = Initiation   C = Continuity

Design Phases

A = Analysis
D = Design
T = Test

Figure **2.6.** *The Linear and Cyclical Modes of Planning*
Diagram showing linear and cyclic modes of planning, the important
steps in the processes and the difference in the two modes of design
thinking.

From Linear to Circular and Cyclical Design Process
In *Small Change* (2004) Nabeel Hamdi challenges the old linear and rational way of planning, that is based on preset solutions. He calls for praxis, combining theory and practice and reversing the planning order for architects to start planning and practicing on the ground level in order to influence the top level practices. Start following a cyclical and incremental approach to design that enables architects to respond to change through adaptation and reflection (Hamdi, 2004).

The Linear and Rational Mode of Planning
The linear mode of planning promotes fixed starts and ends of projects and predetermined solutions. They do not enable continuity as they do not adapt to change. In the linear mode, the design process goes one way and leads architects defending, describing and evaluating their design ideas through professional jargon, pure logic and technical expertise (Hamdi, 2004).

Modernism is famous for this type of rational mode of planning and for diminishing people into a standard model. Modernism designed *for* people (*telling* them how they might use a space), rather than, *with* people (*asking* people how they might want to use a space).

The Cyclical and Continuous Mode of Planning
The circular approach to planning consists of a process that gains continuity through repeating cycles. Repeating cycles allow projects to grow and build upon existing: one can take a step ahead by looking into the past learnings and into the future goals.

The cyclical mode can strengthen linkages between the practical ground level of the now and the more strategic level of planning and policy-making that focus on the future. According to Hamdi it becomes a matter of working with both levels and finding a balance between what must be designed in the strategic level and what must emerge in the practical, local levels (Hamdi, 2010). Only by allowing emergence in the ground level to happen, processes can respond to changing circumstances, develop and be continued by local taking ownership of the process.

Architects as Facilitators of Cross-Sector Collaborations
The architect's role becomes then about matching the aims of the two time-scales and the levels of society. To work as a facilitator and catalyst for cross-sector collaborations. To *" Work as a CATALYST, get things going rather than finishing them off"* (Hamdi,2004, p. 97).

Long-term Impacts and Critical Moments for Continuity
Design processes can be considered as short-term practices, which can have longer-term impacts. For design processes to gain continuity, design thinking needs to shift from the fixed-end solutions to a continuous process of iteration. *Start* and *end* moments of processes become the moments for creating *initiation* and *continuity* for new process cycles (*Figure* 2.6). Initiation referring to starting something and continuity to creating opportunities and plans for someone else to take over the process.

In cyclic design processes (Human centred design, 2010, Hamdi, 2010) a testing phase has been added to complement the analysis and design phases and to bring about the new cycles of iteration.
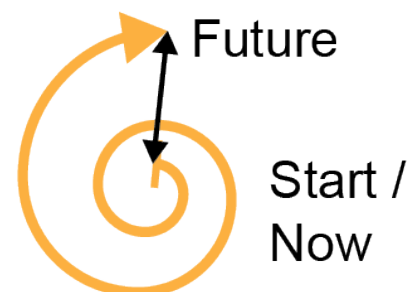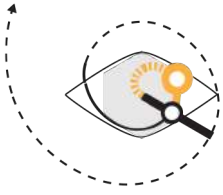

***Figure* 2.7.** *Circular, Incremental mode of Planning*
Circular mode of planning allows to have cycles that connect different phases and time-scales of the process together.

2.4 Challenges in Continuity
Of Short-Term Participatory Practices

Ineffectiveness and Low Quality of Participation

Many researchers and practitioners are sceptical about effectiveness and quality of participation, which in return can affect its potential in gaining continuity in the context of its application (Miessen, 2010; Arnstein, 1969). By quality of participation this thesis relates to Arnstein's *Ladder of Citizen Participation* (1969) and its categorization of practices from non-participatory practices to citizen empowerment.

Especially short-term practices conducted in a foreign context are criticized for the lack of meaningful impacts on the local context and for their imposed solutions resulted from poor understanding of the local conditions and from low quality participatory processes.

The next paragraphs list the main challenges identified in creating continuity of participation through short-term practices:

From Time Constrains and Contradictions to Assumptions

The topic itself is contradictory: to gain continuity through temporal actions. Are short-term practices still short-term if they continue? How can they continue and still work as temporary events? What defines continuity of participatory practices and how can one showcase their long-term impacts in the future when the assessment is done in the current moment? One has to make assumptions, rather than provide scientific or proofed data, assumptions and visions for the future that carry a wide margin of error with them.

The abstract visioning of planning is too long-term to be relevant for people to participate in the current moment, and short-term practices are often too brief to make a real difference or to lead to informed solutions instead of assumptions. There is a need to combine the two time scales.

Empty Processes of Participation

False and empty processes of participation work against continuity, as they give no reason for people to participate in similar processes in the future. Empty processes of participation force consensus rather than empower people to make a difference (Miessen,2010). They might offer immediate benefits for the participants but serve primarily to meet the initiators' set goals.

Participation as a Nightmare

This thesis shares Markus Miessen's description of participation as a nightmare (2010), that the process is about creating changes and conflicts rather than forcing consensus (2010). But that in creating change, collaborative efforts between different sectors are needed as the penta-helix model suggests and that it is the participatory practitioner's role to find the common ground between them.

The White Saviour Complex - Imposed Solutions

This thesis recognizes that, despite the good intentions, one can end up conducting the non-participatory processes described in the lower parts of Arnstein's ladder (1969).

Short-term practices conducted by the Westerns in developing countries are criticized for their paternalistic approach towards the local participants and for the "White-savior industrial Complex"(Cole, 2012). It describes architects with good intentions working on the socio-cultural impacts of design with the focus on marginalized groups of the society, when they have no idea what their realities and necessities are like (Fisher, 2016). They end up designing premature or imposed solutions to complex issues, solutions that have no meaning to the communities, and so, no potential in gaining continuity in the local context. The only continuity and opportunities the process might bring about benefits the initiator as they celebrate the process back in their contexts of origin.

Imposed solutions may lead to continuity by co-opting. Co-opting however is more about continuing someone else's work without acknowledging their own significant role and knowledge in the process (Hamdi, 2010).

For people to continue participating in processes or for them to initiate their own, it is crucial for them to understand their value in the process and feel empowered by the practices.

Ineffectiveness

False processes of participation lead to ineffectiveness of the process. The participants do not get to enjoy the benefits of the process or to gain new roles, power and ownership, which prevents them from taking over the process. It is not only false processes done on purpose that can be ineffective in promoting citizen participation: often ground level actions fail to reach the top level of the society and fail to gain true power in decision-making processes (Miessen, 2010).

Mistrust and Lack of Transparent Processes

There are tensions between the public sector and the civic society, as others make the decisions and others have to live with them. Ineffectiveness, lack of results and benefits in the current moment, false promises and processes of participation promote mistrust between the citizens and planners. Often planning and development discussions and decisions are conducted behind closed doors and described with planning jargon or the participation is directed with preset results, which further prevent people from participating in planning practices.

The lack of transparency is not only presented when engaging with public, it is also present in the professional circles dealing with participation. It is a common practice to celebrate and demonstrate the tangible end results of the participatory processes and hide away issues and errors encountered in the way. It promotes the kind of thinking that the processes and their solutions are faultless, preventing practitioners to learn from one another and to be critical towards one's initial assumptions.

Handing Over a Process

The most critical moment for creating continuity of participation through short-term practices is handing over the process for others. A question rises: Who takes over the process? People need to be interested and suited to take ownership of a project and to take responsibility and authority over its management. Without empowerment and meaningful participatory processes it is unlikely for people to take on the tasks and to continue the processes on their own.

The changing Practice: Architect's role, Skills and Education

For architects to facilitate the continuity of participatory processes, they need to embed design solutions in the local context through short-term practices.

Architects need skills and tools to deal with the complexity and interdisciplinary nature related to planning for continuity. The skills and education of architects need to promote continuous learning in order to deal with design for change: for making connections between the intangible and tangible aspects related to the build environment and between people's immediate needs of today and the longer term goals of sustainable development.

KEYWORDS

Time Constrains and Contradictions

Ineffective Processes

False Participation:
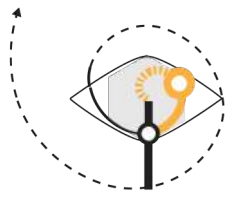
Lack of Empowerment and Imposed Solutions

The White Saviour Complex

Co-opting

Lack of Transparency

Handing Over a Process

Architect's changing role and skills

2.5 The Framework for Continuity
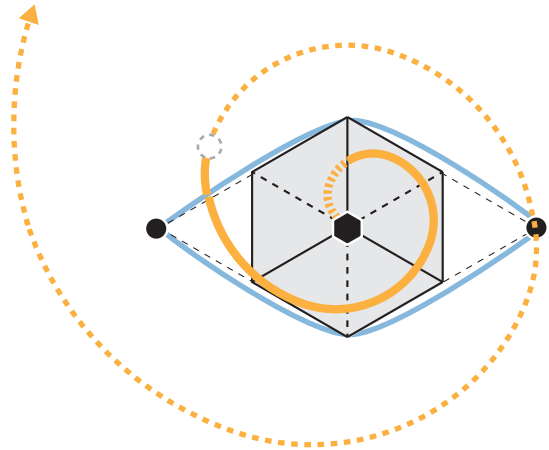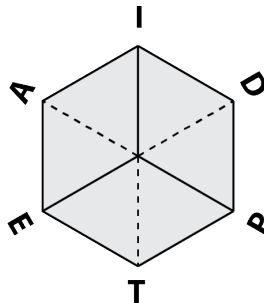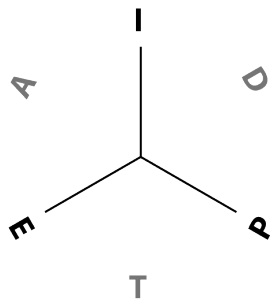## Critical steps for Regenerative Practices

Figure 2.8. *Critical steps for Continuity*

Critical Steps for Creating Continuity in Participation

The challenges in creating continuity of participation through short-term practices bring about the need to include people more closely in the design process. The findings suggest that, for participatory practices to continue after the short-term practice ends, the participants need to gain ownership of the process. Only so, they can shift their roles from participants to initiators and continue the process to its next rounds of actions.

The critical steps identified for the short-term practices to create continuity of participation combines the design phases and selected co-creation phases into "a framework for continuity" (*Figure* 2.7). The selected co-creation phases are placed where the design phases overlap, to bring about continuity between the phases and to let people assess and participate in shaping the design outcome. Co-creation (Adler, 2015) refers to a series of collaborative design phases, where participants are included in all parts of the design process.
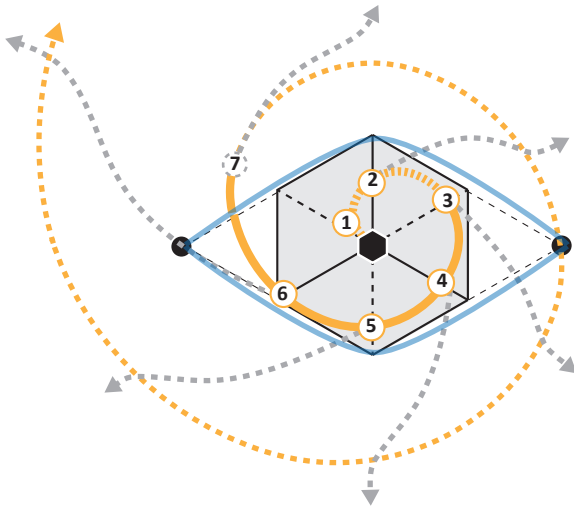
Only some of the co-creation phases proposed by Adler (2015) are included in the framework due to time limitations of the exchange and for promoting a design process that is about assessing assumption and learning through trial and error.

Co-initiation, Co-production and Co-evaluation

Co-initiation, Co-production and Co-evaluation phases are selected from the levels of co-creation (Adler, 2015). Co-initiation is selected to include participants in shaping and starting the design ideas. If they are part of the co-initiation phase in the first round, they learn how to initiate the next round themselves. Co-initiation helps to weight the contextual analysis done by the outsiders (architects) that has bigger scale goals with the street level current moment needs. It helps to assess the big ideas in practice and find ways to be the relevant in the everyday lives of people.

Co-production allows the short-term practice to be effective for both the initiators and the participants. For the initiators it allows them to prototype for testing ideas in practice and for the participants it provides immediate tangible benefits that work as an important inceptive for further participation. The intangible impacts of the co-production process allow people to feel part of a group, a sense of achievement and ownership over the final product.

Co-evaluation phase is placed in the end of the process to bring to the next cycle of participatory design practices. It is placed between the testing and the analysis design phases, to work as a moment of assessment of the overall process and for identifying the potential topics of focus for the next steps of development. Co-evaluation allows the initiators and participants to look back on the process and to make plans for the needed changes in the future. It supports handing-over the project to others and building up the collective knowledge.

Phases of a Continuous Design Process

A	ANALYSE: Project Context
D	DESIGN: Ideate Projects
T	TEST: Apply Projects

Phases for a Continuous Participatory Process

I	CO-INITIATE: Connection with other initiatives & interests
P	CO-PRODUCE: Collaborative efforts to realise projects
E	CO-EVALUATE: Share, discuss and reflect on learnings and the next steps

Theoretical Framework for Continuity of Participation

Short-term practice

Moments of Initiation and Continuity

Starting point

Steps

Process: 1st Cycle

Future Cycles

Potential Spin-offs of ideas

The Long-term Vision of the Framework

The Infinity Inception Model for Continuity

The diagram above represent the framework and critical steps for creating continuity through short-term practices: It starts with (1) analysis of big ideas in a specific context, and continues with (2) co-initiation to assess initial assumptions, with creating (3) design solutions, and with assessing them through (4) co-production of prototypes, (5) test them in practice and (6) co-evaluate the process learnings for indicating direction for the potential (7) next steps.

The diagrams showcases the repeating cycles and the long-term goals to create continuity through emerging ideas and practices initiated by others. It represents a reversed planning order (Hamdi, 2004) that starts from the ground level practices to influence top-level strategies.

The created framework is named as The Infinity Inception Model and it relates to systems thinking in design theory (Mugadza, 2015), to making connections between different actions and actions. In the model each step can be zoomed into and examined with the same framework. Making it an inception model: a model inside a model that promotes cycles of new beginnings.
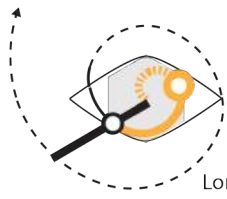
KEYWORDS

A Framework for Continuous Participation
Critical steps for Continuity

Selected Levels of Co-Creation
Co-initation , Co-production & Co-evaluation

Assessment of Assumption

Gaining Roles:
From participant to Initiator

Giving and gaining Ownerships

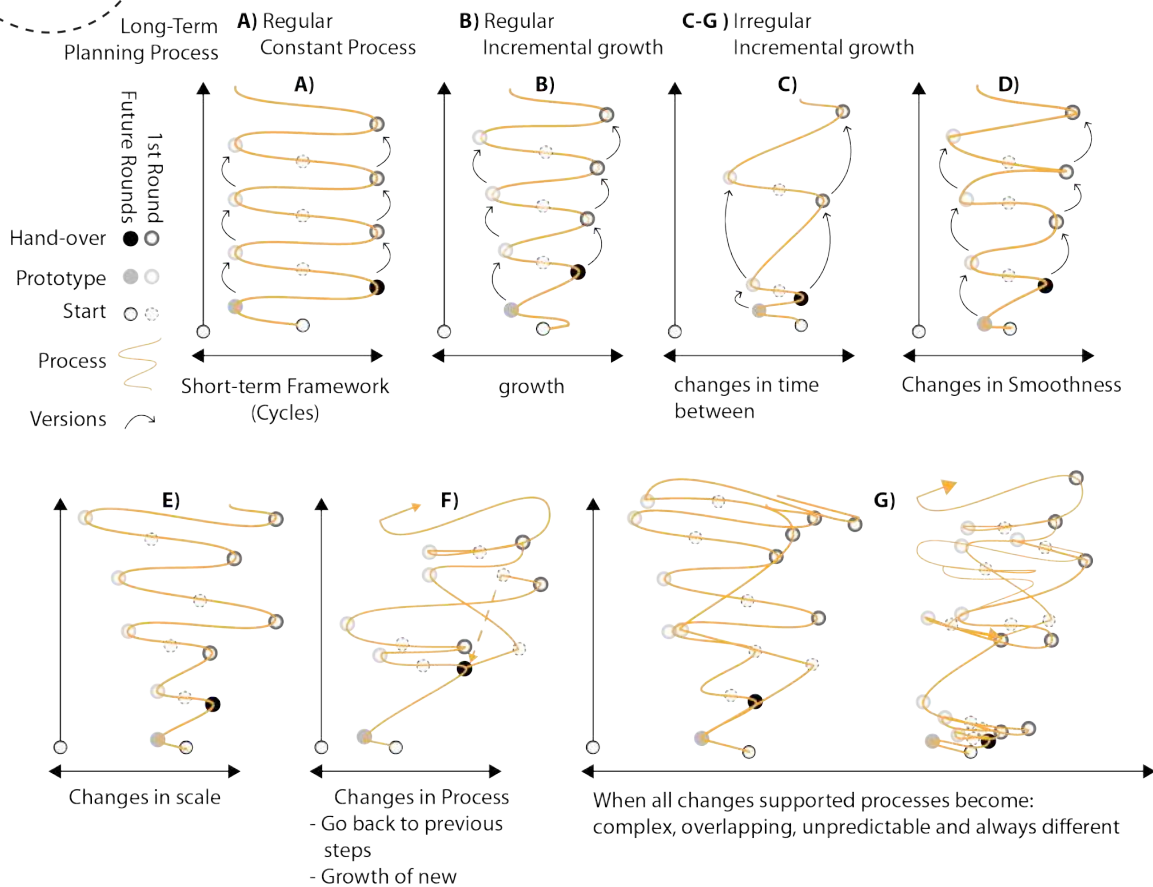# 2.6 Flexible Framework
For Continuous Participatory Processes

Long-Term Planning Process

A) Regular Constant Process

B) Regular Incremental growth

C-G) Irregular Incremental growth

1st Round
Future Rounds

Hand-over ● ○

Prototype ● ○

Start ○ ○

Process ∿∿

Versions ⤴

A) — Short-term Framework (Cycles)

B) — growth

C) — changes in time between

D) — Changes in Smoothness

E) — Changes in scale

F) — Changes in Process
- Go back to previous steps
- Growth of new

G) — When all changes supported processes become: complex, overlapping, unpredictable and always different

Figure **2.9.** *Types of irregularities in growth*
Diagrams in the top of the page showcase different changes that affect processes of incremental growth.

Development and Change for Creating Continuity

The linear mode of planning, with its set beginnings and ends,reduce practices into empty processes as they do not promote alternative views brought by participatory practices. For participatory processes to become continuous through short-term practices, the processes and practices should be embrace change and development.

Embracing change and development means adapting to changing circumstances, evolving and is a sign of resilience (Marcus, 2010). The way processes gain continuity in a long-run is through liberating it from the constrains of a specific moment in time and place. Liberating meaning not making the process dependable on a specific time, ideas and people, as it can be continued by others in another time, in another place and in other directions. What remains to continue is the process of participation, the principles of assessing design phases with others and applying ideas in practice in order to initiate, share and hand-over processes to others.

Organic Growth for Continuity

Development relates to incremental growth and progress, to taking a step forward in something that relates to a past phases. The spiral form represents incremental growth and it can be continued to infinity. In nature it is represented in the growth patterns of many species. Organic growth is resilient due to its ability to adapt to changing circumstances, to creating new paths and ending others when necessary.

Continuity through a Flexible Process

When looking into development and incremental processes in geometrical terms one can extrude different ways in which processes can grow and be influenced by a variety of changes. Studies are done to analyse the different types of growth and changes processes might deal with (*Figure* 2.8).

The developed diagrams include the three key moments for creating continuity identified in the previous chapter (the initiation, the prototyping and the hand-over phases) in various cycles.

Diagram A demonstrates how a continuous, constant process would look like: how it develops and grows only in the vertical time axis and not in the horizontal scale axis.

Diagram B showcases an incremental, regular growth of a process, but like diagram A, it doesn't give a realistic idea of design processes, as it refers to standard and predicted processes. It does not describe the possible changes and differences between different moments of the process. This is what the diagrams C-G demonstrate: the different irregularities and changes that the processes deal with.

In *Diagram C*, the time laps between cycles and different moments vary. In *diagram D*, there are changes in the smoothness of passages between different stages.

In *Diagram E*, the scale of the project changes and *Diagram F* represents variations of the order of the process, different paths that growth from events and going back from an event to another.

Diagram G showcases the complexity of processes that allow all these different types of changes. They become complex, overlapping, unpredictable and unique, specific to their context. They become contextualized, organic and self-sustainable.
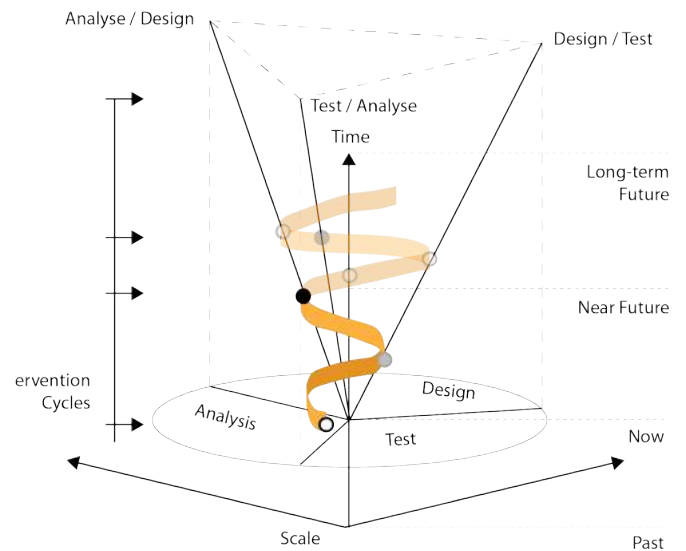
Figure 2.10. *Continuos Design Processes Freed from the Constrains of time* Diagram above illustrates Continuous participatory process in three dimensions, which allows the process to be freed from the constrains of its time axes and allows natural growth and change to happen.

Developing the Model in Three-Dimensional Format

Continuous participatory process needs to be connected to time, but also freed from its constrains in order for it to support unexpected events and changes. When examining the process in a three dimensional format, the process can be detached from the delimitations of its axes and the axes can be used as a framework for the process to build upon. Now the process can move freely from the ground level to the future visions and back, affecting both one another. The three dimensional format frees the process from the constrains of set time limits and from the order of phases.
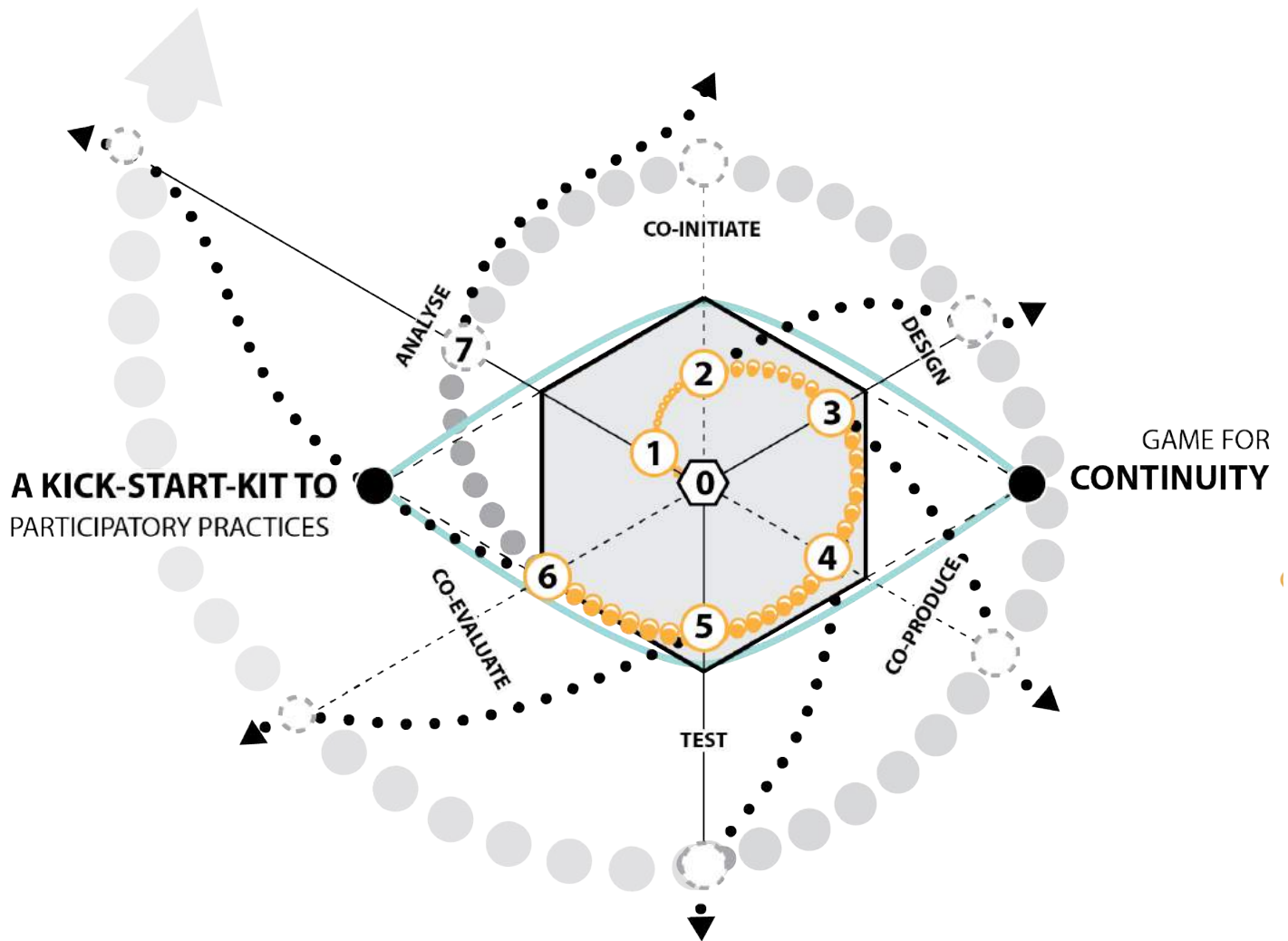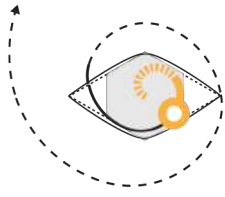
Figure 2.11. *The Infinity Inception Model*
The model has been developed throughout this thesis.
It works as a dual model: as the process and outcome of the thesis.
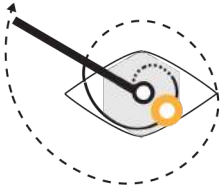
Part 3 Fieldwork
#CiT.Tag.Lab

***Figure* 3.0.** Co-Producing Small Interventions (Rueda, 2017).

INDEX

3.1 Case Study and Fieldwork
CiT+TagLab=#CitTagLab

Testing Design Framework in Practice through a Case Study
The fieldwork part of the thesis consists of testing and analysing through a case study, the potentials and challenges of short-term practices in regenerating continuity of participation in a local context. As a case study the thesis investigates the *Cities in Transition*-masters course in Aalto university. The course conducts short-term learning exchanges in developing countries in order for students to learn about developing projects in diverse conditions (Niskanen, Nyholm, 2016).

The Case Study Context and Participants
The case study offers a specific context and conditions to study: a context where two foreign universities go to Tagbilaran city in the Philippines for a ten-day learning exchange to conduct urban studies in collaboration with a local university.

Purpose and Potentials
Tagbilaran city provides a great example for studying the topic, as there participatory processes nor urban planning is taught at the local universities. This leaves contextual analyses out of their design proposals and out of their professional field of focus (BISU tutors and students, 2016).

This may be the main reason why there are no alternative city visions created to challenge the visions proposed by the public authorities. It leaves their visions, that focus solely on economic growth, to guide the city development. There is a need for introducing the local academy to processes that create alternative city visions through place-making and participatory practices, visions that are based on the existing local attributes and respond also to the current needs of people.

The Academic Exchange as a Catalyst for Change
The *Cities in Transition*-course's academic exchange can be a catalyst for change by the academics working as outsiders disturbing the status quo, and as the middle-men between the top and bottom levels of society.

The challenges with creating continuity through the course activities are related to the short-time limits of the exchange. It brings about the need to work efficiently, to start something and hand it over, in order to promote continuity of the practices after the exchange ends.

Developing Tools for the Exchange and Fieldwork
A 10-day Kit to Participatory Planning was developed for the academic exchange and for conducting the fieldwork of this thesis. The kit shares the methodology, process and tools with the exchange participants and encourages them to get involved in developing the overall process. The kit was created by studying and learning from similar set of tools developed by researchers and practitioners working in the field of global development (IDEO, 2010; Aalto LAB, 2015, 2016).

#CItTagLaB: The Academic Exchange as the Fieldwork
Aalto University students participating in the learning exchange named the process *#CiT.Tag.Lab*. It refers to the course's abbreviation *Cit*, and to the idea of *TagLab* proposed by this thesis. *Taglab* refers to a Local Lab set up in Tagbilaran City, to a university based hub producing collective knowledge and development plans for the city, plans that are grounded to its context through participatory practices. The #-sign refers to the social media platforms and information sharing strategies used during the fieldwork.

The #Cit.Tag.Lab-chapter describes the conducted ten-days process of the exchange, highlighting the most important events and learnings that were gained during the fieldwork. More detailed information on the fieldwork can be found in the appendix: 6.5 Fieldwork.

Fieldwork Results
Results collect the learnings from the case study investigations: what were the potentials of continuity created by the short-term participatory practices, what were the challenges in the process and what improvements are needed in the designed methodology, process and tools. Results were collected via students' feedback and learnings from the process and through discussions with local actors during and after the exchange.

Conclusions and Next Steps
Conclusion chapter focuses on identifying the strengths and weaknesses of the designed process and tools and their opportunities and weaknesses in creating continuity of participation in a local context.
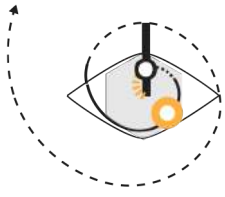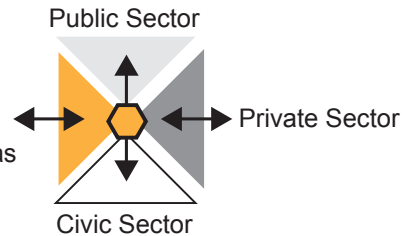
3.2 Strategy for #CiT.TagLab
Initiating Cross-Sector Collaboration through Short-Term Practices

Short-term Practices as Catalyst for Change
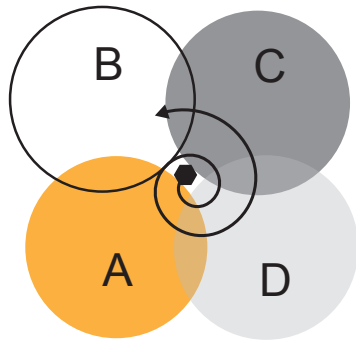
Figure 3.1. The Exchange for Starting Cross-Sector Collaborations.

Stakeholders by Sectors

The participatory process designed for the exchange encourages cross-sector collaborations between the four sectors of society:

A = Academic: Architecture, Design and Art students and staff from three international universities

B = Civic: Local inhabitants, communities and citizen groups

C = Public: Local authorities and officials

D = Private: Local practitioners and Businesses

Strategy

The fieldwork strategy, for testing the potentials of short-term practices to gain continuity in a local context, is to promote students as mediators between the top and bottom levels of society. For the students to bring the different sectors together to collaborate on locally based and innovative solutions. The idea is based on theoretical innovation system model, *quadro-helix* (Osmos,2015), which was developed to work as a model for social innovation through cross-sector collaborations.
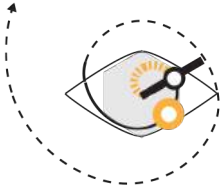
Fieldwork Participatory Practices

During the learning exchange students were to work in the middle ground and to find meeting points between the different sectors. Starting with reaching to the civic sector through conducting interviews and small interventions within the local community. Followed by meetings and presentations of the participatory projects to possible collaborators in the private and public sectors. The goal is to highlight the value of participation, created on the ground level, in planning processes and to give a voice to the marginalized groups in the process.

Fieldwork Key Actors

Students were chosen as the key actors to conduct the fieldwork with, as they represent the future architects and planners of our environments They carry potential and need in learning new skills to respond and embrace the fast changes and complex issues that face the cities of today.

Action Plan for the Fieldwork:

1. Introduce and initiate participatory practices through *small intervention*s done with the marginalised groups in the city.

*2. Include people the design process s*ince the start.

3. *Document and showcase the process and results* to planning authorities and practitioners.

4. *Suggest and Discuss Partnerships for Continuity* with both level actors.

5. Share the Process and results with all participants.

3.3 Preparing a Process and Tools
The 10-Day Test-Kit to Participatory Practices

Developing Process and Tools for #CitTagLab

The thesis author designed *A 10-day Test-Kit to participatory Practices*, which consisted of a methodology, process and tools developed for the CiT academic exchange to the Philippines in January 2017.

Together with the Aalto University teaching staff, the author co-designed participatory framework to meet the course' and the master thesis' agendas and constrictions. Common agenda was to provide students tools and methods for developing projects connected to the local context by engaging with different actors in the city. A special focus was given to the city's public spaces and to the marginalized groups in the city.

Engaging with Stakeholders

Investigating participatory practices consisted of engaging with different stakeholder groups in the case study context:

1. With local university students through workshops, discussions and through collecting feedback forms

2. With local inhabitants through the students groups conducting interviews and small interventions

3. With local planning practitioners and authorities through meetings, presentations and discussions.

The Fieldwork Methodology

The fieldwork process follows Nabeel Hamdi's notions of practice as a catalyst for change (2014). That practice offers a way to test and evaluate ideas, and so, to develop designs in efficient ways. Practice promotes processes of trial and error, reflection and iteration, giving a deeper understanding of what consist of applying design solutions in a local context.

The methodology developed for the fieldwork process was to direct students from the linear mode of thinking, from preset solutions, to a circular and incremental way of thinking that embraces change through testing and evaluation processes.

The Fieldwork Process and Methods

A cyclical process was designed to consist of three main phases: analysis, ideation and testing phases. Later in the thesis development process, the co-creation phases were recognised as important passages between the design phases for creating continuity in the local context of Tagbilaran.

The Fieldwork Phases

During the ten days the process went over two repeating rounds of the designed process consisting of the following phases:

Analysis: Goal Setting and Co-Initiating

Collection, analysis and sharing of information with others in order to co-initiate projects and to form project groups.

Design: Ideating and Co-Producing

Applying project ideas in practice through co-producing small scale interventions. Learning by doing and from tapping into the local resources.

Test: Applying, Presenting and Evaluating

Testing the idea in practice by sharing it with others. Co-evaluation of the projects ideas and defining next steps by identifying further aspects to develop.

Rounds

1st week

Practices initiated by Aalto University staff and the thesis author. Process focus in introducing students to participatory methods by sending them to the site to test and learn from the process and tools in practice.

2nd week

The exchange students initiate projects. Focus in introducing project ideas to stakeholders, testing ideas in practice, and showcasing and reflecting upon the results.

10 day test-kit to participatory practices
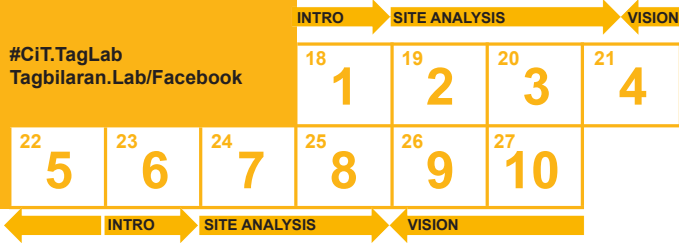
#CiT.TagLab
Tagbilaran.Lab/Facebook

INTRO → SITE ANALYSIS → VISION

| 18 **1** | 19 **2** | 20 **3** | 21 **4** |

| 22 **5** | 23 **6** | 24 **7** | 25 **8** | 26 **9** | 27 **10** |

INTRO ← SITE ANALYSIS → VISION

Master Thesis investigations

Tagbilaran, Philippines
18.01.17-27.01.17

Figure 3.2. *The 10-day Test-Kit to Participatory Practices*
Tools created by the thesis author for the academic exchange and for conducting the master thesis fieldwork.

The Tools:

The 10-day Test-Kit to Participatory Practices includes A) *the process* for the fieldwork B) *the tasks* and *feedback forms* for each day and C) *the tools for* supporting the daily tasks and D) *business cards* for sharing information about the course activities, about the conducted participatory processes and for exchanging contacts with people interested in the conducted participatory practices.

Hello,
We are here to learn about the City

#Tagbilaran.Lab
Students of art, architecture & urban planning

Get in touch
Find us on Facebook
Tagbilaran Lab
Tagbilaran.lab@gmail.com

Feedback

School: _____
Field: _____
Age: _____
Sex: F M

All information gathered will be dealt with anonymity. Results are showcased in a public website: www.facebook.com/tagbilaran.lab

1) Do you feel like you understood today's topic/aim?
    -3 -2 -1 0 +1 +2 +3

2) Is the topic familiar to you?
    -3 -2 -1 0 +1 +2 +3

3) Is it interesting to you?
    -3 -2 -1 0 +1 +2 +3

4) Do you feel like the tasks are useful for you?
    -3 -2 -1 0 +1 +2 +3

5) What do you feel you learnt /gained from the day?
    _____

6) What do you think are the benefits and opportunities of the methods?
    _____

7) What do you think are the weaknesses and challenges of the methods?
    _____

8) Comments?
    _____

A) Is participatory design familiar concept to you?
    -3 -2 -1 0 +1 +2 +3

B) Are you interested in joining the participatory process?
    -3 -2 -1 0 +1 +2 +3

C) What skills / expertise / interest you have that could be utilized and developed in the process? (Example, graphic, social - skills)
    _____

| **DAY 1 / Agenda** INTRO TO **Participatory Urbanism in Tagbilaran** First weeks agenda is to test participatory processes through site visits and group work. | **DAY 2 / Site Analysis** OBSERVE **Who are the City users?** To understand where different people groups and activities in the city are located. | **DAY 3 / Site Analysis** IMMERSE **How is the Daily Life?** To discover what how are the people's daily lives by interacting with local inhabitants. | **DAY 4 / Analysis+Vision** NARRATE **How could the Story be like?** To discover what how are the people's daily lives by interacting with local inhabitants. | **DAY 5 / Vision** NARRATE **The other Side of The Story** Looking at the city from another perspective, by visiting touristic spots. |
| **DAY 6 / Agenda** INTRO TO **The New Vision** Introduce the idea to fellow students, find common topics, interests, make plan for the site research part | **DAY 7 / Site Analysis** INVESTIGATE **The Background Research** Find out who else are involved, what networks, existing attributes and issues behind | **DAY 8 / Site Analysis** TEST **The Idea in Practice** Talk/demonstrate/test the idea with people involved in the vision | **DAY 9 / Vision** VISUALISE **Conveying the Story** Make a draft of your vision / proposal relating to the story behind. | **DAY 10 / Presentation** PRESENT **Process Reflection Result** Present the project process, reflection of the learning outcomes and the final result, the vision. |

DAY 2 / Site Analysis

MAP GROUPS **Locations**

● Children
● Youth
● Adults
● Elderly

Mark with coloured stickers where different age groups are positioned. What groups are more visible in the site and what are absent? How do they use the space?

Mark on the map activies
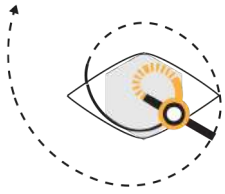What activities, places or reasons to is there for the different groups to come to the site?

5) What do you feel you learnt /gained from the day?
    _____

6) What do you think are the benefits and opportunities of the methods?
    _____

7) What do you think are the weaknesses and challenges of the methods?
    _____

8) Comments?
    _____

DAY 3 / Site Analysis

IMMERSE **How is the Daily Life?**

Content: (1 day)
to be conducted in two segnalated locations

A. Introducing yourselves to locals
B. Mapping home and work spaces
C. Interviewing locals

Materials to provide
Maps of sites (A3's) + maps of the
Stickers, Task feedback form, ex

Participants:
● Aalto ● BISU ● NIT

D)ITaskIreflect
Collection, refle
the task itself.

DAY 2 / Site Analysis

OBSERVE **Who are the City users?**

Age groups
Children
Youth
Adults
Elderly

Aim:
To understand where people live and w immersing to the local context. To gain

Task description and aim:
The aim is to gain an understanding of who are the different groups of people that inhabit the city. What age groups are present in the site? Who are missing? Where they are in the site and what they do there? Observe, count, map and document the different user groups in you site by using counting formats. You can divide in the group that each student or a couple will tackle a task together by answering following questions:

A) Counting age groups (form)
Count for 10 minutes the different age groups present in your site.
B) Mapping groups (in A3 maps?)
Where are the different users located?
C) Observing and tracing groups actions
What do the different age groups do in the place?
D) What groups are missing?

ResultsandIReflection
A) What are the most important findings / situation of the day for you?

DAY 4 / Analyse & Vision

NARRATE **How could their Story be like?**

Content: (1 day) to be conducted in 2 segnalated locations

A) Documenting narratives
Visiting last two sites, observe the people and think of stories, and narratives that has come to light in the last days. Document interesting aspects to you.
B) Create a vision, a narrative of a person or group of people, in a location in the city that you would like to work in your project.
D) Vision

Materials to provide
A4 papers, Task and Feedback paper

Participants:
● Aalto ● NIT

3.4 Conducted Fieldwork
The #CiT.Tag.Lab Process

THE 10-DAY EXCHANGE Conducted Process

The most important passages from the fieldwork are gathered below. More detailed description of the process can be found in the appendix. The fieldwork started from introducing the student to participatory methods and continued with the students taken over the process by initiating their own participatory practices with local inhabitants.

The first week was about the students to get to know each other and the local context through interviewing local inhabitants in informal settlements about their living environments. The second week was about ideation and testing of design ideas in practice. Aftermath dealt with investigations conducted in Tagbilaran city a week after the exchange in order to learn about the ways continuity was created or has the potential to be created after the exchange.

DAY 0 Preparation
Preparing a KIT for the fieldwork: a participatory process and tools to evaluate it together with the participants

DAY 1 Introduction
Introducing students to participatory practices and forming new teams through gaming

DAYS 1-4 Site Analysis
Students interviewing local inhabitants about their typical day in the city, their households resource flows and their wishes for the future.

DAYS 5-6 Ideate
Students analysing interview results. They ideate big project goals while thinking of small interventions to test the ideas in practice.

		Analysis	Co-initiate	Design		Co-Produce	Test	Co-Evaluate		
12/2016 - 01/2017	18	19	20	21	22	23	24	25	26	27	28 29 30 31 1 2
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11** **16**
	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	

Preparation ——————— The 10-Day Learning Exchange ——————— **Aftermath**

DAYS 5-7 Co-Produce
Contacting and connecting with local inhabitants and resources for co-production.

DAY 8 Small Interventions
Applying small interventions in public spaces in the city: Five project groups hold events around the city. More than 100 people get involved.

DAYS 9-10 Present
Students presenting results to local planning authorities and practitioners. Discussing potentials for the participatory methods to continue in the local context.

DAYS 11-18 Aftermath
The thesis author remains another week to observe, discuss and plan with local actors the potentials for the participatory practices to be continued.

Figure 3.3. #CiTagLab Process HighLights DAYS 5-7 (Virkkala, 2017), ; DAY 8 (Sakaguchi,2017).

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3.4.1 Conducted Fieldwork
The Small Interventions and Aftermath

WHO? Students in mixed groups with local inhabitants

WHERE? On selected public spaces in the city

WHAT? Five students groups execute the small intervention ideas around the city.

Small Interventions

Five student groups initiated participatory urban interventions with local inhabitants. Most groups worked with specific groups and communities and one with passersby.

All the projects had chosen local qualities to enhance. One group together with a settler community cleaned out a plot and created a playground for the children with recycled local materials. Another group with also with a settler community created illuminated and green space for the community.

Figure **3.4** Creating a Playground for the Local Children (Gilly, 2017).

One group got permission to close of a street from vehicle traffic for a day and they turned into a "Culture road" getting more than 100 passersby involved in drawing in the street. Some of the projects left tangible results and some were more temporary in nature. Especially projects with immediate tangible results inspired their participants, many of whom expressed the interest to participate or initiate similar practices in the future.

Aftermath

Observing the projects with tangible impacts after the exchange was over showcased that they were continued taken care of by the participants. The results of the small interventions were published in the local media which made the participants feel empowered and got other people interested in the participatory methods.

Figure **3.5.** *Mapping the Heritage Houses of the City* (Virkkala, 2017).

Figure **3.6** *The Freedom Road,* (Sakaguchi,2017) closed off a street for half a day for an art event. The event attracted c. 100 people.

Figure **3.7** *The Avatar Moment* (Mercer, 2017). The group cleaned and designed a green public space for a settler community. **Some participants kept developing the new green area.**

3.5 Fieldwork Results
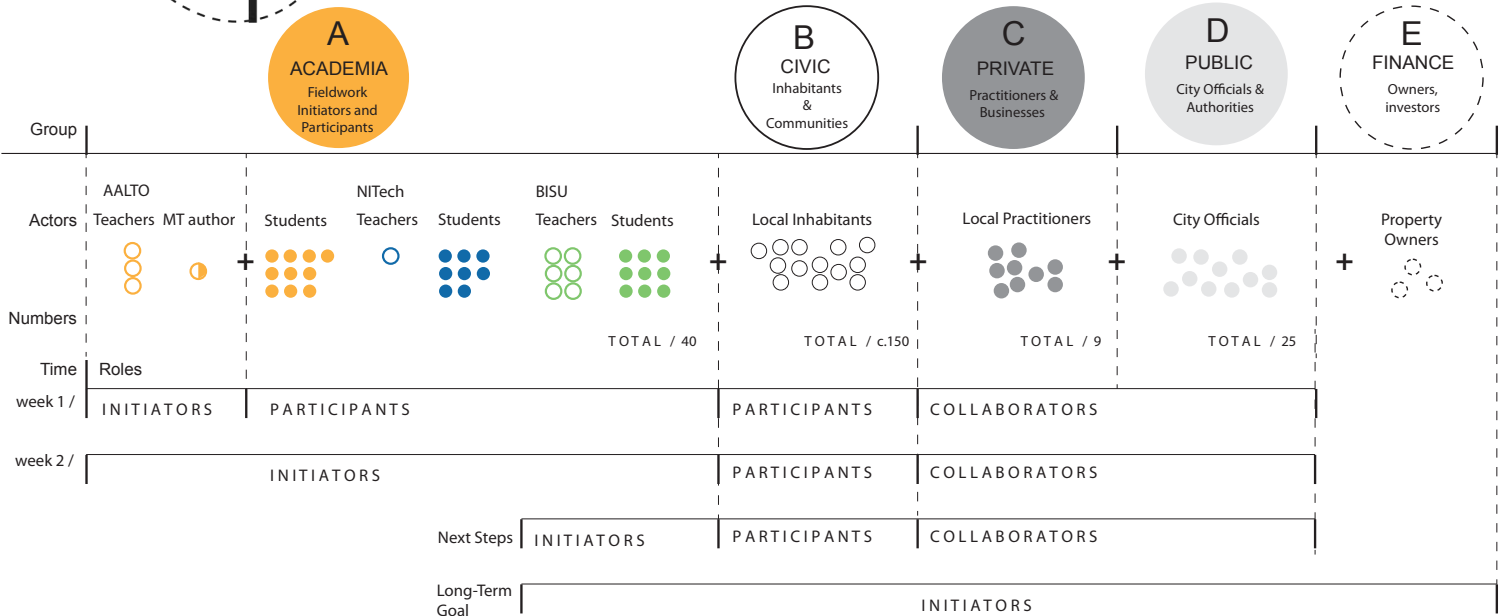## Continuity of Participation through #CitTagLab

Figure 3.8 *The Stakeholder Participation Timeline: involved actors, sectors and roles in the fieldwork.* A timeline showcasing the fieldwork process and its potential next steps and long-term goals.

The Result Focus

The results aim to respond to the research questions of the thesis, of how short-term practices can become regenerative to gain continuity of participation and how to facilitate initiation and continuity of participatory practices in an unknown local context.

The results look into the potentials that the #CitTagLab fieldwork created for regeneration and continuity of participatory practices through examining the impacts on the local actors.

The results gather the successful aspects of the process to be to kept and the aspects that need to be improved in order to facilitate the initiation and continuity of participatory practices in the city of Tagbilaran.

The Methods and Sources for the Fieldwork Results

Student feedback, observations made during the fieldwork and discussions with local stakeholders have worked as the sources for obtaining results from the fieldwork.

The collected results are analysed through examining the stakeholder participation in the process: the number of stakeholders involved, the sectors they belong to and their roles in the process (*Figure* 3.18) Analysis showcases the amount and sectors of stakeholders engaged through the #Cit.Tag.Lab short-term practice and what roles they gained through the process.

Continuity through Changing Roles

The Stakeholder participation timeline showcases how during the second week of the learning exchange students took over the process by becoming the new initiators of the process.

Especially AALTO students managed to take ownership and leadership over the process, as they were closely involved in all the design phases developed for the fieldwork. Students from other universities ended up following the AALTO students but they expressed their willingness to initiate similar practices in the future on their own (Student feedback, Appendix 6.) Also many other actors involved in the process expressed their interest in initiating similar participatory activities. Local practitioners and authorities saw value in the collaborating with the local university in order to engage with the public, and especially with the marginalized groups.

Figure 3.9 *The Kaliplay Group* (Rueda, 2017).

The Impacts and Potential of Continuity
Created by the #Cit.Tag.Lab

The participatory practices conducted during the academic exchange can potentially gain long-term impacts and continuity in the local context by influencing the local actors.

B
CIVIC
Inhabitants
&
Communities

B)   Inhabitants:

Inhabitants participating in the intervention projects were inspired from the executed projects and from the collaboration with the students. Some took over the projects by continuing maintaining the intervention site and by adding their own parts to it.

