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FINAL DRAFT:
COMMUNITY INVOLVEMENT MODEL

Model for participatory planning and maintenance of UGS – methods, techniques and tools for active involvement of communities in smart governance of UGS

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Contents

Project context

Urban green spaces (UGS) provide various environmental, social and economic benefits to cities and their populations. UGS have a basic role in making cities more liveable places, improving environmental performance (e.g. filtering pollutants and CO_2 from air) and enhancing climate resilience.

However, because of the ongoing (sub)urbanisation processes, (semi-)natural environments and all other types of urban green spaces are increasingly getting under pressure, which leads to the fragmentation of ecosystem networks and contributes to decreasing biodiversity.

As green spaces and their thoughtful development and management enable us tackling a series of harmful environmental impacts and climate change related risks there is a common demand for better functioning operational models for Urban Green Space governance.

The Urban Green Belts (UGB) project's main objective was to improve planning, management and decision-making capacities of the public sector related to urban green spaces, thus creating integrated sustainable UGS planning and management systems.

The common challenges of weak, non-integrated UGS management in CE FUAs (Functional Urban Areas) called for smart solutions, which were co-created and tested in the project. Special attention was given to functional urban areas, a functional economic unit characterised by densely inhabited "urban cores" and "hinterlands" whose labour market is highly integrated with the cores. The definition originating from labour market and commuting considerations provides a spatial delimitation beyond administrative borders which is relevant for a multitude of thematic fields, such as transport (e.g. commuting, transport flows etc.), economic development (e.g. labour market, strategic positioning, etc.), environment (e.g. air/water quality, soil sealing, urban sprawl, etc.), social welfare (e.g. health care, social housing etc.).
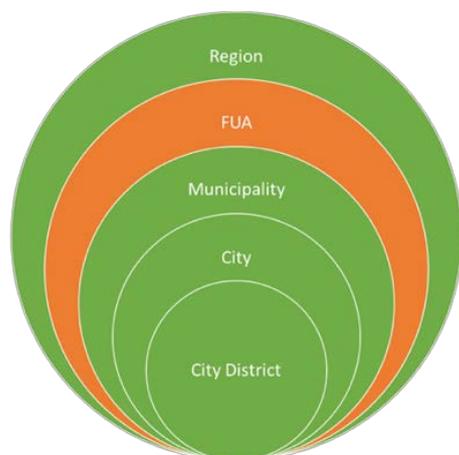

Figure 1: Relation between FUA and different public administration units.

Following a comparative situation analysis, the partners jointly designed innovative methods and tools to facilitate sustainable UGS management. They focused on:

Green Infrastructure as a smart tool *for providing ecological, economic and social benefits through natural solutions that local decision-makers are generally not aware of. Therefore, a GIS-based spatial planning decision support tool was designed for assessing and evaluating existing green spaces, facilitating the application of the GI approach in strategic planning.*

Community involvement *into planning and implementation processes is at present to various extents and different levels of success in the region of Central Europe (with significant differences even within the region). However, community involvement and active participation are crucial for ensuring social and economic sustainability of UGS management. Therefore, it is important to understand the levels of interrelation with planning, implementation and maintenance phases. To that end, the team designed new techniques for awareness raising and activation of civil society organisations and citizens through community building.*

Multi-stakeholder governance *is an inevitable but underexploited tool for effectively managing the UGS. Smart solutions promoting cooperation of different governance levels, sectors and internally across various departments of authorities were developed, as well as a training curriculum for municipalities on application of integrated UGS planning and management in the context of multi-stakeholder governance.*

These solutions, methods and tools were compiled into three UGB Smart Models that were tested through Pilot Actions during the project:

Model 1: GIS-based solutions
Model 2: Community involvement
Model 3: Multi-stakeholder governance
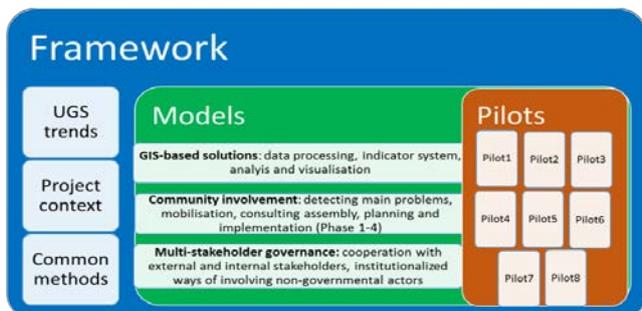
Figure 2: Connection between the Framework, the UGB Smart Models and the Pilot Actions.

The flowchart of the development process of the UGB Smart Models is shown in Figure 3. Accordingly, first a draft models were developed and tested through Pilot Actions. The findings from the finalised models were integrated in the Smart UGS Governance Manual, that was one of the major outputs of the project.

During the whole process, FUA level Stakeholder Platform meetings and UGB Transnational meetings supported the development. Furthermore, a Transnational Synergy Workshop with similar projects and initiatives helped to identify and include knowledge and experience on the topic from other relevant endeavours.
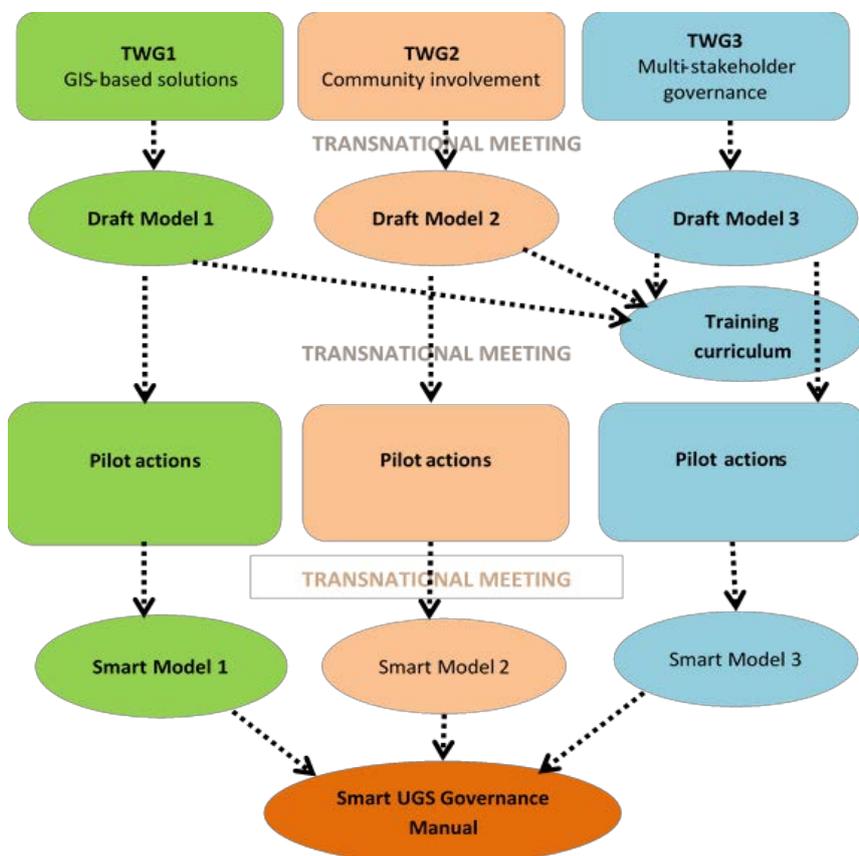
Figure 3: The development of UGB Smart Models.

1. INTRODUCTION

The Community Involvement Model helps users devise approaches and strategies to develop and implement integrative approaches to sustainably involving communities and other stakeholders into planning, management and maintenance of urban green spaces.

It is primarily intended for municipality representatives and officials (users) working with communities and features a set of **soft tools and methods** to facilitate, plan and support community involvement in municipalities as well as across municipalities borders (Functional urban area, FUA).