A
ACADEMIA
Fieldwork
Initiators and
Participants

A)   Students:

The participatory process made students reflect their personal and professional values and skills as architects. Many expressed interest to incorporate participatory processes in the way they practice architecture in their future academic and professional lives. Local students were inspired by the learned new design methods and many started planning for the next steps for applying them themselves.

D
PUBLIC
City Officials &
Authorities

C
PRIVATE
Practitioners &
Businesses

C & D)   Authorities and Professionals:

Local authorities and professionals working in the field of planning and architecture showcased interest in the participatory process led by the universities, and in incorporating the method into how they do planning and legislation.

All Sectors

Representatives from all the four stakeholder groups (academia, public, private and civic) expressed interest in continuing the collaborations initiated and facilitated by the universities.

55

Facilitating Initiation and Continuity of Participatory Practices through #Cit.Tag.Lab

Some aspects of the fieldwork process were recognized, by the local stakeholders and the thesis author, to have had particular value in the city of Tagbilaran. The stakeholders expressed their interest in continuing participatory practices for these positive aspects and impacts of the process. Other aspects were recognized to need more development in order to respond to the contextual necessities.

The following list categorizes these aspects with assessment tabs, which were developed later in the design phase of this thesis. The assessment tabs help to showcase which of the aspects of the developed process and tools need to be kept and embraced (green tabs) and which aspects need more development (red tabs) for creating initiation and continuity in the context of Tagbilaran City.

√ To be Kept

♥ To be Embraced

! To be Addressed

+ To be Added

– To be Eliminated

? To be Questioned

√

1. Introduction to Methodology and Tools of Participation
It is necessary to introduce and hand-over the participatory methodology, process and tools for participants. As participatory planning is not a familiar topic in Tagbilaran city, it need to be introduced and facilitated.

♥ √

2. Small Interventions with Tangible Results
Small interventions with tangible results worked as a strong incentive for further action. For the students small interventions offered the opportunity to test ideas in practice, to learn to modify and improvise plans through a trial and error process, to tap into local resources, to collaborate with others and to reflect and to evaluate initial design ideas.

For the local inhabitants the small interventions provided immediate benefits from the participatory process and a voice in planning their environments and for the local practitioners a method to engage with the marginalized groups with.

√ ♥

3. Positive Experiences of Participation
The fieldwork stakeholders from expressed interest in joining or initiating similar practices in the future due to the positive experiences created by the #CitTagLab activities.

! + √

4. Grounding Ideas into Local Context
Projects that were well connected to the local actors and resources were continued. For the projects to regenerate and to gain continuity, it became important to connect with similar local initiatives, to identify key stakeholders to collaborate with, and to consider their potential roles, interest, and influence in the process.

√ ! + ?

5. Making Plans for the Future
It became evident that continuity requires making plans for the future and for defining the next steps to get there. Who will take over the process and how?

√ ! +

6. Handing and Taking Over the Process
Students managed to take ownership of the fieldwork participatory process in the second week of the exchange when they started to initiate participatory practices for creating small interventions in the city. The students were able to take over the process as they had learned about the methodology and tools on the previous week and they were handed over next steps to initiate.

The fieldwork process indicated that personal interests and skills connected to the projects, immediate results and gaining a role in the group facilitated the students in taking ownership of the process. Also small intervention projects based on these notions were more likely to be taken over by the local inhabitants.

√ ♥

7. Students (Architects) as Mediators
Students worked well as mediators between the top and bottom levels of society for their neutral role. They provided support and useful information to the stakeholders while developing their own agenda of learning from practice. As mediators students managed to bring the different stakeholder groups together by starting to mobilise the interests of the different sectors by showcasing them the benefits of collaboration.

8. Outsiders to Challenge the Status Quo

The local actors found the foreign students shed light to overlooked local conditions and challenged the status quo through the conducted participatory practices. The foreign students learned about the local context through the local students and through engaging with local inhabitants. The local students gained new perspectives on their city and how to develop it through similar the processes.

Combining foreign and local actors through group working was an effective way to get to know the city, gain cultural understanding and appreciation for the local attributes for both of the parties.

9. Inspiration for Change

The #Cit.Tag.Lab worked as an inspiration for many of the stakeholders involved in the process. The practices have potential to work as a catalyst for change through the impacts they created in the local actors. The practices started to influence the approach the students and the local planning authorities and practitioners take when considering the marginalized groups in the city in the planning practices. The designed process was seen to give importance to incorporating the marginalized groups in the planning processes and to using information gathered from the ground level in design and planning processes.

10. Serious Games

Sharing information through storytelling and visual, interactive aids helped to go beyond language and cultural barriers. Games resulted as an effective way to break the social tension, cultural barriers and to facilitate team-building.

11. From Quadro-Helix to Penta-Helix

A learning from the process was that also the finance sector has to be incorporated in the stakeholder sectors to promote economic feasibility of projects in longer terms. Penta-Helix model represents the adding of the big investors in the Quadro-Helix framework for social innovation (Osmos,2015).

12. Efficiency

The short time frame of the exchange brought to the need to be efficient. There was little time to analyse the results and plan for the next steps. To free time for conducting analysis and for reflecting on results and on the next steps, tools are needed to support these processes.

There is a need to facilitate the transformation of information gathered in the ground level into readable results that can serve for the project ideation. When gathering information from the ground level and then not using it for developing project ideas can lead to imposed solutions and false promises and processes of participation.

KEYWORDS

Introduction to Participatory Methodoly and Tools

Small Interventions: Tangible Results

Positive Experiences

Grounding Ideas to the Local Context

Making Plans for the Future and Handing / Taking Over Ownership

Architects as Mediators Architects to Challenge the Status Quo

Intangible Results: Inspiration for Change

Serious Games

From Quadro-Helix to Penta-Helix

Efficiency
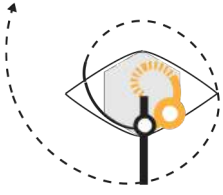
3.5 Fieldwork Conclusions
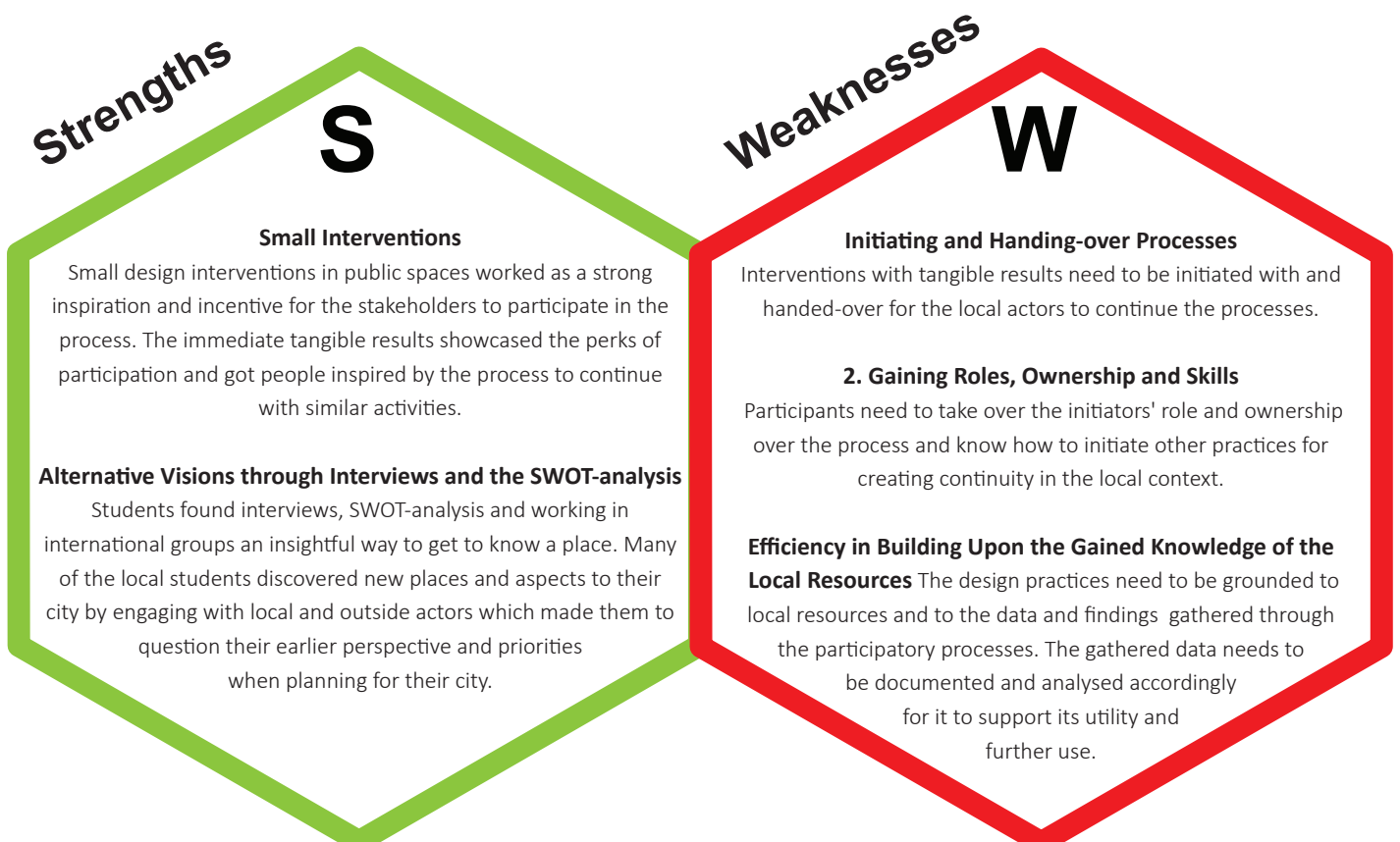## Continuity for Short-term Practices

The Methods

To draw conclusions the fieldwork results were analysed through a SWOT-analysis tool that helps to summarize the current moment strengths and weaknesses with future opportunities and threats.

The results focus on understanding what worked well (S) and what needs to be improved (W) in the designed participatory process and what are the opportunities (O) and threats (T) for it to gain continuity in the local context.

Results of the SWOT-analysis

The strength (S) of the process and tools in regenerating participatory practices were its capacity to bring the participants to alternative city visions and to inspire further participation. Especially the small interventions resulted as important incentive for further action.

The weaknesses (W) are related to grounding actions in the local context, to handing over the practices to local key actors and to planning for the future of the projects.

Strengths

S

Small Interventions

Small design interventions in public spaces worked as a strong inspiration and incentive for the stakeholders to participate in the process. The immediate tangible results showcased the perks of participation and got people inspired by the process to continue with similar activities.

Alternative Visions through Interviews and the SWOT-analysis

Students found interviews, SWOT-analysis and working in international groups an insightful way to get to know a place. Many of the local students discovered new places and aspects to their city by engaging with local and outside actors which made them to question their earlier perspective and priorities when planning for their city.

Weaknesses

W

Initiating and Handing-over Processes

Interventions with tangible results need to be initiated with and handed-over for the local actors to continue the processes.

2. Gaining Roles, Ownership and Skills

Participants need to take over the initiators' role and ownership over the process and know how to initiate other practices for creating continuity in the local context.

Efficiency in Building Upon the Gained Knowledge of the Local Resources The design practices need to be grounded to local resources and to the data and findings gathered through the participatory processes. The gathered data needs to be documented and analysed accordingly for it to support its utility and further use.

KEYWORDS

Alternative city visions

Small interventions Inducing Action

Continuity through local actors
Taking over practices

Inefficient and false processes
Hiding errors of the process
Lack of know-how, connections and
Relevant information

Tools for facilitating the
Initiation Hand-over Practices in
a local context

The opportunities (O) that were created by the practices are connected to the local actors in showcasing interest in taking over the participatory methodology in their own practices.

The threats (T) for the process to not to continue is for it to be inefficient and false, hiding its mistakes while celebrating imposed and meaningless solutions in the local context. And for the process to stop for the lack of know-how, connections and relevant information of the participants.

Initiation and continuity of processes need to be facilitated and strictly connected to the local key resources for it to gain continuity in the local context.

Opportunities

O

Participation as a Method
Many of the stakeholders involved in the process were inspired to apply participatory methods in their professional practices.

Tangible Results for Continuity
Some of the local inhabitants continued maintaining and developing the intervention projects with permanent results. Many of the participating local inhabitants expressed their will to join in similar activities in the future.

Cross-Sector Collaboration
The planning authorities and practitioners showed interest in the cross-sector collaboration with local acamedy as a way to include the participatory methods in the planning practices.

Threats

T

Forgetting the Future Steps
Next steps and roles of key actors need to be identified and agreed upon for projects and processes to continue.

False Processes
Practices become false and empty if not grounded to the local actors and resources in meaningful ways.

Hiding Errors by Celebrating False Processes
Not showcasing the errors of the process brings to celebrating projects that do not relate the necessities of the local context.

Lack of Know-how to Continue
Lack of knowing how to continue prevents people from taking over the practices.

The Key Findings Diagrams
The diagram collects the most important learnings gained through the fieldwork: what impacts

What were the potentials the #Cit.Tag.Lab created for regenerating new practices and creating continuity of participations in the city of Tagbilaran. And what are the challenges and critical aspects to keep on improving in the designed process and tools

The Potentials

√ Participatory practices did lead to the interest in creating alternative city visions and design practices.

√ The practices did and have potential to become regenerative in the local context through local actors taking over the process.

♥ Interviews, SWOT-analyses and discussions done in cross-sector and -cultural contexts provided an effective way to challenge pre-established conceptions and practices.

♥ Small interventions worked as a powerful inspiration for further action.

The Challenges

+ The finance sector needs to be added to the Cross-sector collaborations for the projects to become feasible in larger scale terms.

− False processes that promote one-sided and set solutions need to be eliminated for not conducting false processes. Learnings and errors from the process need to be visible!

! Identifying and tapping into the key local resources in order to hand-over the practices to local actors.

? There needs to be a plan the continuity:
Who takes over the practices and what are the next steps?
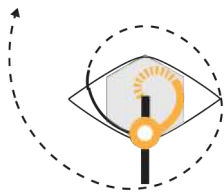
Part 4 Design Tools
Developing Tools for Continuity
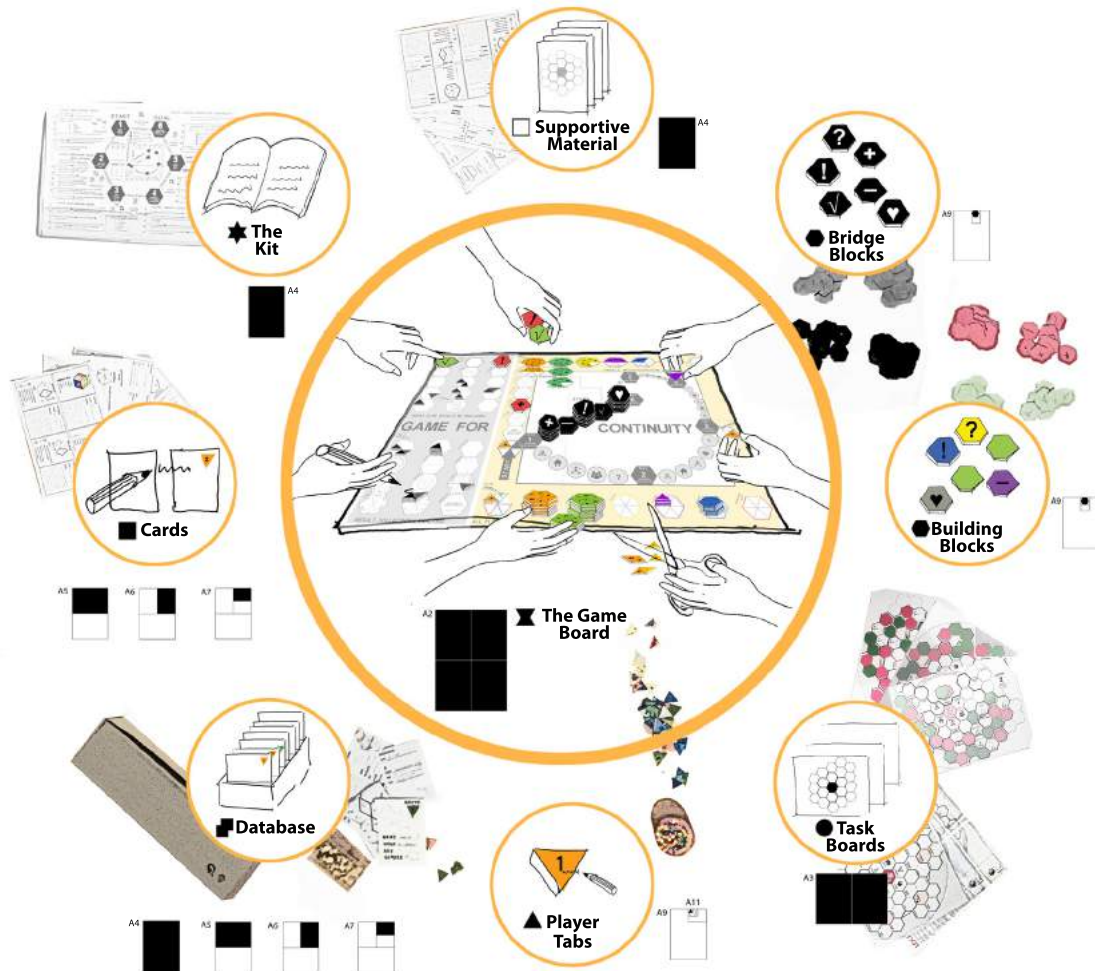
INDEX

page

4.1 The Tool-Set for Regenerative Practices
The Design Idea, Purpose, Target Groups and Goals

The Tool-Set
The KIT   **The Game**
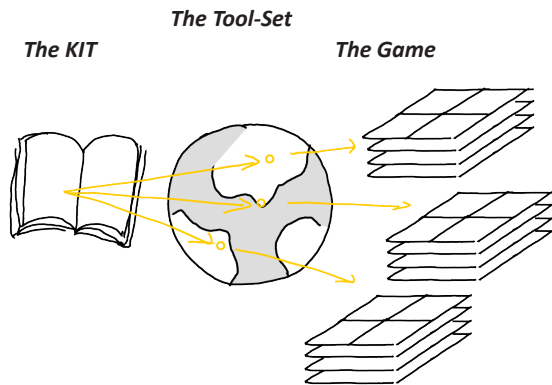
Figure 4.1 *The Tool-Set: A KIT and the Game(s)*
The Kick-Start KIT to Participatory Practices (the methodology) is applicable everywhere, when the games (tools and methods) become site specific: the results are different everytime and the tools keep on evolving.

1 game cycle
resulting in a small participatory design intervention done for a public space

Figure 4.2 *Long-term Goal of the Tool-Kit*
The aim of the tool-kit is to regenerate short-term practices by faciliating their initiation and continuity. The goal is to regenerate enough practices to contribute to a larger scale change.

The Design Idea and Purpose

The purpose of this thesis was to develop *a tool-set* that supports continuity of participation through promoting regeneration of strategically connected short-term practices. Strategically connected refering to practices that learn from one another while pursuing a common goal.

The tool-set includes a KIT: *A Kick-Start-Kit to Participatory practice*s (Figure 4.3) that explains the instructions and purpose to realizing *the Game for Continuity* (Figure 4.4). The tools were created to initiate and hand-over participatory practices in a local context by sharing the methods and tools developed throughout this thesis.

Both of the tools have been created in physical formats in relation to the A4-paper size, to allow easy distribution, copying and printing of the material. A draft of the Kit can be found in the appendix (6.6 A Kick-Start Kit to Participatory Practices).

The Design Framework and Requirements

The developed process and tools aim to work as a framework, to provide guidelines rather than strict rules, so that they can adapt to diverse contexts and changes and allow unexpected results to emerge.

To get people excited about the tools, they need to be hands-on and effective and easily distributed to, and understood by others. They need to be interactive, visual and playful for people to find them fun and useful.

The Design Goals, Specificity and Larger Scale Strategies

The kit and the game were developed to facilitate short-term participatory practices in becoming regenerative through local actors learning and getting inspired to initiate similar practices on their own, in order to promote the larger scale goal of creating continuity of participation and bigger scale changes locally (*Figure* 4.2).

Target Groups and Applicability

The tools were developed for the *Cities in Transition*-course in Aalto University to apply and hand-over participatory practices when working for a short period of time in a foreign context. The idea was for the tool-set to be handed over for the local universities in Tagbilaran city, for them to apply participatory practices in their educational programmes and for them to develop further the tools in the local context.

The tools were developed as pedagogical instuments to serve university students and teachers interested in developing continuity in participation and their expertise in the field of participatory design and planning.

Eventhough the tools were developed for a specific context and purpose, the design explorations showcased that they can be of use to similar courses in different context, such as the *Social Inclusion* and the *Reality Studio* -master level architecture and planning courses in Chalmers University of Technology in Sweden.
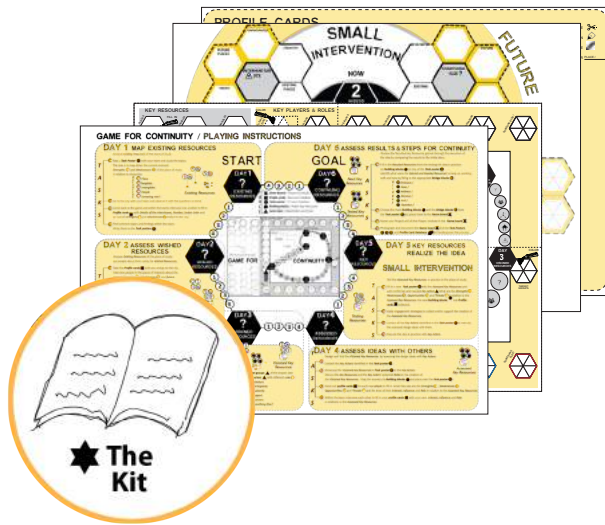
Figure **4.3** *The Kick-Start KIT to Participatory Practices* shares the methods and tools with others.

Figure **4.4** *The Game for Continuity* works as a database that shares the process results with others.

Kick-Start KIT to Participatory Practices

The Kit was created for sharing the *Game for Continuity* with others and for explaining its methodology of using small participatory interventions as catalyst for change.

The Kit includes instructions to *realizing* and *playing* the *Game for Continuity* in a local context. It facilitates the players to make their own versions of the game through available local materials and through collecting the appropriate information for the context and purpose of application.

It provides a framework, over which to start developing and assessing upon one's ideas in collaboration with others, as well as a framework, that can be further developed when the players add their own versions of game to the KIT.

Game for Continuity

The game consists of a continuous participatory design process and tools to support it. The game facilitates players in making, assessing and passing on their participatory processes with and to others. The process consists of creating small interventions with local actors in public places of a local context. The game helps to plan for the interventions, to are connect them to larger scale strategies while responding to the needs of today. One cycle of the game represent the first step towards the bigger goal and it also helps to identify the next steps to take in the second game cycle and the key actors and resources to be included in the process.

The game is applicable in different contexts and it can be produced by a variety of people, and so the outcome is different every time (*Figure* 4.1).

Gaming format was chosen for its ability to let people detach from the constrains of their current realities and to dream of alternative futures, while making an action plan for practical steps how to get there. Gaming helps to reveal connections between different aspects, it supports team-building and it offers a fun and effective manner to deal with complexities.

FUTURE

NOW

The Future Vision
What to strive for?

The first Step
Small intervention
What to do now?

The Second Step
*What to do in
the next round?*
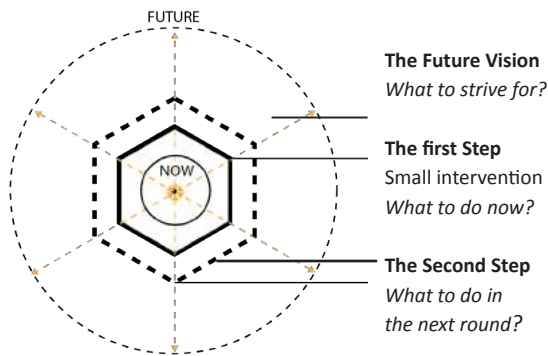
Figure 4.5 *Setting up the First Steps for the Future Vision*
The diagram illustrates the different time-scales the game
combines. The game facilitates its players to take the first step
towards a bigger scale vision and to define the next steps to take.

START
2nd ROUND

START
1st ROUND

GOAL

GOAL

Goal in the Game
Initiation of a Short-term
Participatory Practice through
a *Small intervention*

Goal of the Game
To *Regenerate future rounds*
of the game.
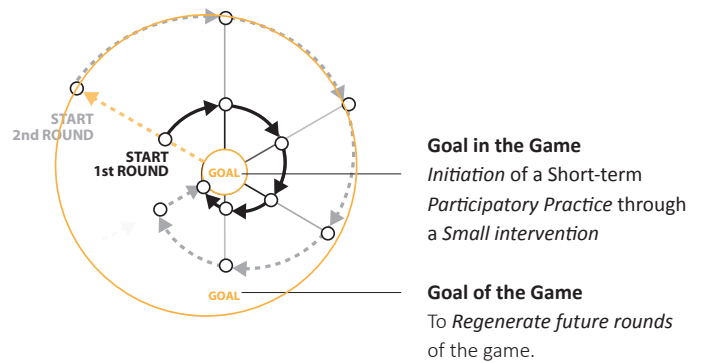
Figure 4.6 *The Goals OF and IN the Game*
The diagram shows the two layers of goals: *of* and *in* the game. Goal
in the game is to initiate actions in the current moment, which can
then lead to the goal *of* the game: creating continuity for the future.

The Tool-Set promotes continuity by..

1. Introducing and handing over participatory methods
   for participants to initiate and to take over the practices.
2. *Enhancing players' skills in responding to change* and
   developing adaptive and continuos design processes.
3. *Promoting the creation of cross-sector collaborations*
   and the architect's role in the between.
4. *Offering an effective and transparent way of collecting,
   analysing and assessing information* used for creating
   project plans.
5. *Grounding projects to a local context by identifying
   and connecting with key actors and resources.*
6. *Promoting small interventions,* practices that lead to
   testing ideas in practice and *tangible results* as they
   strengthen the process by offering immediate benefits
   and a way to improve ideas.
7. *Enabling players to conduct effective, continuous and
   adaptable participatory processes* that *connect to
   different time-scales:* to the now, (immediate
   needs), to the near future (the next steps)
   and to the future (the long-term goals and visions).

Design Process and the Next Steps

The design tools were developed through the same
participatory process that is proposed by this thesis.
Firstly the needs for the tools were analysed (4.3 Design
requirements). Secondly, examples of similar initiatives were
examined by looking into games used as tools and methods
for participation by fellow architects and planners (4.2
Gaming for Participation).

Thirdly, design explorations were done to develop the
tools (*4.4 The Game for Continuity*). The tools were then
co-produced with the guidelines of *Social Inclusion*-course
teachers to serve for the course programme and *tested* and
co-evaluated with the course students (4.5 Testing the Game
Elements). Testing was done to find out about usefulness of
the tools and to identify the issues and potentials to continue
working with in the future.

The conducted design process brought about opportunities
for further applicability and development of the tools (4.6
The Next Steps). The tools were asked to be applied again
in the *Social Inclusion*-course in the following year. The
tools will be also showcased in a 25-year exhibition of the
Cities in Transition-course, which deals with the impacts of
the course. The thesis topic and the developed tools will be
discussed in the exhibition seminar among fellow architects.

KEY WORDS

Tool-Set

KIT and Game

Initiation and Hand-over Practices

Framework

Testing and Assessing ideas

Process Learning Documentation

Connecting time-scales

Fun, Efficient Practices with Tangible Results
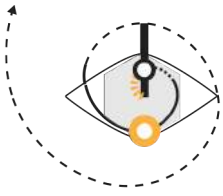
4.2 Gaming for Participation
Learning from Precedents

Figure **4.7** *Gaming as a Method and Tool for Participatory Practices.*

Games as a method and as tools for participatory practices

Games can promote continuity of participatory practices with their capacity to deal with complexity and to combine together different time frames, actors, tangible and intangible aspects, which relate to developing a place. The following chapter, through examples of other researcher's work, discusses the use of gaming as a method and as a tool for participatory practices and identifies its capacities to create continuity of participation.

Games can be educative, activity- or role-based and they can be used to describe, to facilitate and to learn things from. Common with all games is that they include a process, player(s) and the activity of play, which means that players take a role and make actions and decisions within the process. Nabeel Hamdi (2004) speaks for the need of playing serious games in order to activate people in the ground level and in the upper levels of planning to reach bigger-scale changes in the society.

There are many examples of games that were developed as tools and methods for participation (Hamdi, 2004; Novik, 2017; Tan, 2014; Woo, 2015). In doctoral research *Negotiation and Design for Self-Organizing City - Gaming as a Method for Urban Design* gaming is used as a negotiation and design method for stakeholders connected to city planning and to self-organizing systems (Tan, 2014). Its aim is to bridge the gap between the two groups and their activities. Tan's game replaces the simplistic way of approaching architecture from top-down or bottom-up by showcasing how the two sides influence one another and by examining the city as a complex system (Tan, 2014).

This thesis aims to develop a game that promotes the initiation and continuity of participation by connecting the levels of the practical acting of now and the abstract future visions related to planning practices.

Gaming as a Tool for Continuity for it Capacity to...

1 ... Cast Light to Issues and Resolve Conflicts
Games have the capacity to facilitate informal discussions dealing with complex topics. They can help to deal with serious issues in playful and engaging ways and reveal and unlock conflicts through a positive experience of playing (Hamdi, 2004; Tan, 2014; Woo, 2015).

Blocks and Lots is a game that showcases issues related to urban planning and the importance of combining different interests of a variety of stakeholders in the process by solving conflicts between them (Woo, 2015). The aim of the game is to make people familiar with planning processes and to invite them to participate in the activity.

2 ... Introduce and Invite People to Planning Processes
As Blocks and Lots demonstrates how games can be used to introduce and to invite people to participate in planning processes. Games can explain complex issues through visualization and simulation. Games can showcase also invisible aspects and connections related to the process. This helps to gain understanding as one can see in the same time the big picture and the parts it is made out of.

3 ... Reveal Common Interests
Games can help to reveal common interests between stakeholders and allow community of interests emerge. Games can reinforce group identity and local agenda, which in turn can help to build community in longer terms (Hamdi, 2004). Games also work as effective ice-breakers and team-building methods, as learned from the fieldwork experiences.

4 ... Be Engaging, Accessible and Applicable
Games attract and are accessible to different stakeholders. They offer a way to engage with a variety of people and with groups that are usually left outside planning processes (Tan, 2014). Games can help to spread urban planning processes outside of the profession. Just like Woo's game, which is available in digital and in physical formats, games are easy to share and distribute for people's use. Application possibilities of gaming are endless.

5 ... Promote Citizen Empowerment
Games bring together different actors around the same board, set of rules and language (Hamdi, 2004; Tan, 2014). It challenges traditional power relations and they can empower their players. Games promote jargon-free communication and simple rules that allow experts and non-experts to combine their forces (Tan, 2014).

6 ... Challenge Perceptions through Dreaming and Playing
Games offer new perspectives on things. They promote finding alternative ways and strategies when hitting an obstacle. Games allow players to detach from the constraints of today and to dream about alternative solutions and futures (Tan, 2014).

Creating new perspectives promotes innovation and new ideas, which challenges old practices. Conflict is created between the new and old ideas, conflict that is, as Markus Miessen (2011) argues, embedded in participation.

7 ...Manage Complexity by Visualisation and Action Planning
Games help to combine different things together and to deal with complexity. Games are connected to time and processes, to starting something, to setting goals and to taking steps to get there. Games bring to action planning, to making strategies and to defining steps for reaching end goals. They help to combine practical immediate actions with future scenarios and goals.

Common Ground, a master thesis by Natalia Novik (2017) is a game that combines different layers of time in a spatial setting. The game board showcases the existing and the intended situations. The game intends to connect to and build upon the existing attributes and to make connections between the physical and the human resources related to creating common spaces (Novik, 2017). The game follows practical steps and a bigger theme of circular economy, which is promoted through the game activities.

Natalia's game works as a tool for dialogue through which people can communicate and make plans for future. It works as a co-design method for creating common spaces and common ground between different groups that do not usually collaborate (Novik, 2017).

Games allow players to make connections between tangible and intangible aspects connected to space. They can bring different actors together and help players to position themselves within a group and a process. Games allow players to see results - the consequences of their combinations and what connections and steps are needed in order to go ahead with their game plan. Ekim Tan (2014) talks for the capacity of games to work as unifiers. Their capacity to help players to see connections and relations between things that are not usually visible to the eye and to help to combine things in an operational form of a game.

Suburbia board game by Ted Alspach (2012) helps to visualize complexity. The tile laying and drafting game enables players to see their game result, what type of suburb they managed to create and to reflect upon how it responded to their initial game plan goals (Dean, 2012). Suburbia promotes the players to dream about their goals while dealing with the practical limitations set by the rules.

8 ... Lead to Social Learning and Collective Intelligence
The interactive and iterative nature of games, promote development of collective intelligence through social interactions and learning. Games can work as tools for knowledge creation (Woo, 2010). They can be educational in providing ways to teach others, but more importantly they can works as tools with the help of which one can learn with others. The difference between the two approaches is that teaching refers to giving set solutions for others to learn, when the biggest potential of gaming is to work as a tool of open, continuous learning.

Games make learning fun and entertaining. Players get might get to set themselves in different positions and roles which in turn can enhance people's empathy towards one another, generate laughter, personal connections and collaborative efforts (Woo, 2010).

9 ... Document and Assess a Process
Games are process focused. They follow steps, consequences of actions, which are often documented throughout the process. Games offer a great way to document, assess and catalogue processes and findings on the way and to hand them over to others. *Common Ground* game catalogues unused spaces for development and aims to generate activities for them (Novik, 2017).

10 ... Work as a Testing and Playing Ground for a Continuous Development of Participatory Methods
Games provide an easy testing ground for action. They can simulate different situations and they allow testing out spatial interactions in live settings in short-time periods and with low expenses (Woo, 2010). As a method participatory design games have the potential to continue evolving when applied in different settings and to become tools and methods for how cities are planned.

Figure 4.8 *Gaming for Continuity of Participation WordCloud*
A World Cloud showcasing words used in the chapter text.
The bigger the font the more times the word has been
mentioned in the text.

**Benefits and Challenges of Gaming
in Creating Continuity of Participation**
Games increase social coherence, local agency and cut costs
and time in urban planning (Hamdi, 2004; Tan, 2014). The
real challenge, but also benefit according to Woo (2015) is to
make the game both educational and entertaining. It needs
to be easy and fun to use, but also insightful and giving.

How to manage to include all the aspects mentioned above,
the complexity, into an easy and fun game format is what the
following design chapters aim to tackle with.

KEY WORDS & FINDINGS

Keywords
*Gaming for dealing with Complexity and Inviting People
in the planning processes*

Findings

**+   Games Developing Continuity of Participation
     through...**
- ... Casting Light and Resolving Conflicts
- ... Introducing and Inviting People to Planning
- ... Revealing Common Interests
- ... Engagement and Accessibility
- ... Citizen Empowerment
- ... Challenging Perceptions and Practices through
     Dreaming and Playing
- ... Managing Complexity through Visualisation and
     Action Planning
- ... Social Learning & Collective Intelligence
- ... Process Documentation and Assessment
- ... A Testing and Playing Ground
-... A Continuous Development of Participatory Practices

-   Challenges & Questions
- How to combine complexity in a simple and
  fun way?
- What relations to showcase and develop through
  gaming in order to promote continuity of participatory
  practices?
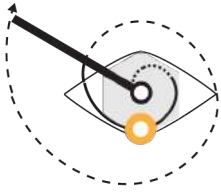
4.3 Design Requirements
Tools for Continuity

Design requirement derive from the theoretical and practical learnings.

For the design tools to create Continuity they need to be ...

1... Applicable and Adaptable
Applicable also to other similar situations, as well as outside the academia to support professional practices of planners and architects. Leaving possibilities to add and modify aspects, leaving room for emergence, for unexpected things to happen.

2... Leading to Testing and Assessing Ideas in Practice
Tool to lead players to testing processes in practice in order to have tangible and intangible results: small interventions that promote positive experiences of participation and assessing initial ideas.

3... Working as an Efficient Database
The tool should work as an efficient database-maker, saving time to collect, analyse and represent information. As a tool to document the current qualities and future potentials identified in a local context and the process and actors related to developing them. Documented information about the process learnings to could then work as the "Building blocks" for the project development, which could be shared and passed on to support future development.

4... Educative: Reflective and Insightful
The players are to learn from making and using the tool. They are to learn how to assess and evaluate their initial ideas, to connect together different aspects and time frames of a project. A tool to give a framework to which to layout one's design process and help to be analytical and critical towards one's ideas. A tool to Support a continuous editing process that brings about design iterations through testing ideas and through gaining learnings from others.
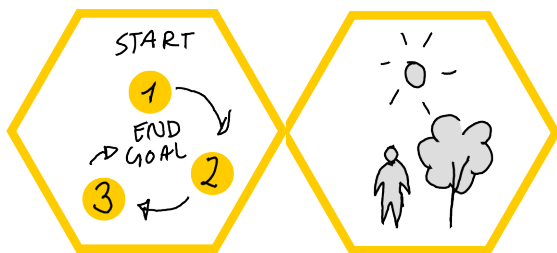
5... Readable

Graphics, rules and game structure need to be easy to read also by people outside of the academia. Simplicity and universal language though images and icons to make the game accessible and easily translated to other languages .

6... Fun, Playful, Creative and Social

Making the game is to be a gradual process for the players, allowing them to focus on smaller funnier tasks at once while constructing pieces to arrive to the bigger project goals. The process is to allows players to create their own ways to discover the local context and how to tap into the local resources. For the game to support the gradual growth, the passages need to be social, bring about the element of play in order to not get overwhelmed with complexity, and in this way offer the players a chance to be creative.
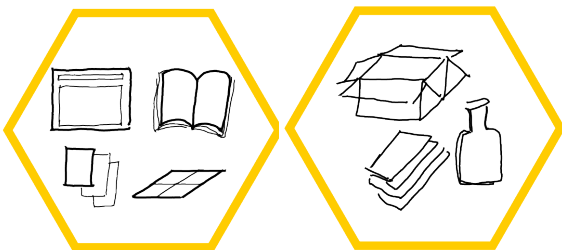
7... Replicable and Accessible

The tools need to be easily replicable and accessible:
- KIT / Available online and as a print version
- Game / Realisable with paper and cardboard and other available local recycled materials. Easy and cheap to replicate through copying A4 formats provided by the KIT.

8... Portable

Game is to be light-weight and of considerably small size to fit into a small luggage or a bag. It needs to be easily portable to different places and not getting destroyed while travelling from a place to another.
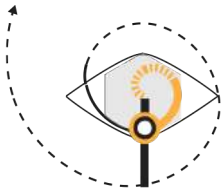
4.4 The Game for Continuity
Initiating and Handing-Over Participatory Practices
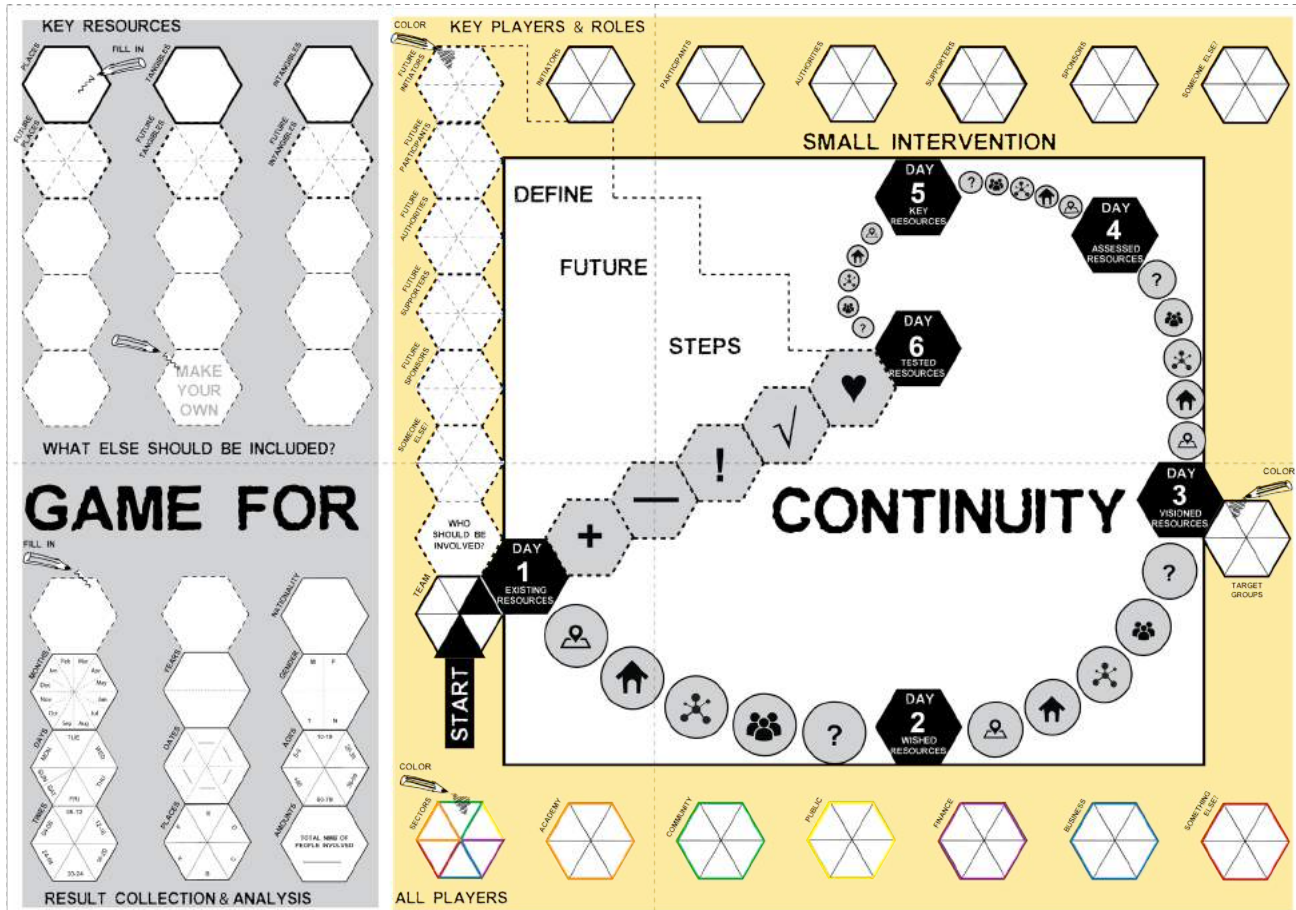
Figure **4.9** *The Game Board*

Game Type

An educational game – in teaching how to develop participatory practices that are grounded to local conditions and resources.

A dialogue game – in facilitating dialogue between the players and their role as mediators between different stakeholder sectors

A negotiation game – establishing partnerships and game plans for small interventions

Target Group

A pedagogical tool targeted for university level students in the field of planning, architecture and design.

Players

Moderators: the main players and users of the game. They collect and translate information from sector to another.

Key Actors: local inhabitants from diverse sectors. People involved or planned to be involved in the created participatory projects

Duration

Whole Game Min. 6 days consisting of *6 Steps*
One Step Min. 1 day

Design methods

The Game Facilitates the Following Design Practices:
- Mapping local resources through interviewing local actors
- Analysing interview results
- Setting practical and hypothetical goals with stakeholders (for now and the future)
- Stakeholder analysis and key actor identification
- Ideation, assessment and modification of ideas with others
- Action planning and testing ideas in practice with key actors
- Results representation
- Discussion of findings and evaluation of the process
- Defining next stapes to take
- Handing over the design process database to the identified key actors of the next round.

Figure 4.10 *The Gameplay process*

1. POSITION YOURSELF

Fill in a profile card and make yourself a player tab.

What sector do you represent?
What are your interests?

2. MAKE THE GAME YOURS

Find a project team according to common interests and make your version of the game.

What mapping categories are relevant?
What local materials can you use?

3. ASSESS AND TEST IDEAS WITH OTHERS

Use the game to lead and document the enquires to be done with key stakeholders.

What to analyse?
How to assess the process?

4. GATHER FINDINGS AND DEFINE NEXT STEPS

Gather the process findings with tabs and blocks in the gameboard to define the next issues to attend.

How to Continue?
Who can Take Over?
What to Further to Develop?

5. CREATE A DATABASE TO PASS ON FINDINGS

Photograph all the material: the gameboard, the cards and the posters. Post the material online in the Local.Lab platform.Share the link with all actors included in the process.

How to Pass on the Process?
How to Share the Findings?

MAPPING KEY RESOURCES

Analyse the key local resources by looking into the existing places, intangible and tangible aspects of interest and their potential future states. Add your own mapping categories when needed.

ADD CATEGORIES

BASIC INFORMATION

Basic information gathers together the *times, dates* and *places of action* and the *profiles of people* that were *engaged in* the *actions*. Information from the **profile cards** is collected to see and analyse all the results together.

KEY PLAYRS & ROLES FOR THE NEXT STEPS

Key Players and their roles are identified and agreed upon for the next cycle of the game.

GAME FOR

CONTINUITY

Answers can be marked to the boxes in diverse ways: either written through numbers or hash mark calculations or the results can be shown three dimensionally. When developing the diagrams in three dimensions use available availabe materials.

SECTORS, TEAMS & TARGET GROUPS INVOLVED

Mark numbered members of your playing team in the Team block. Give your team a name.

Mark all the players with whom you have engaged with in the player sector blocks according the right sector they belong to.

THE GAMEPLAY STEPS

Each step represents a design phase in the process

TASKS

Each step has 6 tasks

BRIDGE BLOCKS

Conclusion from each step are drawn to the gameboard in the Bridge Blocks.

▼ Academia
▼ Community
▼ Public
▼ Finance
▼ Business
▼ Something else?

Figure 4.11 *The Game Outcome:* The game board works as a database that shares the process results with others.

It helps to document the participatory process and gather the most important learnings.

4.4.1 **The Game Elements**
To Work as a Resource Database

KIT /
INSTRUCTIONS TO MAKING & PLAYING THE GAME

The Kit shares the game with others and encourages them to make their own version of the game and develop the tool further.

Game Board /
GAME PLAY PROCESS & RESULTS

The board directs players to take the critical steps for a continuos of participatory process. It gathers findings of the process together to help to build upon and to visualise the progress of each step.

Task posters /
MAPPING & ASSESSMENT TASKS

The Task Posters help to identify key resourses to tap into, first by assuming ideas and then by assessing them with identified key stakeholders.

Cards /
PROFILE , CATEGORY & STEP

Cards explain and map information. Profile cards relate to stakeholders engaged with during the process. Category cards exaplain the content of different categories of information to be collected. Step cards have instructions and goal of each step.

COLORS BY SECTORS
Academia
Community
Public
Finance
Business
Something else?

Tabs /
PLAYERS BY NUMBERED TABS

All stakeholders involved in the gameplay process are marked with a sector color and a number. Each player has a profile card and a player tab. The identified key actors are placed on the Task Boards and in the Gameboard to be included in the gameplay.

Blocks /
BUILDING BLOCKS

The building Blocks are used for assessing initial ideas and assumptions gathered in Task Boards. They are placed by the key actors to point out: √ the common points of interest, ! conflicts, + thing to be added and - taken away ? questions to be answered and the favourite parts ♥.

Blocks /
BRIDGE BLOCKS

The Bride Blocks work with the same gategories of the Building Blocks but they are placed on the Game Board in the end of the game. They represent the main findings of the gameplay process and the goal of the game: to identify the main learnings of the game, the issues and potentials that can bring to and be faced within the next round.

Gameplay Database /

In the end of the game, the cards, the posters and the gameboard itself make into a Gameplay Database. The Database can be used to showcase and share the process and its learnings with others. It helps to document the process, all the stakeholders involved and to pass on the process to someone else to continue.

Figure 4.12 *The Game Elements* are all developed in A4 format to allow easy distribution.

The Cards and the Format
The cards explain the game tasks and help to collect and document data for future use. The cards were developed in A6 format, in the postcard format that when cut in half becomes a business card size. The sizes provide space for writing answers but constrains them to be concise. There are five type of cards in the game: Profile cards, Step cards, Category cards, Supportive cards and Empty Cards.

Profile Cards
The profile cards are for collecting and distributing information with stakeholders. Every person participating in the gameplay process is to be documented in a profile card. Also the students, the initiators of the game are to fill in cards with their contact details, the sector they represent, the place they are interested in developing, its strengths, weaknesses, opportunities and threats and their possible interest, influence and role in the process. This helps students to position themselves and state out clearly their aims and roles in the process they are aiming to initiate.

The profile cards work also as business cards that students can distribute to participants and help them to stay in contact also in the future. The cards promote transparency of the design process by providing communication possibilities between players.

Once filled in with participant's information, the profile cards become part of a database for contacts that in the gameplay process is used for identifying and contacting key actors.

CARDS

PROFILE CARDS

BUSINESS CARDS

CUT ALONG LINE
GLUE MARGIN
COLOUR SURFASE
WRITE AN ANSWER   PLACE /

Step and Category Cards

Step cards explain the purpose and tasks related to each step of the game. Category cards explain the different categories to be mapped down in the task and game boards. The players can add new category cards according to their needs. The provided category cards map key resources related to a place, to tangible and intangible attributes and to stakeholders.

Supportive Cards

Another set of cards is developed to support identifying and mapping down key resources. The supportive cards help players to make decisions and conclusions along the process. They help to analyse different aspects related to creating collaborative efforts.

As an example: the Contributions-Benefits- cards help to map down what the potential key actors can give and get from the process and the team cards gather the key actors together and helps to visualise them in relation to one another.

The supportive cards help the moderator players to identify the specific key actors, what conflicts and common point there might be between them and in this way they can start form an understanding how to engage with the specific actors.

Figure 4.13 *The Cards of the Game:*
Profile cards, Step cards, Category cards, Supportive cards and Empty Cards. .

Empty Cards

Empty cards are left for players to fill in with their own categories. Empty cards enable the game to adapt and learn from each moment of application.

4.4.2 **The Gameplay**
Steps and Tasks for Ideating and Assessing

Gameplay Process

The gameplay process is continuous and incremental. It is made of repeating cycles where one cycle represents one game. The cycles are made out of design steps of analysing, designing and testing ideas in a local context. Between each phase is participatory step to be conducted by engaging with stakeholders. These steps consists of co-initiation, co-production and co-evaluation and are conducted in order to assess and pass on ideas within the local actors.