> **Community: a group of local or non-local residents, FUA commuters, children or elderly, property owners or investors who identify a longer term interest in certain problematic.**
>
> **Civil initiative: a varied, in-flux and ad hoc group of people with shared interests. They gather around a specific problem for shorter or longer periods of time.**

Notes from the field:

The UGB Krakow team reports: Unfortunately the level of engagement within the municipality of Zielonki (the closest and the most important stakeholder) was very weak. This example shows the difficulty in engagement local municipalities as a stakeholders within the FUA region. However within the Krakow Municipality the value of the Witkowice forest was appreciated and in the master plans for next 5 years it was decided that the area of the forest will be increased from 15 to 120 ha which among others may be the credit of activities led during the UGB project.

Thus, the Model can be used, for example, by municipalities to provide channels and opportunities for community involvement at different stages of spatial interventions, from planning and development (regeneration – renovation, including design and reprogramming) to management and maintenance (rules of use, valuation).

Moreover, the Model can also assist municipalities in improving their capacities to listen and to involve the communities in **thinking, deciding, planning, designing and playing an active part in the development of green areas.** Importantly, the process of community involvement in green spaces planning and management should start as early as possible.

Sustainability

It is important to facilitate the conditions for community sustainability over longer periods of time. After a specific action/project has been completed, the interest may wane, and with it a source of new ideas and liveliness of a wider society.

Inclusivity

Important element of any participatory activity is equality: *Equality means making sure that all groups are represented according to their specific needs, demands and expectations, regardless of attributes such as gender, age, ethnicity or disability.*

In general, the Model rests on principles of **participatory democracy**, which requires the inclusion of different stakeholders. According to the principles of **participatory democracy,** the basis for sustainable and inclusive growth (Europe 2020), the public has the right to know and have a say about what, why and how is going on in their green areas. Hence, it is important to facilitate an environment where communities are encouraged and enabled to take active part in activities that affect the places where they live and work (Bahrain Shuib et al. 2015: 315).

Crucially, the model also emphasises the importance for citizens and communities to exercise their rights, roles, functions and responsibilities in decision-making processes, and provides methods and tools for official representatives (e.g. municipalities) to develop procedures and practices for facilitating and encouraging participatory planning and management.

The best way for a successful participatory process is to combine top-down and bottom-up approaches. Thus, the participatory processes will take into account the needs of those in power and those affected by authority decisions.

Notes from the field:

The UGB Maribor team reports: "The challenge we faced was setting the time to ensure all relevant stakeholder could attend [meeting, workshop]: /…/ If an event is organized in the morning, people are at work and it is very difficult to get anybody, who is not present as part of their working obligations. In the afternoon, people who would come as part of their working obligations, do not attend as they have other private obligations … also, the interested public has very varied obligations and is difficult to find a suitable date. As [one of their events] was organized on Saturday morning, the interested and general public were present, but no public officials attended".

In this context, citizens as the central stakeholders are seen as actors who can decidedly contribute to the success of initiatives and actions. It is up to the municipality to find out about citizens' needs and expectations and to provide opportunities for dialogue between stakeholders, ensuring **equity between stakeholders with different power roles** (for example, investors and community groups). Such an integrative environment is the necessary precondition for bringing into dialogue various views, problems and solutions (Bahrain Shuib et al. 2015: 312). This is why the Model emphasises **active participation** as a process:

> *of decision making and problem solving, involving individuals and groups who represent diverse interests, expertise and points of view and who act for the good of all those affected by the decisions they make and the actions that follow (Fisher, 2001: 15).*

> **Participation is a set of principles** rather than an ideology, an ethics rather than a model … Deep down, participation is about learning to respect and listen to the opinions, feelings, and knowledge of those we have in the past "targeted"; being transparent regarding our intentions to intervene in their lives … Being careful to decentralise and delegate, allowing the less powerful to manage greater resources and assume more responsibility; sharing our knowledge and expertise … In short, it is about opening up, taking risks and showing trust. (cf. Fisher 2001: 9)

Until recently, citizens and NGOs, civil initiatives and also vulnerable or marginalised groups were only sporadically involved in planning and managing urban green spaces. This resulted in urban development practices that often failed to account for citizens' needs and missed the opportunity to garner new ideas. Today, the benefits of cooperation among different sectors and actors are clear. Integrative approach involves: local decision-making bodies, experts (urban planners, architects, geographers, anthropologists, sociologists, etc.), businesses and citizens.

> **Formal participation** is a formalised way of public participation defined by laws and regulations, national or European documents. Other term for this type of public participation are top down participation, legally regulated public participation, obligatory participation, etc. In essence, the legal frame sets the minimum requirements and obliges the authorities to carry out all necessary activities.

> **Informal participation** is more informal, where people more easily express their opinion. However, it usually does not include institutions that have direct influence on a specific area.

Informal participation may over time transform into formal participation. This occurs when public interest and the interest of formal decision making bodies meet, resulting in bridging the divide between bottom-up and top-down approaches. The latter makes for a crucial ingredient of any successful example of public participation in planning and maintenance of urban green spaces. (adapted from IPoP 2017, 10–11)

Implementing participatory approaches into planning and management of green spaces will:

- Enable the citizens to voice their ideas, concerns or demands;

- Foster citizen involvement into detecting problems and articulating solutions;

- Facilitate creating, elaborating, and implementing solutions through inclusion of ideas;

- Enable participation in planning and management activities and enable cooperation among various stakeholders;

- Ensure sustainability of community involvement in green spaces planning and management.

NOTE!

Active community involvement reduces scepticism towards government, builds societal trust, and enhances administrative decision-making processes. Participation sets up channels for expressing people's perceptions and attitudes and for establishing equity in dialogue between stakeholders because it encourages them to explore the values, meanings and senses of the places; promotes the realisation that places, the environment, and living conditions, and promotes forms of governance (co-)constructed by citizens.

2. SCENARIOS, ACTIONS, SOLUTIONS

To get the most out of the Community Involvement Model, it is essential for the user to do the necessary preparatory work and obtain a **thorough understanding of a specific location and problem, as well as the state of urbanisation, economic factors,** etc. It is crucial to map out the stakeholders, their ambitions, motives, power relations. Most importantly, it should be clear what are **the views of the communities**, among others, residents, FUA residents and commuters, youth or the elderly.

The Community Involvement Model envisages **3 general scenarios** that provide an ideal-typical frame for the possible actions a municipality may undertake when planning green spaces: *Development of new green spaces, Protection of green spaces, Regeneration of green spaces*.

2.1 Three scenarios: a general framework

1) Development of new green spaces

Development of new green spaces is clear in terms of benefits, and the situation is relatively straightforward when the "community is there" and it agrees with the planned intervention. It may turn out, however, that certain groups oppose planned actions (which may also be an opportunity for a community to form) or are not interested in the development of new green spaces. In order to decide on further actions, it is necessary to:

- Identify the current use and status of the area in question;
- Map distrust, fear or possible hidden agendas of the community, urban planners, investors and/or owners (transparency is essential);
- Assess the pros and cons, with a view to wider the interests of the community, including vulnerable and underrepresented groups.

Development scenarios:

DEVELOPMENT-S1: Area users and owners plan to develop a new green space, and a representative of this community asks the local authority and/or private actors for support, to assure financial resources, etc. The community is unanimous regarding the development idea and the new UGS content (playground, common gardens, place for markets, recreational facilities).

DEVELOPMENT-S2: Members of local community are invited to take part in the design process, but are incoherent in their interests. In some situations, local authorities (and urban planners) want the

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community involved in the detailed planning of UGS, but it is very difficult to find where the common interest lies, because it is weak or because some individuals and groups oppose it.

DEVELOPMENT-S3: A community is inexistent or the proposed intervention proves to be an inadequate motivating factor. For example, the commuters who have been using a specific site for daily parking might have a tendency to oppose the development plan that would limit their parking options.