Cycles

One game lasts for a cycle. Cycles consists of different steps (the methods) which include tasks (the tools). The cycles and the steps can be repeated as many times as needed to issue different scales, aspects and spin off ideas.

Steps (The Methods)

Each step of the game includes a task to fulfill. The steps refer to the different design and participatory practices identified as essential for creating continuity of participation. The steps overlap and result of one step influences the next one.

Tasks (The Tools)

Each Step has the same structure of tasks. The tasks consist of documenting and conducting a participatory process.

Game Geometry & Concept

The spiral guiding the gameplay steps starts from identifying the abstract plans for future, from the outside in. The order is chosen to reflect and support architects's role as the outsider, that operates temporary from the outside in, aiming to gain understanding of the local context. The spiral brings the process closer and closer to gaining understanding of the practical conditions of today and how they affect the abstract future plans.

The process goes from general to specific, from individual interest to forming common interests, from design practices to participatory practices. It supports the blurring of boundaries between the roles of participants and initiators, the participants gaining ownership of the process by being included in it.
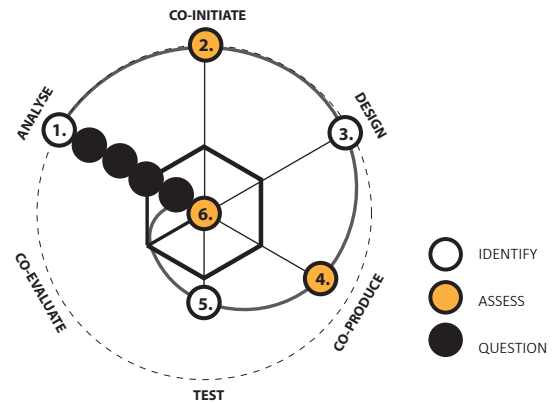
Figure **4.14**

The Gameplay Process of identifying and assessing key resources and ending up with questions to lead fo the next round
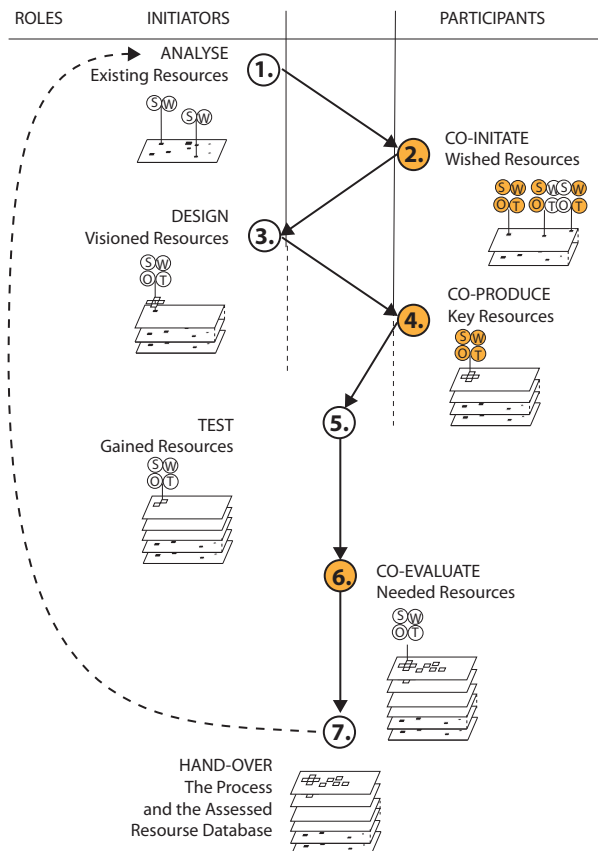
Figure **4.15** *The Gameplay Process of creating a database.*

Steps

STEP 1 EXISTING RESOURCES
Analyse the Existing Public Spaces
OBSERVE: What resources are/n't there?

STEP 2 WISHED RESOURCES
Co-Initiate for the Wished Spaces
ASK: What resources are wished for?

STEP 3 DESIGNED RESOURCES
Design for an Improved Space
DRAW: What resources could be improved?

STEP 4 CO-PRODUCED RESOURCES
Co-Produce Small Interventions
MAKE: What resources can be created?

STEP 5 SHARED RESOURCES
Test the Ideas with Wider Public
SHARE: What resources can be shared?

STEP 6 FUTURE RESOURCES
Co-Evaluate for the Future Resources
ASSESS: What resources should be included?

Tasks

A
Take a Task poster
In Steps 1,3 and 4 new posters are taken.
In Steps 2,4 & 6 earlier posters are assessed.

B
Go to the Site
In first step to conduct site analysis, in the second to identify the sites of interest and in third and fourth to look for and select the sites of intervention. Fifth step is about creating an event site and the sixth about recognizing other potential places of application.

C
Engage with Others
with practices related to each step.
Fill in a profile card for each engaged actor.

D
Discuss Findings
Discuss findings of the day in your teams with the help of the filled Profile Cards.

E
Fill in / Assess the Tasks Posters
Posters are either filled in by writing or assessed with the Building Blocks.

F
Add findings on the Gameboard
Add key actors, times and places of interaction to the board and the key findings of each step on the Bridge Blocks.

Figure **4.16** *(A) The Task Poster (B) Site visits (C) Site Workshop (D) Discuss findings (E) Assessed Task Poster (F) Add results on the board.*
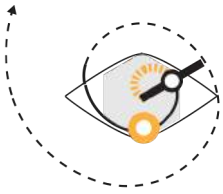
4.4.3 **The Gameplay Goal**
Identifying Key Resources and Next Steps

Figure 4.17 *Resource Categories*
Resource Categories to fill in and assess in the task posters.

The Task Posters

The *Task Posters* (Figure 4.20) were developed to identify and assess key resources through participatory practices. The posters are filled in by the moderator players in the steps 1, 3 and 5 and verified and assessed with key actors during steps 2,4 and 6. Verification is done through the *Building Blocks* that allow players to visualise the main findings (Figure 4.17 and Figure 4.18).

Identify and Assess Key Resources

Each *Task Poster* is divided into five related aspects to identifying key resources:

1. The Place of research and intervention.

2. The Tangibles: physical and countable attributes related to a place

3. The Intangibles: the non-visible and uncountable attributes related to a place

4. The Actors and Roles: people connected to a place, the key actors and their roles

5. An Open Category is left for players to add their own.

! Conflict
? Question
+ Add
– Take way
√ Keep
♥ Favourite

Figure 4.18 *The Building Blocks for Assessing Ideas*

Task Posters for Analysing and Assessing Project Plans

The posters help the moderator players to see and draw connections between different attributes that make a specific context, how it is today and what it can become like in the future. The posters enable the players to assess and discuss ideas with others, to lay-out the project plan and unreveal common interests or conflicts, and further aspects to develop.

The Gameplay Outcome

After the last game step, a summary of the *Task Poster* findings is collected on the game board within the *Bridge Blocks*. In the *Bridge Blocks*, are chosen the essential findings of the process to be tackled with during the next round of the game. They showcase the favourite outcome of the process, the things that worked well, the biggest issues, the things that need to be eliminated and added and the questions that raised. One cycle of the game has ended when at least one of each bridge blocks has been placed on the board and they have created "a bridge" to the next round. The gameplay elements can now be restored and handed over for the identified key players to continue the second round with.

Figure 4.19. *Bridge Blocks for Passing on Learnings*
The Bridge Blocks are used for identifying next steps in the next cycle of the game.
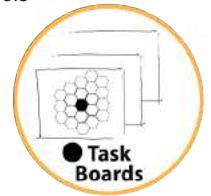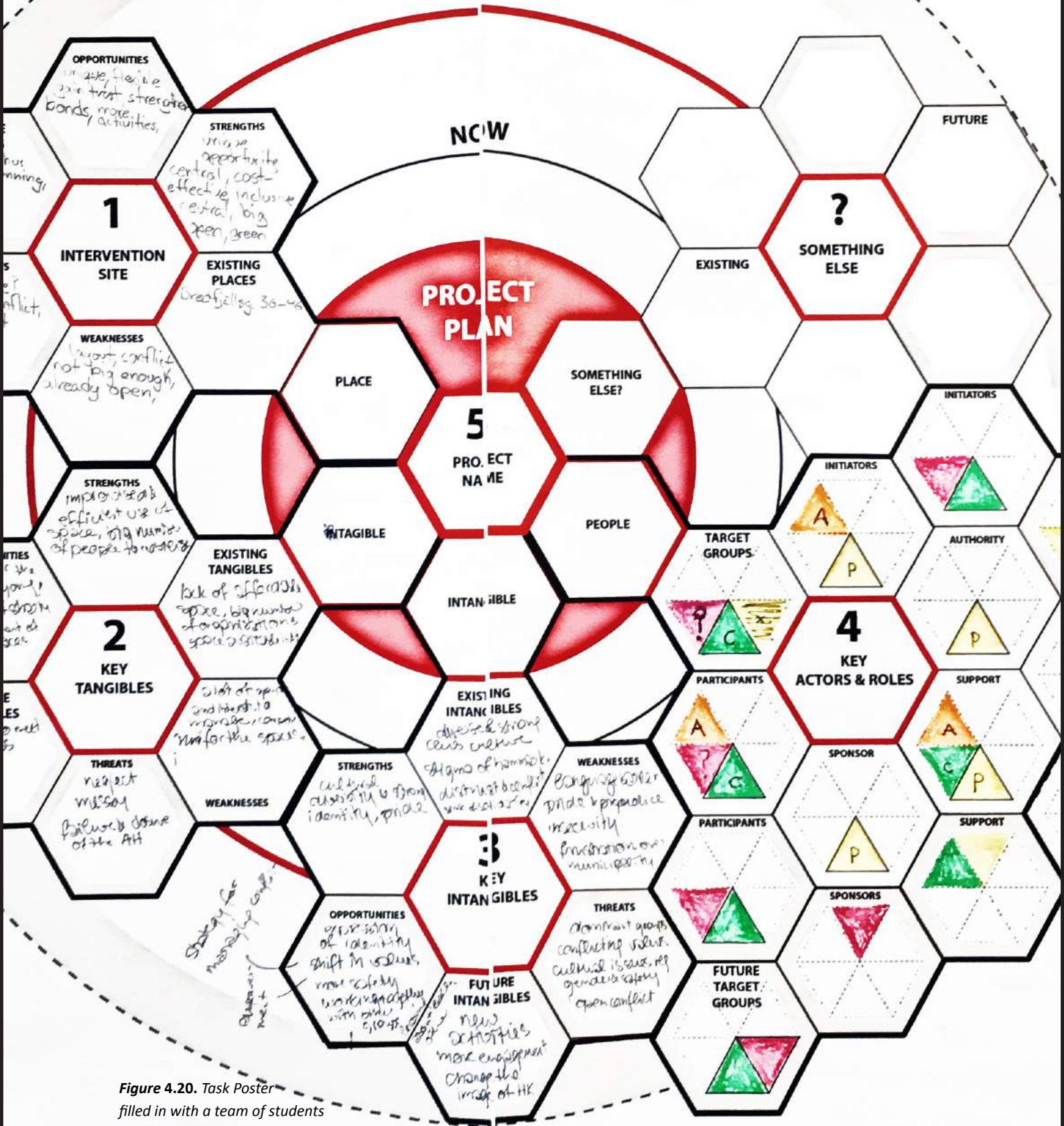
Figure **4.20.** *Task Poster filled in with a team of students from Social Inclusion-masters course in Chalmers University of Technology.*
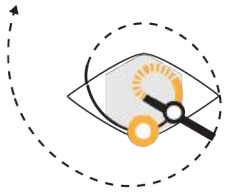
4.5 **Testing the Game Elements**
Workshop with *Social Inclusion*-Masters Course

WHEN
Friday 13th of October, 2017
9:00-12:00, Total of 3 hours

WHERE
Chalmer's Studio Spaces
Hammarkullen, Göteborg Sweden

WHO?

Workshop Initiator
Thesis Author

Participants
Students of the
Social Inclusion-course

Collaborators
Chalmers Social Inclusion Teachers
and the Supervisors of this Thesis

1

22

2

WHAT?

A workshop with *Social Inclusion*-course from Chalmers University of Technology offered a possibility to test the design tools in practice with architecture and planning students interested in developing their expertise in participatory practices. Students were introduced to the developed participatory process and tools and then they tested the Task Posters with their own project topics.

WHY?

The purpose of the workshop was to understand if the tool was useful for identifying the current and future resources they students work within their projects and for defining next steps to take. To understand if the tool was readable to the students and what aspects of the tools work and what need to be improved in order to facilitate the continuation of their participatory processes.

Background of the *Social Inclusion*-course

Chalmers University of Technology has organized the *Social inclusion*-course since 2006. The course's core methodology is to teach students to design their own participatory projects in a local context, offering a perfect testing ground for the master thesis design tools.

Over the years the studio has overtaken projects in the suburbs of Gothenburg and the studio has physically relocated to the suburb of Hammarkullen. Some of the studio projects have managed to create continuity in diverse ways: by influencing the course participants' practice and ethics as architects, by creating new job opportunities for the students through realization of some of the projects and by new students continuing previous years' projects or creating new projects with the help of opportunities born from the earlier years.

Many of the projects however, remain short-lived, or at least so it seams to outsiders, as continuity and impacts are not necessary clearly visible with tangible assets. Students that work as initiators, change every year and when the impacts of previous years are intangible, it seems the process starts each year from the beginning.

The tool aims to provide a way for students to visualise also the intangible assets and impacts connected to their projects, and to document the process, to get an tangible way to look and showcase the process itself as a result.

Figures 4.21 *Student Groups Testing and Discussing the Task Posters*

Figure 4.22 *Students Filling in the Task Posters*

WHO ?

Initiators and Collaborators

The workshops was organized and initiated by the thesis author in collaboration with the thesis tutors that work also as the teachers for the *Social Inclusion*-course. The thesis author had participated in the course in the autumn 2017 while starting out her master thesis. Learnings gained from the course had great influence in the development of the master thesis topic, as it offered the thesis author possibilities to learn about designing and applying participatory processes in practice.

Participants

Students participating in the workshop, study in *Architecture and Planning Beyond Sustainability*-programme in Chalmers University. They have chosen the Social Inclusion-studio course to be part of their master studies. On the day of the workshop, students were finishing their project plans developed for the course. There were seven project groups, consisting of three to six students per group. Project topic and scales varied but they all focused on planning and executing their own participatory processes in the local context.

HOW?

The thesis author prepared structure, materials and tools for the workshop with the advice of the course teachers. The workshop was structured with a loose timetable to allow flexibility in executing the actions in practice. The workshop consisted of presenting the master thesis topic and aims, of explaining and executing the workshop task and of students presenting their results and giving feedback on the tool and on the process it provided.

Workshop Task

The workshop task was for the students to fill in within their project groups the Task Posters with information related to their projects. They were to start by identifying the existing places, and their current weaknesses and strengths the students want to work with. What kind of future places they aim to create and what are their potentials and weaknesses. Through theses steps the students were to then identify the adequate intervention sites. The students were to continue filling in the poster with the same logic, to map down key tangibles, and intangibles of a place their positive and negative assets in current moment and in the future, and to conduct the same process for identifying key actors and their roles in the process. An empty place is left for mapping down something else that might be overlooked by the designed framework.

Filling in the Framework

The students had some difficulties to start filling in the poster. The main issue was with defining the scale of the intervention they were to fill in the poster for: Was it to be filled in for the whole process or for one step? The group concluded that it would be useful to be filled for each step, and so to be repeated multiple times during a project process, just as it was intended to be used in the game play.

As student projects and development processes differed so much from one another and from the process proposed by the thesis, it came evident that there was a need to provide a more flexible order of filling out the module.

When students got their focus of scale right and permission to start filling in the process from any part they would know how, using the tool became easier. In the end all of the student groups managed to fill in most of the parts of the posters.

Feedback and Discussion

The student groups presented their projects through the Tasks posters and gave feedback on the tool and the process it provided. Feedback was given through open discussion and through collecting feedback forms from the students, which asked about the tool's ability to reach its goal, about the tools readability and about its usefulness to the students.

When students presented their results it became evident that the hardest thing was to draw the conclusions. It also became evident that there were many ways one could fill in and understand the tool.

Some students found the tool repetitive, when others saw value in overlapping topics and in approaching a topic from different perspectives in order to create connections. It seemed that students that were willing to learn and use the tool found it inspiring and useful and students with no interest in the tool found it repetitive of "things they already knew" (Feedback forms from Testing Session, 2017).

To prevent students stating the same things, the next step of the design process would allow the students to prove themselves wrong and to start seeing the other aspect to same topics.

In overall students' feedback was positive. They gave many suggestions for further development.

When asked if the students felt like the tool facilitated to arrive to the goal of creating a project plan draft for a small intervention, they felt it served it purpose quite well (media 3 out 5, when 0=doesn't work 5=works well). However they felt like the tool served more for laying out all the elements of the projects, rather than for making a plan to execute and how to engage with people.

The tool provided a way for the students to lay down, discuss, assess and make decisions within the group regarding the project plan. It provides a way to see what should be included and why, rather than how. The how is left for the students to figure out, as it so connected to the actors and context involved in the projects.

Img 4.23 Answers to Feedback Questions:

Tool serving its purpose

12
9
1
0   0
1   2   3   4   5
NO   **YES**
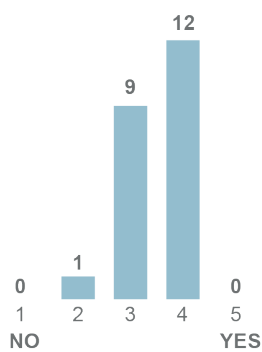
Media / 3,5

Tool's readability

12
9 1/2
1/2
0   0
1   2   3   4   5
NO   **YES**
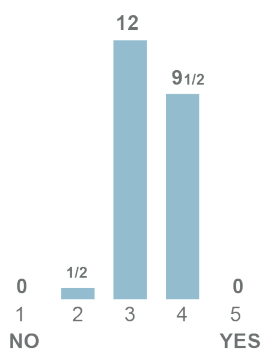
Media / 3,45

Tools usefulness

10
6
5
1
0
1   2   3   4   5
NO   **YES**
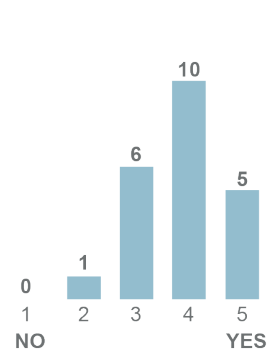
Media / 3,86

Students were asked if they understood how the task worked. Most said that they had some difficulties in the beginning, but that they got the hand of it in the end. Many felt that there were some issues in knowing how to fill in the module due inconsistencies and lack of refinement in the graphical layout.

Lastly in the feedback forms students were asked about the usefulness of the tool and possible improvement suggestions. This question got the highest record showcasing that even if there is still some work to do with the execution of the tool, the students felt like it was useful for them when creating participatory processes. They felt the tool was useful in assessing their ideas and processes, and in promoting dialogue and decision-making within the project group. Many expressed their will to use the tool again during their project development and they felt it should have been introduced already earlier in their design processes. Also the course teachers saw value in the tool and the started planning for a workshop with the tool for the next year's course.

Feedback Form Questions:

Question 1 /
Do you feel like the tool facilitated the process and managed to arrive to the goal of creating a project plan draft for a small intervention?
Yes, how? / No, why not?

Question 2 /
Do you feel like you understood how the tool works?
Yes, what worked well? / No, what was unclear?

Question 3 /
Do you feel like the tool was useful for you?
Yes, how? / No, what needs to be improved?

Workshop Results

Students see value in the provided tool and process. They found that the tool was useful for laying out their project elements, assess the plan and to discuss and make decisions within the project groups. The tool helped students to identify *what* needs to be included in the project and *why,* rather than defining *how* they should act, do improvements or engage with stakeholders. That part is left to the students to figure out themselves, as it is strictly connected to the specific context and people of their projects.

Next steps and Design Improvements

The graphical layout and clarity of the tool needs to be improved to gain readability. One needs to know how and when the tool can be used during their design processes, to what scales and types of issues it can refer to, and what the determined categories mean. The order of filling in the poster should be without predetermined order, to allow different types of projects to be filled in the tool in different moment of the design process.

Future Applicability

The workshop created an opportunity for further application of the tool in the future, as the thesis author was asked to return the following year to give the same workshop in the class but in an earlier stage of the students' project development process. Many of the students participating in the workshop expressed their interest in using the tool both later in their design process as well as in the earlier stages, just as it is supposed to be used in the game proposed by this master thesis.

1. Applicable and Apabtable
2. Lead to testing in practice
3. Efficient Database
4. Educative: Reflective and Inssightfult
5. Readable
6. Fun, Playful, Creative and Social
7. Replicable
7. Accessible
8. Portable

! Conflict
? Question
+ Add
− Take way
√ Keep
♥ Favourite
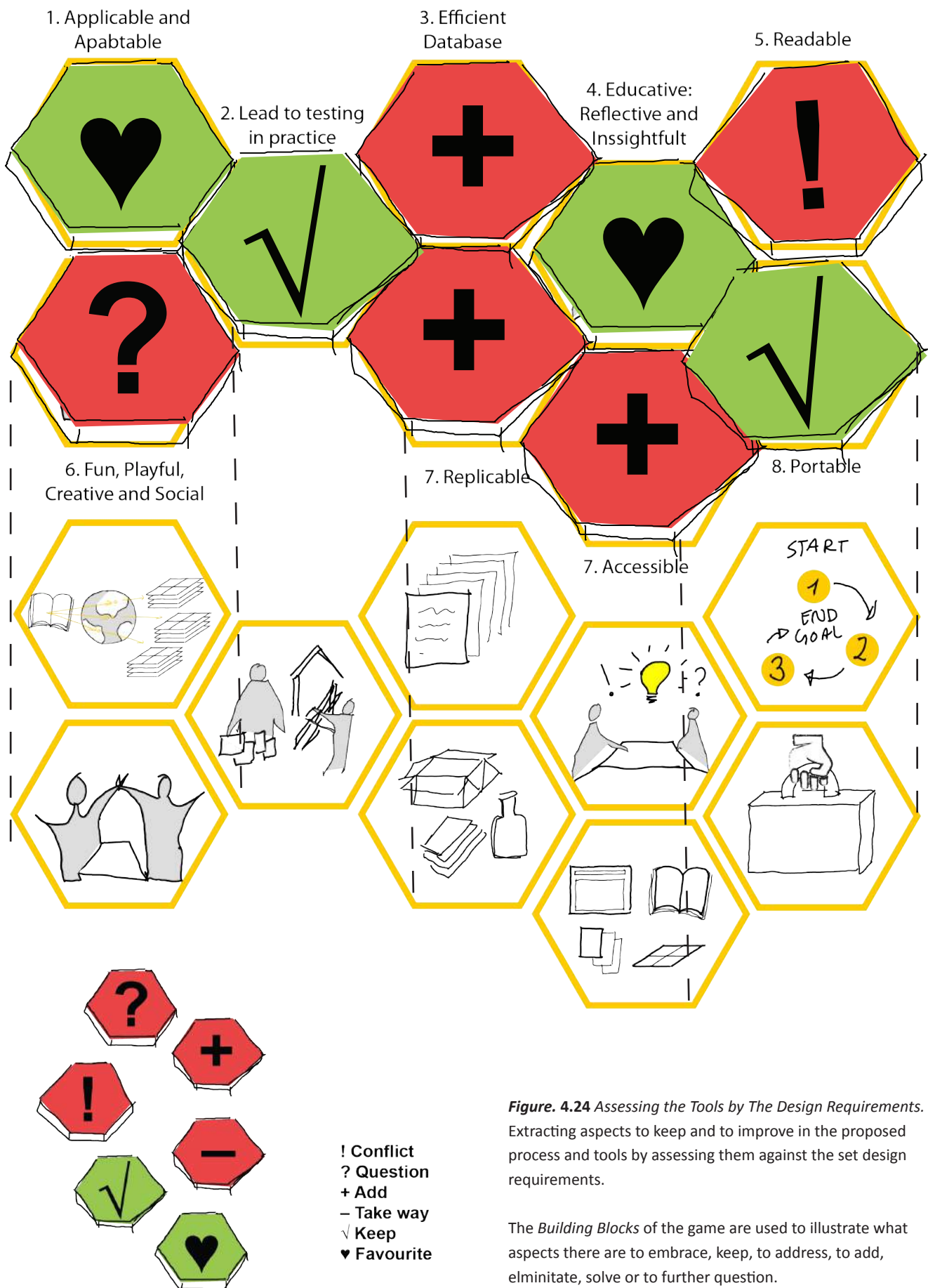
Figure. 4.24 *Assessing the Tools by The Design Requirements.* Extracting aspects to keep and to improve in the proposed process and tools by assessing them against the set design requirements.

The *Building Blocks* of the game are used to illustrate what aspects there are to embrace, keep, to address, to add, elminitate, solve or to further question.

83
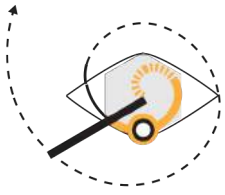
4.6 The Next Steps
Applicability and Further Development

Further Development

The Game
The clarity of the graphical layouting of the game can be further developed to embrace simplicity and playfulness, and so, the overall usefulness of the tool. Developing the tool in three dimension can be of use.

Modelling in 3D
Developing the game in three dimensions can help to better visualise the process results in an easy and fast ways and make conducting the process more fun experience of building something *up* rather than writing or pinning something *down*. Three dimensional model could also help to connect different game cycles to one another and allow making connections between them (Figure 4.XXX).

The Kick-Start KIT to Participatory Practices
The next steps for the design development is to create physical and digital versions of the booklet, in order to share the process and tools with stakeholders involved in the thesis process. The digital version of the kit together with the master thesis report, when published online, can help to cast light to the potentials of short-term practices as a method and catalyst for creating larger- and longer scale changes.

Next steps
- Testing the tool amongst professionals in the field of architectural education, specialised in participatory practices, during a seminar organized together with the 25th year anniversary exhibition of the *Cities in Transition*-course.

- Testing the newest version of the tool in the *Social Inclusion*-masters class in autumn 2018.

- Sharing the results of the master thesis and the developed design tools with the teaching staff and students from *Cities in Transition*- and *Social Inclusion*-courses, as well as, from the participant universities in the fieldwork exchange.

- Sharing results through internet platforms to offer wider groups of people access to the tools and to their further development.

***Figure.** **4.25** Assessed Task Poster could work better in three dimensional format.*
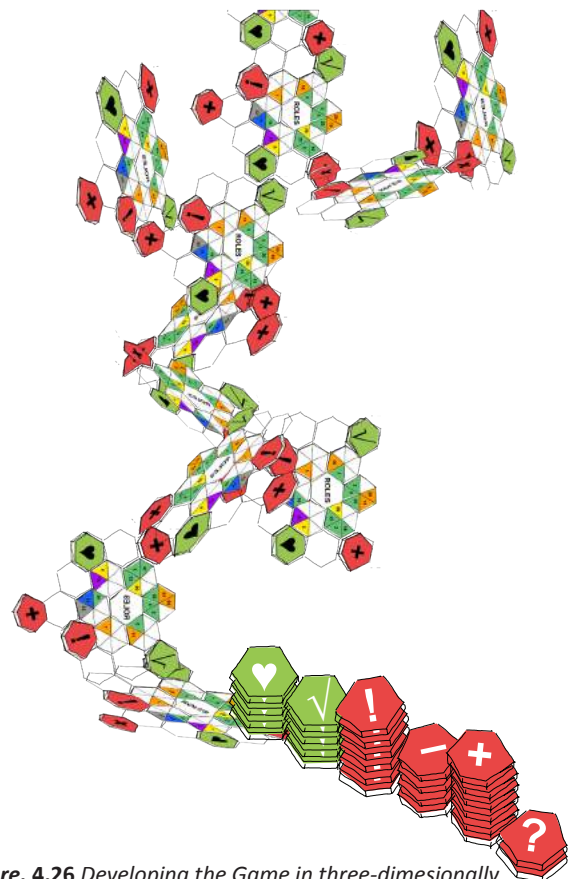
***Figure.** **4.26** Developing the Game in three-dimesionally.*
Game can be further developed to better illustrate the process collected results in material forms and to connect various game cycles together.
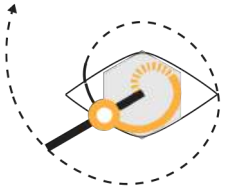
Part 5 Conclusions and Discussion
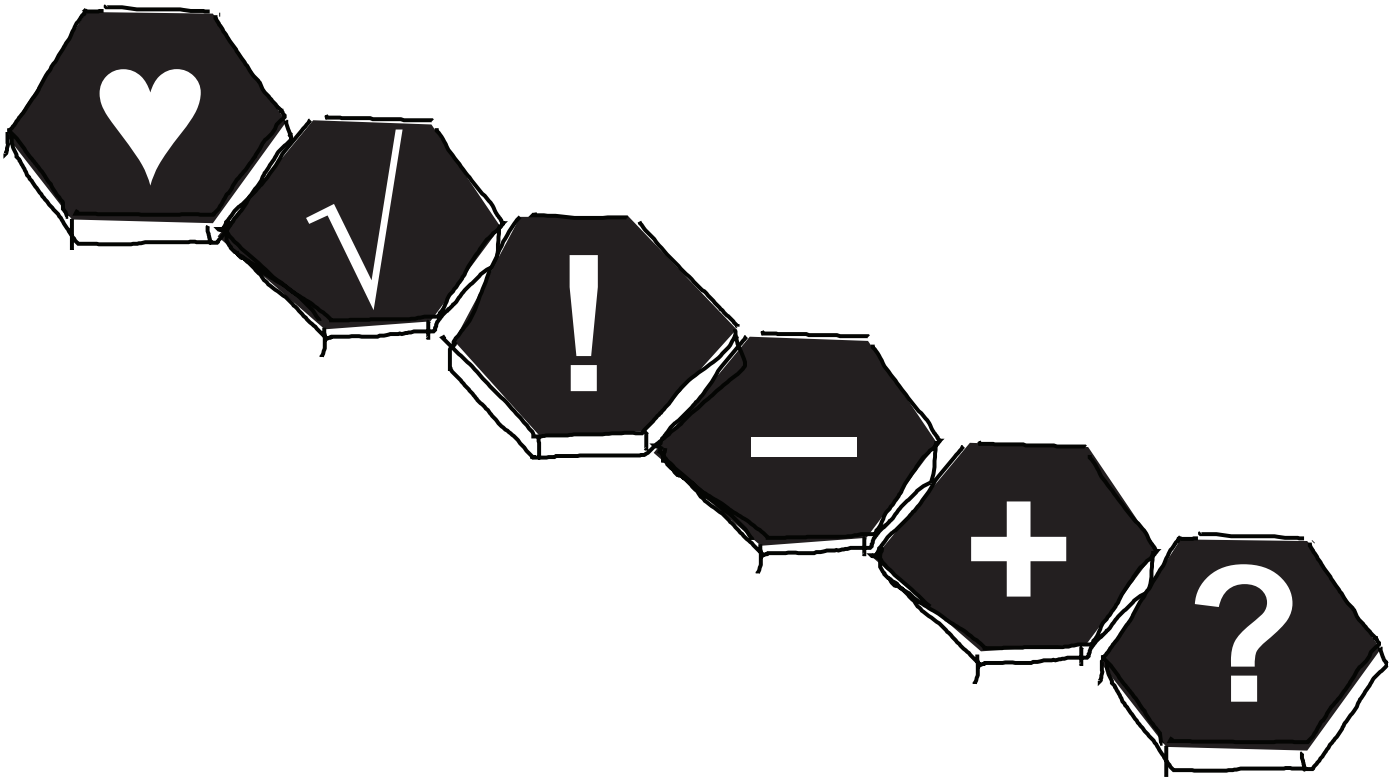
Figure. 5.0 *The Bridge Blocks*
The Bridge blocks are used in the Game for Continuity for drawing conclusions and passing on learnings.
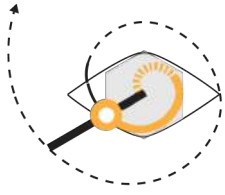
5.1 Conclusions
Conclusion and Implications

How to Facilitate Initiation and Continuity of Participation in a Local Context through Short-Term Practices?

The master thesis research showcases that short-term participatory practices can gain continuity in a local context by initiating and handing over processes among local inhabitants. Short-term practices can have longer-term impacts, tangible or intangible, on a local context. Tangible impacts coming from small urban design interventions work as an effective way to boost also the intangible impacts of participation: the feeling of empowerment, social learning and the creation of new perspectives. Tangible projects offer a way for local inhabitants to continue participatory practices by taking ownership and management over the projects. The process of their creation showcase a way to conduct participatory practices and teaches the participants how to initiate similar processes on their own. Tangible results can work as a powerful catalyst for further action as they showcase the immediate benefits of participation.

Tangible impacts, however, are not enough for participatory processes to continue locally, as their management do not necessarily include participation, nor the creation of projects mean people taking over their ownership. For local people to take over participatory practices, tangible projects need to be well grounded to their needs and interest of the local actors. The local actors need to be an essential part of their creation process, in order to create meaningful interventions for the local actors and in order for them to learn how to initiate similar processes on their own. The continuation of participatory processes needs to be planned and facilitated with a set of tools, for the local actors to gain the skills and interest in participatory practices.

Often the tangible results, the end results of the process, are celebrated to the extent, that the importance of the process and its intangible impacts get undermined. The focus is put in the static end result, which doesn't showcase the dynamic nature of participatory processes or the learnings from the process.

The research suggests that it is the intangible impacts of the process that have the most potential in creating continuity and change in society in longer and broader terms, but that it is through the tangible small interventions that one can get there. It is in the combination of the two that allows news ideas and practices to emerge to influence the existing attitudes, practices and social structures.

The research leaned on Nabeel Hamdi's concept of small change and its idea of small interventions bringing about big changes. It reflected upon the quality of participation, a topic essential in Arnestein's and Miessen's work, and explored these theoretical topics in practice through the fieldwork.

Fieldwork findings suggested that short-term practices can gain longer-term value when embedded to the local resources of the current moment and when strategies for the near future are formed, when it is agreed upon who will take over the ownership and management of the process and when partnerships are set up between actors from different spheres of the society.

What is the Thesis Specificity?

What the thesis offers in the research discourse is its specific focus on examining how short-term participatory practices can gain long-term impacts and continuity in a local context. The results of the research showcased that short-term participatory practices done in a foreign context can gain longer-term impacts, value and continuity on the local context. The study gives insights to what types of impacts and continuity can emerge from short-term practices and how to support their emergence. The research design proposal aims to contribute to the architectural education by introducing tools and methods to be tested and further developed by academics and practitioners in the field of participatory planning and design.
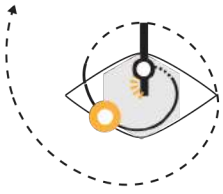
5.2 **Relevance**
Relevance

How is the topic Relevant today?

The research is relevant today as cities are growing in fast speed, as there is a lack of resources and equality that lead many people living in poor conditions. There is a need to find immediate and effective ways to respond to the fast changes and growth our society. Traditional mode of practicing architecture and urban planning is too slow to respond to these changes. Architects need to find ways to respond to the current practical needs of the now, in a way that can contribute strategically to reaching the future goals and visions. It's essential to include people in the design processes in order to respond effectively to the changes and in order to gain more sustainable end equal ways of building our living environments.

How the thesis connects to other research?

The research done in this master thesis fits in the discourse of other researchers in the field of participatory practices, as it supports the request for practicing architecture in an inclusive and continuous way. In a way that introduces the architect in the middle of the two realms of the ground level actors concerned about the needs in the current moment and the higher level actors, that deal with planning for the future. It supports Nabeel Hamdi's notions that it is the architect's task to find a way to bring these two realms together through reflective and horizontal practice.

It responds to Miessen's request to challenge the status quo of things in a local context, by bringing in an outsider to work horizontally between different realms and to disturb the current state of things. The final design proposal aims to support participatory processes that empower its participants to continue the processes by making their own and in this way the thesis reflects upon Arnstein's Ladder of Citizen Participation and aims to reach its higher levels of participation through citizen empowerment.

How thesis responds to changes in architectural education?

The thesis responds to the change happening in architecture schools. It aims to support all those courses that focus on teaching their students about social implications, global responsibility and social sustainability related to architecture. Those courses that aim to teach their students how to work with others in multi-disciplinary settings and in foreign and unpredicted situations. Courses that aim to develop students' skills in embracing change.
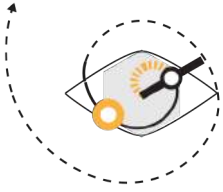
5.3 Applicability
Design Tools Applicability and Purpose

For What Were the Design Tools Developed for?

The thesis design proposal was developed for the Cities in Transition course in Aalto University in Finland, as well as, for Bohol Island State University (BISU) in Tagbilaran City in the Philippines. Both of the universities participated in the university learning exchange during the years of 2015-2017. The aim, to design a process that would lead students conducting participatory practices with local inhabitants and testing ideas in practice during the yearly 10-day fieldwork, was met. The research conducted during the fieldwork got answers to what type of longer term implications and continuity the practices might lead into and how, and strengthened the collaboration between the universities through positive collective action.

What were the initial and final purposes?

The initial purpose for choosing the topic, was the wish of the thesis author to continue the university collaboration and to develop her professional skills in participatory planning. Later, it became more about finding ways to hand over the process for the universities to continue the practices themselves. The design proposal's aim to hand-over a continuous participatory process and a framework to guide others to test it, was not completely met, as the tools for sharing the design process is still underwork.

The methods, however, used during the fieldwork gained potentials in creating continuity in the local context and the need for the developed tools, for tools that facilitate the users to document and pass on the process. Need for documenting the different aspects, phases and learnings from the process to support critical reflection and to promote a more objective and transparent way of conducting participatory processes.

What are the next phases?

Due to political and social disturbance, *Cities in Transition*-course from Aalto University did not return to the Philippines in January 2018. The course travelled to Zanzibar in Tanzania. It is ever so important to distribute the thesis work to both of the field work participant universities so they can continue practicing the processes within new teams and contexts and use what they learnt together to guide the new phases of events.

The thesis will also be handed over to the Chalmers University of Technology, to be used specifically in the architecture and planning courses of *Social Inclusion* and *Reality Studio,* where the focus is on participatory practices and working in an unknown context. They too battle with the problem of providing continuity of participation in a local context, as the student groups change every year. The tools developed in this thesis can be useful for similar courses or anyone interested in developing their skills in participatory practices in a continuous reflective manner, which combines theory and practice. Although, the thesis topic and research are strongly embedded in the academia, its aim is to bring academia outside to the practice, and the practitioners inside the academia to reflect upon their practice.

Next year, in 2018, the *Cities in Transition* course has existed for 25 years. There will be an exhibition and a course catalogue to celebrate the journey. One of the main themes of the catalogue and the exhibition will be understanding the impacts of the course on the students and on the local contexts of study. The thesis topic fits perfectly in the exhibition theme and it will be exhibited there and possibly discussed and tested over a workshop. The thesis author is working as a project assistant in organising the exhibition. It has been a great way to learn about the past of the course and to network and discuss the thesis topic with other practitioners and researchers in the field. It has also offered a possibility to start reviving an old university collaboration between the Nordic countries, as through the thesis and the exhibition the thesis author has managed to meet all the parties that used to work and are currently working in similar courses in Aalto University in Finland and in Chalmers University of Technology in Sweden. The aim is to organize a seminar for this groups to exchange ideas, to learn from one another and to start again collaborating and making plans for the next steps.
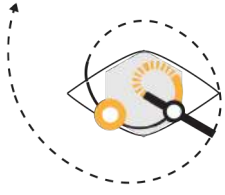
5.4 Topic and Process
Challenges and Gained Learnings

What Were the Challenges in the Thesis Process?
The main challenge throughout the master thesis process has been to narrow down the vast and complex topic. When many things are connected to one another and include a lot of intangible assets and tacit knowledge, it is a real challenge to simplify it all and put it on paper. It was through the design explorations in theory and in practice that made dealing with complexity possible.

The research topic is close to the thesis author's personal and professional interests, study and work experience and ethical values. Much of the research was experience based and qualitative, which made it challenging for the author to stay objective and look at the topic from the outside in. When much interest is invested in something, it seems to be easier to drive for that goal blindly, rather than stopping to reflect and change ones mind. This is one of the reasons the tools developed in the thesis aim to facilitate being critical towards ones own creations.

Many projects done through participatory practices end up defending their fixed goals and false processes of participation, without even realizing it. It is because we believe in the process and we want to "sell" it to others. We do not want share our mistakes, just to showcase the good points in order to proof that our ideas work. But without sharing the mistakes and errors, we will never learn anything and keep on doing the same mistakes all over again. Not sharing mistakes in practice supports practitioners feeling either inferior or superior to others, as either we do not recognize the challenges or we think we are the only ones struggling with them.

What Challenges and Contradictions Were Encountered?
One might criticize that this research has fallen to the pit hole of pseudo-participation due to the author's strong interest and personal involvement in the participatory practices examined. But the aim of the thesis has been quite the opposite, to assess one's ideas through testing them in practice. The process allowed the thesis author to reflect upon theory in practice, and practice in theory, and to modify design solutions through the learnings.

One of the challenges, that the thesis topic brought along was the importance of tangible results over the intangible impacts of the process. Materialised projects seem to be much better understood and appreciated by architects, as well as participants in participatory processes. However, the celebration of tangible results undermines the importance of the intangible assets, continuity and the participatory process itself and puts focus on the end result. If one accepts that tangible results are more appreciated, they can be used to evoke and promote the intangible assets through the process of their creation. When used as a catalyst for intangible changes, architecture as design for structures becomes relevant.

The question of tangible assets over intangible assets relates also to the final result of the master thesis and the question of what is architecture. One might wonder if the thesis design proposal is architectural at all, as it doesn't include a tangible building proposal. But as we have learned throughout the thesis research, architecture is a sum of its contextual factors, and so these factors should be carefully considered when practicing architecture. The proposal deals with architecture by talking about its theory and practice and how to combine the two. It promotes architects to design and apply their ideas in practice. In this ways, one could see the proposal much more about architecture than building projects created solely in paper, that are without real meaning or effect on a place, people or the developing practices.

What Professional Skills the Process Developed?
In overall the learning process has been challenging but fruitful. It gave the author a chance to broaden her understanding of participatory processes in theory and in practice and combine them in praxis. It taught her skills to deal with complexity and changing circumstances through design explorations. Skills, that she then aimed to pass on to others through the master thesis design proposal.

The essential lesson for the thesis author, was to accept her own ignorance, the not-knowing and to content herself with the idea that the job will never get truly finished. When realising this, the journey became more pleasant and organic, as she started to learn how to go with the flow and how to develop and enjoy oneself through a continuous process of trial and error.
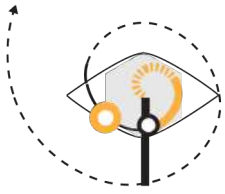
5.5 Further Research
Potential Off-springs

What Are the Delimitations and the Further Research Possibilities of the Thesis?

The research of the master thesis provides a starting point for examining the impacts and potentials of short-term participatory practices to gain continuity in a local context. As the topic itself deals with vast and complex issues it offers a lot of perspectives for future research. The thesis did not cover the different ways long-term impact could be measured or evaluated to one another. Nor did it go into how to engage with people and how to develop engagement strategies.

The thesis topic is related to opensource planning, and the idea that sharing resources and collective action can bring about sustainable planning methods. The topic could be further developed by looking into the economic and environmental spheres of sustainability and into the possibilities of technological tools in sharing the tools and methods with wider groups of people.

The aim of the thesis was to analyse, design and test a design framework that facilitates the emergence of unexpected things and the creativity of people to happen. The thesis wants to work in the same way: to provide a process for others to take over, for them to modify it through further testing and research and in this way continue the discussion of the importance of conducting short-term participatory practices in local contexts and keep on developing them further.
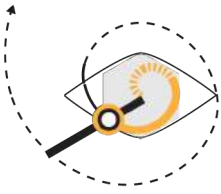
5.6 Concluding Words
Personal Experience and Notes

What Were the Main Findings and the Next Steps?

Complexity as Opportunity
The master thesis process in overall was a challenging but very informative and giving learning experience. The complexity and relevance of a master thesis topic brought about opportunities that were essential in the thesis developing process.

The author of this thesis could (and should be able to) discuss the thesis topic with anyone. People from and outside of the architectural profession gave their insights to the project. The complexity, the relevance and the vast nature of the research topic left a lot of room for further development. The thesis author can keep on working with the topics either through doctoral studies by developing the theoretical framework further, or through professional practice, or as we have learned, preferably through both.

Personal Note
The author of this thesis wants to thank all the people that made this master thesis possible by dedicating their time, and by giving insights and support. Developing the thesis was truly a collaborative process, aiming to work as a catalyst and a point of departure for further research and practice on the topic.

"It all started in the highest government offices, in the ivory towers of academia and in the minds of enlightened individuals – academics, practitioners and politicians, It began by cultivating first the right political climate for it all to happen on the ground, for liberating the latent potential of the everyday, and then by ensuring that what happened on the ground helped to shape and redefine the politics and governance of city places."

(Hamdi, 2004, p.21.)

Figure. **5.1** Children Playing in Caliplay (Rueda, 2017).

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Image Sources

PART 0 / Abstract

Figure 0.4. Sakaguchi, D. (Photographer). (2017, January 28). *The Academic Collaborators in #CitTagLab Fieldwork* [digital image]. Retrieved from https://www.facebook.com/

Figure 0.5. Pantano, V. (Photographer). (2012, June 15). *Portrait of the Author of This Thesis* [digital image]. Retrieved from http://www.violapantano.com/

Figure 0.6. Regal, S. (Photographer). (2016, April 20). *Studying Public Spaces in Tagbilaran City* [digital image]. Retrieved from http:// dropbox.com/

PART 1 / Introduction

Figure 1.6. Regal, S. (Photographer). (2016, April 20). *Tagbilaran City Scape Today* [digital image]. Retrieved from http:// dropbox.com/

Figure 1.7. Tagbilaran City Government. (2015, May 11). *Presentation of the Updated Land Use Plan of Tagbilaran City to CDC-SP and CTWG Members*. Bohol, Philippines.

PART 2 / Theoretical Background

Figure 2.5. Arnstein, S. (1969). A Ladder Of Citizen Participation. *Journal of the American Institute of Planners*, 35(4), 216-224. doi:10.1080/01944366908977225.

PART 3 / Fieldwork

Figure 3.0. Rueda, S. (Photographer). (2017, January 28). *Co-Producing Small Interventions* [digital image]. Retrieved from https://www.instagram.com/

Figure 3.3 *#CitTagLab Process HighLights.*
DAYS 5-7. Virkkala, I. (Photographer). (2017, January 27). *The KaliPlay Wall Painting* [digital image]. Retrieved from https://www.dropbox.com/

DAY 8: Sakaguchi, D. (Publisher). (2017, January 28). *The Freedom road* [digital image]. Retrieved from https://www. facebook.com/

Figure 3.4. Gilly, A. (Photographer). (2017, January 27). *Creating a Playground for the Local Children* [digital image]. Retrieved from https://www.instagram.com/

Figure 3.5. Virkkala, I. (Photographer). (2017, Januray 28). *Mapping the Heritage Houses of the City* [digital image]. Retrieved from https://www.dropbox.com/

Figure 3.6. Sakaguchi, D. (Publisher). (2017, January 28). *The Freedom road, closed off a street for half a day* [digital image]. Retrieved from https://www.facebook.com/

Figure 3.7. Mercer, M. (Photographer). (2017, January 27). *The Avatar Moment - Cleaned and Designed a Green Public Space for a Settler Community* [digital image]. Retrieved from https://www.dropbox.com/

Figure 3.9. Rueda, S. (Photographer). (2017, January 28). *The Kaliplay Group* [digital image]. Retrieved from https://www.instagram.com/

PART 4 / Design

Figure 4.4. Marttila, J. (Creator). (2018, April 15) *Gaming for Continuity of Participation WordCloud* [digital image]. Retrieved from https://www.Worldcloud.com

PART 5 / Conclusions and Discussion

Figure. 5.1. Rueda, S. (Photographer). (2017, January 28). *Children Playing in Caliplay* [digital image]. Retrieved from https://www.dropbox.com/
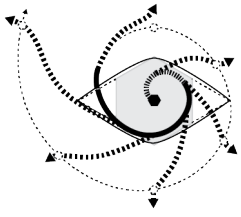
Part 6 Appendix
Thesis Process Material

6.1 Curriculum Vitae
of the Thesis Author

CONTACT DETAILS

JOHANNA MARTTILA

Date of birth: **5.4.1986**
Address: **Vuorimiehenkatu 14B 45**
00140 Helsinki, Finland
Telephone: **+358 408229138**
Email: **marttilajohanna@hotmail.com**

Figure **6.0** Portrait of the author II (Pantano, 2012).

CURRICULUM VITAE

EDUCATION

08/2014 -	**AALTO UNIVERSITY + CHALMERS UNIVERSITY** **Nordic Master Programme in Sustainable Urban Transitions,** Espoo, Finland + Gothenburg, Sweden
	Dual master degree in science and architecture
2011-14	**UNIVERSITY OF THE ARTS LONDON,** **CENTRAL SAINT MARTINS, (CSM)** London, UK
	Bachelor Degree in Architecture
2007-10	**ISTITUTO EUROPEO DI DESIGN,** Rome, Italy
	Bachelor degree of Arts in Interior Design, Grade: 100/100 with honours
08-12/2009	**THE FASHION INSTITUTE OF DESIGN AND MERCHANDISING,** Los Angeles, US
	University exchange - courses in Interior Design
2006-2007	**UNIVERSITY OF BOLOGNA,** **Faculty: Arts and Humanities,** Bologna, Italy
	Courses in Drama, Art, Music Studies and Italian
2002-2005	**TAMPEREEN YHTEISKOULUN LUKIO,** **upper secondary school,** Tampere, Finland
2005	*Finnish Matriculation Examination,* Grade: 6 7 (excellent) 6 (very good) 5 (good) 4 (X) 3(X) 2(X) 0 (fail)

WORKSHOPS

11/2015	**DESIGN YOUR FUTURE 2015, FAD Barcelona** **"Design as a tool for Social Activism"**
	Selected Participant sent by SAFA, Finland • intercultural and -disciplinar youth exchange
09/2014	**STUDIO X, Rio de Janeiro / London** **Architectural workshop, Jongo**
	Selected Participant from Central Saint Martins, London • designing furniture for the local community
04/2014	**TEDDY CRUZ, London / San Diago** **Political and architectural workshop,**
	Selected Participant from Central Saint Martins, London • research and site analysis, group discussions • presenting ideas to the local authority
09/2013	**ROYAL INSTITUTION OF BRITISH ARCHITECTS,** **Student Mentoring Scheme,** London, UK
	Selected Participant from Central Saint Martins, London • Mentoring visits with Haworth Tompkins Architects

WORK EXPRERIENCE

05 / 2016-
09 / 2016-
HELSINKI CITY PLANNING DEPARTMENT
Neighbourhood project, Helsinki, Finland

Architectural intern
- urban research and design
- public consultation and participatory methods
- spatial layout for the neighbourhood project's 20-year expo

08 / 2015-
05/ 2016
AALTO UNIVERSITY
The department of architecture, Espoo, Finland

Student assistant of Digital (Landscape) Architecture
- facilitating IT-teaching and course work
- organizing events and exhibitions

09 / 2015-
ARKKI School of Architecture for Children and Youth
Helsinki, Espoo & Vantaa, Finland

Substitute teacher
- teaching groups of children architecture through crafts

05 / 2015-
AALTO UNIVERSITY,
The department of ARTS Helsinki & Espoo, Finland

International tutor
- assisting and contacting new international students
- organizing meetings with student boards and
  members of university staff

02-08/2014
BE+ LAB + BEMERTON
An academic design studio, London, UK

Co-founder and participant
- organizing and conducting public consultations
- designing small scale urban interventions

9/2012
COMUNITÀ CAPODARCO DI ROMA ONLUS Rome, Italy

English substitute teacher
- teaching English to a group of adults

06/2010 -
08/2012
ALI-MARTTILA OY, event center, Kangasala, Finland
Interior design: from a farm house to commercial use.

Interior architect
- measuring and drawing the as-built working drawings
- spatial planning and interior design

9/2010 -
07/11
TRA LE VOLTE & SALA 2-ARCHITETTURA
Cultural association: ART+ARCHITECTURE, Rome, Italy

Architectural intern
- graphic layout and illustration of projects
- organizing events by the cultural association
- taking part in various art and architecture competitions
- site visits and execution of working drawings

7/2009
PRIVATE CLIENT, Summer cottage, Kangasala, Finland

Interior designer

COMPETITIONS

05/2016
LANDSCAPE BIENNALE, Barcelona, Spain

Selected participant by Aalto University
- preparing presentation boards of the course work

04/2016
MYLLYKOSKI CHURCH EXTENTION 2016, Finland

Assistant architect
- interrogating the design work
- preparing drawings and translating texts

10/2015
NORDIC CASE COMPETITION 2015, Hanasaari, Finland

Selected participant, sent by Aalto University
- research about beneficial socio-ecological systems
- interdisciplinary and international groupwork

EVENTS

05/2016
GLOBAL IMPACT: CITIES IN TRANSITION 2016,
Museum of Finnish Architecture, Helsinki, Finland

Exhibition designer and event curator

2015-2016
LEGO + AALTO
Helsinki Design Week 2015, SLUSH 2015, PiiPoo, Finland

Co-designer and curator of kinetic lego-installations
- design, set up and exhibition of the works in various events

06/2012
CSM IN LONDON FESTIVAL OF ARCHITECTURE, UK

Design, construction and curation of an exhibition.

11/2010 -
09/2011
GALLERIA SALA 1, INTERNATIONAL CENTRE OF
CONTEMPORARY ART, Rome, Italy

Assistant curator of an event "Fast Forward Design"
- contacting Finnish Italian Embassy and other collaborators

OTHER SKILLS

LANGUAGES:

Finnish (native langue)   English (fluent, degree in English)
Italian (fluent, degree in Italian)   Swedish (basic)

IT PROFIENCY:

proficient in the use of Microsoft Word, PowerPoint, Excel, Photoshop, Illustrator, Indesign, GIS, Autocad, 3D Studio Max, Rhinoceros, Sketch Up and Outlook

PORTFOLIO:

https://drive.google.com/drive/folders/0B-m6Dm9AQLZ1eXo1MkxUcVJzT0U?usp=sharing

6.2 The 10-Day Kit to Participatory Practices
Business Cards

Get in touch

Find us on Facebook
Tagbilaran Lab

Student

From

tagbilaran.lab@gmail.com

#Tagbilaran Lab

...is a student project focusing on studying the everyday life of residents of Tagbilaran, in order to understand how the city could be developed to respond better to their needs.

The studies are gathered for a master thesis project in Architecture and Sustainable Urban Planning, by Johanna Marttila, a student from Aalto University, Finland. They are conducted in collaboration with students from Aalto University, Nagoya Institution of Technology and the Bohol Island State University.

The master thesis will be available for public in July 2017. In the meanwhile follow the process on Facebook or contact us by mail!

Hello,
We are here to learn about the City

#Tagbilaran.Lab
Students of art, architecture & urban planning

Figure. **6.1** #Tagbilaran.Lab Business Cards created to explain and support the thesis fieldwork.

Process and Tools Developed for the Fieldwork

10 **day test-kit to participatory urbanism**

#Tagbilaran.Lab
Tagbilaran.Lab/Facebook

INTRO → SITE ANALYSIS → VISION

| 18 **1** | 19 **2** | 20 **3** | 21 **4** |

| 22 **5** | 23 **6** | 24 **7** | 25 **8** | 26 **9** | 27 **10** |

← INTRO → SITE ANALYSIS → VISION
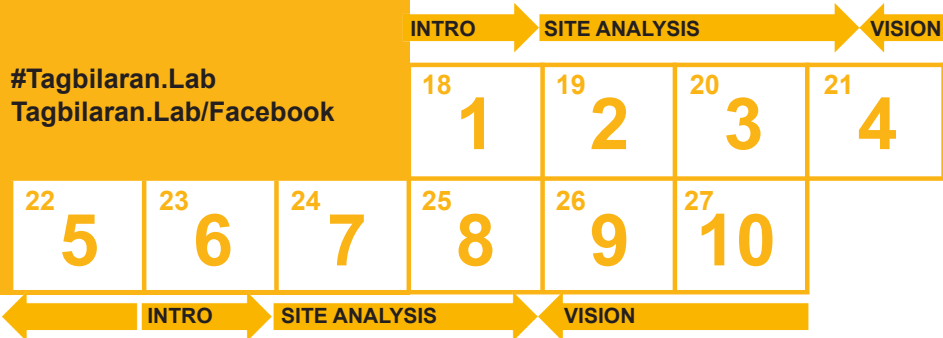
Master Thesis investigations

Tagbilaran, Philippines
18.01.17-27.01.17

Johanna Marttila
Nordic Master Degree in
Sustainable Urban Transitions
Aalto University, Finland
Chalmers University, Sweden

Instructions

INTRO TO
How to read the book?

There are two kind of pages in the booklet, planning pages and task and feedback pages. The planning pages are mainly for the organizing staff when the Task and feedback pages are to be handed out to the students and then collected after each day in the sun down meeting.

The results of the tasks and feedback are documented and shared on a public facebook page ideally end of each day.

Planning page

Date of the month
Date of the workshop

Task
Method
Topic

DAY 2 / Site Analysis   18 **1**

OBSERVE
Who are the City Users?

A. Peche Kutcha 10X10
1. Img. Last years group photo
2. Img. Site analysis together
3. Img. City visioning Tagbilaran
4. Img. Worst Case Scenarios
5. Img. Issues & Responses: Urban Lab
6. Img. Web-site / organisation - does it work
7. Img. This years aims
8. Img. Kit & Tasks
9. Img. Calendar
10. Img. Task 1

Content & Structure

Content:
(30 min)
A. Petcha Kutcha (10 min)
B. Task 1 / Feedback (10 min)
C. Discussion & Questions (5-10 min)
D. Closing circle (2 min)

B.Task 1:
Reflection and feedback on project topic

Materials to provide
for the workshops

Materials
Projection file & projector
Feedback forms x 30
Camera, Recorder

C. Discussion & Questions:
Giving out business cards.
Q: Answers are treated as anonymous and gathers to facebook. Can we use photos and data taken from here?

Planned
Participant groups

Participants:

Aalto   BISU   NIT

D. Closing circle:
1 word that you take with you from this workshop.

Detailed content

Task & Feedback page

Feedback form
Same daily format
reflecting and evaluating the
task results and
process.
Scale of measurement :
-3 (not at all)
+3 (very much)

DAY 1 / Presentation Task   **Feedback**   18 **1**
School: _____
Field: _____
Age: _____
Sex: F M

INTRO TO
Participatory Design in Tagbilaran

All information gathered will be dealt with anonymity and results showcased in public website: www.facebook.com/tagbilaran.lab

1) Do you feel like you understood the task?
-3 -2 -1 0 +1 +2 +3

2) Was the task interesting?
-3 -2 -1 0 +1 +2 +3

3) Do you think it was useful for your project?
-3 -2 -1 0 +1 +2 +3

Task instructions & Aim

Task description and aim:
The presentation you will hear introduces my last years project, OurTagbilaran and this years Master thesis project idea that consists of a series of participatory workshops together with you students. The presentation explains briefly the background of the connected projects, its aims, tool and project plan. Your task is to give feedback on the idea, as honestly as you can, in this way you can help to develop my studies and to modify the process to a more user-centered design.

4) Do you feel it was difficult?
-3 -2 -1 0 +1 +2 +3

5) Do you feel like you learned from the task?
-3 -2 -1 0 +1 +2 +3

Task specific questions

A) Is participatory design familiar concept to you?
-3 -2 -1 0 +1 +2 +3

B) Are you interested in joining the participatory process?
-3 -2 -1 0 +1 +2 +3

6) Do you feel like you learned from the task?
-3 -2 -1 0 +1 +2 +3

7) What did you learn / take with you from the task?
_____

C) What skills / expertise / interest you have that could be utilized and developed in the process? (Example, graphic, social - skills)
_____

8) What would you change in the task?
_____

Sign of pages that
are handed out and
collected back

Agenga / Setting & discussing the values and methods for the project work .	Site Analysis / Testing and investigating set agendas in a context.		Vision / Reflect on the findings and see potentials for design solutions.	
DAY 1 / Agenda **INTRO TO** **Participatory Urbanism in Tagbilaran** First weeks agenda is to test participatory processes through site visits and group work.	**DAY 2 / Site Analysis** **OBSERVE** **Who are the City users?** To understand where different people groups and activities in the city are located.	**DAY 3 / Site Analysis** **IMMERSE** **How is the Daily Life?** To discover what how are the people's daily lives by interacting with local inhabitants.	**DAY 4 / Analysis+Vision** **NARRATE** **How could the Story be like?** To discover what how are the people's daily lives by interacting with local inhabitants.	**DAY 5 / Vision** **NARRATE** **The other Side of The Story** Looking at the city from another perspective, by visiting touristic spots.
DAY 6 / Agenda **INTRO TO** **The New Vision** Introduce the idea to fellow students, find common topics, interests, make plan for the site research part	**DAY 7 / Site Analysis** **INVESTIGATE** **The Background Research** Find out who else are involved, what networks, existing attributes and issues behind	**DAY 8 / Site Analysis** **TEST** **The Idea in Practice** Talk/demonstrate/test the idea with people involved in the vision	**DAY 9 / Vision** **VISUALISE** **Conveying the Story** Make a draft of your vision / proposal relating to the story behind.	**DAY 10 / Presentation** **PRESENT** **Process Reflection Result** Present the project process, reflection of the learning outcomes and the final result, the vision.

Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			VALUES METHODS	OBSERVE	IMMERSE	NARRATE
			18 1	**19** 2	**20** 3	**21** 4
22 5	**23** 6	**24** 7	**25** 8	**26** 9	**27** 10	

INTRO → SITE ANALYSIS → VISION
OTHER SIDE — VALUES METHODS — INVESTIGATE — TEST — EVALUATE — PRESENT
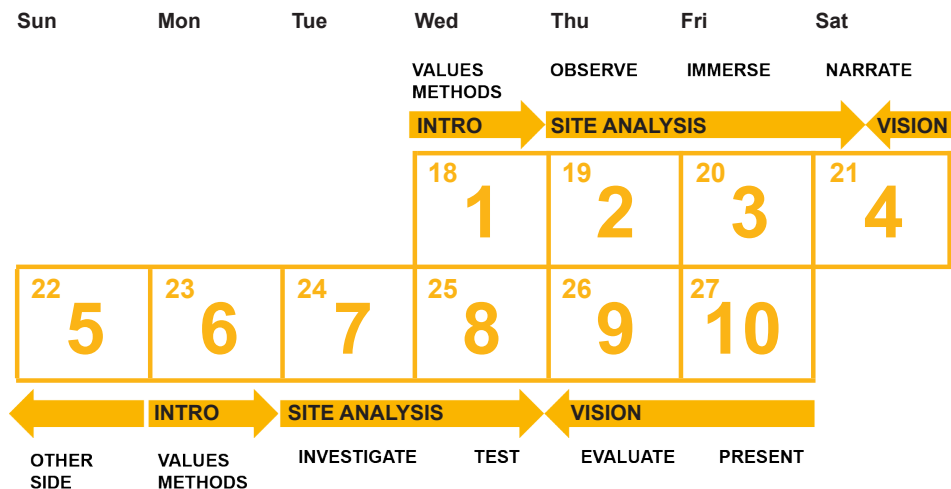
DAY 1 / Intro to Participatory Urbanism
DAY 2 / Site Analysis: Observe
DAY 3 / Site Analysis: Immerse
DAY 4 / Site Analysis - Vision: Narrate
DAY 5 / Site Analysis - Vision: Other side
DAY 6 / Intro: Your Methods & Values
DAY 7 / Site Analysis: Investigate
DAY 8 / Site Analysis: Test & Prototype
DAY 9 / Site Analysis - Vision: Evaluate
DAY 10 / Vision: Present

DAY 1 / Presentation

INTRO TO
Participatory Urbanism in Tagbilaran

18 1

Content:
(30 min)
A. Pecha Kucha (10 min)
B. Task 1 / Feedback (10 min)
C. Discussion & Questions (5-10 min)
D. Closing circle (2 min)

Materials
Projection file & projector
Feedback forms x 30
Camera, Recorder

Participants:

(Aalto) (BISU) (NIT)

A. Pecha Kucha 10 X 10
1. Img. Last years group photo
2. Img. Site analysis together
3. Img. City visioning Tabgilaran
4. Img. Worst Case Scenarios
5. Img. Issues & Responses: Urban Lab
6. Img. Web-site / organisation - does it work
7. Img. This years aims
8. Img. Kit & Tasks
9. Img. Calendar
10. Img. Task 1

B.Task 1:
Reflection and feedback on project topic

C. Discussion & Questions:
Giving out business cards.
Q: Answers are treated as anonymous and gatheres to facebook. Can we use photos and data taken from here?

D. Closing circle:
1 word that you take with you from this workshop.

DAY 1 / Presentation

INTRO TO
Participatory Urbanism in Tagbilaran

Task aim & instructions:
You hear a presentation about a project deriving from last years study exchange in Tagbilaran. The project has two phases: first is about forming an initial idea, a design proposal for the city and second, happening this year, is about testing the idea in practice.

Your task is to reflect and give feedback on the project ideas and in this way you will participate in developing the process into a more participatory in nature.

A) Is participatory design familiar concept to you?

-3 -2 -1 0 +1 +2 +3

B) Are you interested in joining the participatory process?

-3 -2 -1 0 +1 +2 +3

C) What skills / expertise / interest you have that could be utilized and developed in the process? (Example, graphic, social - skills)

_____

Feedback

18 1

School: _____
Field: _____
Age: _____
Sex: F M

All information gathered will be dealt with anonymity. Results are showcased in a public website: www.facebook.com/tagbilaran.lab

1) Do you feel like you understood today's topic/aim?

-3 -2 -1 0 +1 +2 +3

2) Is the topic familiar to you?

-3 -2 -1 0 +1 +2 +3

3) Is it interesting to you?

-3 -2 -1 0 +1 +2 +3

4) Do you feel like the tasks are useful for you?

-3 -2 -1 0 +1 +2 +3

5) What do you feel you learnt /gained from the day?

_____

6) What do you think are the benefits and opportunities of the methods?

_____

7) What do you think are the weaknesses and challenges of the methods?

_____

8) Comments?

to hand out 'in back

103

STRATEGY FOR
Documenting The Testing Process

Methods

- Workshops with Students (BISU, NIT, Aalto)
  Testing participatory tools and collecting feedback from the process and the results.
- Interviews, Discussions and mapping with locals existing attributes.

Documentation Tools

- Task Reflection and Feedback form
- Photography
- Notes
- Daily Summaries and Reflection
- Mapping process and actors involved
- Fb- page for Results visualisation and sharing

Communicative Tools:

10-day test-kit to participatory planning in Tagbilaran city

Gmail: tagbilaran.lab@gmail.com
Facebook page
Google Drive
Google Calendar

Task & Feedback Results collected and shared on public website
www.facebook.com/Tagbilaran.Lab

Day 2-4 / Site Analysis Methods

19 2	20 3	21 4

Methods
Site analyses are conducted in three consecutive days, each day having a different approach to studying a specific location. The focus is in understanding everyday life of different inhabitant groups of the city.

DAY 2 / Observe
First site analysis day is about observing the user groups. Counting age groups and mapping and documenting their activities in space.

DAY 3 / Immerse
Merging to the context through tracing, mapping and interviewing with the local inhabitants.

DAY 4 / Narrate
Picking up narratives, through tracing, documenting and creating a storyline and a vision of interest

Participants

(Aalto) (BISU) (NIT) (inhabitants)

Group work
Different roles in the groups should be divided between the participants.

Roles
1. Note-taker
Takes notes and draws sketches of findings
2. Documenter
Photographs, videotapes, or sketches the process
3. Observer & Time-keeper
Observes the group, the context, local inhabitants and situations
4. Group Leader
Takes care all the documents and tasks are fulfilled, collected and delivered after each day.

Daily Tasks & Materials
1+1= Task + Daily Feedback form
End of each day group should have fulfilled the group task and an individual task and feedback form on the days work. Group leader will bring the forms to the daily sundown meeting. Take your cameras, a timer and notebooks along for the documentation process.

DAYS 2-4 Site Analysis

INTRO TO
City Life
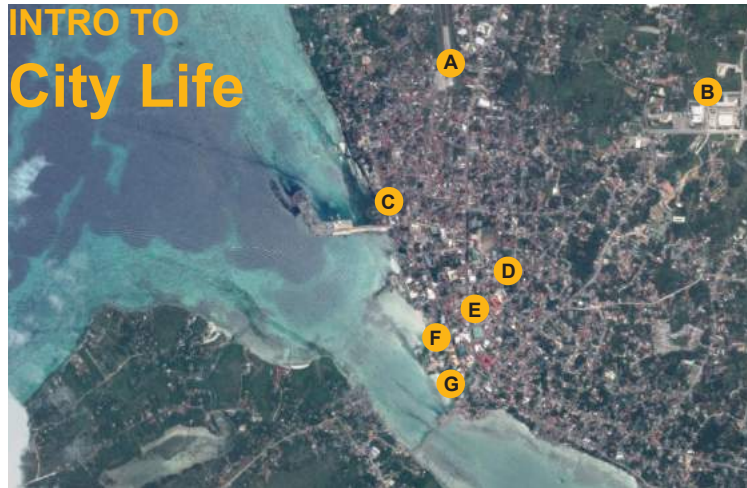
	19 **2**	20 **3**	21 **4**
	2 THU	**3** FRI	**4** SAT
GROUP 1		C-D	G-?
	A-B	E-F	
GROUP 2		E-F	A-B
	C-D	G-?	
GROUP 3		G-?	C-D
	E-F	A-B	
GROUP 4		A-B	E-F
	G-?	C-D	

Places

A) Airport
B) ICM, CPM, IBT
C) The Pier
D) City Block
E) Plaza and Church area
F) Informal Settlements
G) Bridge & Fish Market
?) Somewhere else?

Groups

Group 1

Group 2

Group 3

Group 4

to hand out 'n back

DAY 2 / Site Analysis

DOCUMENT
Activities

Map / Trace

Choose a method to document people's activities in site, and how the space is involved in the activity. What are the people doing? How is the place for it?

Draw, photograph,film,take keyword of activities. Use atleast two types of documentation, (ex. notes+ photos, sketches + keywords) focusing on atleast two situations of different usergroups.
Document them in physical form or digitally online at:

google drive:
Day 2 Task / Trace and Observe Activities
or e-mail:
tagbilaran.lab@gmail.com

Sketch

Documentation types

1._____
2._____

Actors & Activities

1._____
2._____

Places / Situations / Activities

1._____
2._____
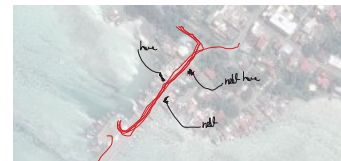
Photograph,
Film

to hand out 'n back

DAY 2 / Site analysis

COUNT

Age Groups

Counting instructions:

Count first all the age groups. count 2 minutes for each group.

2+2+2+2= 8 min

Count the sexes of each group.

2min x 8 = 16 min

Location	A. Airport		
Time	15:00		
Children	IIII IIII IIII		
M	IIII IIII I		
F	III		
Youth	IIII		
M	III		
F	I		
Adults	IIII IIII		
M	IIII I		
F	III		
Eldely	III II		
M	III		
F	I		

to hand out 'n back

DAY 2 / Site Analysis

OBSERVE

Who are the City Users?

19
2

Duration an afternoon
Location two segnalated locations

Tasks:
A. Counting age groups
B. Mapping groups and activities
C. Documenting activities
D. Task reflection & Feedback

Materials to provide
Maps of sites (A3's)
Task feedback form

Participants:

Aalto   BISU   NIT

Aim:
To learn about about the different user groups of the acting in the city. To understand who are the users of specific locations and what groups are absent. To discover what people do in these spaces and how the spaces respond to the activities.
.

A. Counting age groups
Students count different age groups and sexes in the different locations.
Age groups: **Children**
Youth
Adults
Elderly

B. Mapping groups
Students map where the different people of the age groups and their activities are located.

C. Observing and tracing actions
Students document activities of the different groups of people and how the place is, in order to see connections between social, physical and programmatic elements

D.ITaskIreflectionI&IFeedbackI
Collection, reflection, and feedback on task findings and the task itself.

DAY 3 / Site Analysis

IMMERSE
How is the Daily Life?

20
3

Content: (1 day)
to be conducted in two segnalated locations

A. Introducing yourselves to locals
B. Mapping home and work spaces
C. Interviewing locals

Materials to provide
Maps of sites (A3's) + maps of the whole city (A3s)
Stickers, Task feedback form, example questions?

Participants:

Aalto   **BISU**   **NIT**

Aim:
To understand where people live and work in the city by immersing to the local context. To gain an idea of how everyday life can be in the city, how and when people go to work, how they live in the city and what their wishes for the future of the area.

A) Introducing yourselves to the locals
Students introduce themselves to the local inhabitants, explaining about their agendas of studying public life and testing of participatory tools in the city. Asking permit for photographing and to ask some questions considering their life in the city.

B) Mapping home and workspaces
Students mark with one color stickers per person home (L) and work (W) spaces in the city.

C) Interviewing locals
Students ask questions related to their living patterns, everyday life in the city.

D)lTasklreflectionl&lFeedbackl
Collection, reflection, and feedback on task findings and the task itself.

DAY 4 / Analyse & Vision

NARRATE
How could their Story be like?

21
4

Content: (1 day) to be conducted in 2 segnalated loca-
tions

) Documenting narratives
isiting last two sites, observe the people and think of the
tories, and narratives that has come to light in the last two
ays. Document interesting aspects to you.
) Create a vision, a narrative of a person or group of peo-
le, in a location in the city that you would like to work on in
our project.
) Vision

Materials to provide
4 papers, Task and Feedback paper

Participants:

Aim:
To squeeze down the interesting narratives and design potentials from the site analysis in an intuitive manner. Creating a narrative, based on real people living and acting in the city. To vision what their input as a designer could be, what medium can they master?

A) Documenting narratives
Make connection with the local inhabitants by introducing yourselves as students, and that you are studying the public life in the city and that you would like to ask some questions from them. Good conducts in photographing. Ask permission!

B) Story telling
Mark with one color stickers per person home (L) and work (W) spaces in the city.

C) Visioning design input / formats
In what format can your prototype and final design proposal be in? (architectural design, graphic design, T-shirt, post-card)

D)lTasklreflectionl&lFeedbackl
Collection, reflection, and feedback on task findings and the task itself.

DAY 5 / Site Analysis & Vision

22
5

NARRATE
The other Side of The Story

Content:
(1/2 day)
to be conducted in Panglao island or other touristic locations.

A) Observing the two sides of sea
B) Counting and mapping people
C) Mapping home and work spaces
D) Interviewing people

Materials to provide
Maps of sites (A3's) + maps of the whole city (A3s)
Stickers, Task feedback form, example questions

Participants: optional task

(Aalto)   (NIT)   (Johan-na)

Aim:
To observe the two sides, the two cities in the area and the two different user groups of the other neithbouring city of Panglao, the tourists and the local workers to see how they use the city of Tagbilaran to find out the possible differencies in spatial usage.

A) Observing the two sides
Documenting spatial differencies and similarities in the area.

B) Counting & mapping people
Task 2

C) Mapping home/hotel and work spaces
Task 3

D) Interviewing people
Do you go to Tagbilaran? Where? What for? How?

DAY 6 / Presentation

23
6

INTRO TO
The New Vision

Content:
Duration: 1 day, Where: BISU
With Whom: Assigned Groups

A) Introducing and group comments the Visions
B) Defining individual or common, connected visions
C) Designing a project plan / strategies for testing phase

Materials to provide
Working space, materials for presenting ideas; posters, postcards, pens, post-its, task & feedback form

Participants:

(Aalto)   (BISU)   (NIT)

Aim:
To introduce the visions and initial ideas to local fellow students and get their input and local expertise in the project. After stories exchanges, collaborations can emerge, to find common themes, issues to work on.

A) Introducing and group comments the Visions
Each student that has done task 4, introduces their vision to the rest of the group. Group gives feedback (facilitate this?)

B)lDefininglindividuallorlcommon,lconnectedlvisions,l issues
After the presentations discuss if there were common topics or themes of interest or other interesting possibilities to combine ones vision, or to leave theirs and work further on someone elses.

C) Designing a project plan / strategies for testing phase
How to test and investigate the vision further? What needs to be investigated? What could be tested out through rough prototyping?

DAY 7 / **Site Analysis**

INVESTIGATE

The Background Research

24
7

Aim:
To find out what are the real issues behind the story, who else is involved, what is happening there that is related to your narrative / interest. Where there is potential for design interventions. What can be used, what is already there?

A)IDefinelissues,IaimsIandIvalues
What are the issues behind the story and potentials? Defining issues, aims and values.

Content:
Duration: 1 day, Where: City
With Whom: Formed groups

A) What are the issues behind?
B) Who are involved? / What are the Networks?
C) Consulting Local expertise / ask questions

B) Map Networks
Who else is involved? What are the connected networks, local attributes that can contribute, work as a stepping stone to activity. Finding potential partners.

C) Consult Local expertise
Interviews with similar groups, organisations, local inhabitants about the topic

Materials to provide
Task and Feedback form, meetings with local decision- makers

Participants:

Aalto   Johan-na

DAY 8 / **Site Analysis - Vision**

TEST

The Idea in Practice

25
8

Aim:
To

Content:
Duration: 1 day, Where: Project Site
With Whom: Formed groups & Target groups, Local inhabitants

A) Introduce the story / vision to your target group
B) Dialogue about the vision

Materials to provide
Task and Feedback form, meetings with local decision- makers

Participants:

Aalto   BISU   NIT

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DAY 9 / **Presentation**

VISUALISE
Conveying the Story

Task description and aim:
To i

ResultslandlReflection

A) What are the most important discovery of the day for you?

_____
_____

Feedback

School: _____
Field: _____
Age: _____
Sex: F M

All information gathered will be dealt with anonomity. Results are showcased in a public website: www.facebook.com/tagbilaran.lab

1) Do you feel like you understood today's topic/aim?

-3 -2 -1   0 +1 +2 +3

2) Is the topic familiar to you?

-3 -2 -1   0 +1 +2 +3

3) Is it interesting to you?

-3 -2 -1   0 +1 +2 +3

4) Do you feel like the tasks are useful for you?

-3 -2 -1   0 +1 +2 +3

5) What do you feel you learnt /gained from the day?

_____
_____

6) What do you think are the benefits and opportunities of the methods?

_____
_____

7) What do you think are the weaknesses and challenges of the methods?

_____
_____

8) Comments?

_____

26
9

to hand out 'n back

DAY 10 / **Vision - Presentation**

PRESENT
Process Reflection Result

Task description and aim:
To i

ResultslandlReflection

A) What are the most important discovery of the day for you?

_____
_____

Feedback

School: _____
Field: _____
Age: _____
Sex: F M

All information gathered will be dealt with anonomity. Results are showcased in a public website: www.facebook.com/tagbilaran.lab

1) Do you feel like you understood today's topic/aim?

-3 -2 -1   0 +1 +2 +3

2) Is the topic familiar to you?

-3 -2 -1   0 +1 +2 +3

3) Is it interesting to you?

-3 -2 -1   0 +1 +2 +3

4) Do you feel like the tasks are useful for you?

-3 -2 -1   0 +1 +2 +3

5) What do you feel you learnt /gained from the day?

_____
_____

6) What do you think are the benefits and opportunities of the methods?

_____
_____

7) What do you think are the weaknesses and challenges of the methods?

_____
_____

8) Comments?

_____

27
10

to hand out 'n back

EXTRA TASKS
Planning For Change

Task / Post card of the city today

WHAT?
What kind of postcard would you send of the city? #

WHY?

WHO?

HOW?

Feedback

Instructions in the beginning. The feedback section is optional
The results are treaded as anonymous and collected.

Group, Profession: _____
Age: _____
Sex: F M

1. Do you feel like you understood the task?

                    Y / N

2. What do you think about the task?

3. Was it useful? How?

4. What was difficult? What would you change?

Results shown in an internet site:

www.facebook.com/tagbilaran.lab

Task / Post card of the city tomorrow

WHAT? / INSTRUCTIONS
change, stay the same
What aapects How? / Why? trace over /

A) how I think it will be in the future?

B) How I would like it to be in the future?

Feedback

Instructions in the beginning. The feedback section is optional
The results are treaded as anonymous and collected.

Group, Profession: _____
Age: _____
Sex: F M

1. Do you feel like you understood the task?

                    Y / N

2. What do you think about the task?

3. Was it useful? How?

4. What was difficult? What would you change?

Results shown in an internet site:

www.facebook.com/tagbilaran.lab

References Used for Developing the KIT

IDEO
1. Field Guide to Human Centered Design
2. An introduction to human-centered design
 - The design process
3. IDEO HCD Toolkit

Aalto LAB reports:
1. Aalto LAB Shanghai - Final report
2. Aalto LAB Mexico: Co-Designing to maintain Ecosystem Services
3. Introduction to Aalto LAB
4. Aalto LAb Mexico 2015 . 2016

Uusi Kaupunki / Vuorivaikutteisen suunnittelun ja ympäristötutkimuksen metodipaketti
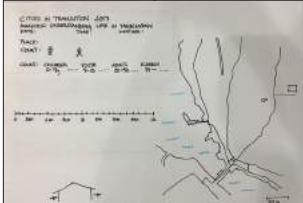
Practical Learnings

6.3 #Cit.Tag.Lab
The Fieldwork Investigations

Figure. **6.2** Kaliplay (Rueda, 2017).

INDEX

6.3 #Cit.Tag.Lab
The Fieldwork Investigations

WHEN? 08.01.2017-18.01.2017
WHERE? Tagbilaran Philippines
WHAT? Academic Learning Exchange between three universities

Fieldwork

Fieldwork lasted of ten days. First week was about the students to get to know each other and the local context and second about ideation and testing of design plans. The fieldwork investigation chapter highlights the most important events during the exchange when considering the potentials and challenges of continuity of the exchange actions. Aftermath chapter deals with investigations conducted a week after the exchange in Tagbilaran city to understand what types of continuity was born after the exchange.

Structure

Day 1 / Introduction to Participatory Planning
Day 1-4 / Conducting Interviews
Day 1-4 / Interview results
Day 6 / Ideation workshop
Day 7-8 / Tapping to Local Resources
Day 8 / Small Interventions
Day 9.10 / Final Presentations
Results /
Student Feedback and Learning
Aftermath
Conclusion / Key Findings & Design Framework

Figure. **6.3** Kaliplay Group (Rueda, 2017).

6.3.1 Day 1
Introduction to Participatory Planning

WHO?
Learning Exchange Participants
AALTO: 2 teachers, 1 MT student, 10 master students
NITech: 1 teacher, 6 master students (1 exchange student)
BISU: 1 dean, 1 instructor, 4 tutors, 8 bachelor students

WHERE?
In Bohol FabLab, in Bohol Island State University (BISU), Tagbilaran City

WHEN?
DAY 1 of the exchange
Wednesday 18th January at 09.00-12.00 am.

Introduction to Participatory Methodology
On the first day of the exchange the students were introduced to the aim of the fieldwork: testing participatory processes in practice in the city of Tagbilaran. When asked if the students were familiar with the topic of participatory practices or planning (Hamdi, 2004; Jacobs, 1961), none of the local students raised their hands. The local university students and staff had not seen the local city planning department's future vision of Tagbilaran as a "Livable city by 2020" (Tagbilaran City Planning Department, 2016, p.10). They said it was more common to hear rumours about the public sector's development plans rather than to see concrete images or planning proposals. The responses from the local actors refer to a condition where participatory planning is not commonly known or practiced by the academia, nor the public sector.

Conveying Information
Aalto students kept brief literature reviews related to the theoretical framework of participatory planning (Gehl, 2010; IDEO).It became evident, that in conveying vast amounts of complex information in a short time, visual and interactive presentations resulted successful in keeping up the listeners' interests and in facilitating their understanding.

Games for team-building
Next an ice-breaker game, a playful competition of building a paper tower to hold an egg, was played to facilitate forming of mixed student teams. Playing resulted as an effective way of team-building. The students gained confidence with one another through the game: In the beginning they were shy towards one another, when in the end of the fame the new student groups had already come up with team names, shared laughs and ideas with one another and they had managed to reach a common goal. Similar discoveries done by other theorists and gaming as a way to promote participatory practices is discussed in depth in the part 3.

Introduction to Participation in Practice
Methods and Tasks
The methods and tools were introduced to the new student groups to start testing participatory practices in the city, to start reflecting upon their learning experiences and to give feedback of the process. Feedback was collected through feedback forms focusing on the students' learning process.
The first task, for the students, was to count and interview people in different significant sites in the city. For the counting the students observed what people groups used or were absent in specific places of the city. The interviews included mapping the inhabitants' daily schedules and routes in the city and their household resource flows, enabling the students to learn about the everyday practices of the inhabitants of the city Feedback concentrated on the students' understanding and opinions about the methods and tasks used, as well as, on their reflections on the learnings gained through the process.

Provided Tools
Students were provided a format to fill in the information coming from the calculations and the interviews (Appendix 6.2). They were given the "business cards", including a short course description and the student contacts (Appendix 6.2), to distribute to participants. The business cards were to help students to explain the course aim, and the purpose of their enquiry, and to exchange contacts with stakeholders. Students were also given out the feedback forms to fill up after the day. (Appendix 6.2).

Figure. **6.4** Ice-Breaking Games.

KEY WORDS & FINDINGS

Keywords
Participatory Planning, Information sharing,
Team building, Games

Findings

+ / Opportunities
+ Visual and interactive material engaging and
   facilitates information sharing
+ Games effective way of team-building

- / Challenges
- Participatory planning not a familiar concept.
   Needs to be introduced.
- Public sector's city visions do not reach academia
- Information sharing

? / Questions
How to facilitate sharing information & methodologies?

6.3.2 Days 1-4
Interviews

WHO?

Interviewers
AALTO, BISU and *NITech* students / 28
BISU tutors / 4

Group sizes / 8 (7 students +1 tutor)
Number of groups / 4
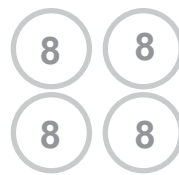
Interviewees
Local inhabitants / 31

WHAT?

Interview process
Collection, Documentation & Analysis of Data
The mixed students groups conducted interviews with local inhabitants. The *AALTO* students gathered the information together and categorized the answers under different topics. This thesis focuses on examining the interview process, the tasks and the tools provided, the impacts on students' learning experience and the analysis and representation of results.

WHERE?

Designated Sites Around the City
The students interviewed people in eight defined sites around the city. (Figure 6.4) The sites were chosen on grounds of their different nature in their built environment, programme and user groups, to give the students an idea of the different sides of the city. The sites are also important nodes of future development schemes proposed by the city's planning department (Tagbilaran City Planning Department, 2016).

Most interviews were conducted in the busy semi-public areas near the city mall, market and bus terminal, as well as in some of the more organized informal settlements. Fewest interviews were conducted on the busy roads and in the newer, less organized informal settlements that have less legal power (AALTO Students, 2017) (Figure 6.5).

WHEN?

The interviews were conducted over the course of four days from Wednesday afternoon to Saturday noon. Students worked half a day for two days and a full day for the other two days. During the half a day work sessions, the students visited one site, and during the full day sessions, they visited two sites.

In each site the students were instructed to calculate the groups of people being interviewed and conduct at least three interviews. The students managed to visit all of the sites and conduct most of the interviews but, when collecting the results, only a small portion of responses was documented leaving the total number of written responses to much fewer than instructed.

The interviews were conducted during early and late mornings, and afternoons. None were done in the evenings and in four cases the time was left unmarked. Not interviewing people in the evening might influence the groups of people selected for the interviews. In order to have more efficient and rigorous way of collecting and analysing information, better designed tools and framework for conducting the interviews are needed.

***Figure* 6.5** Interview Sites in Tagbilaran City.

Time

Early Morning 05-09	2
Morning 09-13	17
Afternoon 13-17	8
Evening & Night	0
Not marked	4

Dates

Wed 01/18	4
Thu 01/19	11
Fri 01/20	12
Sat 01/21	4

Sites

Site 1	8
Site 2	2
Site 3	5
Site 4	8
Site 5	1
Site 6	4
Site 7	2
Site 8	1
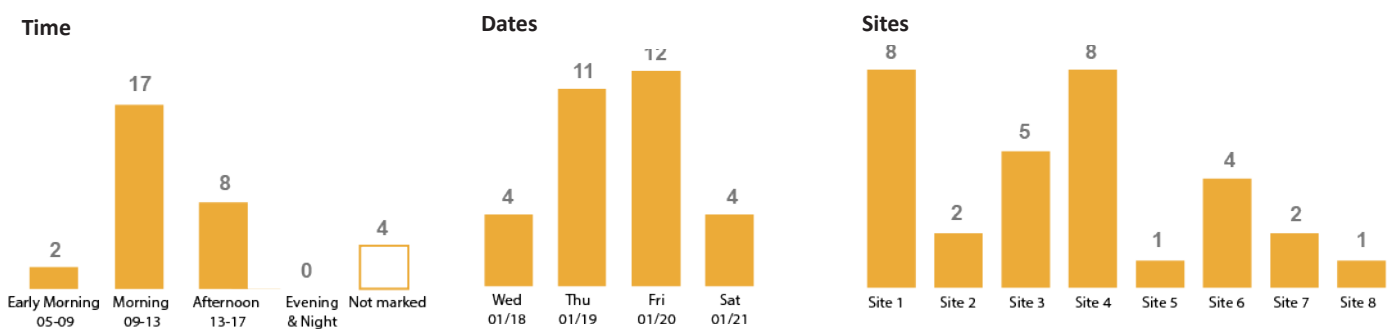
Figure 6.6. Conducted Interviews: times, dates and sites.

Interview Process and Tools

Feedback of the Process Improvement Suggestions

Methods
Students suggested smaller groups with better-divided roles for conducting interviews. They were requesting for more time for group forming and for exchanging information within the international groups, as a lot of information needed to get translated and so much of the work was left for the local students to handle with.

Tools
Most of the students requested for more help and guidelines in conducting interviews. There is a need for a framework that guides the interviews and rigorous information collections while allowing the freedom for unexpected answers and conversations to occur.
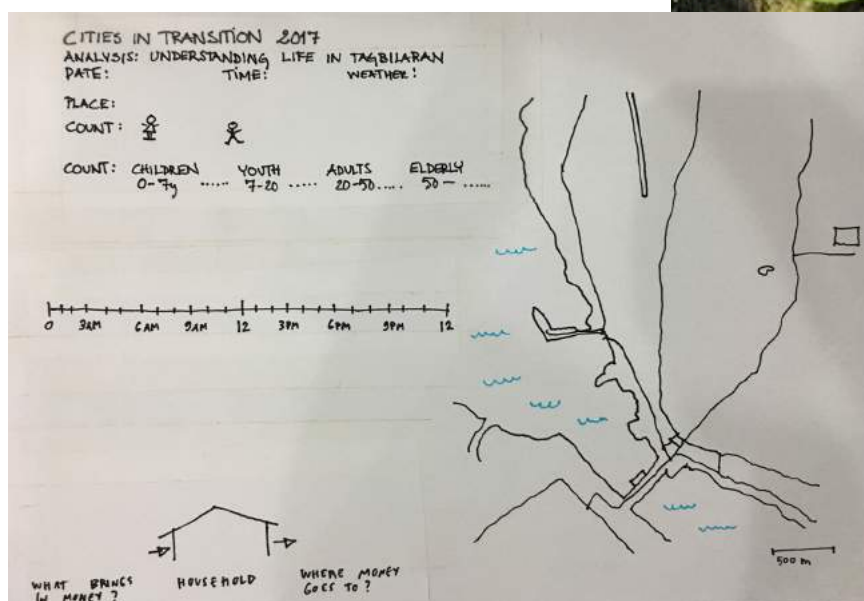
Figure **6.7.** The initial interview format for guiding the interview process.

Figure **6.8.** Students interviewing local inhabitants about the
use of plants as an income resource.

Interview Results

Interviewee profiles

Majority of the interviewees were women (64%). Most were adults (20-50 years) 36% and youth (8-19 years) 32%. Elderly (>50 years) were presented (23%) but only one person reached age older than 80. No responses from children (0-7 years) were documented and in some cases age was not marked (9%).

The fact that majority of the interviews were conducted with women working at home, was a results of many things, such as the time of the day the interviews were conducted, their locations in the informal settlements and that women were more open to talk with the students. The counting however showcased that they were not a major group when observing people using the city spaces.

In most of the interviews the place of origin of the interviewee was not marked (52%) but from the ones that were, 60% lived in Tagbilaran city and other 40% came from near by villages and towns.

Most common professions amongst the interviewed were working as housewives or as baby-sitters (23%), then people working with fishing industry related professions (19%), sales (16%) and manual labour. (10%). Also a couple of neighbourhood association leaders, city officials and students were interviewed as well as one tourism officer, one safety guard and one architect. For one interviewee's profession was not marked.

Other results

Students were to ask about the timetable and routes of the interviewees on a typical day in the city and about the resource flow of their households. During and after the exchange AALTO students collected and categorized the information gathered from the interviews under common themes, some gaining more information than others.

The most responses and filled in categories had to do with marking the time and date of the interviews, the professions of the interviewees, about the number of people living in their households, the number of children living in households, about their transit methods and typical timetables for the day.

There were too few answers filled for the interviewees names, income and outcome flows coming to the household, about the income sources, about distances to their usual destinations.

Some answers came under the topics of: place of the interview, age and place of origin of the interviewees, about their housing typologies, family relations, outcome sources, spare time activities and improvement ideas they have for the city.

Some answers students got from the interviews responded to the questions set up by the site analysis tools but many brought about new questions and answers to think about.

Figure **6.9.** Interviewee Profiles.
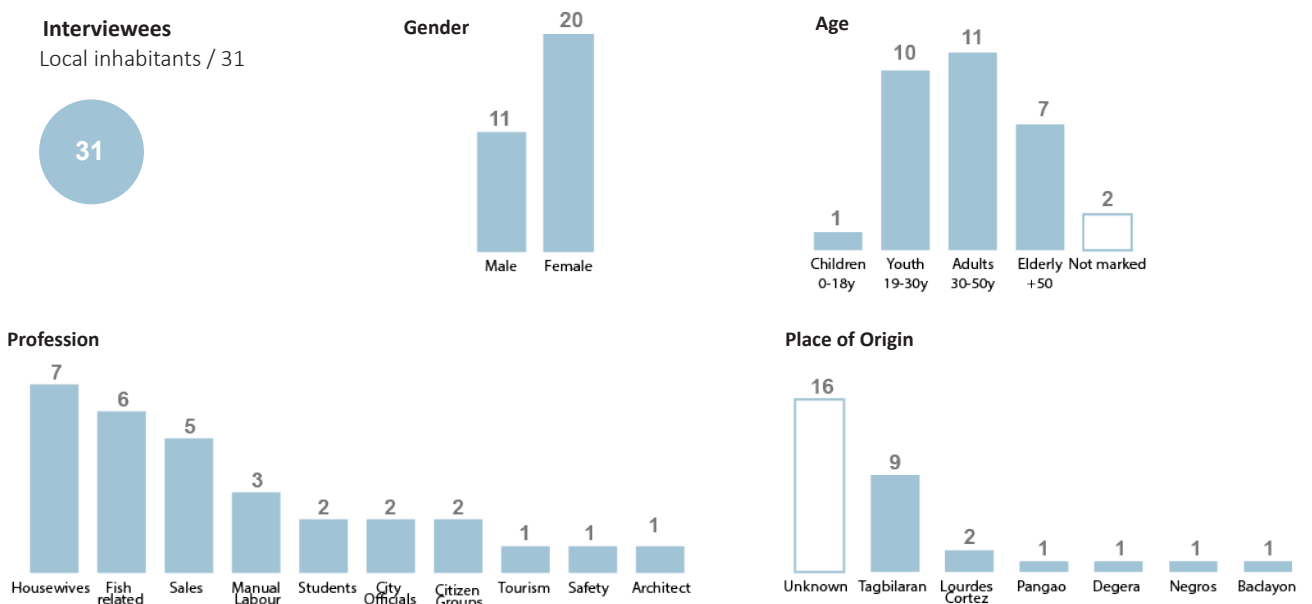
Student Learnings from the Interviews

Sundown Meetings with Aalto Students
After each site analysis day (Days 1-4) AALTO university students, teachers and the author of this thesis gathered for sundown meetings, to collect, compare and analyse the information gained during the days. Each time the meetings prolonged due to the vast amount of information shared with one another. It became evident that there was a need for the students to find effective ways to categorize the different answer topics in order to sum up the results and to compare them to one another.

Result Documentation and Analysis
It turned out to be challenging to ask and document all the answers, because some answers were more abstract than others, more difficult to count, categorize and document. The students also found that some questions were more private than others, leaving them questioning their right of asking people about their private lives.

Position, Role and Rights
Students started to reflect upon their own position in the process, their agendas and roles and what they could offer in return. They started to question why they were there in the first place and how they could justify for taking people's time for the student's benefit.

There was a lot of discussion on how the students could introduce themselves and their agendas without giving false promises of development projects. The common agreement was to position themselves as students that are here to learn rather than teach or help. Students started to reflect about the importance of a transparent approach when engaging with people and that it requires the students themselves to understand and being able to clearly state their own position and agendas in the process.

Learnings from the Process
After the exchange Aalto students gathered instructions to "How to do an interview" (Aalto Students, 2017, p.5) It includes advice to identifying roles within the interviewer group, choosing the interviewee and allowing natural conversations and allowing unexpected results

Feedback forms (Appendix 6.2) collected from the students during the learning exchange showcase that for the foreign students interviews provided a method to get to know the local context through examining people's everyday practices, and through hearing about their needs and wishes for the city. They learned about the complexity of the issues and how to deal with the not-knowing and ignorance that foreigners and outsiders are bound with. The students wished to have had a positive influence in the local context and in this way leave something behind.

Through the interviewing process the local students discovered new sides of their city, about the city's conditions that they were not aware off. They started to reflect upon how planning could be improved in order to respond better to the local needs and potentials. They recognized a gap in communication between the government and local communities, which has to be fixed in order to develop the city in sustainable manners. They started visioning alternative, more sustainable futures for the city by rethinking and challenging the existing planning processes and their requirements for the city. They started to recognize points of improvements in the city, such as the need for more public and green spaces, promoting local cultural heritage and working with waste management issues in the community level.

While conducting interviews local students visited sites of informal settlements that they have not seen before.
They were surprised of their poor conditions, but in the same time started to see valuable aspects in the dwellings and in the communities. The local students said they were inspired by the way of conducting participatory research, in including communities in the design process and in testing ideas and issues in practice instead of assuming problems and solutions. One said to have gotten a wider scope to his design approach and many wanted to apply the learned methods in their future studies and professional life. Some wanted to change their master thesis topics to deal with participatory methods with marginalized groups in planning and design processes (Appendix 6.3).

Income Php (answers)

Not marked	16
Depending on sells	8
Told precise incomes	5
Very Low	1
Very Good	1
Other answers	1

Outcome Php (answers)

Not marked	27
precise estimate	1
depends on income	3

Income Php / Day

Construction worker	200
Area Coordinator	220
Airport worker	270
Locksmith	300
Sailor	330
Fish seller	500
Accountant Executive	670
Architect	700

Income Sources in Household

All working	14
Owns a shop	5
Not marked	7
One working	6
Some working	4

Distance to Work / School

Not marked	14
Home / Walking Distance 10- 20 mins	9
Car / Motorbike 10 mins	3
Public Transport 15-30 mins	2

Transit Methods

Tricycle	12
Walk	10
Public Transport	4
Own Motorcycle	4
Own / Relative's Car	3
Fishing boat	1
Not marked	1

Outcome Sources in Household

Food	13
Not marked	11
Education	6
Health	6
Basic needs	5
Rent	4
For children	3
Water	3
Electricity	3
Land	2
Transportation	2
Trips / Leisure	2

Income / Outcome Php (answers)
It resulted challenging questioning and answering about income and gathering exact amounts. Most income and outcome amounts were not questioned or documented. Income no answer (52%) Outcome, no answer (87%).