In practice:

Bagry Reservoir, Krakow

In 2017, an international student design workshop was held to devise a development concept of development for the eastern part of Bagry Wielkie City Park with the thematic area "Little Croatia". It was organised by the Krakow City Hall - the Chancellery of the President, the Krakow Greenery Authority, and the Institute of Landscape Architecture, Krakow University of Technology. During the workshop students of landscape architecture, architecture and related subjects from Split, Zagreb and Krakow worked in international and interdisciplinary groups on conceptual ideas on the eastern part of the Park. The design included communication system, composition of greenery, beach, elements of small architecture, and educational path on topics related to Croatia. The essence of this case is the involvement of the public in the financing of the tasks and participation of the international community. The case represents a good example of combining and complementing different tasks of urban green development.

Azory, Krakow

The objective was to create a space for recreation and education, as well as to improve the aesthetics and quality of life among the blocks of flats in Azory, one of the most socially challenging districts in Krakow (varied population, including the elderly, families with different backgrounds, etc.). To do so, the authorities wanted to integrate the local community, boost citizens' involvement, and enlarge the amount of green areas in Krakow. A group of local residents interested in creating a community garden in their neighbourhood were engaged in the process of creating the project and taking care of the area. They created the Azory Community Garden and formed a community of about 20 people. The project also included experts working in the municipality and from Local Activity Point "Azory" and Municipal Social Welfare Centre of Krakow. A number of participatory methods were used: Community meetings (presentation of problems, discussion), workshops with innovative interactive methods (word café, trouble tree, brainstorming, working in pairs, etc.), and various social events (exhibitions, cultural events, markets, etc.).

2) Protection of green spaces

When UGS are under threat of elimination (by local authorities and/or investors and/or owners), it is crucial to involve the community (residents, other users). Regardless of whether they agree with the planned action, they should have an equal role in the proposed planning action and in the decision-making process. Likewise, the opposing views of the involved stakeholders should be presented and discussed to arrive at a solution. To do so, refer to *Actions 1–3* and select appropriate methods and tools (see chapter 3).

Protection scenarios:

PROTECT-S1: An investor wants to eliminate the UGS and build an office building. The community is coherent and empowered to oppose the decision and proposes an alternative, but other stakeholders refuse to take the community as an equal partner. In this case, the municipality should intervene to provide a setting for equitable discussion.

PROTECT-S2: The community is empowered to resist the investor or initiator of the elimination of green space, but is unable to come up with a consistent/sustainable solution what to do. The municipality should use one or more of the methods (e.g. CCA) to assist the community in pooling their resources.

In practice:

Hotels for insects, Krakow

Hotels for insects was an initiative to bring attention to the importance of the smallest city dwellers. It resulted in four sets of honeycomb-shaped hotel modules, featuring plastic "patches", specially prepared beams, hollow bricks, or wood. To correspond to various species' need, each was filled with a different material, such as cones or bamboo tubes, to help make the hotel an appropriate nesting facility.

3) Regeneration of green spaces

Regeneration (in some cases overlapping with development or protection) may entail the renovation or restructuring of green spaces. This may trigger different responses of local residents, users and wider interested urban community, including distrust and fear of change. The latter may arise from a lack of information, misinformation, or poorly defined and communicated planning activities (transparency). It is essential to identify the positions and scenarios for further action, with the help of the tools and methods that can be adapted for your specific situation.

> **Regeneration scenarios:**
>
> TRANSFORMATION-S1: The existing solution is far removed from "the green is good" perspective, or no longer compliant with environmental standards. Renovation would address this issue, but the community distrusts the intentions/motives/interests.
>
> TRANSFORMATION-S2: The existing solution is recognised as inadequate by the community and the proposed action would intervene into the established ways of life. How to balance the needs of the community and the "green is good" concept?

In practice:

Community planning on the Teleki Square, Budapest

The story is an example of worst and best practice at the same time: the municipality decided to transform the market building standing on one corner of the square into a shopping centre without asking anyone. Parking lots have also been built, so the public space was further reduced. Due to strong criticism coming from both professional organisations and residents, the municipality engaged an external facilitator to redesign the other part of the square (deprived green area) through a participative planning processes. This is perhaps the most known example of participatory planning in Hungary.