Some said their income depends a lot on fishing and sells they get the day (16%), *some estimated their salary precisely (26%). One said their income was very low and another, very good.*

Income / Day, Php & Professions
According to the result gained from the precisely informed salaries, the medium salary of the participants is 400 Php / day. (7,45€)
Architect is highest in the list, having a day pay of 700 Php/ day (13€). The lowest salaries on the list is of a construction worker making 200 Php/day (3,70€).

Income Sources
In most of the households all adults are working (29%). Out of which 36% own a small store within the family. In 25% of the cases one person is working in the household and in 17% cases some adults in the household work. There is no answer in 7 cases.

Outcome Sources
Only one person mentioned the amount of their precise monthly outcome:

5000/month for rent
3500/month for electricity
1500/month for ice & water
9000/month for food
Total costs= 19 000 /month

They get 20 000/month

Others described some expenses (such as the electricity bill being around 400 Php/month or that they have a yearly fee of the land to the government), but were unable to tell amounts as they felt it depended greatly from the varying amount of income.What comes across though is that there is no extra left, not even to the ones that are in the higher rank in the income list.

Outcome sources in the family
Most nominated outcome resourses fall in the basic need list, consisting of food (65%), education (30%) , medication and health (30%), rent (20%), water, electricity, money for children's activities (each of 15%) and transportation (10%). Some also have to pay for renting the land or their mortage, but trips and leisure were mentioned only once. In 11 cases there is no answer to this question.

Distance to work / School
Most of answeres were left unmarked. (14 cases)
Most (53%) people that responded work or go to school at home or in a walking distance. (0- 20 min walk) Others (18%) have a car or a motorbike, taking around 10 minutes to their destination. Rest (12%) take the public transport for around 15-30 drives, and they come from outside out the city.

Transit methods
Most people use tricycles (34%) or walk (29%)-
Some use public transport (12%) or own their own or have relatives motorcycle (12%) or a car (9%). One has a fishing boat. There is missing an answer in one case.

Distance to work / School
Most of answeres were left unmarked. (14 cases)
Most (53%) people that responded work or go to school at home or in a walking distance. (0- 20 min walk) Others (18%) have a car or a motorbike, taking around 10 minutes to their destination. Rest (12%) take the public transport for around 15-30 drives, and they come from outside out the city.

Favourite things in Tagbilaran
Favourite places in the city are malls (How many answers did we get?, from how many people)
Mall 6 (air-con), Beach 4, Home 2. Church 1
School 1 and Mangoa district 1.

Favourite attributes of the city are:
Friendly people 5, Peaceful 3, Community 2
Beautiful 1, Not expensive 1, Not too polluted 1
Lively city 1, Healthcare and School Services 1
Close location of settlements to the city services
(schools, church and the mall) 1

"Not changed much over time" (age40)
Do not fit with the "Changed a lot"
"More interesting now" (22)

Favourite places in Tagbilaran

Mall — 6
Beach — 4
Home — 2
Church — 1
School — 1
Mangoa district — 1

Favourite attributes of Tagbilaran

People — 6
Peacefull — 4
Community — 2
Beautiful — 1
Not expensive — 1
Not too polluted — 1
Lively — 1
Healthcare and School services — 1
Close location to services — 1

To improve in Tagbilaran

Traffic —
Waste — 2
Crime — 2
Drugs — 1
Housing — 1
Water — 1
Income — 1
Pollution — 1
Noise — 1
Crowded — 1
Expensive Goods — 1
Access roads — 1

Spare time activities

Housework — 13
Not marked — 9
Home & Family — 5
Community volunteering — 4
Church — 4
TV — 4
Sports — 4
Construction — 1
Gardening — 1

***Figure* 6.10.** Mapping places and numbers of conducted interviews (Aalto students, 2017).

Things to improve in Tagbilaran
(How many answers did i get to this one)

Traffic 4, Dirty/ Trash 2, Criminality 2 (avoiding secluded places), Housing 1, Drugs 1, Water 1 (not accessible and too expensive for big families.) Income 1 Community's situation 1 (president of neighbourhood association, informal settlements) Pollution 1, Expensive goods city 1, Difficult and dangerous home roads 1, Noisy and Crowded 1 "Tagbilaran turned from a peaceful place to a crowded, noisy place. Children used to play at streets" (age 85)

Least Favourite Places
As least favourite places 2 people mention the market for it "Smells and has a lot of garbage."
And one person doesn't like the malls.

Wish for:
One person wishes for more parking spaces in the city, one a news school, one a new mall, one more places to grow food in the city, one for more factory jobs and one a proper neighbourhood at the seaside.

unknown 7 (because this was treated as one wuquesiton, look also the next notes, what fits in here)

Spare time activities
Most answered spare time activity is housework, consisting of cleaning and washing clothes (7), cooking (3) grocery shopping (2) and taking care of the children (1). After that is spending time home with/ or without the family (5) and then volunteering in community activities and organizations (4) or going to the church (4). TV and sports are also populart (4, 4). One constructs his house and another is gardening to earn some extra income.

Community activites consists of tree planting and restoration works after the earth quake and it is organized through the church. Another person volunteers as a Barangay safekeeper twice a week from 8pm to 5am.

Please fill in the color codes accordingly for the specified hour. You can insert the specific color by copy-pasting. For more detailed information, please write in the bar. Important: Please use the same Interview Number in all of the forms so that we can link corresponding information.

Activity	Color code		Name of interviewer	Name of person interviewed	Interview #	Weekdays	00 - 01	01 - 02	02- 03	03 - 04	04 - 05	05 - 06	0
School =													
			Linda	Geleen Bolanio (8)	1	Mon - Sat							W
Work =					2								
			Linda	Linden Lao (5)	3	Mon - Fri/Sat					Wakes up	Wife prepar	
Transit/commute =					4								
					5								
Sleep =			Catarina	3	6								
					7								
Rest / Leisure =					8								
			Elina	Deah Quintia (2)	9								
Dinner / Lunch =			Elina	Arlene (2)	10								
					11								
Chores / Housework =					12								
					13								
Other (specify on the bar) =					14								
				4	15								
				4	16								
					17								
			Maria	Trixie (4)	18	Mon - Sat							
			Maria	Mary Jay (8)	19	Daily						Get kids rea	
			Maria	Unknown (6)	20	Mon-Sat							
			Catarina	Gordon (7)	21	Daily	Wakes up 4:30, depending on the fishing market				Works at th		
			Catarina	Eufemit (6)	22	Mon-Fri	Wakes up 4:30						
			Catarina	Jashper (6)	23	Mon-Fri					Tricycle to s		
			Catarina	Bonita (1)	24	Mon-Sat							
			Catarina	Lucia (1)	25	Mon-Sat							T
			Emilia	Vanessa (1)	26	Mon-Sat							
					27								
			Emilia	3	28	Mon-Sun	security guard						
			Emilia	3	29		barangay safekeeper (2 times a week)					wakes the c	
					30								

Additional Comments and Observations

Typical Day
Many work long hours and in several jobs to make ends meat, but the salaries are very low

Income
Various jobs, many work within the community in exchanging services or in family business or go around the city to provide their services.

Family
Many have family in other cities or abroad sending income to the family.

Expenses:
Mainly to education
People struggle, but they adapt and content to simple life.

Education
Expensive, priority and concern in many families, as the parents had to stop their education in early age and they want to provide a different opportunities for their children.

Best things about Tagbilaran
People, hospitable and friendly
Enjoy the market, athmosphere, beeing surrounded by friends and family

Wishes to change in Tagbilaran
The sewage system - flooding
Development plans against those of relocation

Improvements in their living environments

Freetime activities
Many volunteer in their community organizations, some having bigger roles as the president, mostly based on volunteer activity.

Religion plays an important part in the society and the church is an important meeting and community building place.

Cafees, malls for the air condition

Seashore not so popular, mainly amongst the

Inhabitant groups
informal settlements.
Enjoy the peacefullness and beeing surrounded by community and friends.

Young like the town more now than before, when for the older people it is the opposite.

Some started trom informal settlements and have moved on to renting a plot.

People very proud of their achievements, that they have found a way to get by

Homes
often constructed by themselves of by their relatives

Creativity / Income / organization
use plants, recycled materials, local resourses
create jobs in communities
(entrepreneurs in this sense)

6 - 07	07 - 08	08 - 09	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24	Weekend activities
Wake up 7:30	Motorcyc	Start work 9:00				Lunch					Get off 1	Dinner wit	Gym/work out, TV, rest at home					Work at mother's ice stor
es breakfast	Walk/tric	Work 8:30				Lunch at home		Back to work 13:30				Home 5:30; Rest, no TV, work out						Church, family time at ho
								Home, watches TV										
	Walk/tric	Project based work, does not work on Sundays.																
		Stays at home																
										Hang out, homework								
dy for school, laundry					Lunch							Supper						
		Work at office (architect)								Works outside office (coffee shops, home)								
e fish market, but it is a flexible working day, not a lot of time for the family																		
	Bus 30 min								household/basketball									
chool													Cook, cleans house, watches tv					
ricycle																		
		Multicab	work in clothes store Sabella at ICM															
	nephews moto						taking care of house											
hildren and prepares breakfast			works in private store + naps															

Figure **6.11.** Mapping and Comparing Interview Results (Aalto students, 2017).

self educated, learning skills in practice

Concerns
Health
Education
Future, relocation schemes

Dreams / Wishes
 to have their own store / business

Interests /
in developing their neighbourhoods and the city, security of the traffic systems, own hand experience

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Interview Conclusions

Figure **6.12** The students getting to know the city in mixed (international - local) student groups.

Figure **6.13** The Students visiting sites of the city for the first time. The local BISU students discovering new sites of their city.

Figure **6.14** The students being invited to the local inhabitants' home to conduct the interviews and to taste local delicacies.

Conclusions

- Some results are easy to measure and compare with one another (preestablished answers) others are more abstract and need open ending format.

- A need for more efficient way of mapping information in order to avoid the information getting lost

- Some questions are easier to ask and to document (pre-established answers,) while others are abstract or intimate or estimation related questions are harder to respond to.

- One needs to position themselves, (why am I here to be able to justify why they do what they do, what can they contribute in return?)

- The importance of transparency and avoiding making false promises

- What is the relevant information to gather to conduct longer-term participatory efforts?

KEY WORDS & FINDINGS

Keywords
Interviews, Data collection, Documentation, Representation, Format, Filter, Flexibility

Findings

+ / Opportunities
+ Interviews a good way to get to know the city

- / Challenges
- Loss of data on documentation phase
- Translating abstract and unexpected information to countable / comparable results
- Reaching all stakeholder groups (time, place, language)
- To know what info to extract from the ground to inform project ideas and to gain understanding of the local context
- Common structure needed for effective and correct way of collecting data, but flexible enough to adapt to diverse situations and to allow unexpected answers and conversations to happen

? / Questions
How to design a structure facilitating information collection that is fixed enough to give a common structure but flexible enough to allow emergence and diversion from the fixed structure?

6.3.3 Day 4
Ideation Workshop

WHO?

Learning Exchange Initiators
AALTO: 2 staff, 1 MT Student, 10 master students

WHERE?

In *Massimo's Restaurant, Tagbilaran City*

WHEN?

DAY 4 of the exchange
Saturday 18th January, at 13.00-17.00

WHAT?

Project Ideation Workshop

On the fourth day of the exchange the *AALTO* participants came together for an ideation workshop. The intensive workshop lasted for an afternoon and consisted of a series of post-it exercises to facilitate the ideation process. The aim was for the students to identify issues and, potentials in the local context that they would like to work with when creating their design proposals for the city's public spaces. They were to form project teams over common topics of interest and ideate a small intervention to test the idea in practice.

During the sundown meetings the Aalto university students had marked down words of the day to describe their most significant findings. In the ideation workshop the students rearranged these words into a SWOT- analysis diagram (Humphrey, 2005) identifying the current strengths and weaknesses of the city and the possible future threats and opportunities. The exercise was to help students to gain understanding of the different aspects of the local context and their relation to one another.

The group discussed *Nabeel Hamdi's* "trickle-up" concept (Hamdi, 2014.), about working with positive amplifiers, with small ideas that can be tested in practice in the ground level and if proved successful, scaled-up or replicated to gain bigger changes in the city.

The students started developing design project topics in two scales: thinking of the big project scale dealing with long-term planning strategies and aims and alternative visions for the city of *Tagbilaran*, and of the smaller scale that focus on testing design solutions in practice and on taking the first steps towards the bigger goal.

***Figure* 6.15.** The *AALTO* students organizing ideas in SWOT-analysis diagram

The students teamed-up over common project topic interests and the new groups started brainstorming over the ideas in the two scales and how to present the ideas to the other exchange students. They prepared presentation boards stating their research question in a manner: "How might we.. ?"

Four project teams were formed, two of which focused on enhancing the living environments of informal settlements and two on spreading awareness of the natural and cultural assets of the city among the local inhabitants.

The Student Feedback and Learning Process

At this point the *AALTO* students gave feedback on the learning process. They found it very informative, but packed up with too many different tasks, leaving too little time to combine and reflect upon the results. The intensity of the ideation workshop, left to a condition where the ideation process failed to connect back to all the information gained from the interview processes and to existing similar processes already happening locally.

It seemed to be much easier for the students to identify the big project themes and goals that deal with abstract issues and planning jargon, than to identify the practical first steps to be taken in order to test a part of the big idea in practice and in order to ground the idea to the local context.

Figure 6.16. The students showcasing workshop results.

Figure 6.17 The students discussing about project topics.

The students found SWOT-analysis (Humphrey, 2005) and effective way to make connections between things, to discuss and make decisions within the group. They felt the ideation workshop and especially the SWOT-analysis should have been done within the whole exchange group, especially with the local students that could provide valuable insights. The task was decided to be repeated on the following Monday within the whole exchange group, and the students were suggested to keep on using the SWOT-analysis as a tool for discussions and for gaining understanding.

Figure 6.18. The SWOT-analysis diagram

KEY WORDS & FINDINGS

Keywords
Ideation, Results, Workshops, Hands-On, Practical Now - Strategic Future, SWOT

Findings

+ / Opportunities
+ Hands-on post it exercises an easy and flexible way to collectively map down and organize things
+ SWOT-analysis effective tool to gain understanding of issues and potentials related to local context
+ Ideation in two scales: First step, practical now and long-term future vision, goal
+ Positioning oneself: what skills, interests and what can I contribute to a collaboration
+ Finding common interests, defining common goals

- / Challenges
- A need for including stakeholders and local attributes (interview findings) better in the ideation process: invite them in order for them to gain ownership of the process
(BISU students and local inhabitants)

? / Questions
- How to ideate from existing information and recognize what you need to know more of?
- How to bring the ideation process to the people?

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6.3.4 Days 6-9
Tapping into Local Resources

WHO?

Learning Exchange Participants
AALTO: 2 teachers, 1 MT student, 10 master students
NITech: 1 teacher, 6 master students (1 exchange student)
BISU: 1 dean, 1 instructor, 4 tutors, 8 students
Local Authorities: Architects from City Planning Department
Local Practitioners: architect, entrepreneur

WHERE?

In Bohol FabLab, in Bohol Island State University, (BISU)
Around Tagbilaran City

WHEN?

DAYS 6-9 of the exchange: 21st - 24th of January, 2017.

WHAT?

Action Planning and Tapping into Local Resources

In the beginning of the second week Aalto University students introduced the project topics to rest of the students of the exchange. Four mixed students groups were formed around the projects according to personal interests. A fifth project group surfaced with new set of interests and ideas. Some examples of small urban interventions gathered from the internet were showcased to the group for them to start brainstorming and action planning one of their own.

Handing over the Process: Students as Initiators

This phase was less facilitated leaving it to the student groups to investigate the ideas in practice and to take ownership of the learning process by designing their own ways of engaging with the local inhabitants. There were however some common themes that all student groups needed to think about when intervening in a place: Students were to identify what they wanted to enhance or interrupt in the local context through their interventions. They were to think about the possible consequences of their interventions, who were the people involved and affected by the action and what could their potential roles be in the process. The groups started identifying available local resources to tap into: potential sites of interventions, collaborators and materials. They started to understand what permits were needed when executing the interventions: spiritual, cultural or legal, and who they needed to contact in order to get the permissions. They also started to identify rules and habits to be respected and those that could be bent and questioned.

Creating a Web Platform for Continuity

Students together with the thesis author started to think about the possibilities of continuing the intervention project through the university collaboration after the learning exchange. They set up a platform amongst the exchange participants to keep in contact within the group and to share information with one another also in the future.

Connecting with Local Authorities

During the second week the university group met with diverse local authorities to present their intervention ideas and to ask for permission and help for their execution. The meetings gave students an idea of the city authorities' interests in developing the city and a chance to identify possible common points of interest between the bottom and top levels actors working and living in the city.

The group managed to meet the mayor of the city due to connections established during the previous years. The mayor was interested in the potential of the student works to promote the city to its inhabitants and visitors. He set up a meeting for the students with all the district leaders of the city for the following day.

Almost all of the 15 district leaders were present at the meeting. Students presented their projects located in three of the city districts, leaving rest of the 12 areal leaders asking for projects also for their neighbourhoods. The three appointed leaders provided the student groups access to the sites and networks of people to connect with.

Students met the city planning authorities who presented the on-going and near-future plans for the city. There were some future visions created for the city, all focusing on serving the main income source of the city: tourism. The vision of "Tagbilaran as a livable city by 2020" criticized by this thesis, was not presented.

The presentation included also a land use plan proposal allocating all the city coastal area for public and commercial use which would mean the relocation of large amounts of informal settlements. This spurred questions among the students, to which the authorities responded by underlining the legal and environmental issues the settlers caused and were effected by and by inviting the students to contribute to the planning with their study proposals.

When asked about the possible legal requirements for the planning department to conduct participatory processes, the group heard there was none in place, but that they were commonly practiced, as they were seen as the "right way".

Networking and Learning from Local Practitioners and Initiatives

During the 10-day learning exchange Aalto students and the thesis author learned about the existing initiatives in the city that promote place-based development through participatory processes. They learned that there were initiatives with similar ideas to the student projects, ideas of reviving and enhancing the local attributes and cultural heritage through participation.

However, the group also felt there was a general lack of appreciation and knowledge about the local attributes and many difficulties in getting people engaged in development processes. Nino Guidaben, a local architect, Shobel, a tourism officer, a Restoration engineer and Vicky Wallace, a successful local entrepreneur all repeated the same message: people need immediate results to work as an incentive for them to participate. However without people's participation the build, the natural, the economic or the social structures cannot be improved or conserved. Nino underlined the importance of the intangible matters that people hold towards tangible structures and treating that quality as a strength in engaging people in the processes and not as a weakness.

Aalto university group had an inspirational talk with Vicky who is managing socially and environmentally sustainable business right next to Tagbilaran city by using and regenerating local resources. Vicky shared her story of starting her business from nothing. That with the help of people, with being resourceful, starting from what she knew and from what was there, she grew her business into a striving company (Talks with Wallace, 2017).

Vicky underlines the importance of social responsibility over economic growth to this day. She insisted that it is our role to enhance and create opportunities that empower people to support their existing skills and attributes and innovate from there. To start from small, test it over and over again and when you get it right you can scale it up.(Hamdi, 2010; IDEO Toolkit, 2010).

KEY WORDS & FINDINGS

Keywords
Tap into Resources,
Networking with Collaborators; Authorities,
Practitioners and Existing Initiatives,
Web platform for continuity in communication
Creating opportunities, Empowering people

Findings

+ / Opportunities for Continuation
+ Handing over process: from participant to initiator
+ Find out common interests and conflicts
   between different groups in the city
+ Permissions, advice, access and networks through
   authorities and practitioners
+ Connect with existing initiatives

- / Challenges for Continuation
- Get people engaged in development processes
- Find out and tap into existing initiatives

? / Questions
How to connect and recognize the resources available to tap into?
What can I do to improve the conditions?
What immediate benefits can we offer to get people interested in participating in longer term?

Vicky told students to strive for making the processes simplest possible and then to pass it on to others in order to ensure the continuity and sustainability of the project ideas. Vicky was a living example and spoke with the words of Nabeel Hamdi's idea of small change and the trickle-up effect. Vicky urged the students to challenge themselves, to questions things and not to take things for granted. She recalls for passionate local actors to develop the city. For actors, who see work as a lifestyle reflecting personal values and ambitions in life. "To touch and inspire people rather than disturb and to start the change within yourself: What can I do to improve the conditions?" (Wallace, 2017).

6.3.5 Day 8
The Small Interventions

WHAT?
Five students groups execute the small intervention ideas around the city.

WHO?
Students in mixed groups engaging with local inhabitants

WHEN?
DAY 8 of the exchange: 23rd of January, 2017.

WHERE?
On selected public spaces in the city

Figure **6.19.** The Pearls of Tagbilaran (Virkkala, 2017).

PEARLS OF TAGBILARAN
Initiators
Linda Vanni, Laura Laco Buceta, (AALTO)
Rinan Ligan, Ken Ayeng, Honesto Emmanuel Dano (BISU)

Participants
Passersby, community of informal settlers living besides heritage structures, the owners of heritage structures

Pearls of Tagbilaran aimed to map the hidden cultural and natural heritage sites of Tagbilaran city and to raise awareness of their value through engaging with local inhabitants. The group set up a temporary stand and signs near heritage structures in the centre of the city to highlight them and to drawn people to stop by and discuss about them. The group had prepared maps and questions to guide and document the discussions with, and which in the end, become the results of the intervention-Documents that can be showcased and be of use to authorities, practitioners as well as citizens dealing with heritage conservation issues.

The group got all the materials and help to build the stand from around the city. They got to know a local tourism officer, Shobel, who told them about their similar initiatives in the public sector to map and conserve heritage structures in the city.

Initially the group had hard time in reaching people, as the stand was located on a busy street, as the stand was not build together with a community and many of the people living in the surrounding heritage houses refused to open their doors to the students. Finally the group changed the stand to another group's intervention site, where they worked closely with a local community. There it was easier for the group to reach people and to get answers to the questionnaires.

Figure 6.20. The Culture Street (Sakaguchi, 2017).

CULTURE STREET
Initiators
Karri Flinkman (AALTO/NITech)
Ma Desiree Ranque Nistal, Ronie Cabrera Wong II, Vinko
Vinketije Dalaguan (BISU) Rio Shinohara, Taku Shiohara
(NITech, NFU)

Participants
Students and passersby

Culture Street was about promoting public cultural spaces in the city. The temporary intervention focused on a street located in front of a vacant heritage structure, the *Holy Spirits School.* The group got permissions from local authorities to close down half a road from vehicle traffic for half a day to organise a street art event. The adjacent BISU students participated in drawing with chalks on the street and in the end of the day there had been around 200 students and pass-byers that participated in taking over the street.

The group had backed up their proposal of closing down the street with calculations of vehicle traffic, which showcased that there were reasons for which to support pedestrian flow in the street in certain hours of the day. The group also got permission to visit the decaying Holy Spirits School inside to document the building and they drew up design proposal for its conversion to public use.

Figure **6.21.** Kaliplay (Rueda, 2017).

KALIPLAY
Initiators

Catarina Helena Ketonen, Ragnar Rael, Sara Lucía Rueda Mejía (AALTO) Roland Jay Elloren, Janefarr Marie Divino, Alvinlu Bago, Baby Rose Dapar (BISU) Marina Shimizu, Teruyuki Ishimoto(NITech)

Participants
Community of Informal settlers in Sitio Ubos

Kaliplay, comes from a wordplay combining the words happy *Kalipay* in Visays and *Play* in English. The project was about creating a temporary playground for the children of a settler community. The project site was on a plot of land owned by a private party but used by the community: for the children to play in and for the adults to burn trash in. The project aimed to tackle two issues: to promote an overlooked group, the children, in planning public spaces, and to inform both the adults and the children of waste management.

The group overcame language barriers through game and play, through drawings and action. They organised a playful competition to clean the site, they drew playground ideas with the children and ideated with the inhabitants how to get materials and build designed structures. In the end of the first day the group projected on a wall of the community a video of the day's process and all of the people gathered around the video clapping and reacting loudly when recognizing familiar faces.

On the following day the group started painting the wall with bright colours. The paint was sponsored by Nino Guidaben, a local architect. The community participated and took over the painting process. There were people from all ages, children, men and women. Together with the students they built temporary structures for the playground with the available local materials.

Students learned a lot from the conditions of the intervention context through the practice: they learned practical building skills form the local inhabitants and got information about the site conditions. In return they gave the local community positive spirit, inspiration and physical improvements for their neighbourhood.

Figure **6.22.** The Growing Light (Chun, 2017).

GROWING LIGHT
Initiators
Jin-young Chun, Maria Mercer, Elina Nikkanen (AALTO) Ryota Fujimatsu, , Marina Matsupa (NiTEch) Vince Zamora, Mary Olga Forsythia, (BISU)

Growing light was an effort to highlight and revitalize the neglected, yet remarkable natural green feature of the city, the balete trees (Aalto Students, 2017). The huge trees are protected by environmental laws, as well as spiritual cultural beliefs, but none-of-the-less they are often surrounded by waste, such as in the case of this project site. The group focused on a site where a balete tree divides the rest of the city from the coastline that is taken over by informal settler communities. The tree marks access point down to the shore, but it rarely, if ever, is crossed by other members of the society other than the settlers.

Participants
Seaside Neighbourhood Association SeaNA

The project focused in cleaning out the tree area, in creating a green public space and in illuminating its beauty. The group conducted workshops with the local community by teaming up with the president of the neighbourhood association and with the children in the informal settlements. They cleaned the area together, prepared lanterns by reusing available materials and easy technics. They discussed with local inhabitants about the right plants to be chosen for greening up the area below the tree and together they planted the garden and discussed about its maintenance.

As a last touch students provided lights for the lanterns and the tree was lit up during a closing event of the workshops. Participants and other inhabitants of the community came along to amaze the final results.

***Figure* 6.23:** A Day with Saeena (Gilly, 2017).

#aDayWithSeaNA
Initiators
Andrea Gilly, Emilia Puotinen, (AALTO) Masato Kato,
Haruki Takaoka, (NITech) Lady Arlia Lumantas, Mary Grace
Sandulan (BISU)
Participants
Seaside Neighbourhood Association SeaNA

A day with SeaNA was about spending a day with a community
of informal settlements in their neighbourhood. The aim
was to learn and to map attributes of the neighbourhood in
order to cast light to their value. The group agreed with the
head of a local neighbourhood association to spend the day
with her. The students documented their findings through a
media platform connected to the university. The aim was to
cast light to the issues and values informal settlements hold
and to gain visibility in order to continue the course and the
studies in Tagbilaran city (Aalto Students, 2017).

 In the end of the day, the group drew up a map of the area,
which showcased all the inhabitants and their livelihoods.
This was the first map ever made for the area. The map was
left for the community to use as a tool when negotiating
plans with the local authorities, and to showcase to them
what existing value there is in the settlements.

The group was however a bit disappointed about the day.
They had imagined to immerse into the everyday realities
of the local inhabitants. Instead they felt they were catered
and showcased during the day. It could be also argued
that the media strategies used by the group were more
about ″beautifying slums″ and gaining visibility to the
practitioner, or to the university itself than benefitting the
local community. Nevertheless, when the media strategy
reached the local radio, and the participants heard it, they
said to have felt proud and empowered to be talked about
in the local media.

Small Interventions

Five project groups work on small intervention on different public spaces around the city to engage with local inhabitants and to test design ideas in practice. Interventions are conducted during one to two days. Three of the interventions are more temporary in nature, focusing in creating an event and leaving behind mappings and plans related to the results. The other two projects leave more tangible and permanent results through improvements done in public spaces. All of the projects managed to engage with people and to reach tangible results, be it through temporary events or permanent material solutions.

Tangible Results

The tangible results of interventions helped the initiators and participants to get aware of the perks of participation, and they felt inspired and empowered by the process. Projects connected to specific stakeholder groups managed to reach people better than project aiming to stop passersby at streets.

Continuity and Intangible Impacts

One group planned for the continuity of the project by talking with inhabitants about the project maintenance and the possibilities to further develop the idea. They divided roles and responsibilities amongst the local actors, giving them the ownership of the project's next phases. Other groups saw that their projects provided possibilities of continuity by raising awareness of the issues and by inspiring local actors to initiate similar activities around the city.

Small interventions provided students a way to connect with local inhabitants and each other through action and practice. Instant results provided the sense of success and empowerment in many of the participants, as they felt proud of their achievements and part of a group working for a common cause. The positive experience of collaboration and tangible results could result as powerful incentives for people to participate or initiate similar activities in the future.

KEY WORDS & FINDINGS

Keywords
Small Interventions, Tangible Results, Short-Term, Continuity, Ownership, Handing over

Findings

+ / Opportunities for Continuation
+ Small interventions provide fast tangible results
+ Tangible results that got people engage and inspired to continue the project (by maintaining it, developing it further, replicating it somewhere else or getting another idea from the initial one)
+ Interventions based on communities, groups of people or actors
+ Gaining understanding of what issues there are in applying the ideas in practice

- / Challenges for Continuation
- Interventions that focus solely on place or on investigating / observing a community
- Issues popping out in the realisation phase
- Ownership after students leave

? / Questions
- How to hand over a project, give ownership of a project?
- How to connect to local actors?

KEY FINDINGS /

Positive tangible and intangible results important in inspiring further participation.

Continuity of projects depend on how they are grounded to the local actors to take over the process

Working withing specific groups and communities is more effective way to reach people than aiming to reach all different groups.

6.3.6 Day 10
Sharing and Evaluating the Results

WHO?

Learning Exchange Participants
Aalto: 2 staff, 1 MT Student, 10 master students
NITech: 1 Staff, 6 students (1 exchange from Aalto)
BISU: 1 dean, 1 instructor, 4 tutors, 8 students

3 Local practitioners: architect, engineer, journalist
3 BISU academics
3 City Officials / City Program Coordinator, Tourism Officer,
Regional Planning officer

WHERE?

In Bohol FabLab, in Bohol Island State University, (BISU)
Tagbilaran City

WHEN?

DAY 10 of the exchange
Friday 27th January, at 09.00-12.00 am.

WHAT

Final Presentations

Compared to the final presentation of the learning exchange a year before, this year the audience grew into reaching people outside of the exchange and academia to include local practitioners and authorities. Local inhabitants part of the interventions were not present, but their voices were presented through the student projects. After each project presentation, guests commented and discussed on the themes risen up from the projects. After all the project presentations Aalto staff and the thesis author presented strategies to support the continuation of the international collaboration through connecting with global associations of architecture and through sharing internet platforms created to keep in touch in the future. The thesis author set up meetings with some of the guests for the following week to share project results and to discuss about potentials for future collaboration.

Quest Comments

Quests expressed interest in...

... including the participatory methodology, used by the learning exchange, as part of local planning and legislations processes. The guests saw potential in the way students had conducted the surveys and that they led to small interventions. The way the students managed to reach the marginalized groups in the city and to give them a voice and a face in the city development discussions. Storytelling through video and image formats resulted powerful in evoking emotional responses in the guests and in translating the everyday realities of informal settlers, and the collaborative intervention process conducted with the students.

The local architect, funding paints for the Kaliplay-intervention, said the project had made him rethink priorities in planning. That there was a need to move the focus from serving tourists, to taking care of the local inhabitants. He said there was a need to incorporate participatory practices in the ways they do legislation and urban planning. He recalled for planners and designers to consider and measure the tangible and intangible assets related to places and people that inhabit them, to take a case to case approach to surveying and when aiming to engaging people in the planning processes of their neighbourhoods. "We cannot impose solutions, or they will not be appreciated in the ground level of society."

The guests talked about the benefits of gaining a foreigners' point of view, "a look from outside in", of their own city. Studies conducted by the foreign students this and previous years had made them aware of local characteristics that they would usually take for granted.

The guests expressed their gratitude to the foreign universities to have chosen to study their city. They saw that foreigners had advantage when engaging with local inhabitants, as they were hold on high value by the local people and as they represent a neutral party in the local context. The guest were interested to try out the participatory processes with local students in order to find out if they would reach people as easily. They saw potential in collaborating with the local university in the future in order to engage with local inhabitants in planning processes.

Many of the student projects related to topics and sites in the city that were closely connected to the guests' personal and professional interests. In personal level the projects deal with people and places in their city that have emotional value, in professional level they dealt with complex issues that also the guests are struggling to find answers to, as they have noticed a need participation and agreement of the public in order to develop successful planning projects.

The event brought diverse local actors together, some of which had never met each other before, to discuss about ways of developing their city. The guests started questioning the local planning methods and priorities and dreaming of alternative visions for the city. Visions where there are more public and green spaces in the city and more participation and consideration of the local inhabitants in the planning processes. The group starts to discuss how to make it happen together through establishing cross-sector collaborations and partnerships.

What did not work? / What needs to be improved?
Even through the guests were very interested in the students' survey results, they were recalling for a more rigorous way of conducting them, in order for the results to serve the local authorities and practitioners. The guests suggested for the students to carefully consider and analyse the groups involved in the surveys, to include also the big investors and developers in to the picture, as well as different age groups.

They raised some criticism on some of the student projects for beautifying the existing harsh conditions of the informal settlements. They underlined that living conditions in local settlements were not comfortable, safe or environmentally friendly and so from an urban planning point of view the settlers had to be relocated. The dwellers were on an insecure land, occupying land illegally and blocking the seashore from public use. They caused environmental issues due to the lack of adequate waste and sanitation systems in their dwellings.

The guests' comments highlighted an issue that most of the students projects had when thinking of their potentials in reaching bigger scales of development: they were focused solely on the ground level activities, needs and opinions, leaving out the top level parties' interests and potential future roles in the process.

In order to promote continuity of participatory practices in the local context in longer-terms, there is a need to facilitate establishing partnerships between the local actors from different sectors and promote the initiation of participatory practices among the local actors. There is a need for a tool that conveys the methodology of the exchange for the local actors to take over the process and start establishing cross-sector partnerships themselves.

KEY WORDS & FINDINGS

Keywords
Evaluation, Presentation of Ideas, Discussion, Dialogue

Findings

+ / Opportunities for Continuation
Guests expressed interest in..
+Applying the participatory methodology in local urban planning and policy-making practices

+Using the results of student's studies and projects conducted on the ground level. Especially results of projects that dealt with topics related to their development schemes were of interest: such as engaging owners of heritage structures in their conservation processes and engaging informal settlers in the planning the relocation schemes.

+Collaborating with the university for engaging local inhabitants and for getting information from the ground level to inform the top level plans

- / Challenges for Continuation
- Need for a more rigorous ways conducting and documenting the surveys
- Including stakeholders from different sectors
- Grounding projects on local context
- Teaching and passing on the participatory methodology to local actors
- Giving local actors ownership of the projects by identifying their roles and responsibilities in the process

6.3.7 Days 11-16
Aftermath

WHO?

MT author,
Aalto Student, Ragnar Rael
Dean of Architecture: Architect Turero,
Bernanda Villanoja, Researcher in Communication, BISU
City tourism Officer Shobel L. Ligalig, City of Tagbilaran
Mike Ortage Ligalig, Editor in Chief, Bohol Tribunale
Mini-Fablab inauguration participants
BISU tutors / Jay, Vince, Rinan and Desiree
Local inhabitants (intervention sites)

The Aftermath and Follow-up Meetings

The author of this thesis prolonged her stay after the exchange due to the many follow-up meetings requested by the presentation guests. The week following the exchange consisted of the thesis author meeting with local practitioners and authorities to further discuss about the possibilities of collaboration and to exchange research material provided by both of the parties.

There were meetings with teaching staff from two local universities, a tour around the city with tourism officer, an article to be written and published in the local newspaper about the exchange, a visit to the inauguration of a similar local initiative and visits to the sites of small interventions that left tangible results behind. There were also discussions with teachers from BISU about the outcomes and impacts of the exchange on the local students and how the teachers were planning to apply participatory methodologies in their courses also in the future.

Continuity of small interventions

Two of the projects left permanent results on the project sites. One of them continued successfully as its maintenance was given over to a local actor and as the project activity was inspired in the first place on this actors' skills and role in the community. The other project instead had a little drawback, as some of the designs were ripped apart and the materials used for other purposes. This happened just a day after the exchange was over but the designs got build up again months later by the community. However short-lived the interventions were they had long-term value in inspiring people to participate in co-design processes and in giving a positive participatory experience which might lead to will to participate also in the future.

WHERE?

Around Tagbilaran City

WHEN?

DAYS 11-17 AFTER the exchange
Sat 28th January - Fri 03.March

Gaining visibility

Writing a newspaper article to a local paper and a local radio broadcasting about the student projects provided an opportunity to share the participatory process and its perks with others, and so gain visibility and credibility in the local circles.

Being Present

It became evident that it was essential to be present locally in order to reach people and in order to access and share information with collaborators, as after the exchange many of the plans made during the exchange to keeping contact in the future, never game through due to the long distance.

Challenges and Opportunities

The limited time posed challenges in sharing the project results and in planning for their continuity. Existing local participatory initiatives directed by the public sector offer a challenge and opportunity for further development: the public sector value citizen participation, but they struggle in reaching the bottom levels of society. On the civic sector, there is a lot of suspicion in of the goals of the public sector and so there is a need for a mediator between the two sides.

There is a need for immediate tangible results to showcase the benefits of participation in order to engage people in the process. There is a need for mapping the existing participatory initiatives in other sectors of the society in order for the students to tap into and collaborate with them.

Figure 6.24. *The Cities in Transition course book and exchange in the cover of a local newspaper* published right after the exchange. A week later and article about the exchange was written by the author of this thesis and it was published in the same newspaper.

KEY WORDS & FINDINGS

Keywords
Continuity, Ownership, Handing over, Visibility, Presence, Time

Findings

+ / Opportunities for Continuation
-Connect with existing initiatives of participation
-Connect with local actor's skills and interests
-Make plans for future: maintenance, replication
-Gaining visibility
-Tangible results
-Networking, collaborations, mediator

- / Challenges for Continuation
- Short time frame, need for effectiveness :
  Need to be present and gain visibility in order to gain credibility in the local context
- Need to ground project ideas better to local resources in order to provide continuity
- To include all stakeholder groups

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Day 16 Article for Bohol Tribune-newspaper
Article for Bohol Tribune for 05.02.2017

Small Intervention, Big impact

During the past two weeks groups of architecture and design students from Aalto University from Finland, from Nagoya Institute of Technology from Japan and from the local Bohol Island State University, have been studying and applying design interventions in the city of Tagbilaran.

The university collaboration is part of a master level architecture and urban planning course, Cities in Transition in Aalto University that promotes sustainable urban development through teaching students about the environmental, economic and socio-cultural impacts of architecture and urban planning. Annually the actual projects and sites have been identified together with the partner universities during a ten-day long workshop. This was the third year that the study trip took students to Bohol.

The collaboration started back in 2015 with projects focusing on mapping the cultural and architectural sites and qualities in Tagbilaran city and in the province of Bohol. The year after, in 2016 the studies concentrated on public spaces and public life in the city of Tagbilaran. After the study exchange Aalto students continued their projects back in Finland and the results were gathered in a book *CiT2016 - Studying public life in the Philippines*. The book showcases the site analysis conducted in collaboration with the three universities and the consequent Aalto University's student projects dealing with topics such as citizen participation in urban development, new traffic solutions and improving water safety. The book is available online at: http://urn.fi/URN:ISBN:978-952-60-7026-1

This year a new set of students investigated the everyday life of the citizens of Tagbilaran. They conducted interviews with the local inhabitants and applied small-scale design interventions in the city to test design solutions to issues and potentials deriving from the site analysis. The aim was to promote citizen participation in planning through designing together with the local communities and by giving a voice to the marginalized groups.

Five different interventions were carried out in the city: *Caliplay*, designing a playground for children of a community in Sitio Ubos. *A day with SeaNA,* living and documenting the life of a community in a settlement. *Pearls of Tagbilaran,* raising awareness about the environmental, cultural and built heritage of the city. *Avatar moment*, creating a magical public space through illumination and landscaping in a settlement site and *Culture Street,* taking over a street for a day for public art and planning the requalification of the Holy Spirit School of Tagbilaran for a public use. Photos and more information about the design interventions can be found in Facebook page: *Tagbilaran Lab.*

The results were presented in Bohol Island State University on the 27th of January to local actors dealing with developing the city of Tagbilaran. The intercultural learning experience and its results were inspirational not only to the students but also to the communities and other local actors involved in the design and planning processes, by demonstrating how small scale interventions can have a big impact on the everyday life of people and on the future development of the city.

Johanna Marttila

A master level student conducting her master thesis studies for Aalto University Finland and Chalmers University of Technology in Sweden on the idea of Tagbilaran Lab, an intercultural platform for participatory planning in Tagbilaran city.

6.3.8 Fieldwork Results
Student Feedback & Learnings

WHO?

Learning Exchange Participants
AALTO: 10 master students
NITech: 6 students (1 exchange from Aalto)
BISU: 4 tutors, 8 students

WHERE?

In BISU, Tagbilaran City

WHEN?

 DAYS 1, 6 and 10 of the exchange

Feedback from The Learning Experience

Feedback and learnings from the students participating in the exchange were collected through feedback forms and a post-it exercise to gain an understanding what they got from the learning process and how they would improve it. Feedback forms were collected three times over the week: in the beginning, in the middle and in the end. The post-it exercise was conducted as the last activity of the exchange.

Feedback forms ask students to rate their understanding of the tasks, their interest in the methods, how useful they found the results and if the process taught them about the local context.

In the beginning the student's understanding of the aim of the tasks and learnings gained from the city were lower but they rose steadily during the process to reach the highest rates in the end. Interest in and usefulness of the process declined little in the middle phase but increased again after the implementation of small interventions.

In overall the learning experience was perceived as positive and valuable. Understanding of and interests in participatory practices raised when implementing the ideas in practice. It showcased that learning by doing and producing tangible results worked as an important inspiration for the students.

Figure **6.25.** *The Exchange Learnings from Participating Students*

Days 1, 6 and 10 / Student Feedback

Occasion: DAY 1 / INTRO
Date: 01.18-19.2017
Schools: **7/10 Aalto**, **3/9 NITech**, **7/13 BISU**
Total of responses: **17/32** Gender: F/11 M/6

Occasion: DAY 6 / MID-WAY
Date: 01.23-24.2017
Schools: **9/10 Aalto**, **5/9 Nitech**, **3/13 BISU**
Total of responses: **17/32** Gender: F/11 M/6

Occasion: DAY 10 / FINAL PRESENTATIONS
Date: 01.27.2017
School: 8 Aalto, 8 NITech, 10 BISU, 1 Not known
Total of responses 27/32 Gender: F/14 M/13

1) Do you feel like you understood the aim of tasks?
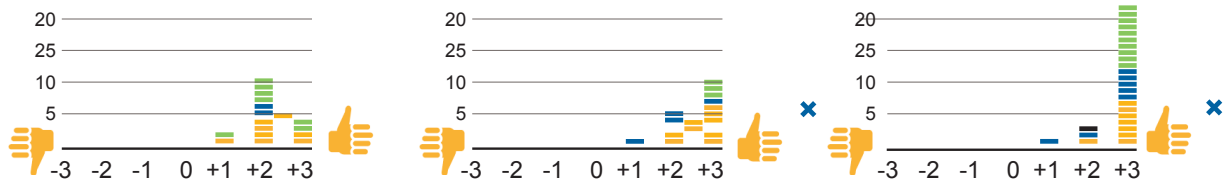
2) Did the group work teach you something new about the city?
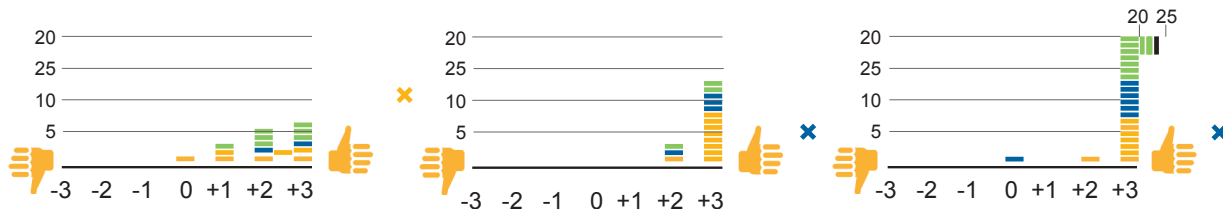
3) Do you agree / or are you interested in the methods used?
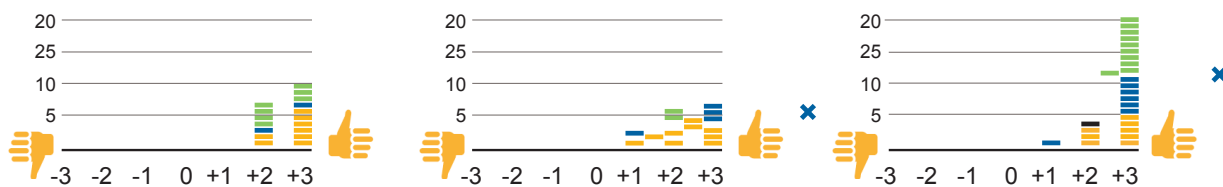
4) Do you think the results of the tasks could be useful for you?
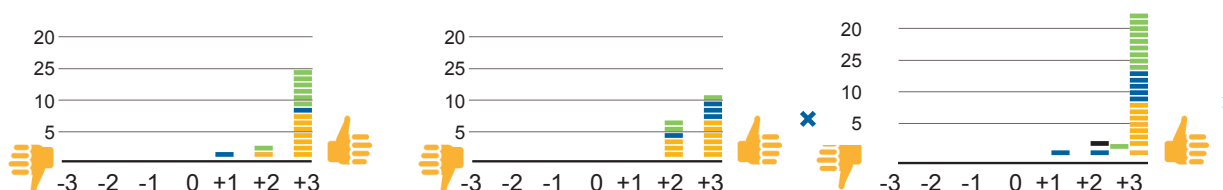
Figure 6.26. *Feedback from Participating Students of the Exchange*

Day 1 / 18..1.2017 Student Feedback & Learnings

PARTICIPANTS

Schools: **7 / 10 Aalto**, **3 / 9 NITech**, **7 / 13 BISU**
Total of responses: **17 / 32** Sexes: F / 11 M / 6

OCCASION

After introduction and short testing of participatory methods Students got an introduction to participatory site analysis methods. Some students fill out the form before hitting the survey site, which influences the group learning results.

OPEN QUESTION /
What did you learn about the city? Did it make you look at the city differently?

A) within the group work?

"We got really positive and enthusiastic local students who helped us immensely. Just good things"

"One day is not enough to give final answers, but definitely the cultural exchange is helping understand"

"It was interesting with intercultural perspectives, good with locals that spoke the language"

"Some residents can't speak English, but group member can communicate"

"Working with my foreign team gives me a widen scope when it comes to design approach."

" I'm quite amazed how they conduct the survey, I mean because we don't actually do this & for I will do the same in the future study"

"I enjoy talking to people here in Tagbilaran. Even if the road is so muddy, I still have the excitement to jump & cross it. ☺ I know more about our city."

"It was a bit challenging to be a translater for the first time but I just enjoyed the situation and I love it how people from different cultures come & unite to develop a certain place and learn from it.

" It was nice. Different ideas and design just within the group. I learn how their cities were designed. And I think history and tradition is really important."

B) within the local context?

"We got to know the local on a personal level and we experienced their situation a bit."

"It was eye-opening to realize how local beauty many times is out of city plans, which is actually what makes a place unique."

"It was extremely interesting to visit people's living spaces. **Some difficulties to formulate questions and to introduce ourselves, would prepare questions beforehand."**

"Based on my experience as a native to Tagbilaran city, it is surprising to know the conditions of the city in terms of increasing number of population. As a result, less job opportunities which leads to poverty. "

"With the local; there a certain situation that we had trouble finding to interview specially in main road but later in informal settler we can easily interview because they just stay at home."

"Our city needs development especially when it comes with open spaces."

"I myself I am learning because it's different when you're just walking the street without knowing how people from your own city lived than you're walking and try to find someone to ask about what's their lifestyle and trying to find how the city is and how it works."

"It was nice to conduct a survey. People have their own opinions and ideas that could help the research."

Day 6 / 23.1.2017 Student Feedback & Learnings

PARTICIPANTS

Schools: **9 / 10 Aalto**, **5 / 9 Nitech**, **3 / 13 BISU**
Total of responses: **17 / 32** Sexes: F / 11 M / 6

OCCASION

After site analysis and Introduction to Small interventions.
Students have conducted site analysis for the first four days and now they are introduced to the next task of developing a small intervention on a bigger theme of issues and potentials discovered in the site analysis phase.

OPEN QUESTION /
What did you learn about the city? Did it make you look at the city differently?

A) within the group work?

"The Bisu students of our group were excellent guides and taught us a lot about Tagbilaran and the culture-."

"I learned that it is very important to have the balance of local perspective (BISU students a) with external perspective, (Aalto/ NiTech) This allows informed yet innovative inquiry, and locals can trust more the local students involved and they can translate. I feel that I understand the city and the people on a deeper level that just the superficial. We've begun to dig deeper. "

"BISU students care about their city and they have good potential. We collaborate well."

" I learned that there is more to the city that what you see and systems are more complex that what we think."

" The way to ask local style living way. (the way to open their mind) "

"I came to know different opinions from different countries, on what they come up for the community."

"Reaching to the community has different ways in terms of different cultures. Yet with this diversity it is very effective and enriching."

B) within the local context?

"I learned that the locals are extremely friendly, were eager to answer our questions and invite us over to get to know their culture and lifestyles"

"People's lives and attitudes towards community, environment and place."

"Most of them are too busy enjoying their own nature because they have to earn money."

"People here need better and more diverse information. They were willing to share."

"The best thing has been hearing the everyday stories form the locals, we usually asked the "compulsory" questions, and then they stated telling themselves. "

"To understand their culture. Their way of thinking and some of the reasons why thing are that way."

" It was good to realize that you can interview people anywhere, and that a great tool it is! Would have been good to label them differently though, eg.g. discussions.. "

" In informal settlement area, houses are opened to other peoples, but in other areas, it seemed that houses are closed. Both of them, community exists."

"I saw the different side of the city and makes me want for the government to rethink and listen to people."

"I enjoyed everything about the project even though it's a little tiring. But I believe this is how hard work pays off. You had fun!"

Day 10 / 27.1.2017 Student Feedback & Learnings

PARTICIPANTS

School: 8 Aalto, 8 NITech, 10 BISU, 1 Anonymous
Total of responses 27 / 32 Sexes: F / 14 M / 13

OCCASION

Last days presentation and closing ceremony.
On the last day of the exchange a presentation of the project work was organized in BISU. Students are very exited to showcase their process and the tangible results of the small interventions.

OPEN QUESTION /
What did you learn about the city? Did it make you look at the city differently?

A) within the group work?

"I learned about segregation, governmental practices, participatory methods, working with people from different cultures."

"Through the intervention we learned more about the importance of teamwork and how to harness every member's strengths."

"It was very challenging to make a new group and manage the whole process in just 3 days. However, it was also very rewarding and certainly useful experience."

" Brainstorming is very good group work method."

"Every member have each interests, and each view points. We can collaborate."

"Yes, I enjoy it a lot. I learn many things in my group especially of the things I will do for a community development research since my research is quite similar with the topic we tackle in my group."

" I learned that me as a Boholano needs to treasure more of the existing environment., what we have."

"Within the group, I improved my communications skills, the exchange of ideas & it is really awesome!"

B) within the local context?

"I learnt that there is a lot of will to change things and to participate"

"Tagbilaran has its strengths and threats, with that in mind we feel hopeful to have a positive influence here."

"I learned SO MUCH about the history, culture & society of Tagbilaran from the amazing & friendly locals – conducting the intervention & interviews provided me with incredible insights. THANK YOU!!"

"Things are more complex than what they seem and the deeper you dig, the more complicated."

"The importance of understanding complexities of a community when planning what seems like a very simple tasks. ie. What will happen after the intervention, after, we've left. "

"Learned to understand how much more there are things to be understood…"

" I learned that the residents or the community should be involved in the planning of their own place."

"We didn't have practical skills, so it was very good that people from the community helped us how to make it sustainable. Their smile encouraged us to work for a few days under the sun."

"Making small intervention to a place where we selected is very interesting and challenging. And intervention is the start of the new beginning."

"Small interventions can make a huge impact to a place, to the people & community. These interventions doesn't have to be costly/expensive for it to able to help in improving the society."

" As a local Boholano – I've learned how to value what's in our city, how to uplift the lives of every Boholano, and try to understand the priorities in forms of social aspect."

"The approach of the whole project is very effective in reaching to the community and I think I can make use of it in my research project. Yes! Definitely. ☺ like I always thought of our market as dirty and nothing is good in it. But I was wrong, sometimes you really have to look at the bigger picture to see the whole thing and what I found at the market was the warmth of every people's relationships and welcoming, it is something that are lost in other countries."

" People are open with the future development of the city. I can see that there is a problem in communicating between government and community. In this matter, this is the important problem that have to be solved first in order to have a smooth way in developing the city."
"Small design intervention contributed a lot in realizing a specific project. A city should have and should possess spaces not just to beautify (aesthetics) but also public spaces for the people to enjoy and relax."

Days 1-15 / Discussions with BISU Students and Staff

Day 3 / SITE ANALYSIS

- "Inspiring and overwhelming process, which can be useful for architects for example when defining thesis study topics."
- "Currently there are in academia some thesis focusing on traditional building methods, studying for example how to incorporate weaving techniques and patterns to modern architecture. "
- "It is refreshing to leave theory and computers and get to know another side of your city"

(Desiree, BISU tutor)

Day 4 / SITE ANALYSIS

BISU students said that they assume issues rather than going to question them on ground level, or trying to think the questions behind them. They thought this ground level investigation was an interesting way to test and learn things. Some thought of changing their thesis subjects to dealing with the informal settlements.

(Comments from BISU Student through Aalto Students)

Day 6 / SMALL INTERVENTIONS

Students are so happy to get something tangible done. It is so inspiring, fun and make us feel happy and full of energy, but also overwhelmed: What to do in such a short time?

(Comments from BISU Student through Aalto Students)

Day 7 / AFTER INTERVENTIONS

"It is eye- opening, inspirational and giving to consider the ones in architecture that are not usually considered at all, the ones most in need. "

(Jay, BISU Tutor)

CONCLUSIONS

Potentials
There is a lot of interest in the local student and staff to apply the methods used in the school curricula and in the practice of the students.

Students and Staff find it very valuable

Challenges:
New method, not rooted in the community.

Continuity, How to continue the collaboration after leaving? How to create opportunities for this kind of action for the students?
There might not be any space for this in the curricula

How to ensure next year's exchange? This years experience has already made that happened now twice.

Day 15 / AFTER THE EXCHANGE

Students feel emotionally damaged after the exchange stopped, suffering from post-exchange trauma. There is the will the continue this kind of learning and profession but the students have to go back to their old teachings in Monday after, filled with technical knowledge and examinations. During the exchange process and little after students have been reflecting upon their learnings and some said to have discovered why they are in the field of architecture.

How can we continue the process and the collaboration?

BISU Staff plan to apply the methods in the lessons. We dream of ways we can continue and grow the experience to something bigger, a change maker through meaningful collaboration.

(Comments from BISU tutors and students through discussions with the BISU tutors)

Learnings From the Fieldwork Process

Learnings from the Intercultural Group working

Strengths and Potentials
For most of the students the intercultural group work was a positive, "giving, eye-opening and inspiring experience" (Student feedback,2017). They found the collaboration fruitful and the diversity effective, enriching and fun in getting to know new cultures and contexts of operation.

The students found that intercultural working facilitated the spurring of new ideas and innovative solutions. They saw that it was the foreigners and outsiders to cast light to overlooked local conditions, and that it was the local people that could provide contextual expertise.

For the outsiders, the local students provided a language through which to get to know the local context and culture. The local students also provided trust among the local inhabitants and access to places. For the foreign students the international group work provided a way to conduct "informative and innovative enquiry" (Student Feedback, 2017) that helped them to gain understanding of the complexities related to working in an unknown context.

They saw interventions as a great way to harness each group member's strengths and saw potential in the local students continuing the projects and collaboration with the local inhabitants in the future.

For the local students, working with foreigners made them see new sides of their city, things they had taken for granted. The process made them more aware of their own cultural assets and they learned about community development in their own and in other cultures. They said they managed to improve their communications skills and saw sites and conditions of their city they never seen before.

Learnings from Engaging with Local Inhabitants

Strengths and Opportunities
For most of the students the experience engaging with local inhabitants was positive. They saw interviews as an effective way to gain understanding of the local context and small interventions as change-makers, starts for new beginnings.

Students learned it was important to consider and listen to people's opinions when planning for them, as they are expert of their living environments and they have information about the various aspects closely connected to spaces, such as memories and values of their users. Many realised that often the voices of people were left out of planning processes. They learned that small interventions can have big impacts as tangible results are inspiring and empowering. They learned how to test and evaluate their ideas in practice and in the same time provide something for the community for return of their time and efforts.

Challenges
Foreign students recognized their lack of knowledge when it comes to understanding complexities related to the local context. Some felt hopeless at times when trying to find solutions to issues beyond architect's professional skills and power especially, in the short-time frame available. They felt forced to make assumptions to issues on a superficial level.

Learnings from the process
Students learnt from applying participatory processes in practice that it takes time and patience to earn people's respect, trust and to establish valuable bonds. Students understood the importance of communication skills, which they got to improve and embrace during the process.

They learnt that it is important to go with the flow, to be flexible and open to different types of information. They highlighted the importance of enjoying the learning experience and to have fun when experimenting with design solutions. They started to look at the big picture and they started to gain more understanding of the local context through recognizing their own ignorance. They learnt how to deal with not-knowing, uncertainty and change, how to adapt and recognize one's lack in providing bullet proof solutions. They learnt there is a need to work with others to test ideas in practice and so learn from a process of trial and error.
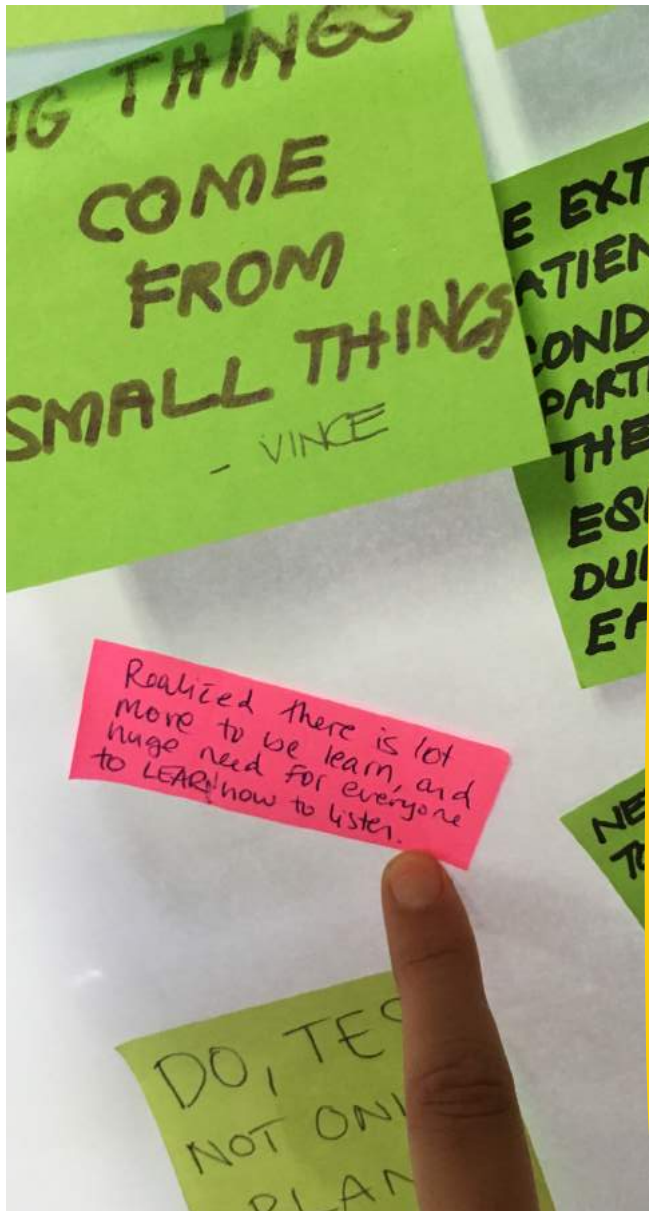
KEY WORDS & FINDINGS

Keywords
Student Feedback, Learnings, Reflection

Findings

+ / Opportunities for Continuation
Students learnings / gainings from..
A) International group working:
- Wider cultural understanding and awareness
- Communication and team working skills with people from different backgrounds
- New ideas and view points

B) Participatory practices
- Methods to test design ideas in practice instead of assuming them
- Understanding of complexities related to planning in a local context
- How to work with uncertainty and not-knowing
- Wider understanding of the local context
- Inspiration to conduct methodology in their future studies and profession, to initiate participatory practices themselves

- / Challenges for Continuation
Improvements needed...
- Guidelines to support and guide the interviewing process
- Tools to overcome language barriers

Figure **6.27.** *The Most Important Learnings from Participating Students.*

6.4 Gaming References
Games for Participatory Planning

LERNINGS FROM /

10 Gaming Examples
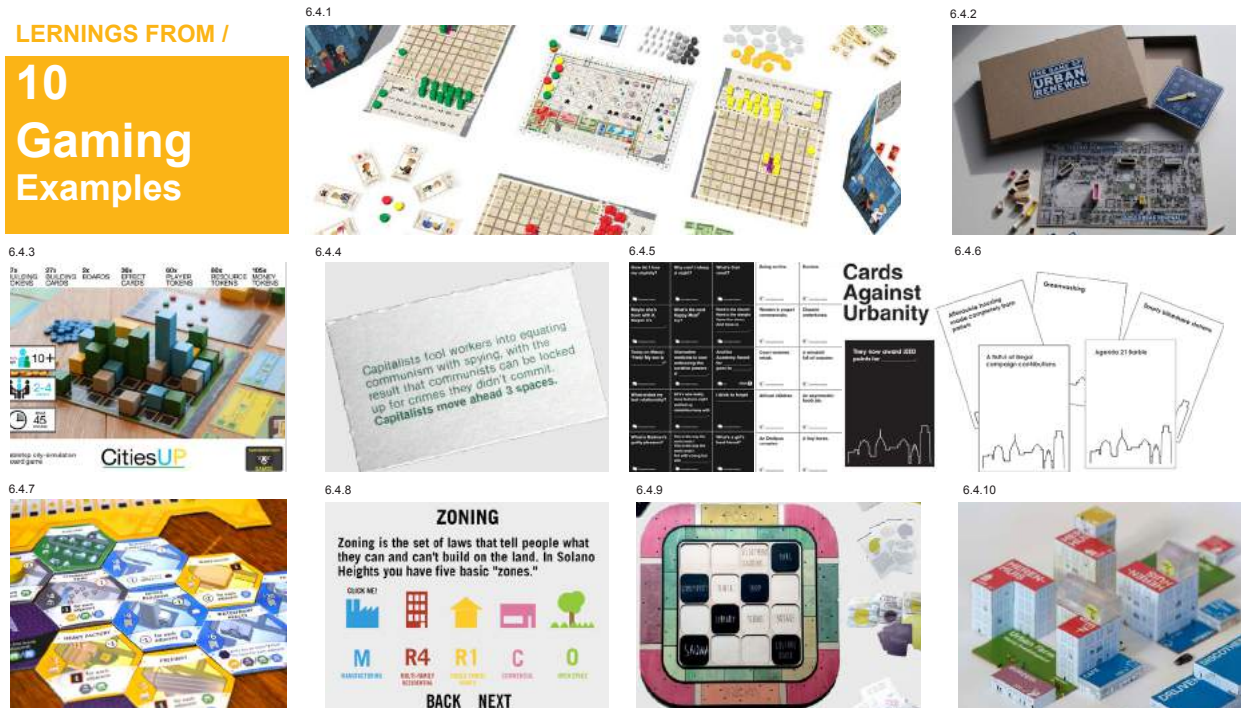
Figure 6.4.0 *The Gaming References.*

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Figure **6.4.1.** Small City (2015). Retrieved from http://www.escapistmagazine.com/ news/view/142147-Small-City-Kickstarter-Brings-City-Building-Sims-To-A-Tabletop-Board-Game

Figure **6.4.2.** Urban Renewal. Retrieved from http://flaviotrevisan.com/2011/the-game-of-urban-renewal/

6.4.1 SMALL CITY (2015)
by Alban Viard
Board game & App

Players: 1-4
Playing time: 60-120 min
Age: 12+ **Complexity:** 3.9 / 5

In small city players take role of the mayor of the Small City. The players need to secure enough votes in eight turns to be re-elected. This is done by attracting more citizens to grow residential areas and by supporting the expansion of commercial and industrial sectors. Industrial sector brings about pollution, which the players need to deal with it in order to avoid high pollution levels and the decrease of votes. Building suitable infrastructure to support it all and avoiding making false promises to voters ensure winning position.[1]

6.4.2 THE GAME OF URBAN RENEWAL
by Flavio Trevisan, Variants of Evil
Board game

Type: Card driven board game
Genre: Multiplayer, simulation, tabletop role-playing game
Number of players: The game can be played by any number of people.
Number of moderators: None
Duration: 2 hours and more
Materials: The Game of Urban Renewal kit
Languages: English
Benefits:
Players understand various problems connected to urban renewal
Players learn about different groups of interest
Players train their decision-making skills
Players participate in urban management and understand dangers associated in being disconnected from other groups of interest.[2]

LEARNINGS FROM THE GAME

- **Number of players:**
  The game can be played by any number of people.

- **Duration**

- **Turns and Phases**

- **Age and Target groups**
  Needs to be readable by all

- **Weight:**
  Needs to be portable, handy and light to travel with

- **Roles**: assuming new or keeping own roles

- **Aim in the game:**
  To get most votes

- **Methods in the game**:
  Building while balancing to keep promises

- **Aim of the gaim**:
  Teach about issues related to urban planning from the point of view of the decision makers.

LEARNINGS FROM THE GAME

- **Type:** Board game, activity driven

- **Genre:** Role-playing, Simulation

- **Moderators**

- **Materials:** Game set-kit

- **Languages** Translatable

- **Roles**:
  Players take on different roles, representing different actors in the city

- **Benefits**:
  Aim of the game is to gain understanding of urban planning, to train skills of negotiation and decision-making and to participate in the process of urban management and to understand the importance of connecting with other groups of interest.

- **Aim in the game:**
  to assume roles, decision-making, reaching common goals

- **Methods in the game**:
  assuming roles, decision wheel, connecting with different actions related to urban renewal.

[1] Small City (2015). Retrieved from https://boardgamegeek.com/ boardgame/130486/small-city

[2] The Game of the Urban Renewal. Retrieved from http://www. games4sustainability.org/gamepedia/the-game-of-urban-renewal/

Img 1

Figure **6.4.3.** City Up (2016). Retrieved from http://www.tabletopgamingnews.com/citiesup-board-game-now-on-kickstarter

Img 1

Figure **6.4.4.** Suburbia (2015). Retrieved from https://boardgamegeek.com/thread/867594/suburban-stratagems

6.4.3 CITY UP (2016)
by Spectacled Bear Games
Board game

Players: 2-4 **Playing time:** 45-90 min
Age: 10+ **Complexity:** 2.5 / 5

Players are official investors for a new city and are to buy and build neighborhoods: to build, develop and increase their income. Winner outperforms other investors, but without being a shark and by remembering that the inhabitants of the new city will need services to be satisfied.

Investors build residential, commercial, bank, farm or industrial buildings. They supply them with electricity, water and services. Players collect tax revenue from their buildings, which have to be supplied with different services.

Goal is to purchase as many buildings as possible and supply them to reach a higher score than others. Buildings have to be supplied properly to generate taxes for the owner. Taxes, bonuses and upkeep each generate points. When the last demand card is turned up the round is complete and the game ends.[3]

6.4.4 SUBURBIA (2015)
by Ted Aslpach
Board game

Type: 2Tile Laying and drafting game

The game is focused on developing suburbs around a generic city. The players can build their suburb to match their own particular goals with the ultimate measure of achievement being total population. Growth must be managed in an intelligent manner, as too rapid advancing can stifle both financial income and ability to attract new residents to the city.

Design and form to facilitate game play:
The game board is divided into many sections that can be arranged. It enables the players to travel with the game and adapt it to different places. Components are effective in presenting the information needed to know without requiring the rulebook or moderator's aid. Expansions of the growth with the tiles are clearly visible and the tools convey well the themes. Players get to consider the character of the part of the city that they built, seeing it in the final outcome in the arrangements of the game elements.

Players purchase tiles from drafting row, that forces the game to keep moving and the players to make decisions about the availability of tiles.It is an economic snowball game. To win, the players need to maintain cash glow, to have tiles that provide money every round. The game increases competition and the overall decision-making complexity, and it is more interesting to experienced players. The tile iterations reward skills of the players.[4]

LEARNINGS FROM THE GAME

- **Graphics and Execution:**
  Simple, minimalistic

- **Winner:**
  Does there need to be any?

- **Methods of the game:**
  What is the message,
  values and ethics to convey?

- **End of the game:**
  Out of cards solution

LEARNINGS FROM THE GAME

- **Graphics and Execution:**
  To facilitate the game play and for showcasing results

- **Game elements**
  Portable, arrangable and adaptable to different context

- **Different Outcome Everytime**
  Adaptable elements that take the shape of the process bring to different outcomes everytime

- **Gaining Skills to Win the Game**
  Playing the game gives skills to win the game next time

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[3] City Up (2016). Retrieved from https://boardgamegeek.com/boardgame/190527/citiesup

[4] Dean, J. Revies of the Suburbia. Retrieved from https://boardgamegeek.com/thread/867594/suburban-stratagems /

6.4.5 CARDS AGAINST HUMANITY (2015) by C.A.H. LLT.
Card game / Downloadable Online

Cards Against Humanity is a fill in the blank-game – to spur conversation and discussions through ironic, politically incorrect and humorous approach to social issues. It is a simple game. In each round one player asks a question from the black cards and answers with their funniest white card.

The game is available for free under a Creative Commons license. They provide PDF rules and printing instructions. It takes about an hour and ten US dollars to make the game yourself. There are different editions for the US, UK, Australia and Canada. The game has been translated into 18 languages by fans from all over the world. One can also suggest a card online, (or as they call it, a bad idea).[1] The collective also owns an island, which they bought to ensure its public use and preserve its wilderness.[2]

LEARNINGS FROM THE GAME

- **Approach**:
  Humorous, playful, ironic

- **Duration**: during 10 days?

- **Simplicity:** Easy rules, simple and
  cheap to replicate, make your own

- **Creative Commons:** licence
  Available to all

- **Interactivity**: adaptability
  Web-page, suggest a question

- **Language & Editions:** Translatable and
  Applicable elsewhere

- **Rules & Printing instructions**

- **Methods in the game**: choosing
  the funniest answer to topics

- **Aim of the game:** to promote critical
  discussion through humour

- **Methods of the game:**
  discussion, dialogue, humour
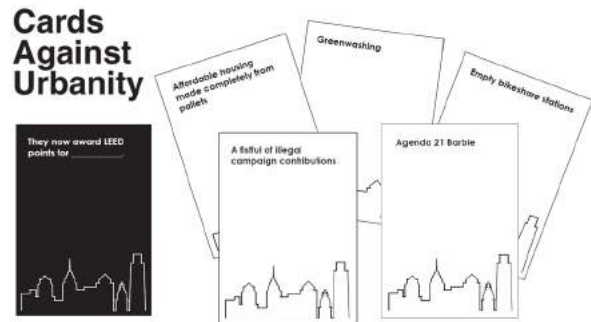
6.4.6 CARDS AGAINST URBANITY by GreaterPlaces, Washington D.C
Card game / Downloadable Online

A twist on the Cards Against Humanity, a game that teaches about planning concepts. A group of people compete to supply the best answer, sometimes funny, often little dirty, to planning questions posed by a player with the mayors role.

The game offers a different way of communicating with people than Powerpoints. It spurs discussion, and offers a quick way to teach to about central ideas and terminology in planning, but most importantly, proven useful as a way to get the various players involved in potential projects: not only planners and architects but also engineers, city council members and the like. For the people to start speaking the same language.

The cards mostly cover general building and placemaking concepts. But each deck comes with some blanks that can be tailored to address issues in a particular area.

Addressing specific topics through humour helps to foster understanding of places and projects, as well as the conflicts that surround them. The game is about breaking down barriers. It offers an informal way to overcome the jargon that separate stakeholders: planners and other actors in the field.

The game was developed through a Kickstarter Campaign. There is another version of the game on the way, that focuses more on design solutions. The games are available also as iPad applications in order to make discussions portable.[3] "Planners and architects can go in front of clients and start to get a better handle on what people want from a project" (Greenblatt, A. 2014).

[1] Cards Against Humanity. Retrieved from https://cardsagainsthumanity.com/
[2] The Cards Against Urbanity. Retrieved from http://hawaii2.website/
[3] Kaufman, R. Next City: The Cards Against Urbanity. Retrieved from http://www.citylab.com/cityfixer/2015/10/these-urban-planners-want-to-demystify-the-process-with-cheeky-card-games/411877/
[4] Greenblatt, A. The Cards Against Urbanity. Retrieved from http://www.governing.com/topics/urban/gov-cards-against-urbanity.html
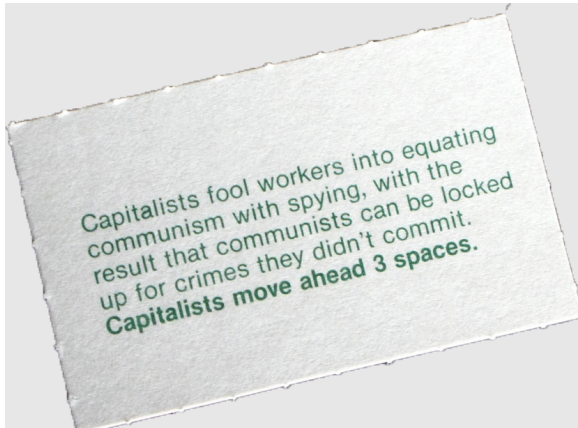
Figure **6.4.7.** Negative Thoughts make Games (Woo, 2010.) Retrieved from http://drpop.org/negative-thoughts-to-help-make-a-game/

6.4.7 NEGATIVE THOUGHTS MAKE GAMES
by Rosten Woo
Reflections about gaming, education and planning

A designer, planner, educator and former director of the Center for Urban Pedagogy, Rosten Woo has developed in partnership with Gilda an urban planning game that introduces people to the purpose and politics of zoning, the invisible rules that make cities look the way they do. [1]

He describes the experience of making the game, the initial goal to make an on-line encapsulation of some of the education work that Gilda has produced in L.A. The idea developed from digital space to a board game. Workshopping in board game format allowed to test out interaction ideas in a live setting and with real people with low costs and in short time.

A board game dealing with land use issues is a good fit as gaming format is spatial, (many existing games deal with territory and real estate (risk, monopoly, hotel) and power and games provide a set structure for interaction and engagement that people are familiar with and enjoy. Games encourage social learning and can generate laughter and personal connections. Games can give players access to roles and points of views that may be different than their own. This is a critical part of thinking about planning, land use and zoning in particular.

Making a game can also be a bad idea, as there as many bad educational games. It is challenging to make them both educational and entertaining. The bad ones fail in two categories: 1. Old Game in Educational Clothing: using existing game format in thematically appropriate clothing. They can be useful in workshop settings as people do not have to learn new rules and they can test their knowledge in less intimidating way. The problem is that the system has nothing to do with the content of what you want players to engage with. 2. Failure to Abstract: a game that tries to model a particular situation so closely that it becomes unplayable to normal people. Games that do not clarify systems rather than replicate them. In other words, need to be simplified in a way that everyone can play it. [5]

LEARNINGS FROM THE GAME

- **Visualizing Invisible Aspects of Planning**
  Gaming can help to visualise the invisible aspects related to planning

- **Gaming for Urban Pedagogics**
  Game for sharing educational work

- **Board Game for Testing Ideas Fast and Cheap**
  Board games allow testing ideas fast and in an economic matter. It allows to create situations of interaction.

- **Games Offer a Spatial Setting**
  Game board offers a spatial setting, where to test planning ideas.

- **Challenges in Educational Games:**
  To create educational and relevant tools related to urban planning, that are in the same time fun and easy to use by anyone.

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[5] Woo, R. Negative Thoughts to Help Make a Game. Retrieved from http://drpop.org/negative-thoughts-to-help-make-a-game/
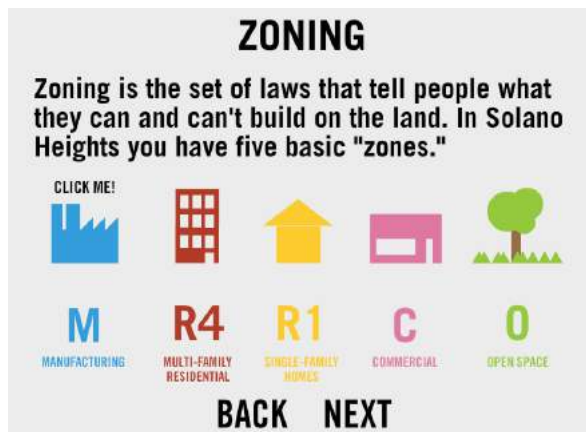
Figure 6.4.8. Blocks and Lots Game. (2015). Retrieved from http://blocksandlots.net

6.4.8 BLOCKS & LOTS (2015)
by Rosten Woo, Dr Pop, Esperanza Community Housing Co
Board game & Web page game + Downloadable Instructions

Board and online game about zoning. It was developed within a team of experts and a community housing corporation. The aim is to connect different stakeholders to urban planning by solving issues that there are within the process. The game highlights the importance in combining interests and solving conflicts between different actors.

The makers said to learn a lot from the experience of making the game. They felt games and game-making helped them to became better educators and to develop the kind of eco-systems thinking that is needed to address the most urgent urban problems.

After playing the game online, the aim of the game got clearer: to learn about the different stakeholders and their needs of the space and the possible conflicts coming from zoning according to the needs.[6]

Solving the conflict between two stakeholders:
- First you get options: They open up other options that include requirements . Then one gets information about the solution (strategic) and about the execution of the plan (practical). End of the game is about reaching a solution that works for both parties.
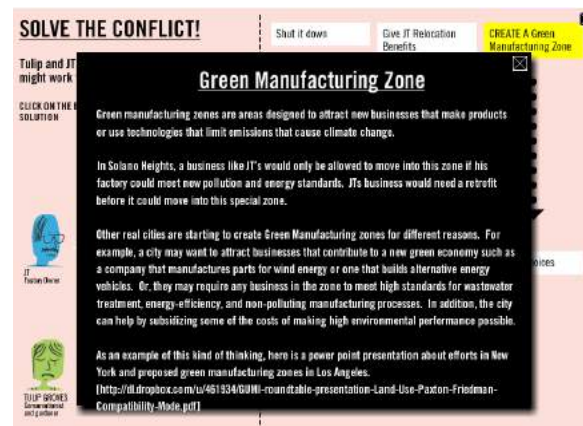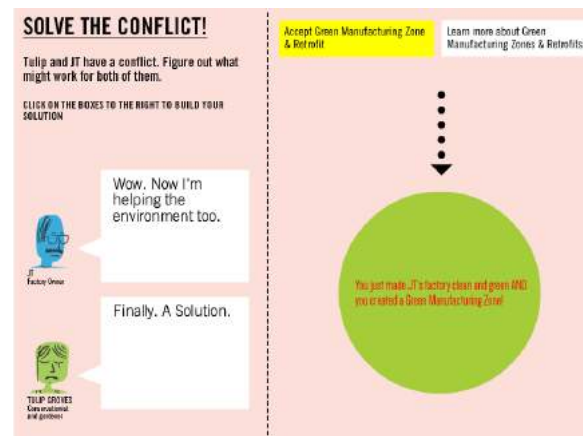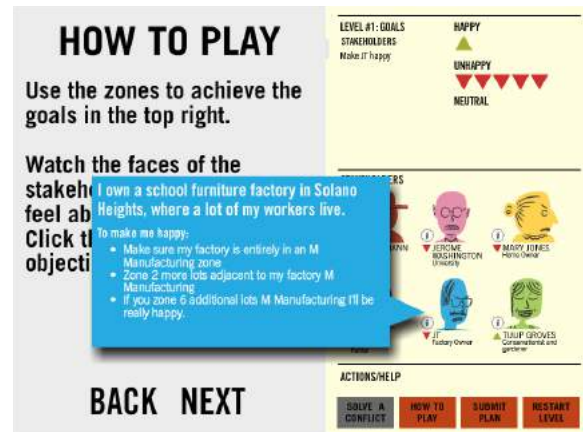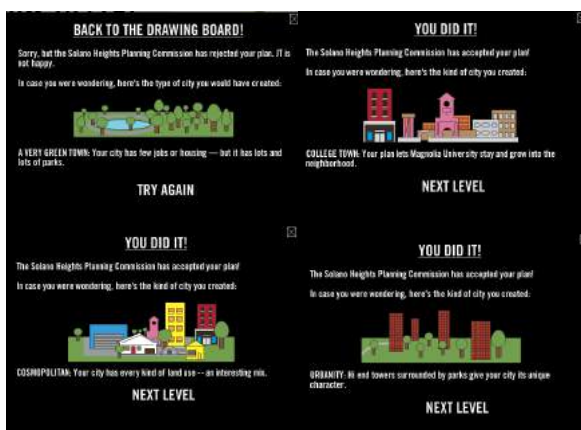
[6] Blocks and Lots Game. (2015). Retrieved from http://blocksandlots.net

Img 1 / Common Ground, Natalie Novik

Figure 6.4.9. Common Ground Game (Novik, N. 2017).
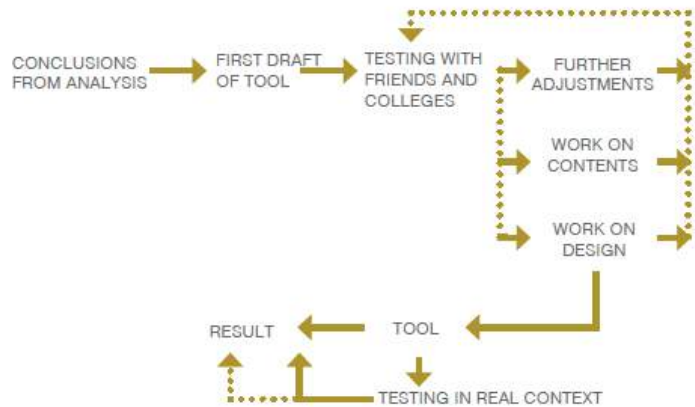
Figure 6.4.10. Common Ground: How the Tool Was Developed (Novik, N. 2017).

6.4.9 COMMON GROUND A Tool for Dialogue and Decision-Making to Encourage Sustainable Lifestyles in the City Neighbourhood by Natalie Novik (2017)
Master Thesis & Board Game

MT Investigation: Natalie investigates in her work the topic of sharing. She looks into how collaborative consumption could be applied to urban planning and how common spaces in neighbourhoods can be shared and become places to develop social connections, decrease individual consumption and encourage the process of building trust. She looks into how to build a common ground between groups who often do not collaborate.
One of the methods to developing her studies was learning from practicing experts, and from there she got the inspiration to develop a collaborative design tool.

The Results: Common Ground game, a tool for dialogue and decision-making. The game is developed to understand the need and possibilities of the community and an area, and to develop a scheme for different sharing facilities.

Logic: The game is guided by three main principles: categories, layers of time: the existing and intended situation and the build up to existing attributes. There are four parts in the game board: places, groups, facilities, activities, that can be used to make connections between the physical and human resources.

Content: Combination of three main parts: space (physical) facility (physical – mental) action (mental)
Elements of the game: Layers: Time, Instruments: places, activities, people, facilities, Cards: step cards, categories / actions, facility cards, benefit cards, question cards
Manual: Gameplay steps: 1. Set up a scheme 2. Discussion 3. Benefits of Sharing 4. Set up an ideal state

The Game Promotes:
1. Facilitating dialogue
2. Activating underused spaces
3. Acknowledging self-managed architecture practices
4. Encouraging sharing and sustainable living
5. Creating spaces according to needs
6. Cataloguing the commons for sharing

LEARNINGS FROM THE GAME

Games for Combining and Making Connections Between Different Aspects

Games as a tool for Discussion and Cataloguing

Games for promoting larger scale agendas

Structure of the Master thesis:

Introduction MT framing

Part 1 / Understanding the context
Chapter 1 / Background context
Chapter 2 / Theory
Chapter 3 / Examples / Case Studies
Chapter 4 / Learning from Experts

Part 2 / Design
Chapter 5 / Design idea and the Theoretical background
Chapter 6 / The Game / Tool
Chapter 7 / Testing Sessions
Chapter 8 / Conclusions and Reflections

References

7 Novik, N. (2017). Common Ground; A Tool for Dialogue and Decision-Making to Encourage Sustainable Lifestyles in the City Neighbourhood (Master thesis). Retrieved from Chalmers University of Technology Studentarbeten database. (Accession No. 248077)

Figure **6.4.9** Novik, N. (2016) Common Ground, A Tool for Dialogue and Decision-Making to Encourage Sustainable Lifestyles in the City Neighbourhood. Chalmers. p.132
Figure **6.4.10.** Ibid. p.133

and aims to test and develop the tool: game-derived design in urban renewal, self-organizing mechanisms and urban order, stakeholder engagement transforming self-built neighbourhoods, masterplanning with unconventional stakeholders and testing rules of flexible urban expansion plans, enable stakeholders to go from design to reality with the game process.

The Generative City Gaming method evolves continuously. Every new case tests and proves the applicability of city gaming to a specific urban complexity, while challenging the method to adapt itself and develop new features tailored to tackle each unique urban question. Through use, this gaming method is finding its place within existing city-making procedures in a number of countries. The next big question is whether cyclical and open-ended city gaming can move beyond being a consultancy and research tool to become the principal medium of processing and executing city planning." (Tan, E. 2014).[7]

Figure **6.4.11.** Negotiation and Design for Self-Oranizing City (Tan, 2014). Retrieved from http://abe.tudelft.nl/index.php/faculty-architecture/article/view/tan

6.4.10 NEGOTIATION AND DESIGN FOR SELF-ORGANIZING CITY / GAMING AS A METHOD FOR URBAN DESIGN (2014) by Ekim Tan
Doctoral Research / Gaiming as a design methodology

"Gaming as a tool for knowledge creation and negotiation serves as an interface between the more abstract decision-making and material city-making. Rarely involved in the creation of our environment, it has the unexplored potential of combining the socio-spatial dimensions of self-organizing urban processes. Diverse agents, the collaborations and conflicts within and between interest groups, and the parameters provided by topological data can all be combined in an operational form in gaming: potentially a great unifier of multiple stakeholder negotiations and individual design aspirations through which to generate popularly informed policies or design.

The simple language and rules of games will allow jargon-free communication between stakeholders, experts and non-experts alike. The interactive and iterative nature of city gaming encourages the development of collective intelligence, derived from the real lives of players to be redeployed in their real urban futures. Vitally, city gaming enables the negotiation of this future, as players with conflicting interests are given an opportunity to develop compatible, even shared, visions. By transforming serious issues into a playful and engaging (although no less serious) experience, city gaming unlocks difficult conversations and helps to build communities in the long term. The urban design, policy and action plans generated collaboratively through gaming will increase social coherence and local agency, as well as cutting costs and time in urban development processes.

This thesis proposes Generative City Gaming as an innovative urban planning and design method built on the tradition of serious gaming. Going beyond the educational scope of other serious games, the ultimate aim of city gaming is to become operational in urban processes – a goal in the process of making a reality since 2008, when Generative City Gaming was first applied to a real urban questions in the Netherlands, later expanding to Istanbul, Tirana, Brussels, and Cape Town.

The thesis reports six of the twelve city games played which were instrumental in the evolution of the method, with different themes

LEARNINGS FROM THE GAME

- Conceptualization of cities:
Complex open systems where agents act from below and above influencing the urban processes.

- Need: New collaborative city-making methods: a combination of collaborative planning and collaborative design. Now there is a gap in the between, the open, interactive collaborative planning methods do not simulate realistic power negotiations in the evolution of the physical environments they plans and collaborative design methods fail to model the decision-making mechanism of the physical environments they control.

- Aim and method of the research: to build open negotiation and design method for cities as self-organizing systems to bridge the gap through gaming.

- Gaming: a tool for knowledge creation and negotiation. Serves as an interface between abstract decision-making (theory) and material city-making (design)

- Potentials: to combine socio-spatial dimensions of self-organizing urban processes: agents, collaborations and conflicts within and between interest groups + the parameters provided by topological data = combined in an operational (practical) form in gaming. Unifier of stakeholder negotiations and individual design aspirations through which to generate informed policies or design.

- Simple language: jargon-free, communication between different stakeholder groups, expert and non experts. Interactive and iterative nature: encourages development of collective intelligence derived from real lives of players and to be redeployed in their real urban futures.

[7] Tan, E. (2014). Negotiation and Design for the Self-Organizing City: Gaming as a Method for Urban Design. *A+BE Architecture And The Built Environment*, 4(11), 1-454. doi:http://dx.doi.org/10.7480/abe.2014.11

6.5 **Design Experiments**
Tools for Efficient Information Collection
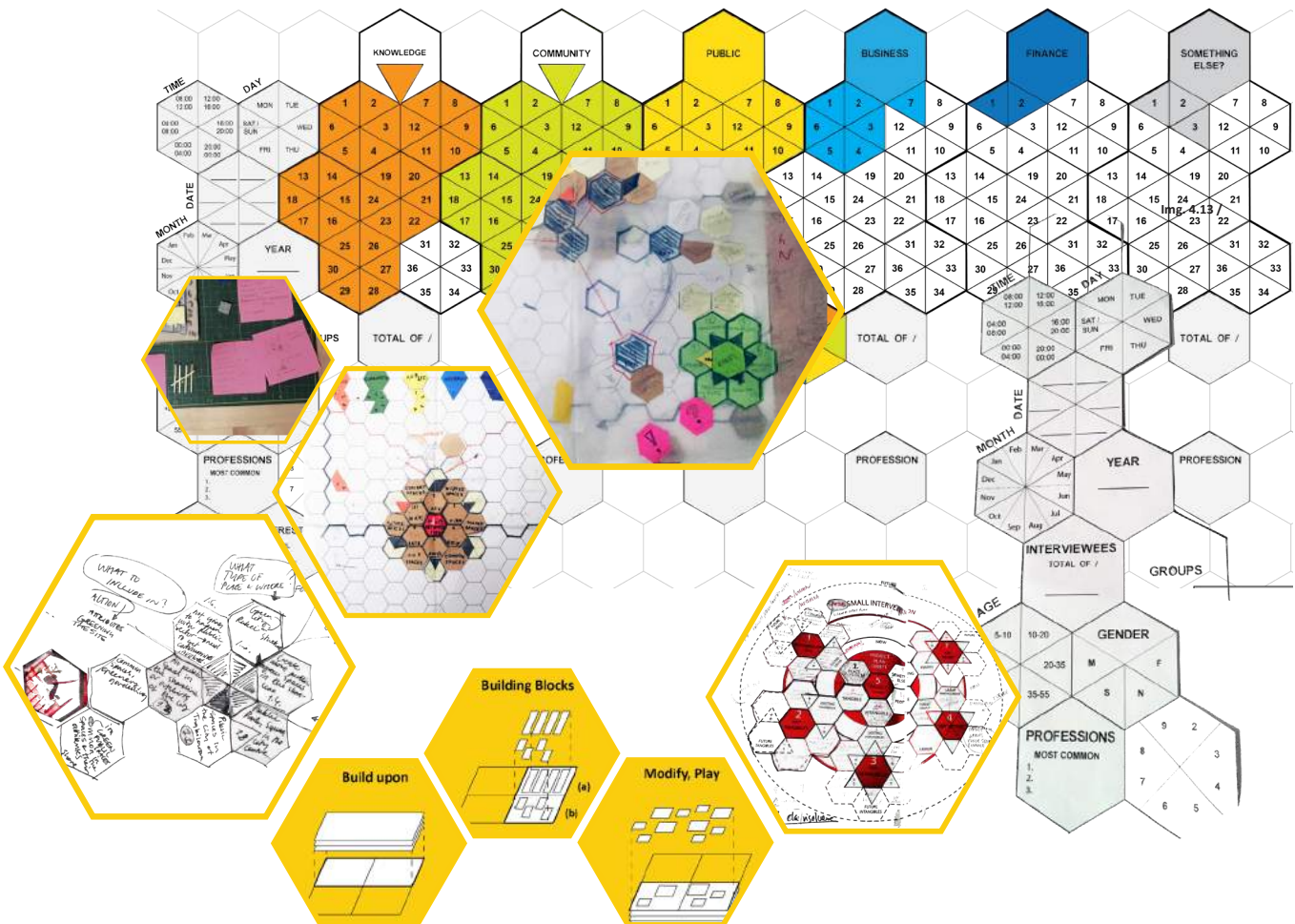
Figure **6.5.0.** Design Explorations

6.5.1 Tools for Data Collection

Tools for Efficient Data Collection

Improving the 10-day Kit tools developed for the academic exchange. Interviews had proven an effective way to get to know the city, but documenting the process and gained answers need structure and tools to convey the results in an effective and simple way. Initial design explorations focused on improving the developed tools for conducting the interviews.

Figure **6.5.1**
Mapping places of interests of different stakeholder sectors.

Map

Knowledge	🟡	What are the places of interest?
Civic	🟢	
Public	🔵	Where?
Private / Business	🔴	Who?
Capital	⚫	What?
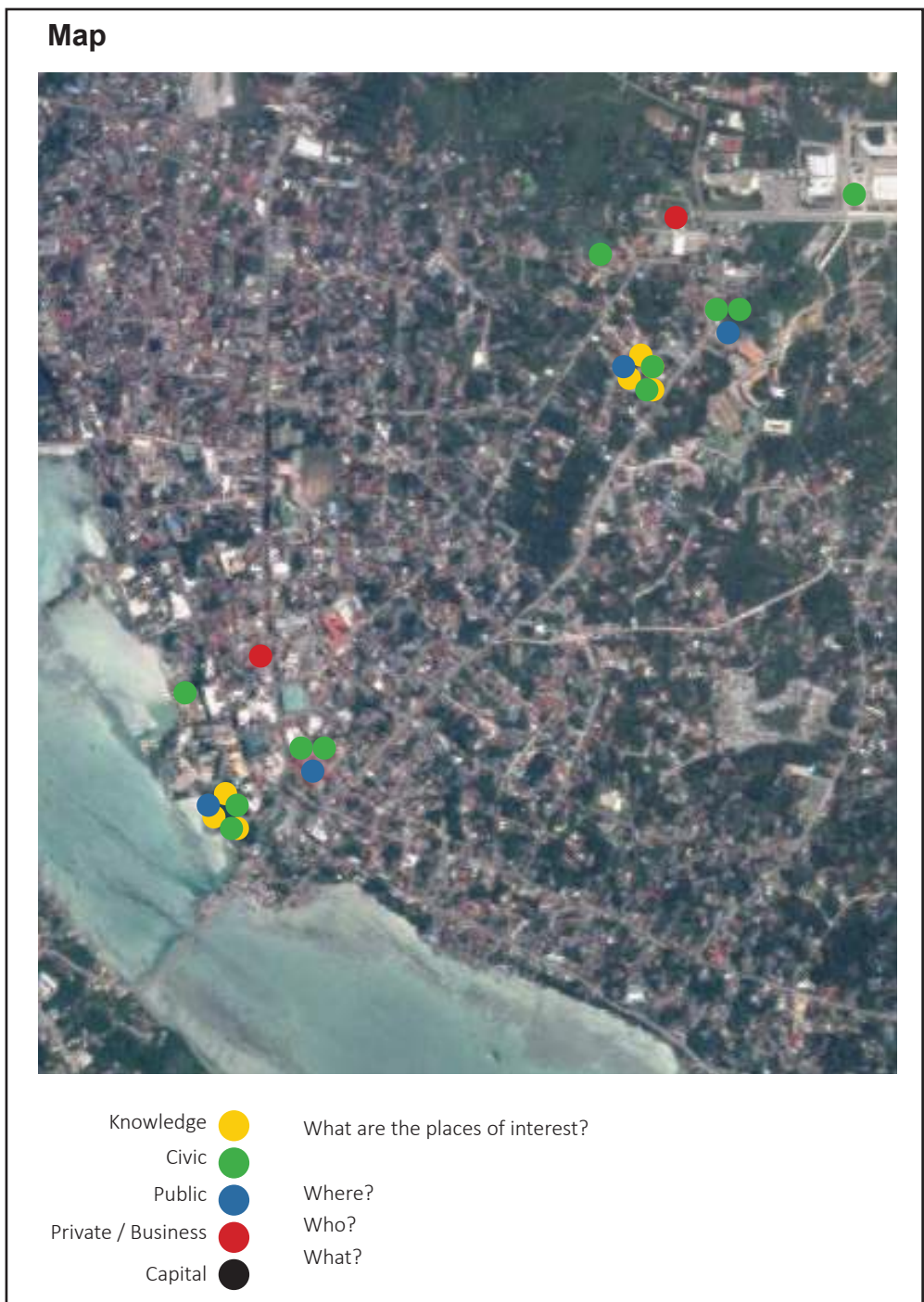
Profiles

One of the learnings from the fieldwork was that all the people involved in the process need to be documented in the same, rigorous manner, in order for the results to be comparable to one another and in order for them to serve also for others.
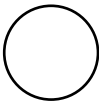
Figure **6.5.2**
Mapping the essential information of the involved stakeholders.

Profiles

Interview Nr.