Krakow, Flower meadows 2017

In 2017, a total of 10 hectares of flower meadows absorbing dust were planted across the city. The Krakow municipality organised meetings that included presentations, explanation from experts, discussion, and consultations about situating the meadows. In addition, they communicated through social media, as well as organised picnics, bus to the park, etc. As part of the "Plant yourself for green" action, the City Council organises planting of trees, flowers, and flower meadows across the whole Cracow area. All Green Initiative actions are planned from March to the end of May. Thousands of trees, bushes and flowers are planted together with citizens.

2.2 Three actions: a general framework

Adapt your subsequent community-oriented actions depending on the scenario (or any variation thereof) that is being played out. When engaging in actions to assist in detecting, forming and maintaining a community, you should have as detailed an idea as possible about what is going on. To outline the dimensions of the problem and power relations involved, a *Stakeholder Map* will help. It should include: *stakeholders*, their *social*, *political* and/or *economic statuses and backgrounds*, *motives,* and *interests*.

The *Stakeholder Map* will enable you to get an idea of the stakeholders' respective positions regarding the planned activity, to foreground the equity principle, as well as to help anticipate and resolve potential issues. This will enable you to devise a consistent and balanced planning and management process.

The *Stakeholder Map* will help you to respond to the **3 scenarios** (see previous section). In the process of detailing community involvement, consider adapting to your specific situation any combination of the **3 actions:**

ACTION 1: Initiating community practice (detecting/identifying)

Before you start working with a community, you have to thoroughly understand the motives of all stakeholders and take into account local specifics, historical background, power relations, investor motives, and the long-term planning of the municipality. This is the time to make the *Stakeholder Map*.

Start with a list of guiding questions:

- *What kind of intervention is planned/proposed (introduction, elimination, transformation)?*
- *Who is the initiator (community, investor, owner, municipal authority)?*
- *What are their motives (identification of needs and desires)?*
- *Who is the owner/investor? What are their motives?*
- *Who is the end user?*
- *Who is the community?*
- *What is the position of the community?*
- *Who might be affected? Who might benefit?*
- *What are the possible community benefits?*
- *What are the possible environmental benefits/risks?*

The Map will help you visualise and assess the situation and identify the *problem, stakeholders, community* (as well as other possible end-users) and chart out the stakeholders' relations.

Methods and tools you can use (see Chapter 3): SWOT analysis, Survey with self-administered questionnaire; Interview; Questionnaire

ACTION 2: Developing the community (mobilising)

This action entails methods and tools to mobilise, or in some cases assist in initiating the potential community (residents, commuters, the elderly, children, visitors, etc.; there may be some overlap with Action 1). Essentially, Action 2 builds (on the results of Action 1) and furthers the understanding of the community and its relation towards other stakeholders, as well as its position in relation to the "green is good" concept. What is more, building on the Stakeholder Map, appropriate selection of methods and tools can be selected and adapted to address the issues related to raising awareness, collecting ideas and building trust.

Methods and tools you can use (see Chapter 3): Public/Social events; Social events (e.g. lectures, market, sports events); Public interventions; Artistic intervention; Competitions (photography, painting, drawing, modelling, essay/literature); Picnic; Local newspaper; Social media; Participatory budgeting; Creating intergenerational ties

Notes from the field:

The UGB Budapest team reports: Community building is a slow process: regarding Phase 1 we started to build up a community through analysing local situations (asking stewards about their motivations, asking participants of different programs about their wishes), we identified stakeholders and mobilised the wider community through events and communication.

ACTION 3: Supporting the community (management and sustainability)

Depending on the specifics of the situation, a community may dissolve after its mission has been accomplished (more likely when civil initiatives are involved). Sometimes, however, it is necessary for a community to continue its efforts over longer periods of time.