WRITE Interviewer's name   **Group Colour**

DRAW X on location of the interview _____

CIRCLE

Time 00:00-04:00   4:00-08:00   08:00-12:00   12:00-16:00   16:00-20:00   20:00 - 24:00

Day Mon Tue Wed Thu Fri Sat Sun

Date 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month Jan Feb March Apr May Jun Jul Aug Sep Oct Nov Dec

Year 2017   2018   2019   2020

basic information about the interview

WRITE Interviewee's name _____

SIGN

Age 0 - 10 10-20 20-30 30-40 40-50 60-70 70-80 80-90 100-

Gender M F T N

Profession _____

basic information about the interviewee

Public Spaces of Intervention: map / grid

_____

Improvement Suggestions (this with cards / icons

greenery   infrastructure activities   something else

x   x   x   x

_____

_____

_____

basic information about the interventions needed

Level of interest / - -- ---- 0 + ++ +++

Role /

user   provider   helper   volunteer   worker   manager   sponsor something else

x   x   x   x   x   x   x   x

_____

_____

_____

actors role / interest in the intervention

163

6.5.2 Geometrical Reasoning
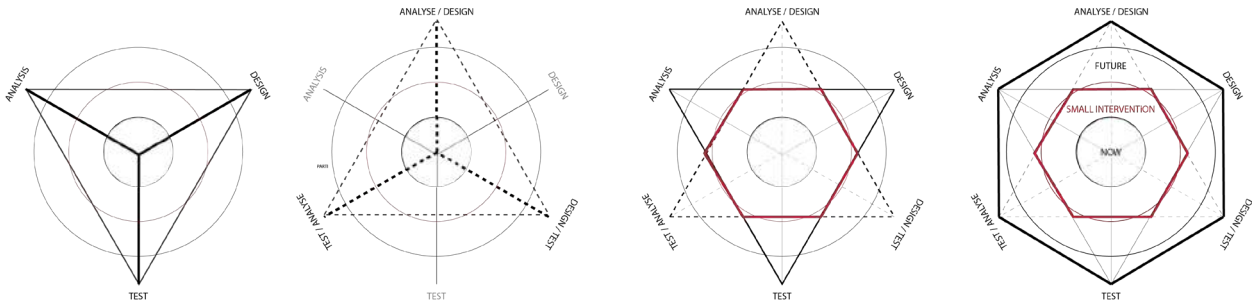
The Hexagon

The hexagon form comes from the process itself, its three main phases and their transition moment (axes) that make out of six categories

Triangle in the middle,made out of six triangles (elements that make the whole). Smaller hexagon inside a bigger hexagon: the heart (inner hexagon) and the consequences (outern hexagon)

Focus on the horizontal line (Practice) to affect the vertical processes
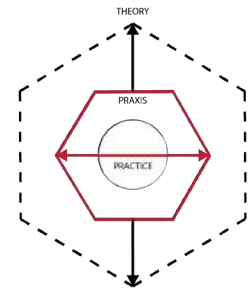
*Figure **6.5.3** Geometrical Abstraction of the Continuous Design Process of Horizontal Planning Practices*

*Figure **6.5.4.** The Hexagon is Repeated in the Game Elements.* The form can be broken down into fractals and it offers modules that can be connected and examined in relation to one another.
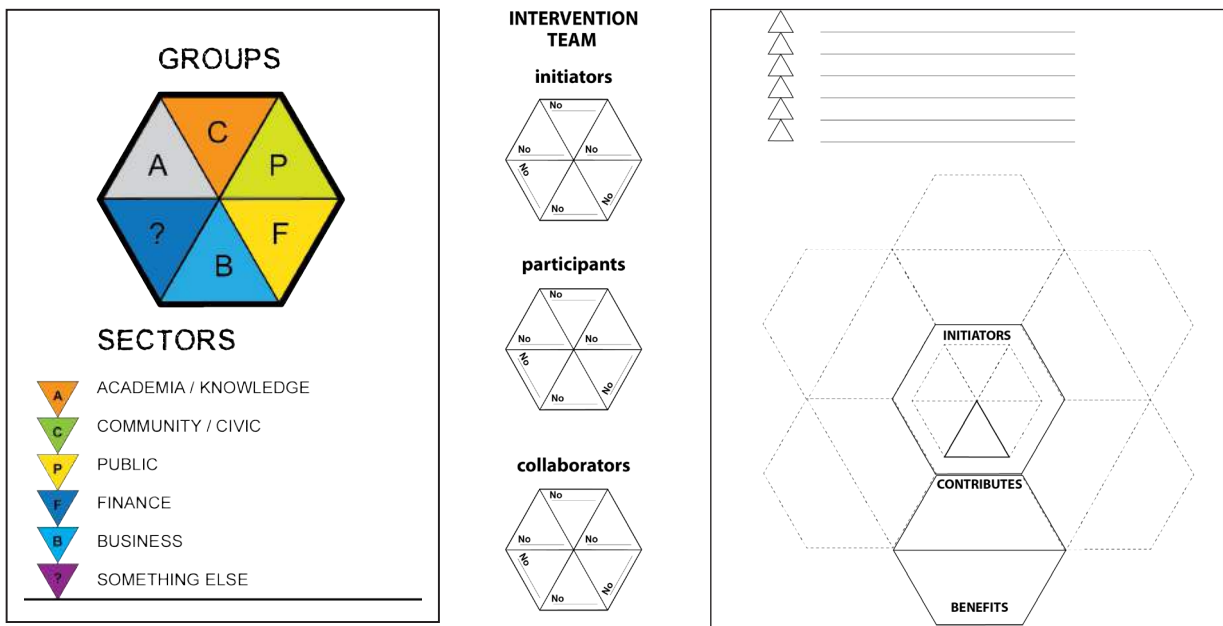
PHASES

Figure **6.5.5.** *The Design Process Hexagon and the Gameplay Phases.*
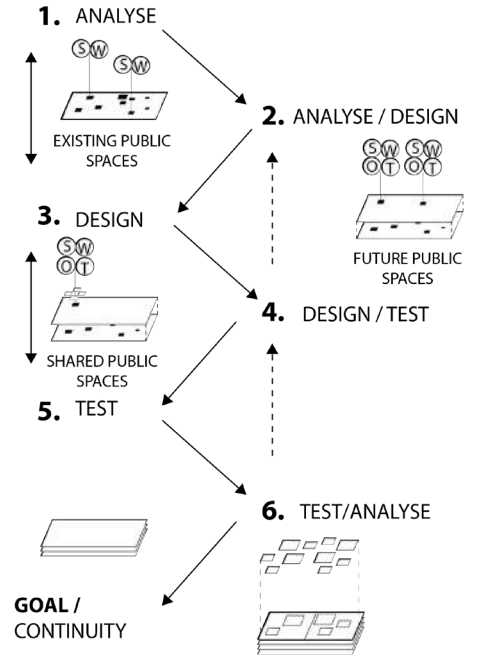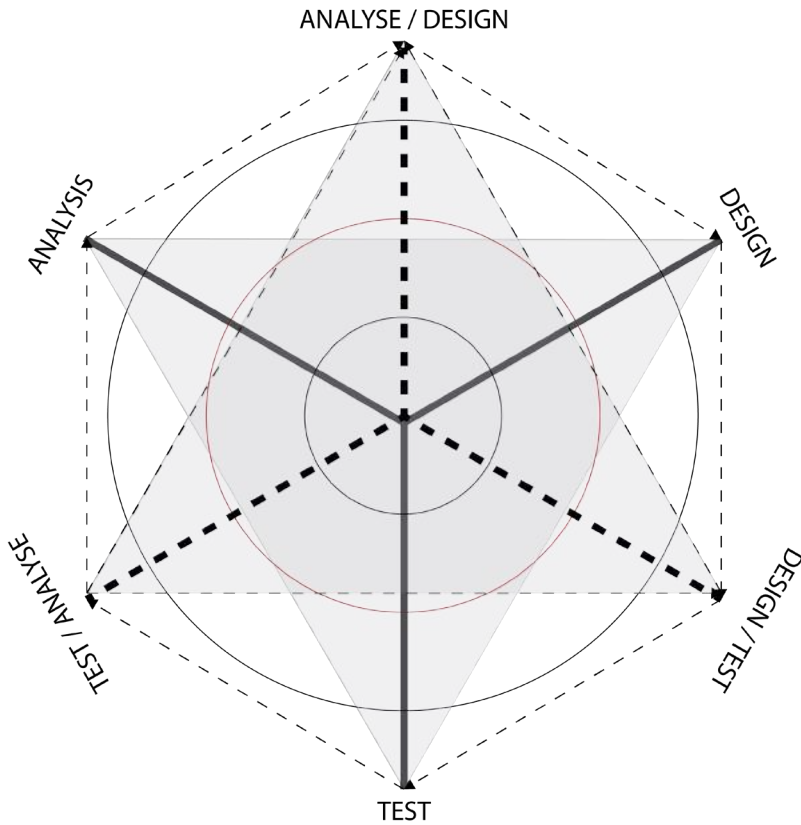
Figure **6.5.6.** *Horizontal Practices for Initiation and Continuity of Participation in a Local Context.*
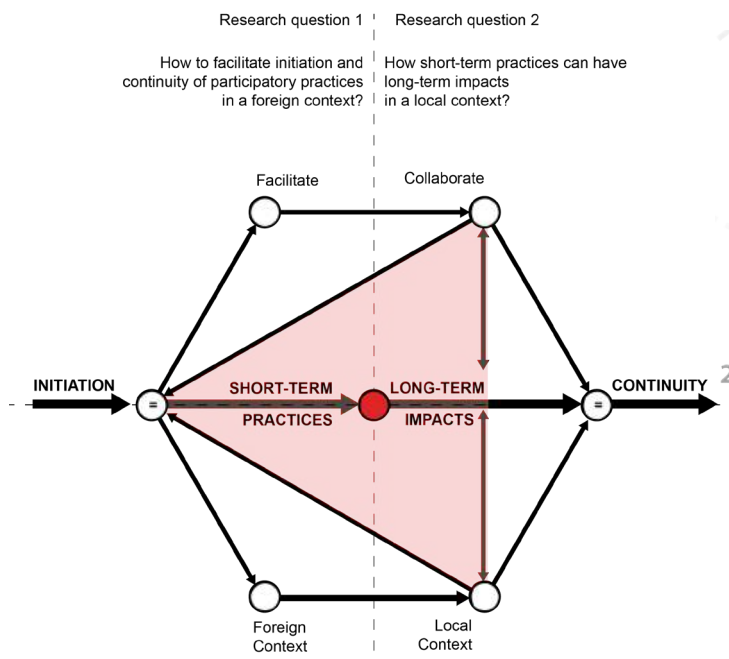
Figure **6.5.7.** *The Spiral for Continuous Practices* is turned in the gameplay from outward in, to represent the process of going from the big general ideas and goals to testing specific parts in practice.
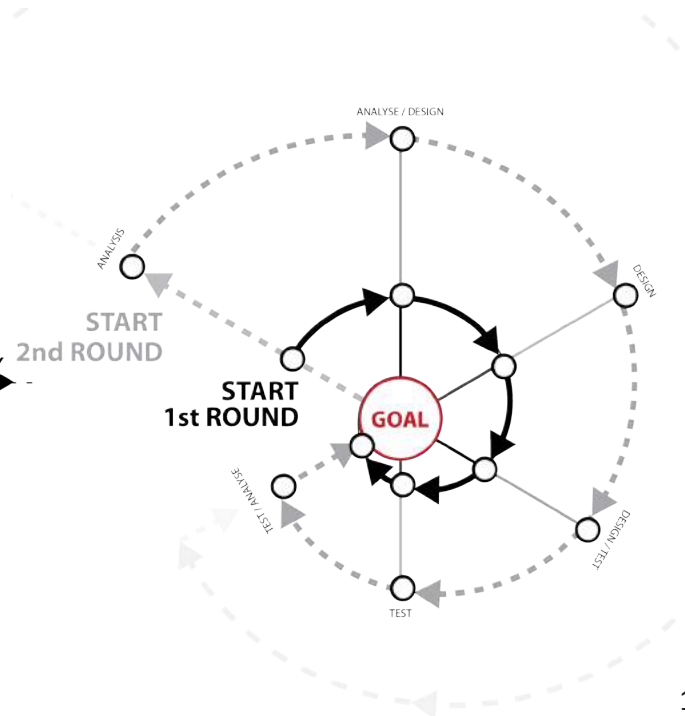
6.5.3 The Game Development

Fig. 6.5.8

Fig. 6.5.9

Fig. 6.5.10

Fig. 6.5.11

Fig. 6.5.12

Fig. 6.5.13

Fig. 6.5.14

Fig. 6.5.15

Fig. 6.5.16

Fig. 6.5.17

Fig. 6.5.18

Fig. 6.5.19

Fig. 6.5.20
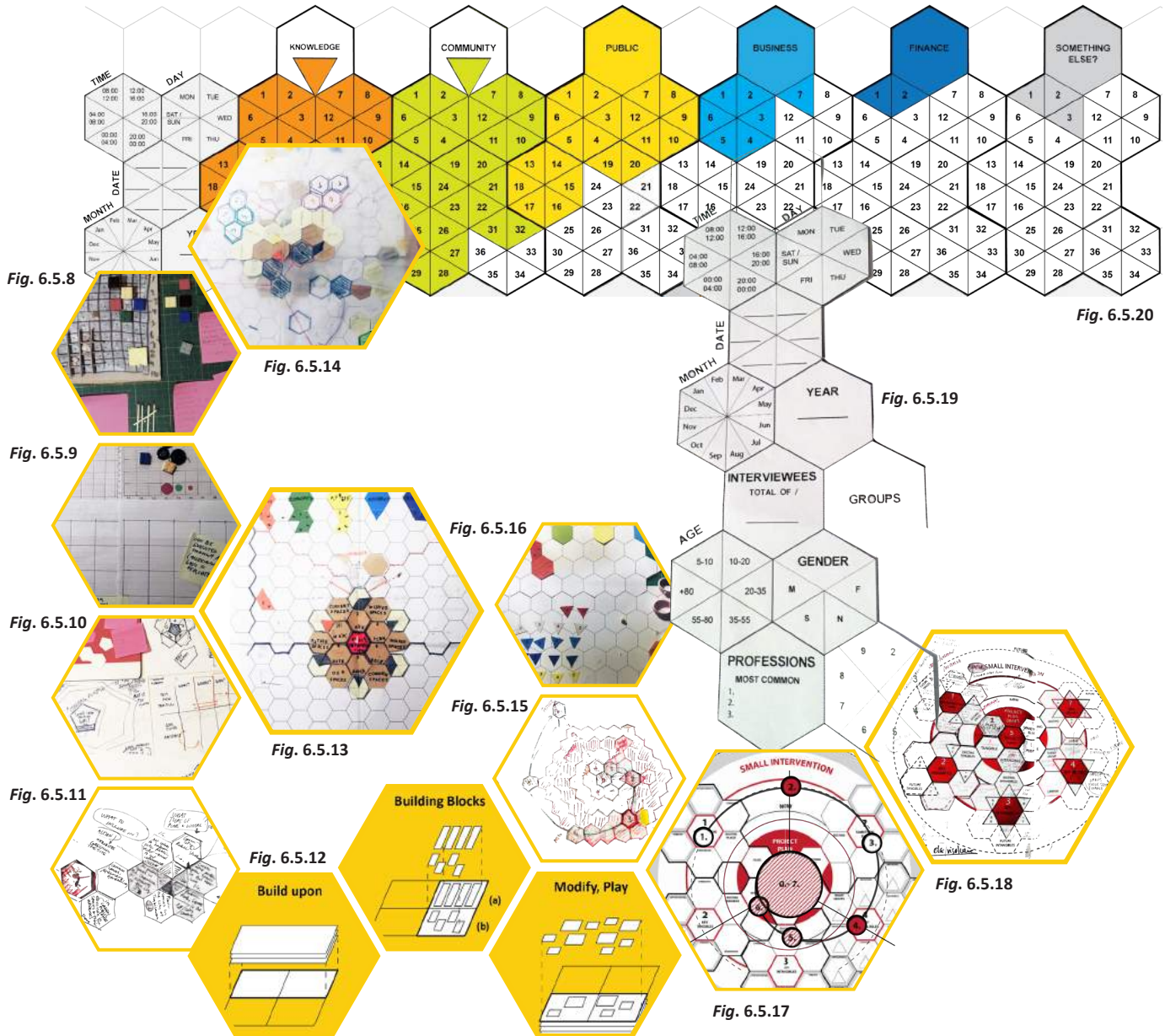
Images of Design Explorations

Figure **6.5.8 - 6.5.9:** *Game scale studies*
Figure **6.5.10 - 6.5.11:** *Developing diagrams for creating connections*
Figure **6.5.12:** *Game elements and purposes*
Figure **6.5.13 - 6.5.18:** *Developing the game play and elements*
Figure **6.5.19 - 6.5.20:** *Tabs for Stakeholder Documentation*

Design Explorations: Developing the Game

Several versions of the design tool and game elements were done to gain answers to following questions:
- How to map and analyse information effectively?
- How to pass on the continuous co-creation process through gaming?
- What steps are needed?
- What form can the tool take?
- What scale and elements can the tool contain?
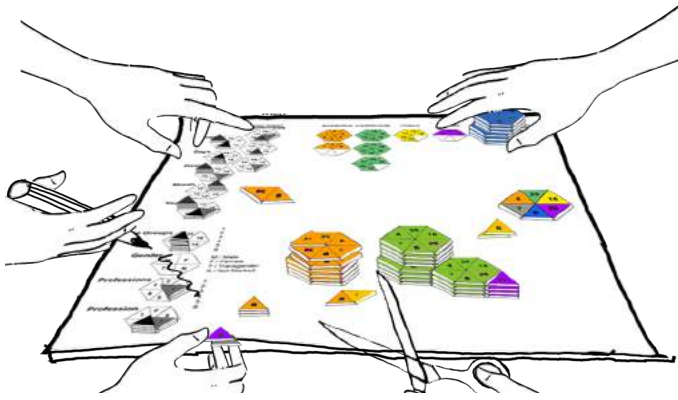
***Figure* 6.5.21.** *The Game Board for Collecting and Analysing Data and for Drawing Conclusions.*
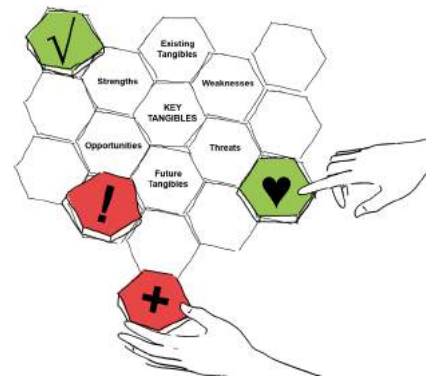
***Figure* 6.5.22.** *The Task Posters for Mapping and Assessing Data Gathered from Participants in the Design Process.*

WHAT TO CONSIDER IN THE GAME?

The Gameplay

AIM / To improve the process tested, bridge the gap from site analysis to small interventions and continuity afterwards.

PAST METHODS TO INCLUDE AND IMPROVE

1. SITE ANALYSIS / Interviews:
Why do we want to learn about the everyday lives of the local inhabitants?
- to find out how we can help and where to intervene (practical changes)
- it is what counts to the people, what makes their realities in the city
- to understand what practices affect and are affected by the build environment
  = understanding complexity

- singular and group profiles

Improvement suggestions: more effective way of collecting, representing and sharing the results
The results: who can they serve? The academia, local inhabitants, the government?

2. IDEATION WORKSHOP
How can we use the information gathered for projects?
Where to intervene?

3. MEETINGS
Presenting site analysis and ideation workshop results, collaborations

4. SMALL INTERVENTION
Executing, testing a small project idea within the larger scope continuity!

5. PRESENTING RESULTS
Presenting results of the whole process
Collaborations

6. CONTINUITY
Defining roles and responsibilities
Establishing new partnerships and Collaborations

Stakeholders / Roles / Actors

Academia / Students / mediators
Civic Sector / Local inhabitant, communities and citizen groups
Public Sector / Local authorities and officials
Private Sector / Practitioners and businesses

The game is aimed for students.
The aim is to support their role as mediators by offering them tools and a language to engage with the different stakeholder groups.

How the tool can provides benefits
- for the students?
- for local inhabitants?
- for authorities and officials?
- for practitioners and businesses?

Nature / educative:
What to teach? What are the values?
Participatory planning in practice. To spread the method of
- collaboration
- everyone as expert
- trial and error, testing,
- reflection, analysis, open learning, through experience
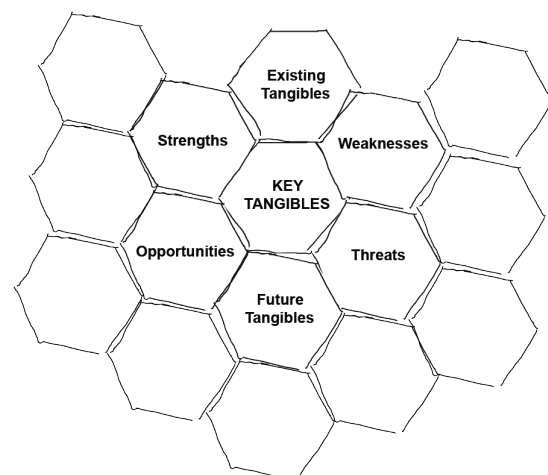
***Figure* 6.5.23.** *Categories of Data to Be Gathered and Mapped Down from Participants Relate to the Current Moment and Its Potential Future State.*

6.5.4 Testing Workshop - Presentation

When?: 13.10.2017 09:00-12:00

Where?: Hammarkullen, Göteborg Sweden

With Whom?

23 architecture master level students

part of the Social Inclusion- masters course in Chalmers University of Technology

Figure 6.5.24. *Presentation Slides for the Workshop.*

Materials:
Digital presentation
Tool materials
Feedback questionnaire

25.

Feedback

1. Do you feel like the tool facilitated the process and managed to arrive t to the goal of creating a project plan draft for a small intervention?
Scale:
1 2 3 4 5
N   Y
Yes, how? / No, why not? _____

3. Do you feel like the tool was useful for you?
Scale:
1 2 3 4 5
N   Y
Yes, how? / No, what needs to be improved? _____

Other comments:

2. Do you feel like you understood how the tool works?
Scale:
1 2 3 4 5
N   Y
Yes, what worked well? / No, what was unclear? _____

13.

Fieldwork Results

3 *How to facilitate and inspire the initiation and continuity of participatory practices?*

Small interventions with Tangible and Intangible Results are needed to...

- Work as a catalyst and inspiration for participating and acting now for the future goal
- Test and modify ideas in practice. To move away from the linear mode of designing solutions from above to a cyclical and flexible mode of planning that deal with both in ground and top levels, with the practical needs of now and the future visions of tomorrow.
- To ground projects in a local context.

Small interventions need to be...

- Well grounded in a local context. (connection to local resources and the now)
- Developed in collaboration with local actors that are given key roles throughout the process (the three levels of scale)
- Though through three levels of scale: now (current attributes) future vision and the action of the small intervention
- Focused on the process of editing design assumptions and the possible premature design solutions by confronting them in real life context - focus on process and learnings, not fixed solutions.

14.

Design Goals /

4 *How to improve short-term participatory practices to have longer-term impacts?*

Local Lab - a tool for small interventions /

Local Lab /
- Promote locally grounded projects as part of bigger scale planning visions

Tool for promoting continuity of participatory practices /
- Brings to Small interventions that can inspire further participation -
- Documents the process and learnings throughout the process - modifying & handing over the process
- Connects local resources to the projects -local actors taking over the projects
- Connects needs of today and the future visions and potentials into a common strategy

Tool for /
- Students and practitioners interested in applying participatory methods in their design works and development
- offers: methodology to conduct the process and tools to analyse information produced and feed it into a coherent project plan

15.

The Tool Concept and Goal

NOW / MICRO
CURREN STRENGHTS AND WEAKNESSES OF TARGET GROUP (COMMUNITY)
Q: WHAT NEEDS TO BE DONE NOW?

FUTURE / MACRO
FUTURE OPPORTUNITIES AND THREATHS OTHER GROUPS NEEDED
Q: WHAT IS THE IDEAL GOAL IN LONG TERM?

SMALL INTERVENTION / MESO
STRENGHTS WEAKNESSES OF TODAY AND OPPORTUNITIES AND THREATHS OF TO-MORROW THAT COME TOGETHER IN A PLAN FOR SMALL INTERVENTION IN PUBLIC SPACE, TESTING
Q: WHAT TO AMPLIFY OR CHANGE IN THE LOCAL CONTEXT NOW IN PRACTICE THAT COULD WORK AS A FIRST STEP TOWARDS ACHIEVING THE BIG-GOAL?

16.

Process

CONTINUOUS
NO ESTABLISHED BEGINNING AND END REPEATING CYCLES

INCREMENTAL
BUILDS ON TOP

CHANGE OF SCALES
GOING FROM BIG TO SMALL AND BIG AGAIN EVALUATION OF EACH OTHER THROUGH CHANGES AND THROUGH DEFINING THE MESO SMALL INTERVENTION LEVELS

17.

Rounds

1ST ROUND
ANALYSIS OF EXISTING AND FUTURE PUBLIC SPACES CHOOSING PROJECT TOPIC, PLACE, PEOPLE INVOLVED TESTING THE IDEA IN PRACTICE

2ND ROUND
NO ESTABLISHED BEGINNING AND END REPEATING CYCLES

FUTURE ROUNDS
NO ESTABLISHED BEGINNING AND END REPEATING CYCLES

18.

Phases

1. ANALYSE
2. ANALYSE / DESIGN
3. DESIGN
4. DESIGN / TEST
5. TEST
6. TEST/ANALYSE
GOAL / CONTINUITY

19.

Steps

1. ANALYSE — MAP EXISTING PUBLIC SPACES NEEDED SPACES
2. ANALYSE / DESIGN — UNDERSTAND CURRENT NEEDS AND FUTURE POTENTIALS
3. DESIGN — 3-LEVEL PROJECT PLAN DRAFT
4. DESIGN / TEST — MODIFY PROJECT PLAN
5. TEST — EXECUTE SMALL INTERVENTION
6. TEST-ANALYSE — EVALUATE
0. GOAL / SMALL INTERVENTION PLANNED, TESTED, EVALUATED & THE PROCESS DOCUMENTED

20.

Tasks / 3 level Project Plan Draft

3.1 ...
3.2 KEY ...
3.3 KEY ...
3.4 KEY ACTORS & ROLES
3.5 ...
? SOMETHING ELSE

21.

WORKSHOP / Test Project Plan Draft

LOCAL LAB

22.

People

Sectors /

Key Actors & Roles /

1. **Target Group**
The end users,
Who do you design for?

2. **Participants**
Active participants in workshops
With whom do you design with?

3. **Initiators**
Project leaders, managers
Who takes care that the projects continues?

4. **Authority**
Leaders, experts, plot owners
Whose permissions are needed?

5. **Sponsor**
Potential collaborators for gaining tangible support

6. **Support**
Potential collaborators for intangible support

? **Someone else?**

23.

People / contributions & benefits

4.3 INITIATORS

4.2 PARTICIPANTS

NOW / PRACTICAL   FUTURE / BIGGER GOAL

24.

Workshop Structure

09:00 - 9.45 *INTRODUCTION*

09.45 - 10.45 *TESTING the TOOL in PRACTICE / Step 3, PROJECT PLAN DRAFT*

10.45 - 11:45 *PRESENTATION and DISCUSSION of PROCESS and RESULTS*

11:45 - 12:00 *filling in FEEDBACK FORMS*

The Task Poster

FUT

STEP 1 / IDENTIFY PLACE OF INTERVENTION

EXISTING SPACES /
Identify and fill in the EXISTING PLACES of interest (type and place) and their current STRENGTHS AND WEAKNESSES

FUTURE SPACE /
Identify and fill in the FUTURE SPACES of interest (type and places) and their potential OPPORTUNITIES AND THREATS

PLACE OF INTERVENTION
Identify and fill in the potential PLACE FOR an INTERVENTION that allows you to tests the bigger visions of future spaces in a life context

STEPS 2 & 3 / IDENTIFY KEY TANGIBLE and INTANGIBLE ASPECTS

EXISTING TANGIBLES / INTANGIBLES
Identify the key EXISTING TANGIBLE/INTANGIBLE aspects related to your intervention site and their STRENGTHS AND WEAKNESSES

FUTURE TANGIBLES / INTANGIBLES
Identify the FUTURE TANGIBLE aspects related to the intervention site and their future potential OPPORTUNITIES AND THREATS

KEY TANGIBLES / INTANGIBLES
Identify the potential KEY TANGIBLES to be included in testing the project idea in the INTERVENTION SITE. Existing tangibles and the ones to be acquired, changed.

STEP 4 / IDENTIFY KEY ACTORS AND ROLES

TARGET GROUPS /
Fill in what sector (fill in color) and group (name) are the end users of the design proposal

PARTICIPANTS /
Fill in part of what sectors are the initiators of the project (now and in the future)

INITIATORS /
Fill in what sectors are the initiators of the project (now and in the future)

SPONSOR/
Fill in what sectors are the collaborators that provide tangible resources

SUPPORTER/
Fill in what sectors are the collaborators that provide intangible resources

AUTHORITY/
Fill in what sectors are needed to ask for permissions from (landowners, neighbourhood heads, political leaders)

KEY STAKEHOLDERS & ROLES /
Fill in who are your small intervention main initiators, participants and collaborators

SECTORS

ACADEMIA / KNOWLEDGE
COMMUNITY / CIVIC
PUBLIC
FINANCE
BUSINESS
SOMETHING ELSE
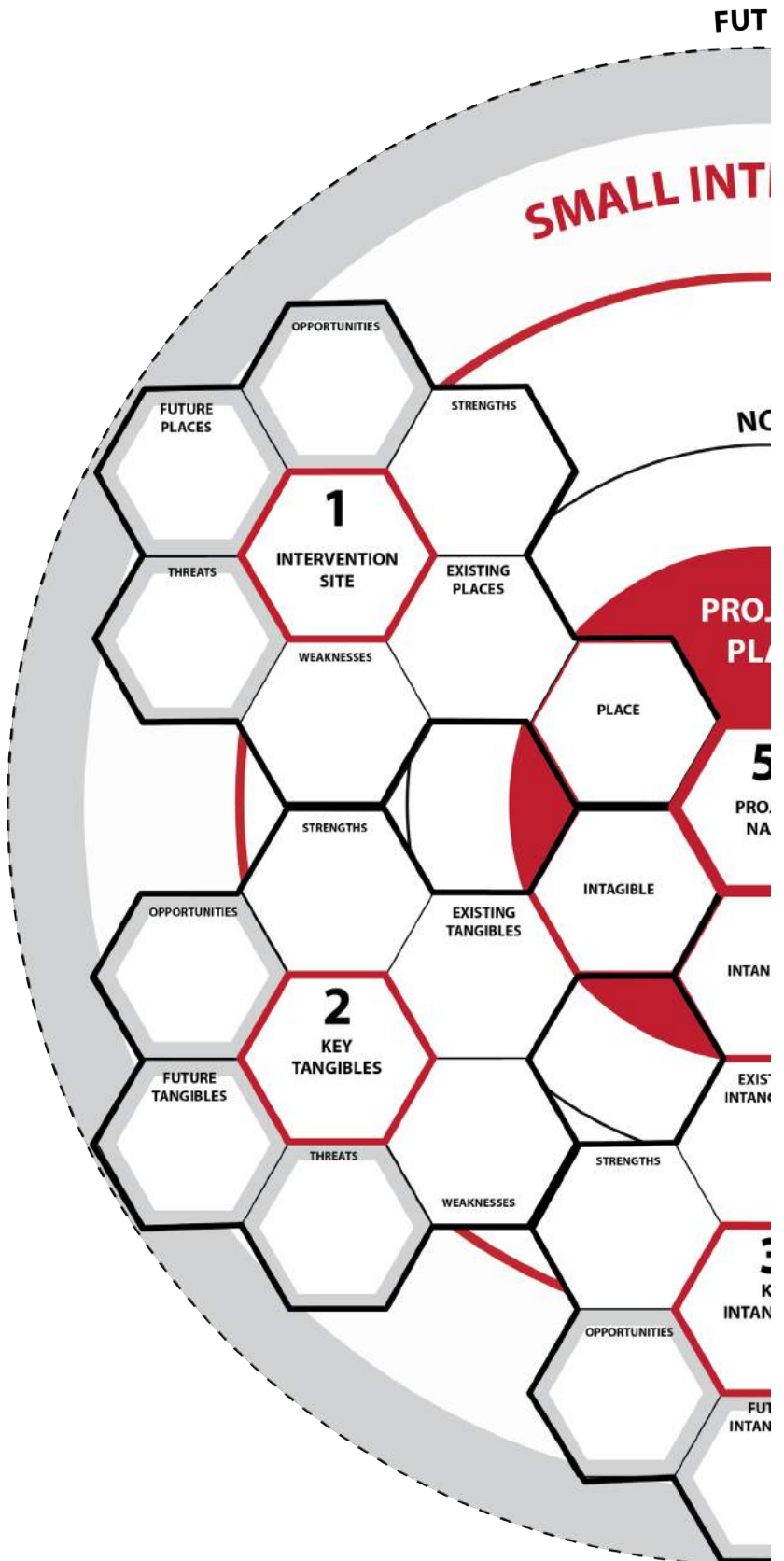
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SOMETHING
ELSE

FUTURE

SOMETHING
ELSE?

PEOPLE

INITIATORS

INITIATORS

AUTHORITIES

TARGET
GROUPS

AUTHORITY

PARTICIPANTS

4
KEY
ACTORS & ROLES

SUPPORT

SOMEONE
ELSE?

?

WEAKNESSES

SPONSOR

?

PARTICIPANTS

SUPPORT

?

THREATS

SPONSORS

FUTURE
TARGET
GROUPS
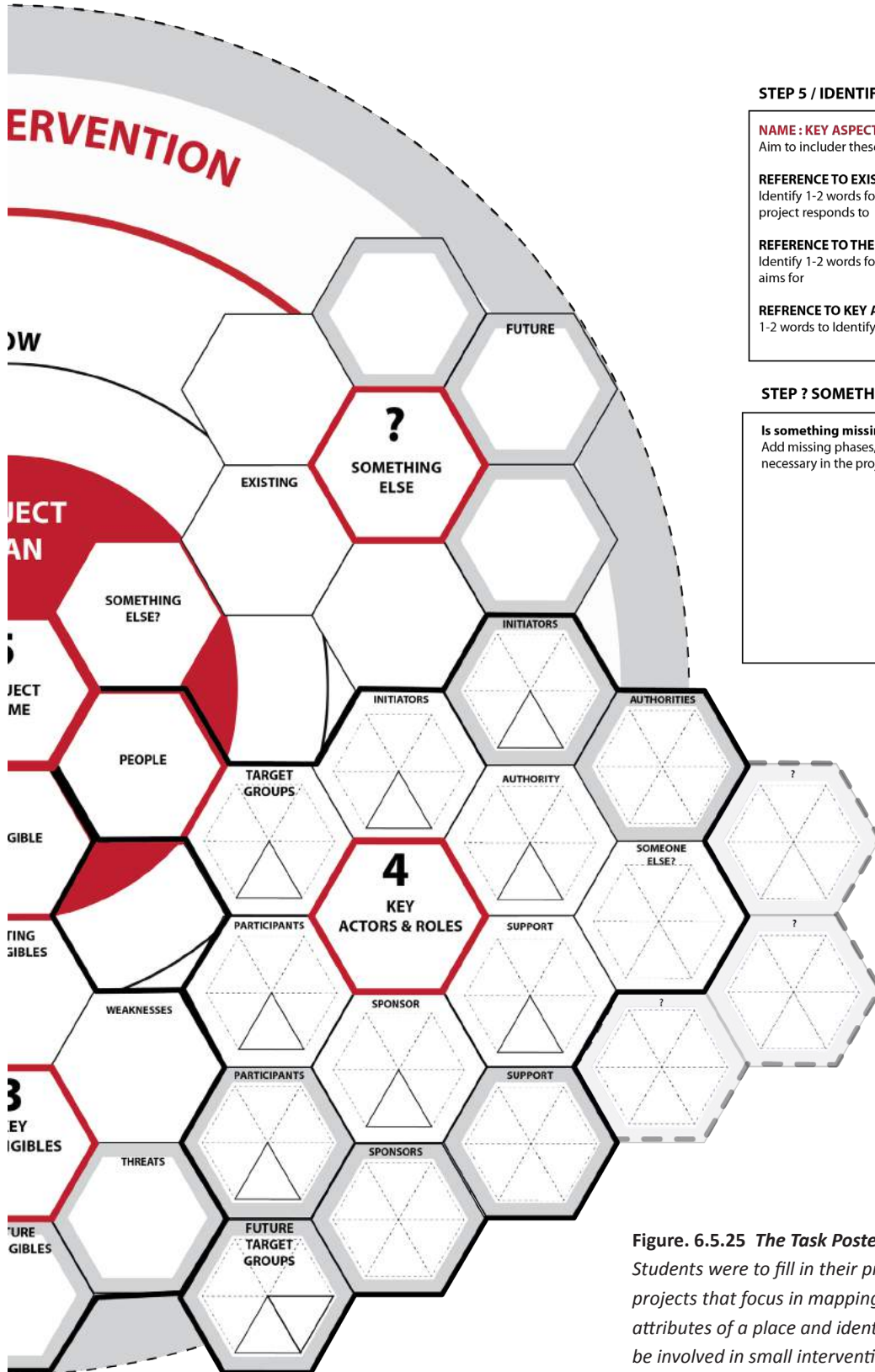
STEP 5 / IDENTIFY THE PROJECT NAME

NAME : KEY ASPECTS OF YOUR PROJECT /
Aim to includer these thoughts:

REFERENCE TO EXISTING QUALITIES / PLACE
Identify 1-2 words for the main exisisting qualities your
project responds to

REFERENCE TO THE FUTURE QUALITIES / PLACE
Identify 1-2 words for the main future qualities your project
aims for

REFRENCE TO KEY ACTORS /
1-2 words to Identify the the key roles / groups involved

STEP ? SOMETHING ELSE ?

Is something missing?
Add missing phases, answers or categories you find is
necessary in the project plan development process

Figure. 6.5.25 *The Task Poster*
*Students were to fill in their project plans for participatory
projects that focus in mapping key current and future
attributes of a place and identifying key actors to
be involved in small interventions as well as in their
continuation.*

6.5.5 Testing Workshop - Results
Filled in Task Posters
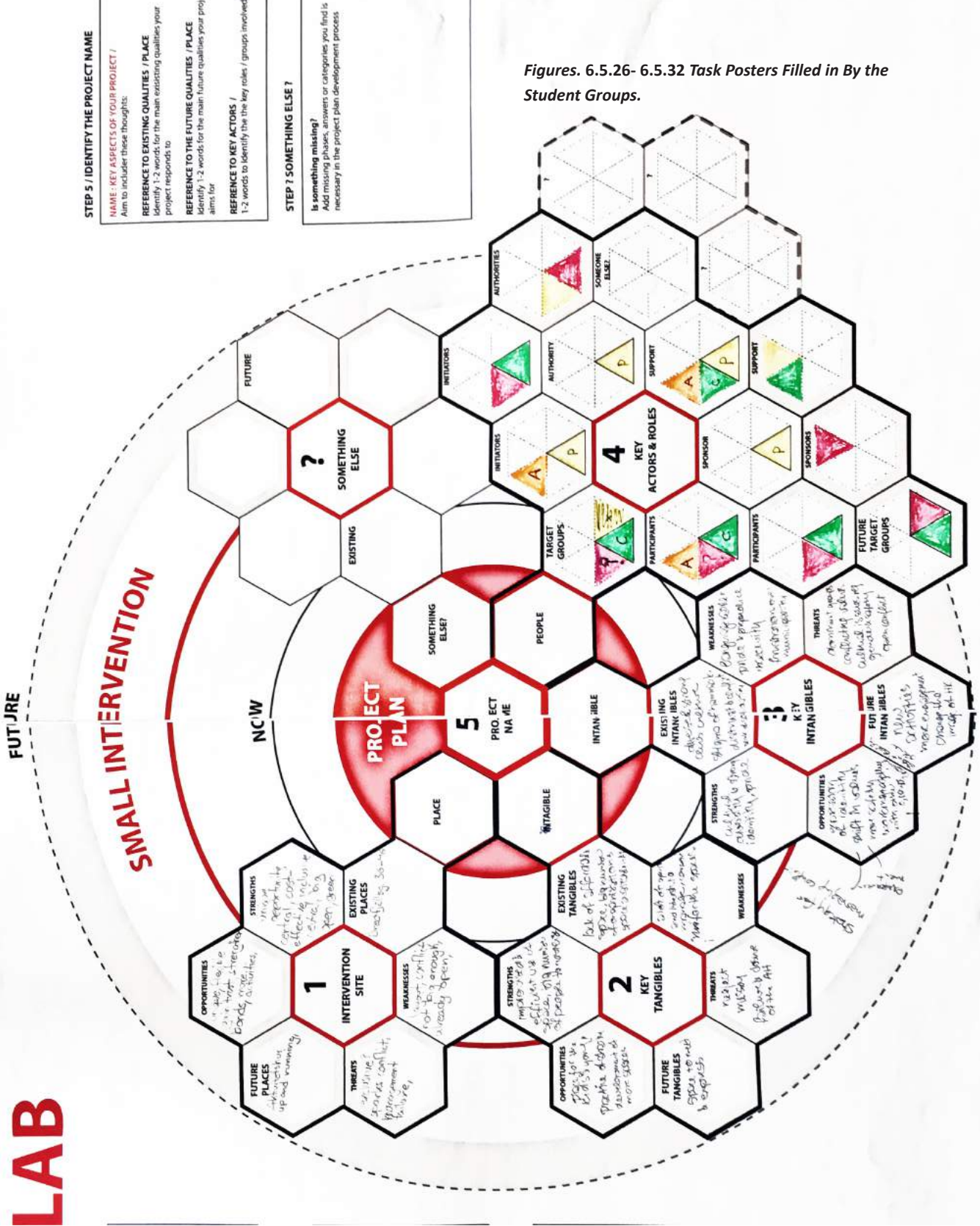
Figures. 6.5.26- 6.5.32 *Task Posters Filled in By the Student Groups.*

Figure. **6.5.28**

Figure. **6.5.30**

Figure. **6.5.31**

LAB

Figure. **6.5.32**

6.5.6 Testing Workshop - Feedback
Student Feedback

Feedback Questionnaire:
Total of answers/ 22 out of 23 students

A. Do you feel like the tool facilitated the process and managed to arrive to the goal of creating a project plan draft for a small intervention?
Answers / *1: No 5 Yes*
1
2 I (1)
3 IIIII IIII (9)
4 IIIII IIIII II (12)
5
Average / 3,5

Yes, how? / No, why not?

" 3. We had hard to understand if the tool was for the whole project of just one intervention- The tool rises a lot of important questions which is good!

" 4. Definitely created more clarity about what we want to achieve with our small intervention in the long term "

"4. Yes, because it helped us come up with an idea for a workshop based on the identified tangibles / intangibles."

"4. I think it could be a very useful tool for creating a draft, but today there was too little time to thoroughly go through each question. (1h 15min) "

"2. We already had a clear idea about our first workshop. The tool only was about one workshop so we didn't have to think further in the process with it. Moreover it led us think about the weaknesses of the workshop, what we didn't do before.

" 3 It did not help so much in developing a plan or draft for the intervention but rather the framework of if – stakeholders, facilities, threats…. "

" 3 It was confusing in the beginning, but then it started to make sense. Perhaps I wouldn't use it (as I understand it now) to create a project plan, rather as a tool for the group to talk around. "

"3. It was hard in the beginning to figure out what this "small intervention", our project, one workshop? "

"4. Gave a good structure. Previously quite overwhelmed by the amount of detail needed to be put in the project plan. This helped to create an overview in a easy way"

"3. Maybe, we have to do it again after each workshop. Its hard to get an intervention result in the beginning of the project"

"4. There is kind of some confusion between the now, the intervention and the future, which makes it a bit difficult to come up with a draft for a small intervention"

"4. Lifted up new things to discuss, with more time I think it would be a 5. And more hands on project plan would be created.

"3. The tool helped to summarise and understand the project, but not sure how it helped with the intervention specifically.."

"3. The places (where) and actors (who) are not the same "level" of aspects with tangible and intangible

"4. Gave a good structure. Previously quite overwhelmed by the amount of detail that needed to be put into the project plan. This helped to create and overview in an easy way. "

"4. It is a good tool to understand key problems and opportunities in doing an intervention but not really how it would work in practice. "

"4. It managed to help a) create a draft of or ideas. We need more time to specify our draft intervention. It will be useful if the model changes a little according the different perspectives scales. "

"4. Awareness of importance of the intervention."
"4. Yes it is helpful to lay it out in writing, but I would have preferred this exercise at the start of our project to identify our goals and perhaps later on in the process. "

"4" Yes, but the timing was not perfect"

"3. Nice to have a template to document on agreements within the group regarding the design: I feel that it could be designed much dimple: basically SWOT+actor list "

B. Do you feel like you understood how the tool works?
Answers / *1: No 5 Yes*
1
2 ½   (1/2)
3 IIIII IIIII II (12)
4 IIIII IIII ½   (9 ½)
5
Average / 3,45

Yes, what worked well? / No, what was unclear?

"2 &4 In the beginning it was difficult to see the differences between the steps (1,2 and 3). Afterwards I understood more.

" 3. I understood how the tool works in the end, but it took a while. Maybe the readability of the chart (layout-wise) could be improved, simplified. !

"3. Some terms were unclear and they overlap"

"3 It took quite some time to understand the connection between the hexes and categories "

"3. Afterwards I understood it. In the beginning it was hard to understand the logic"
"4. Work more on clarity, where to start each topic, colour or sign"

"3. I think maybe some graphic clarity could be good. Even more obvious where to start and so on. Once understood it's very clear. "

"4. Yes, but I believe the order should be different for each project"

"4. Familiar SWOT analysis but took some time to figure out how to reduce "
"3. Unclear what the headings meaning is (sometimes) maybe highlighting the beginning / start"

"3. It's king of confusing diagonally between the 3 different rings. Some of the hexagon seem to be between rings which is confusing us to where they belong. "

"4. After a while…"

"4. Some areas are a bit ambiguous, could be explained more to achieve better responses."

" 3 . It is difficult to start and define these actors. "

"4. Familiar SWOT analysis but took some time to figure out how to reduce redundancies. I've always had trouble already sorting out SW vs OT, but then now also there is site, tangible, intangible… I think the present-> future actors diagram was a good way of representing in a meaningful way but only when we were specific in thinking about who the actors were. We didn't use business and financial (and not sure of the difference)

"4. Yes but it would had profited from more separated colour for the different categories (now, project plan. Ect"

"4 . After a while I understood the tool. As the projects are so different each group should think and find a different way to use it. "

"3. If just a few things are clarified it can be very easy and good. "

"3. Some bits were unclear (i.e. scale of intervention to be analysed) but this tool could also be used to define multiple scales for the same project over course of the project process. More freedom to move around "game" without numbered order is desirable "

"4 Not at first but it became clear after some more explanation / discussion"

"4. After a short while of confusion we were able to fill out the form"

C. Do you feel like the tool was useful for you?
Answers / *1: No 5 Yes*
1
2 I (1)
3 IIIII I (6)
4 IIIII IIIII (10)
5 IIIII (5)
Average / 3,5=3,86

Yes, how? / No, what needs to be improved?

" 4. I think the tool can be useful in our further work. It helps you start discuss a lot of different aspects within the project"

" 4. Yes. I feel like we have a better grasp on how to organise our workshop.

"3. We did a first draft of a project plans a few weeks ago and a lot from that exercise is repeated in this one . It was difficult to differentiate between different actors – especially the ones in the present and in the future."

"5. Yes, absolutely. It got us questioning (again maybe) why we want to do a workshop, who we want to involve and how it should happen."

"4. Helped to define a framework, see the projects as a process (see the threats next tot the strengths, -> helpful to decide if that intervention is worth or not! "

"5. Very useful. As a discussion tool. Also nice to use in different "scales", both for our entire projects and for smaller workshops."

"4 Yes, it was interesting to revisit some affirmations we were making from the earlier process and rethink if it still make sense for us. Thank you for coming."

"4. Good overview. Good for the process, we can always come back to it and fulfil it. SWOT analysis was useful. Nr. 5 maybe comes out of the process, not in the beginning. All in all it's a good overview and start to think about our project

"3 I feel that the tool initiated certain ideas regarding the project plan but it is very much limited as other important facts like activity and methods are lacking ? in the list

"4. Same as on number 1, with more time it would be more useful."

"5. Every tool that helps understand / summarise project is useful. (If that is the aim ?)

"3. It will work much better if we focus on a certain workshop"

"4. Gave us a clear summary of things we had previously discussed. "

"5 It helped us to understand good and bad aspect of different interventions for different groups. But we didn't managed to connect it to a workshop approach"

"5. I think it is totally useful because it made me start thinking more focused and it organized my existed thoughts in a clear way. "

4. "Yes "Inventory" the site importance"

"4. Yes, but the most useful thing would be to compare tool at multiple stages of the process (start, beginning and end) so I would like to fill it out multiple times and learn from the comparison."

"3. Not sure, most of the things we already knew. It would be more useful if we did this at the beginning or our analysis. "
"2. It helped to categorize our thoughts, but did not necessarily spark new ones, as we had discussed these questions in the first two weeks. Regarding the actors: It is not a major problem / open question in our project. The issue instead lies in the co-operation within the community sector."