To maintain a functioning community, detect potential lack of interest or waning motivation. In this case, it is important to encourage the community to build trust, reciprocal relationships and networking, to delegate tasks and responsibilities in a way that involves people, and to make sure their contributions are acknowledged. Emphasise responsibility and appropriate delegation of tasks, give credit for participants' contributions, and curb hierarchical structures to the minimum necessary. Avoid patronising attitudes and statements, and always bear in

mind different power relations among stakeholders: contribute to providing an environment where power hierarchies can be mitigated so that non-institutional communities, including marginalised groups, gain voice, visibility and recognition.

Figure 4: Four actions for community involvement.

Methods and tools you can use (see Chapter 3): Community consultative assembly (CCA), Creating intergenerational ties, Participatory budgeting, Contracts, stewardship, Format variation, Disarming the eternal opponent.

NOTE!

Depending on the specific context, as well as on the specifics of the community (residents, commuters, etc.), certain actions can be omitted, adjusted or any combination thereof implemented.
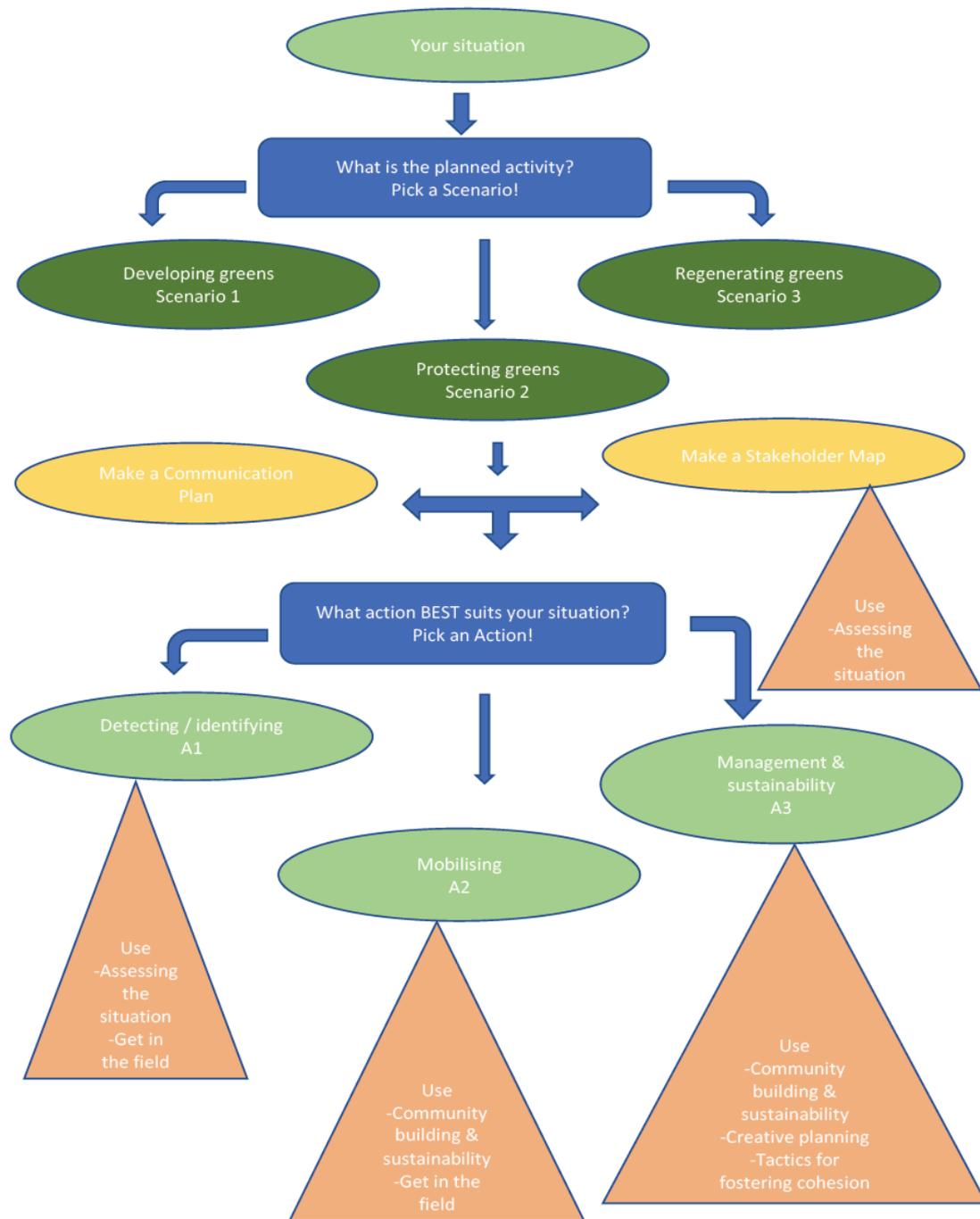
Figure 5 Flowchart to help design scenarios, actions, and approaches.