Other comments

"It would be nice to try the tool again. I think it will be very useful when you get to know it really! ⍰ "

"The purpose of the tool is slightly vague. If the purpose was to "lay out" the project components within a time scale, then it is great! If the purpose was to plan a draft intervention, I don't think it fulfilled the aim (also because not every project needs an intervention or it's not applicable)

Feedback Questions:

Question 1 /

Question 2 /

Question 3 /

Tool serving its purpose
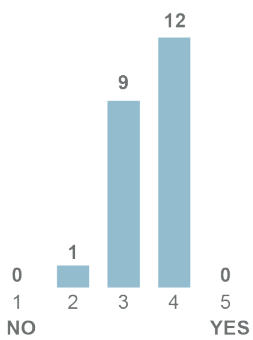
Tool's readability
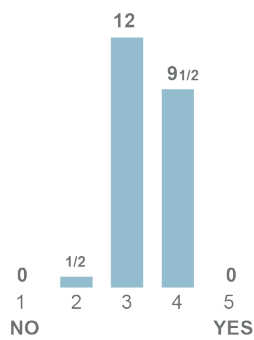
Tools usefulness
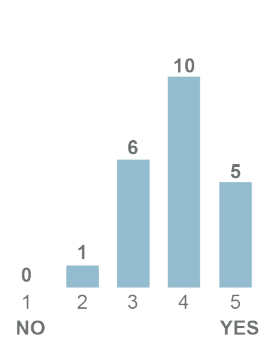
Media / 3,5

Media / 3,45

Media / 3,86

Total Results /

Total of answers/ 22   Average: 3,6
Question 1 : 3,5
Question 2: 3,45
Question 3: 3,86

Figure. 6.5.33. *The Feedback Results Diagrams*

6.6 A Kick-Start-KIT
to Participatory Practices (draft)
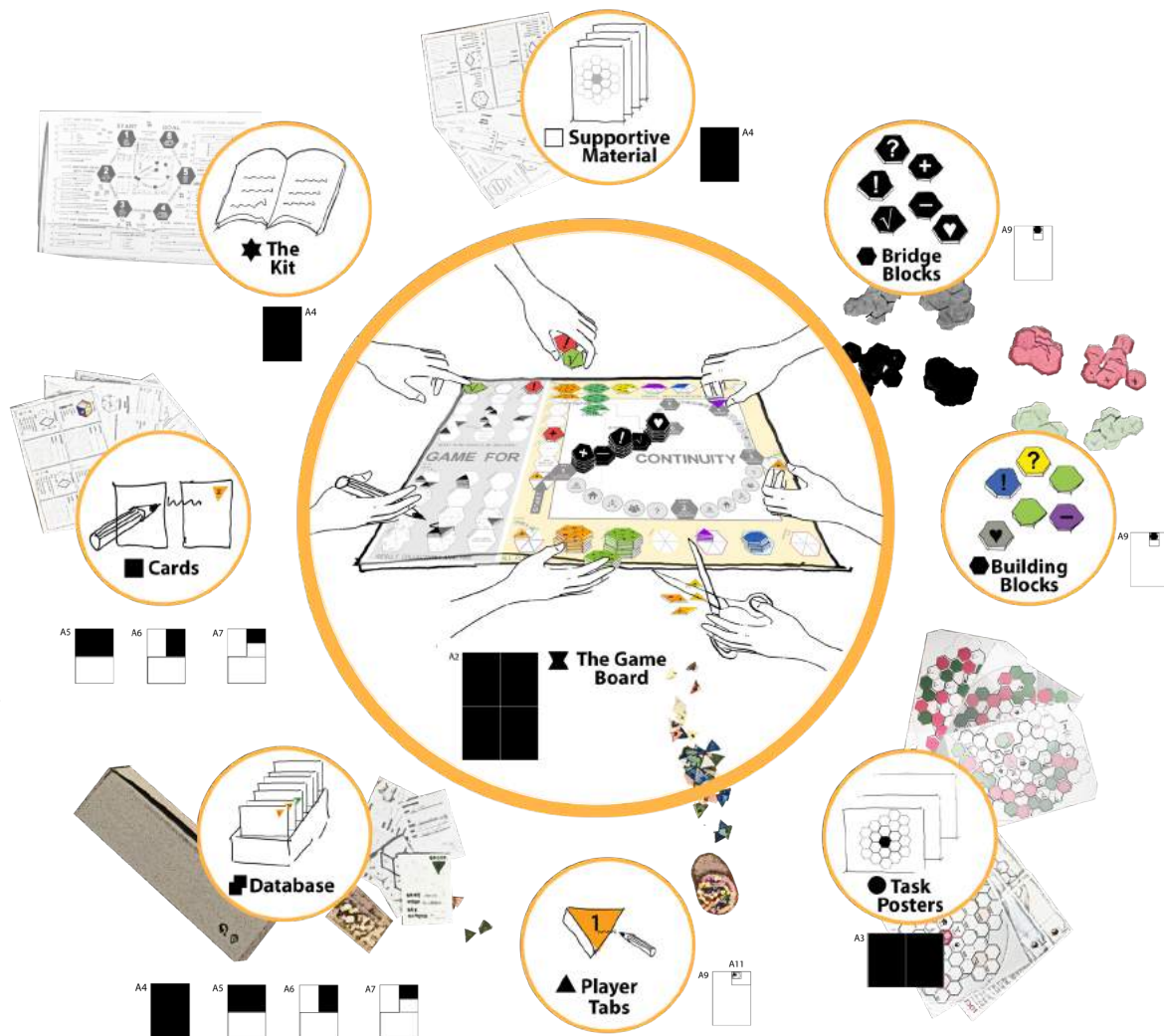
Figure. 6.5.6.0 *The Game for Continuity*

Create your own *Game for Continuity!*

6.6.1 The Game Elements

The Kit

Supportive Material   A4

Bridge Blocks   A9

Cards
A5 A6 A7

GAME FOR CONTINUITY

Building Blocks   A9

The Game Board   A2

Database
A4 A5 A6 A7

Player Tabs   A9 A11

Task Posters   A3
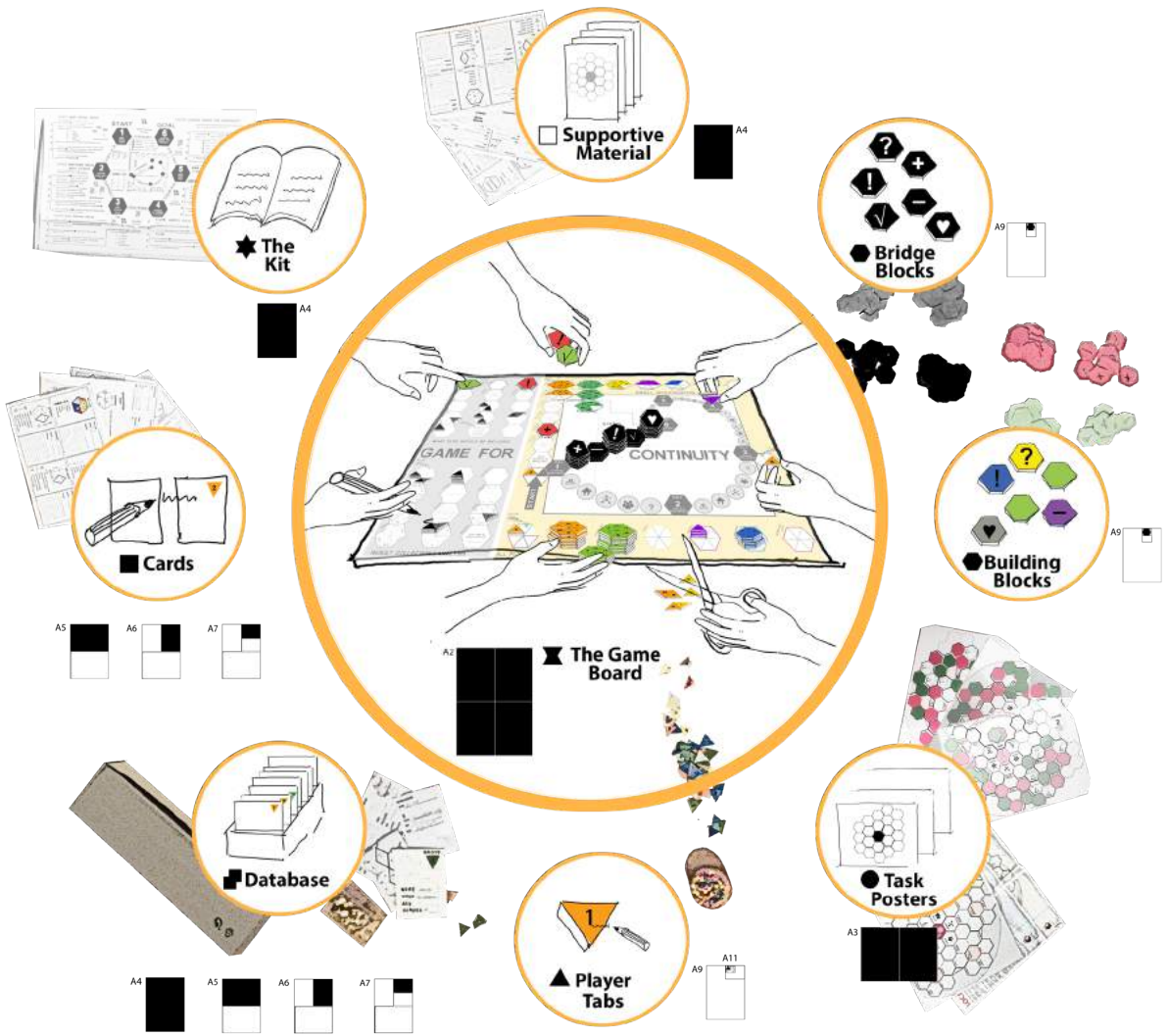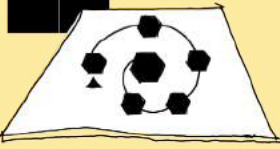
A4

KIT /
INSTRUCTIONS TO MAKING &
PLAYING THE GAME

The Kit shares the game with others and
encourages them to make their own version of
the game and develop the
tool further.

A2

Game Board /
GAME PLAY PROCESS & RESULTS

The board directs players to take the critical steps
for a continuos of participatory
process. It gathers findings of the process together
to help to build upon and to
visualise the progress of each step.

Task posters /
MAPPING &
ASSESSMENT TASKS

The Task Posters help to identify key resourses to tap into, first by assuming ideas and then by assessing them with identified key stakeholders.

Cards /
PROFILE , CATEGORY & STEP

Cards explain and map information. Profile cards relate to stakeholders engaged with during the process. Category cards exaplain the content of different categories of information to be collected. Step cards have instructions and goal of each step.

COLORS BY SECTORS

- Academia
- Community
- Public
- Finance
- Business
- Something else?

Tabs /
PLAYERS BY NUMBERED TABS

All stakeholders involved in the gameplay process are marked with a sector color and a number. Each player has a profile card and a player tab. The identified key actors are placed on the Task Boards and in the Gameboard to be included in the gameplay.

Blocks /
BUILDING BLOCKS

The building Blocks are used for assessing initial ideas and assumptions gathered in Task Boards. They are placed by the key actors to point out: √ the common points of interest, ! conflicts, + thing to be added and - taken away ? questions to be answered and the favourite parts ♥.

Blocks /
BRIDGE BLOCKS

The Bride Blocks work with the same gategories of the Building Blocks but they are placed on the Game Board in the end of the game. They represent the main findings of the gameplay process and the goal of the game: to identify the main learnings of the game, the issues and potentials that can bring to and be faced within the next round.

Gameplay Database /

In the end of the game, the cards, the posters and the gameboard itself make into a Gameplay Database. The Database can be used to showcase and share the process and its learnings with others. It helps to document the process, all the stakeholders involved and to pass on the process to someone else to continue.

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6.6.2 The Gameplay Instructions

DAY 1 MAP EXISTING RESOURCES

Analyse *existing resources* of the place of study.

T A S K S

(1) Take a **Task Poster** ❶ with your team and study the topics.
The task is to map down the current moment
Strengths (S) and Weaknesses (W) of the place of study
in relation to resources:

R
e
s
o
u
r
c
e
s

- ○ Place
- ○ Tangibles
- ○ Intangibles
- ○ People
- ○ Someting else?

(2) Go to the city with your team and observe it with the questions in mind.

(3) Come back to the game and within the teams interview one another to fill in
Profile cards ▪ with *Details of the interviewee, Number, Sector Color* and
an overall *Strengths* (S) and *Weaknesses* (W) related to the city.

(4) Find common topics and findings within the team.
Write them to the **Task posters** ❶.

Existing Resources

START

DAY1 ? EXISTING RESOURCES

T O O L S
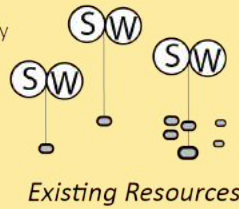
- ◆ Game board
- ▪ Profile cards
- ● Tasks poster
- ⬡ Building bloc
- ▲ Actor tabs / S

KEY RESOURCES — KEY PLAYERS & ROLES

DEFINE
FUTURE

WHAT ELSE SHOULD BE INCLUDED?

GAME FOR

RESULT COLLECTION & ANALYSIS — ALL PLAYERS

DAY 2 ASSESS WISHED RESOURCES

Analyse *Existing Resources* of the place of study
ask people about their needs for *Wished Resources*.

T A S K S

(1) Take the **Profile cards** ▪ with you and go to the city.
Interview people in the places of interests about the
current Strengths (S), *Weaknesses* (W) and *future*
Opportunities (O) and *Threats* (T) of the place.

(2) Fill in the answers in **Profile cards** ▪ ,
one for each interview, to map down all the *players*.
Fill in the *Details of the interviewee, Number,*
Sector Color and an their identified *Strengths* (S) ,
Weaknesses (W), *Opportunities* (O) and *Threats* (T)
related to the place of interests.

(3) Map down *all the interviews conducted, their times* and *places, all the players*
(the people interviewed), *their profiles of age, gender* and profession.
Categorize other things to map down in *Something Else?* in the **Game board** ◤.

(4) Take your team **Profile cards** ▪ and interview each other to fill in *Opportunities* (O)
and *Threats* (T) you see in the place of interests.

Wished Resources

DAY2 ? WISHED RESOURCES

DAY3 ? VISIONED RESOURCES
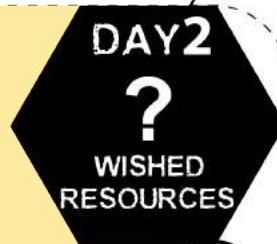
DAY 3 MAP DESIGN IDEAS

Design for the *Wished Resources* of the place of study, identify and vision *Key Resources*.

T A S K S

(1) Take all the **Profile cards** ▪ and find within all the players common topics and findings of
the identiefied *Strengths* (S) , *Weaknesses* (W), *Opportunities* (O) and *Threats* (T)
related to the place of interests.

(2) Write them to the **Building blocks** ⬡ and place over the **Task poster** ❶.
Discuss the results.

(3) Choose *Key Resources* through common topics of interest and results within the team.
Fill them to a **Task poster** ❷ and identify the *Strengths* (S), *Weaknesses* (W),
Opportunities (O) and *Threats* (T) of the *Key resources*.

(4) Identify the **Target groups** ▲ of the projec
and possible **Key actors** ▲ with different r

R
o
l
e
s

- (I) Initiators
- (P) Participants
- (A) Authority
- (S) Support
- (M) Sponsors
- (?) Something Else?

Visione
Resou

DAY 6 ASSESS RESULTS & STEPS FOR CONTINUITY

GOAL

DAY6 ? CONTINUING RESOURCES

Next Key Resources

T
A
S
K
S

Tested Key Resources

Analyse the Resulted Key Resources gained through the execution of the idea by comparing the results to the initial plans.

1. Fill in the *Resulted Resources* from the testing the idea in practice on **Building blocks** on top of the *Task poster* ❸ .
   Identify what were the *Gained and Needed Resources* to keep on working with and how by filling in the appropriate **Bridge blocks** .

   B ♥ *Embrace /*
   r √ *Keep /*
   i ❗ *Address /*
   d ➖ *Remove /*
   g ➕ *Add /*
   e ❓ *Question /*
   s

2. Choose the main **Building blocks** and the **Bridge blocks** from the *Task poster* ❸ and place them to the **Game board**.

3. Name your Project and all the Players involved in the **Game board**.

4. Photograph and Document the **Game board** and the **Task Posters** ❶ ❷ ❸ and **Profile Card Database** for handing over the process.

/ Process & Results
s / Resourse Database
r / Process Database
cks / Tested Key Resources
Stakeholders and Roles

SMALL INTERVENTION

CONTINUITY

STEPS

DAY 5 KEY RESOURCES REALIZE THE IDEA

SMALL INTERVENTION

DAY5 ? KEY RESOURCES

S W O T

Testing Resources

Test the Assessed Key Resources in practice in the place of study.

1. Fill in a new *Task poster* ❸ with the *Assessed Key Resources* and with confirmed and needed *Key Actors* ▲ What are the *Strengths* Ⓢ, *Weaknesses* Ⓦ, *Opportunities* Ⓞ and *Threats* Ⓣ in relation to the *Assessed Key Resources*, the new **Building blocks** and **Profile cards** collected.

2. Make engagement strategies to collect and to support the creation of the *Assessed Key Resources*.

3. Contact all the *Key Actors* identified in the *Task poster* ❸ to execute the assessed design ideas with them.

4. Execute the idea in practice with *Key Actors*.

T A S K S

DAY4 ? ASSESSED RESOURCES

DAY 4 ASSESS IDEAS WITH OTHERS

Design and Test the Visioned Key Resources by assessing the design ideas with Key Actors.

Assessed Key Resources

1. Contact the *Key Actors* identified in the *Task poster* ❷.

2. Showcase the *Visioned Key Resources* in *Task poster* ❷ to the *Key Actors*. Discuss the *Key Resources* and the *Key Actors'* potential *Roles* in the creation of the *Visioned Key Resources*. Map the answers to **Building blocks** and place over the *Task poster* ❷.

3. Hand out **profile cards** for each new *player* to fill in, what they see are the *Strengths* Ⓢ, *Weaknesses* Ⓦ, *Opportunities* Ⓞ and *Threats* Ⓣ and the level of their *Interest, Influence* and *Role* in relation to the *Assessed Key Resources*.

4. Within the team interview each other to fill in your **profile cards** with your own *Interest, Influence* and *Role* in relations to the *Assessed Key Resources*.

T A S K S

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Figure. 6.5.6.1 *The Game Instructions Draft*

Figure **6.5.6.2.** *The Gameplay process*

1. POSITION YOURSELF

Fill in a profile card and make yourself a player tab.

What sector do you represent? What are your interests?

2. MAKE THE GAME YOURS

Find a project team according to common interests and make your version of the game.

What mapping categories are relevant? What local materials can you use?

3. ASSESS AND TEST IDEAS WITH OTHERS

Use the game to lead and document the enquires to be done with key stakeholders.

What to analyse? How to assess the process?

4. GATHER FINDINGS AND DEFINE NEXT STEPS

Gather the process findings with tabs and blocks in the gameboard to define the next issues to attend.

How to Continue? Who can Take Over? What to Further to Develop?

5. CREATE A DATABASE TO PASS ON FINDINGS

Photograph all the material: the gameboard, the cards and the posters. Post the material online in the Local.Lab platform. Share the link with all actors included in the process.

How to Pass on the Process? How to Share the Findings?

EXISTING RESOURCES   WISHED RESOURCES   KEY RESOURCES   VISIONED RESOURCES   ASSESSED RESOURCES   GAINED RESOURCES   NEEDED RESOURCES

***Figure.* 6.5.6.3.** *Assessed Task Poster.*
Players assess ideas with bridge blocks.

***Figure.* 6.5.6.4.** *The Game Results.*
Players end up with an assessed design process , with identified key stakeholders and suggestions for the next steps.

***Figure* 6.5.6.5.** *The Stakeholder Tabs* All stakeholders involved in the process are to be documented in the profile cards and gathered in the game board.

Total Nmbr of Interviews

Times

Days

Dates

Month

Years

Age Groups

Gender

Professions

Profession

**TABS /
KEY RESOURCES**

2 **Players**

**Number
Color
Role
Team**

SECTORS by color

▼ **Academia**
▼ **Community**
▼ **Public**
▼ **Finance**
▼ **Business**
▼ **Something else?**
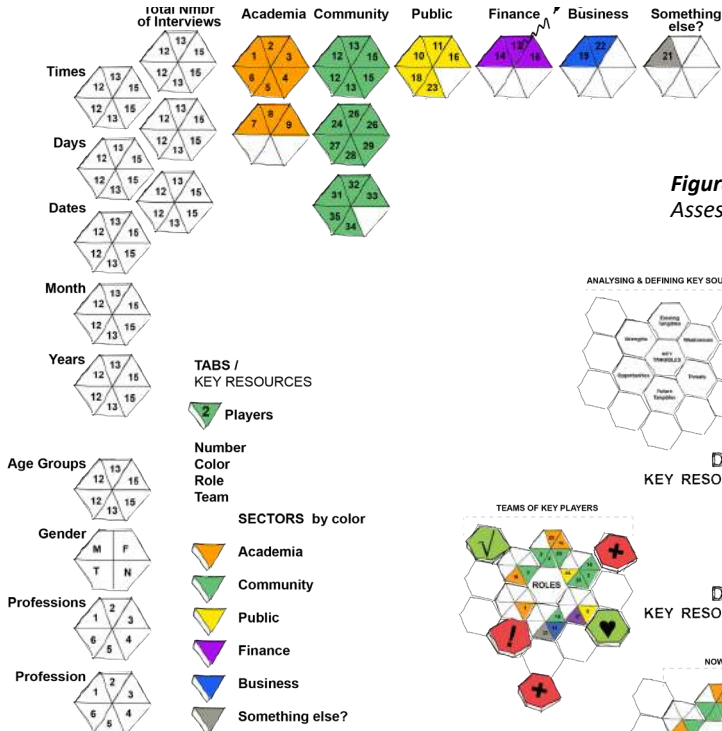
***Figure* 4.6.5.6.6.** *The Steps for Identifying Key Resources and Assessing Ideas in Practice.*
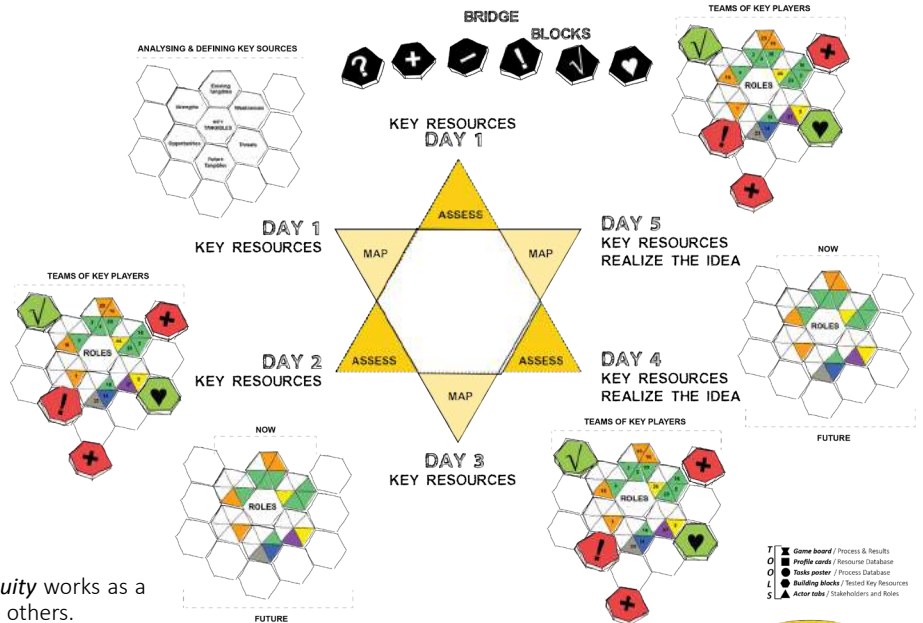
Figure* 4.6.5.6.7.The Game Board for Continuity* works as a database that shares the process results with others.

MAPPING KEY RESOURCES

Analyse the key local resources by looking into the existing places, intangible and tangible aspects of interest and their potential future states. Add your own mapping categories when needed.

ADD CATEGORIES

BASIC INFORMATION

Basic information gathers together the *times, dates* and *places of action* and the *profiles of people* that were *engaged in* the actions. Information from the **profile cards** is collected to see and analyse all the results together.

Answers can be marked to the boxes in diverse ways: either written through numbers or hash mark calculations or the results can be shown three dimensionally. When developing the diagrams in three dimensions use available availabe materials.

KEY PLAYRS & ROLES FOR THE NEXT STEPS

Key Players and their roles are identified and agreed upon for the next cycle of the game.

SECTORS, TEAMS & TARGET GROUPS INVOLVED

Mark numbered members of your playing team in the Team block. Give your team a name.

Mark all the players with whom you have engaged with in the player sector blocks according the right sector they belong to.

THE GAMEPLAY STEPS

Each step represents a design phase in the process

TASKS

Each step has 6 tasks

BRIDGE BLOCKS

Conclusion from each step are drawn to the gameboard in the Bridge Blocks.

▼ **Academia**
▼ **Community**
▼ **Public**
▼ **Finance**
▼ **Business**
▼ **Something else?**

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6.6.3 The Game Board

KEY RESOURCES

PLACES — FILL IN — TANGIBLES — INTANGIBLES

FUTURE PLACES — FUTURE TANGIBLES — FUTURE INTANGIBLES

MAKE YOUR OWN

WHAT ELSE SHOULD BE INCLUDED?

GAME FOR

FILL IN

MONTHS: Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

DAYS: MON TUE WED THU FRI SAT SUN

TIMES: 08-12 12-16 16-20 20-24 24-04 04-08

YEARS

DATES

PLACES: A B C D E F

NATIONALITY

GENDER: M F T N

AGES: 5-9 10-19 20-35 60-79 36-59 80+

AMOUNTS: TOTAL NMB OF PEOPLE INVOLVED

RESULT COLLECTION & ANALYSIS

COLOR — KEY PLAYERS & ROLES

FUTURE INITIATORS — INITIATORS

FUTURE PARTICIPANTS

FUTURE AUTHORITIES

FUTURE SUPPORTERS

FUTURE SPONSORS

SOMEONE ELSE?

DEFINE FUTURE

WHO SHOULD BE INVOLVED?

TEAM

START

DAY 1 EXISTING RESOURCES

+ —

COLOR — SECTORS — ACADEMY

ALL PLAYERS

PARTICIPANTS

AUTHORITIES

SUPPORTERS

SPONSORS

SOMEONE ELSE?

SMALL INTERVENTION

DAY **5** KEY RESOURCES

DAY **4** ASSESSED RESOURCES

STEPS

DAY **6** TESTED RESOURCES

CONTINUITY

DAY **3** VISIONED RESOURCES

COLO

TARGET GROUPS

DAY **2** WISHED RESOURCES

COMMUNITY

PUBLIC

FINANCE

BUSINESS

SOMETHING ELSE?
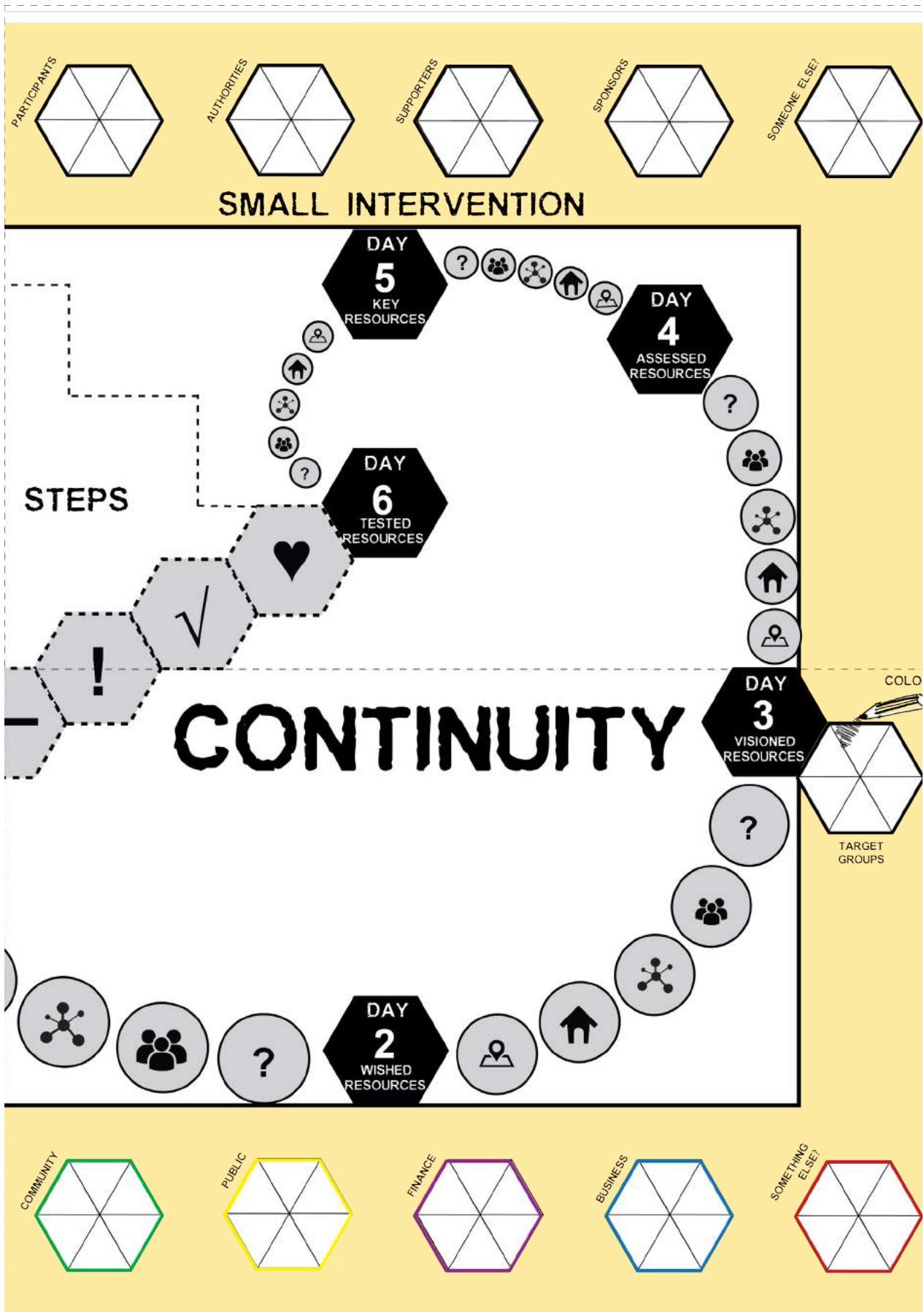
Figure **4.6.5.6.8.***The Game Board Draft.*

6.6.4 The Task Poster

FUTURE

FUTURE

SOMETHING ELSE ?

EXISTING

?

INITIATORS

Saena Community group

INITIATORS

Student group 3

AUTHORITIES

TARGET GROUPS
informal settlers in Tagbildran

AUTHORITY
mayor, distric leaders beighbourhood president

SOMEONE ELSE?

KEY ACTORS & ROLES

PARTICIPANTS
Saena Community group, children

SUPPORT
City planner saena local archcitect university

WEAKNESSES

SPONSOR
university, private practitioner

?

PARTICIPANTS
Saena Community group

SUPPORT

THREATS

SPONSORS

FUTURE TARGET GROUPS

Figure **4.6.5.6.9.** *The Task Poster Draft.*

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6.6.5 The Cards
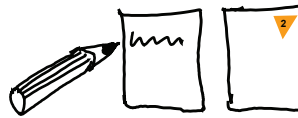
Profile Cards
Category Cards
Step Cards
Supportive Cards
Empty Cards

Profile Cards

The profile cards are for collecting and distributing information with stakeholders. Every person participating in the gameplay process is to be documented in a profile card. Also the students, the initiators of the game are to fill in cards with their contact details, the sector they represent, the place they are interested in developing, its strengths, weaknesses, opportunities and threats and their possible interest, influence and role in the process. This helps students to position themselves and state out clearly their aims and roles in the process they are aiming to initiate.

Step and Category Cards

Step cards explain the purpose and tasks related to each step of the game. Category cards explain the different categories to be mapped down in the task and game boards. The players can add new category cards according to their needs. The provided category cards map key resources related to a place, to tangible and intangible attributes and to stakeholders.

Supportive Cards

Another set of cards is developed to support identifying and mapping down key resources. The supportive cards help players to make decisions and conclusions along the process. They help to analyse different aspects related to creating collaborative efforts.

Empty Cards

Empty cards are left for players to fill in with their own categories. Empty cards enable the game to adapt and learn from each moment of application.

Profile Cards

***Figure** 4.6.5.6.10. Instructions for the Profile Cards.*
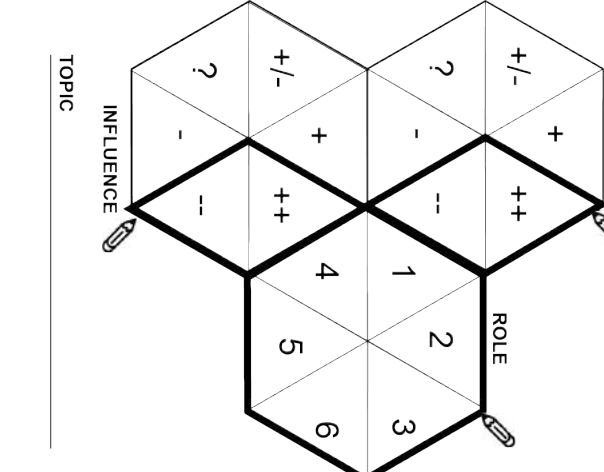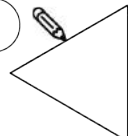
A PROFILE CARD

GROUP COLOUR

Nr

NAME

PROFESSION

AGE

GENDER

CONTACTS

@

PLACE

DATE

TIME

TOPIC

FOLD

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

+

+

−

−

TOPIC

INFLUENCE

INTEREST

?

+/−

−

+

−−

++

?

+/−

−

+

−−

++

4

5

6

1

2

3

ROLE

A PROFILE CARD

GROUP COLOUR

Nr

NAME

PROFESSION

AGE

GENDER

CONTACTS

@

PLACE

DATE

TIME

TOPIC

FOLD

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

+

+

−

−

TOPIC

INFLUENCE

INTEREST

?

+/−

−

+

−−

++

?

+/−

−

+

−−

++

4

5

6

1

2

3

ROLE

CUT

Figure **4.6.5.6.11.** *The Profile Cards.*

Category Cards
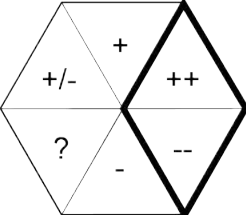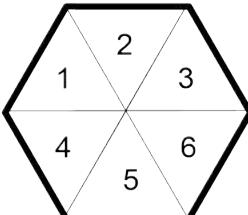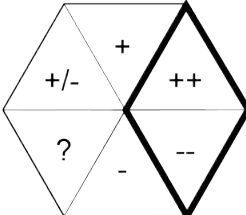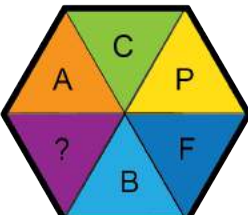
LEVELS OF INFLUENCE

TOPIC

ROLES

TOPIC

INFLUENCE

LEVEL OF INFLUENCE

- ++ VERY POSITIVE INFLUENCE
- + SOME POSITIVE INFLUENCE
- +/- NEUTRAL
- - SOME NEGATIVE INFLUENCE
- -- VERY NEGATIVE INFLUENCE
- ? UNKNOWN / NO INFLUENCE

ROLES

ROLES

- 1 LABOUR / MAINTENANCE
- 2 MANAGEMENT
- 3 LANDOWNER
- 4 POLITICAL SUPPORT
- 5 SPONSOR
- 6 SOMETHING ELSE

LEVELS OF INTEREST

TOPIC

SECTORS

TOPIC

INTEREST

LEVEL OF INTEREST

- ++ VERY MUCH INTERESTED
- + SOME WHAT INTERESTED
- +/- NEUTRAL INTEREST
- - SOME WHAT AGAINST
- -- VERY MUCH AGAINST
- ? UNKNOWN / NO OPINION

SECTORS

SECTORS

- A ACADEMIA
- C COMMUNITY
- P PUBLIC
- F FINANCE
- B BUSINESS
- ? SOMETHING ELSE

Figure 4.6.5.6.12. *Explanatory Category Cards.*
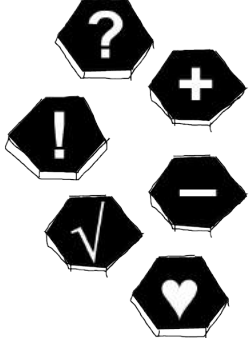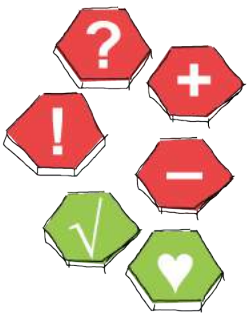
BRIDGE BLOCKS CONTENT

TOPIC

BRIDGE BLOCKS

SUMMARIZE THE MOST
IMPORTANT FINDINGS ON
THE BLOCKS AND PLACE
THEM ON THE GAMEBOARD

EMBRACE
KEEP
ADDRESS
ELIMINATE
ADD
QUESTION

ASSESSMENT BLOCKS CONTENT

TOPIC

ASSESSMENT BLOCKS

ASSESS THE INITIAL IDEAS
ON THE TASK POSTERS
WITH THE ASSESSMENT
BLOCKS

EMBRACE
KEEP
ADDRESS
ELIMINATE
ADD
QUESTION

CARD CONTENT

TOPIC

CARD CONTENT

TOPIC

Figure **4.6.5.6.13.** *Explaining the Blocks and Empty Cards for Adding Mapping Categories*

Step Cards and Supportive Cards

STEP RESULTS

TOPIC

STEP 1

Date _____

STEP 1 EXISTING RESOURCES

THE STEP & METHODS

Analyse the Existing Public Spaces
OBSERVE: What resources are/n't there?

TASKS:

1. **Take a** *Task poster.*

2. Go to the **Investigation Area.**

3. **Observe the existing and the lacking resources.** Fill in a *Profile card* **for yourself.**

4. Discuss findings in the class and **form project teams** by using the *Profile card* results.

5. **Fill in** the *Tasks poster.*

6. Add Findings on *the Gameboard* and photograph it.

STEP RESULTS

TOPIC

STEP 2

Date _____

STEP 2 WISHED RESOURCES

THE STEP & METHODS

Co-Initiate for the Wished Spaces
ASK: What resources are wished for?

TASKS:

1. **Take the filled** *Task poster.*

2. Go to the **Sites of Interest.**

3. **Interview Local Inhabitants** to find out about the **wished resources.** Fill in a *profile card* for each involved actor.

4. Discuss findings in the teams by using the *Profile card* results.

5. **Assess** the filled *Task posters* with *Assessment blocks.*

6. Add Findings on *the Gameboard* and photograph it.

STEP RESULTS

TOPIC

STEP 3

Date _____

STEP 3 DESIGNED RESOURCES

THE STEP & METHODS

Design for an Improved Space
DRAW: What resources could be improved?

TASKS:

1. **Look at the assessed** *poster.*

2. **Look for Sites of Intervention.**

3. **Vision small interventions** with the local resources. Fill *supportive cards* for the **team and identified target groups.**

4. Discuss findings in the teams by using the *Supportive cards.*

5. **Fill in a new** *Tasks poster.*

6. Add Findings on the *Gameboard* and photograph it.

STEP RESULTS

TOPIC

STEP 4

Date _____

STEP 4 CO-PRODUCED RESOURCES

THE STEP & METHODS

Co-Produce Small Interventions
MAKE: What resources can be created?

TASKS:

1. **Take the filled** *Task poster.*

2. Choose **an Intervention Site.**

3. Engage with **target group to co-produce with local resources.** Fill in a *Profile card* for each involved actor.

4. Discuss findings in the teams by using the *Profile card* results.

5. **Assess** the filled *Task posters* with *Assessment blocks.*

6. Add findings on the *Gameboard* and photograph it.

Figure 4.6.5.6.14. *Step Cards, Explaining Tasks Inside of Each Step*
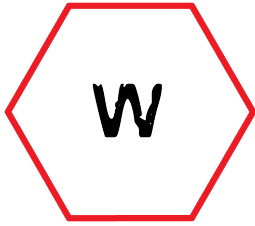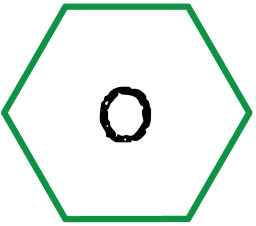
STEP RESULTS

TOPIC

STEP RESULTS

TOPIC

STEP5

STEP 5
SHARED RESOURCES

THE STEP & METHODS

Test the Ideas with the Wider Public
SHARE: What resources can be shared?

Date _____

TASKS:
1. **Look at the assessed** *Poster.*

2. **Go to the Site of Intervention**

3. Engage with Local Actors to share the produced resources with others. Fill in a *Profile card* for the key actors and count the others.

4. Discuss findings in the teams by using the Profile card results.

5. **Fill in** a *New Tasks* poster.

6. Add Findings on the *Gameboard* and photograph it.

STEP6

STEP 6
FUTURE RESOURCES

THE STEP & METHODS

Co-Evaluate the Future Resources
ASSESS: What resources to include?

Date _____

TASKS:
1. Take the filled Task poster.

2. Go to other **locations** in the area.

3. Engage with **Key Actors** to present and assess the **process.** Fill in a profile card for each involved actor.

4. Discuss Findings in the teams by using the Profile card results.

5. **Assess** the filled Task posters with **Assessment blocks.**

6. Add findings on the *Gameboard* and **define the next steps.**

STRENGTHS
RELATED TO:

PLACE _____

MATERIAL _____

IMMATERIAL _____

PEOPLE _____

SOMETHING ELSE? _____

_____

STRENGTHS

S

WHAT ARE THE CURRENT MOMENT STRENGHTS?

WEAKNESSES
RELATED TO:

PLACE _____

MATERIAL _____

IMMATERIAL _____

PEOPLE _____

SOMETHING ELSE? _____

_____

WEAKNESSES

W

WHAT ARE THE CURRENT MOMENT WEAKNESSES?

OPPORTUNITIES
RELATED TO:

PLACE _____

MATERIAL _____

IMMATERIAL _____

PEOPLE _____

SOMETHING ELSE? _____

_____

OPPORTUNITIES

O

WHAT ARE THE FUTURE MOMENT OPPORTUNITIES?

THREATS
RELATED TO:

PLACE _____

MATERIAL _____

IMMATERIAL _____

PEOPLE _____

SOMETHING ELSE? _____

_____

THREATS

T

WHAT ARE THE FUTURE MOMENT THREATS?

Figure **4.6.5.6.15.** *Supportive Cards*

6.6.6 Blocks and Supportive Material
Bridge Blocks
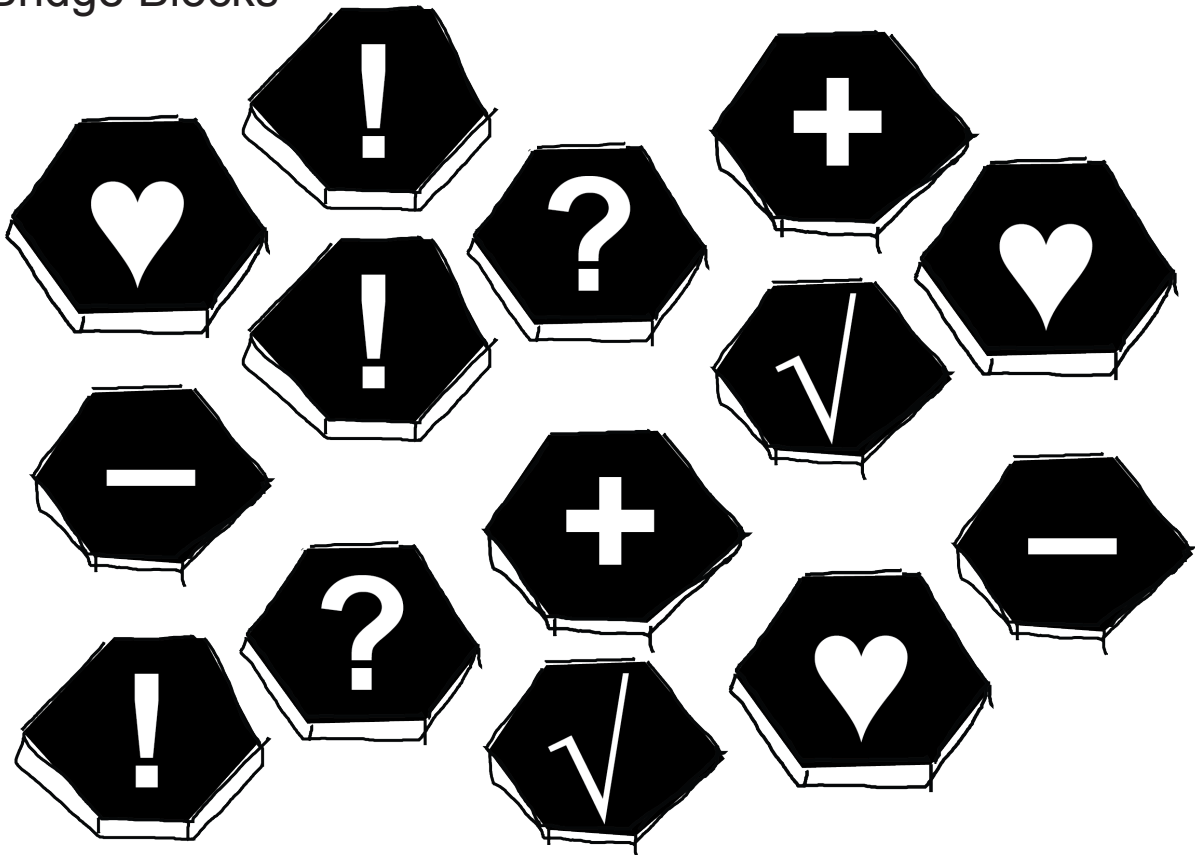
Figure **4.6.5.6.16.** *Bridge Blocks for Drawing Conclusions*
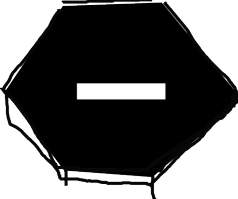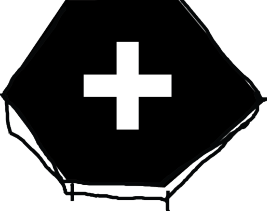
Figure **4.6.5.6.16.** *Bridge Blocks Cards for Documenting Conclusions*

CARD CONTENT

TOPIC

ELIMINATE

CARD CONTENT

TOPIC

ADD

CARD CONTENT

TOPIC

ADDRESS

CARD CONTENT

TOPIC

QUESTION

Building Blocks

Date _____	ADD	Date _____	ELIMINATE
TOPIC _____	[+]	TOPIC _____	[−]
_____		_____	
_____	WHAT ASPECTS TO KEEP?	_____	WHAT ASPECTS TO KEEP?

Date _____	KEEP	Date _____	EMBRACE
TOPIC _____	[√]	TOPIC _____	[♥]
_____		_____	
_____	WHAT ASPECTS TO KEEP?	_____	WHAT ASPECTS TO KEEP?

Date _____	QUESTION	Date _____	ADDRESS
TOPIC _____	[?]	TOPIC _____	[!]
_____		_____	
_____	WHAT ASPECTS TO KEEP?	_____	WHAT ASPECTS TO KEEP?

Date _____		Date _____	
TOPIC _____	(hexagon)	TOPIC _____	

Figure 4.6.5.6.17. *Building Blocks Cards for Assessing Ideas*

Task and Empty Blocks

1
2
3
4
5
6

| 2 |
| 1 | 3 |
| 4 | 6 |
| 5 |

PLACE

MATERIAL

PEOPLE

IMMATERIAL

SMALL
INTERVENTIONS

SOMETHING
ELSE?

?
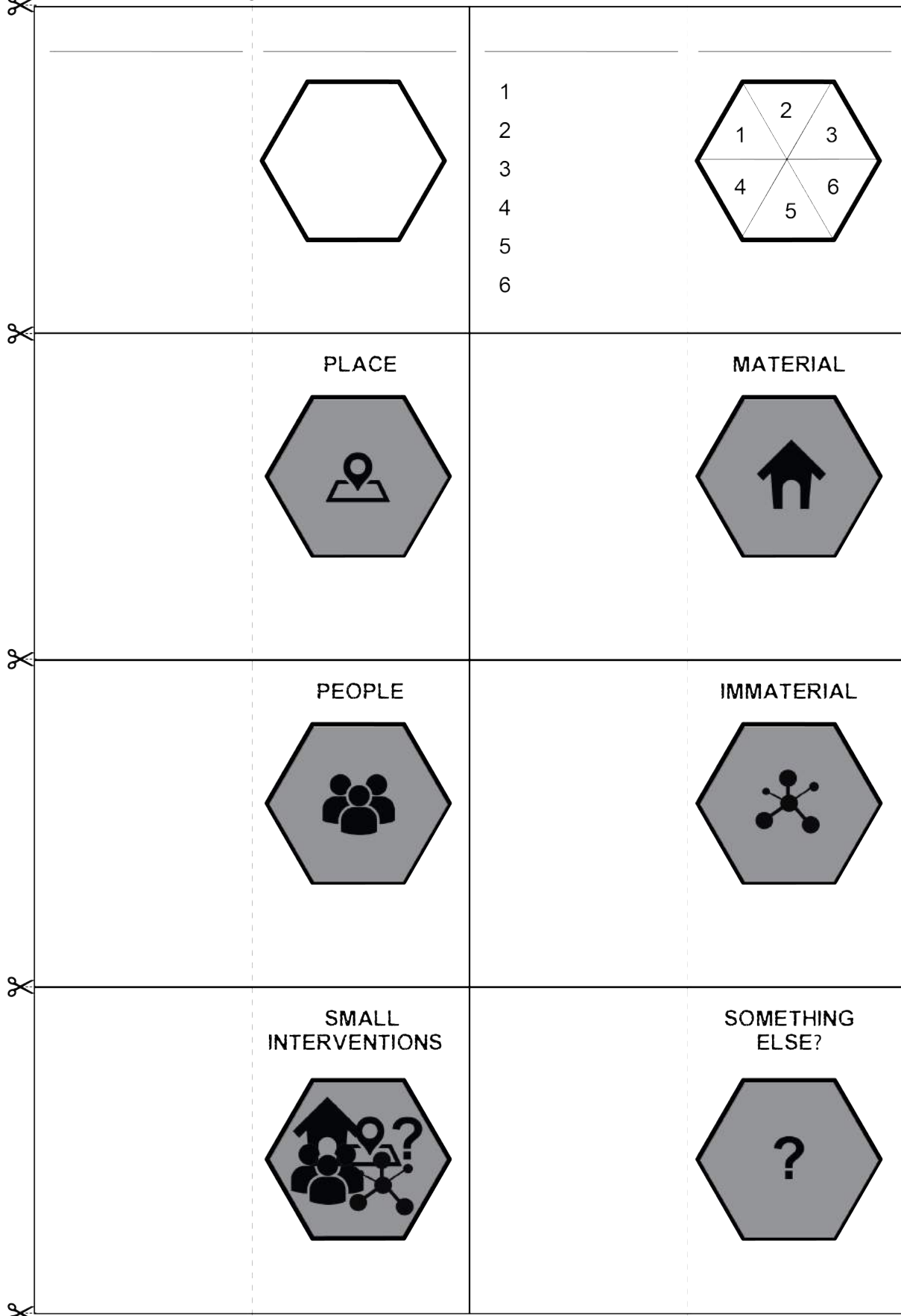
Figure **4.6.5.6.18.** *Task and Empty Blocks for Explaining and Further Developing the Design Process.*

Supportive Material
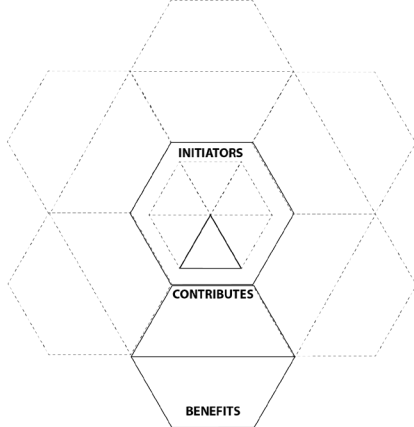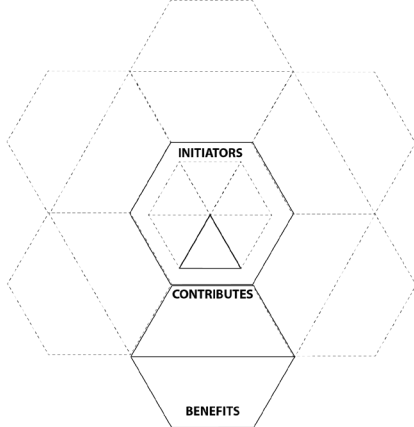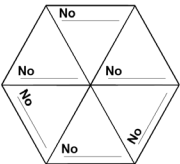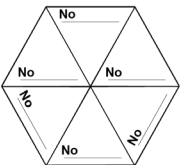

Figure 4.6.5.6.20. *Supportive Cards for Analysing Stakeholder Roles*
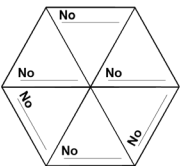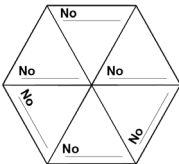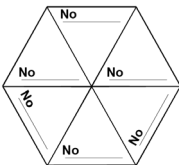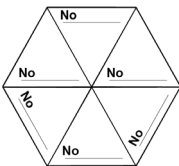
Figure 4.6.5.6.20. *Supportive Cards for Analysing Project Teams*