3. METHODS AND TOOLS

This chapter comprises a list of the methods and tools loosely grouped in thematic clusters (some may overlap): *Assessing the situation*, *Get in the field*, *Community building and sustainability*, *Creative planning: engaging the community*, *Tactics for fostering community cohesion*, and *Communication*.

Adapt the methods and tools to your specific needs and requirements.

The methods and tools presented in the Model correspond to different situations and provide guidance for various Actions (1-3) in for community involvement in planning and management of urban green spaces.

It emphasises the importance of continuous work with community (*identification*) and addresses situations where community cannot be formed (*mobilisation*) or has troubles with internal communication (*management*), and where the future life of the community is at stake (*sustainability*).

NOTE!

GENERAL TIPS FOR SUCCESSFUL IMPLEMENTATION OF THE METHODS

Consider the following set of principles when organising a meeting, interview or public event/installation.

Set the context

The place where the meeting/event takes place is an important factor in ensuring balanced participation of different groups. Deformalizing the setting by breaking up the formal structure and including elements of, for example, World café, can contribute to creating a pleasant, unintimidating atmosphere, facilitating a relaxed discussion environment. In addition, sensitive design ensures that the members of underrepresented groups get attention.

To design the setting, use local, easily recognisable venues, structure the space using tables and lights, include snacks and drinks.

Create hospitable space

Note the importance of creating a hospitable, safe and inviting space. When participants feel comfortable, they can do their most creative thinking, speaking, and listening. In particular, consider how your invitation and the set-up contribute to creating a welcoming atmosphere.

Explore questions that matter

Find relevant questions that resonate with the real-life concerns of the group. Powerful questions help attract collective energy, insight, and action. Depending on the timeframe available and your objectives, you may explore a single question or use a progressively deeper line of inquiry.

Encourage everyone's contribution

People often not only want to participate, but also to actively contribute and make a difference. It is important to encourage everyone in your meeting to contribute their ideas and perspectives, while also allowing anyone who wants to participate by simply listening.

Connect diverse perspectives

The opportunity to move between tables, meet new people, actively contribute to the discussion, and link the essence of the discoveries to ever-widening circles of thought. As participants transfer key ideas or themes to new tables, they exchange perspectives, greatly enriching the possibility for surprising new insights.

Listen together for patterns and insights

The quality of our listening is perhaps the most important factor in any public or private debate. Through practicing shared listening and paying attention to themes, patterns and insights, we begin to sense a connection to the larger whole. Encourage people to attentively listen to what is being said and paying attention to nonverbal communication.

Share collective discoveries

Conversations at different tables or meetings will result in complementary, opposing ideas or solutions which reflect a pattern of wholeness that connects with the conversations at the other tables and meetings or events. Making shared achievements visible to everyone even over longer periods of time is invaluable.

3.1 ASSESSING THE SITUATION: Stakeholder Map

3.1.1   SWOT analysis

Photo: thodonal88, shutterstock.com

SWOT analysis provides a point of entry into an unknown territory and allows for an analysis of different challenges faced by communities and their green areas. It is a method of determining the basic characteristics of a specific situation. Use it to assess the strengths (S), weaknesses (W), opportunities (O), and threats (T) of a solution to a problem (on local, FUA, national or even international levels).

SWOT involves specifying the objective of the project and identifying the favourable and/or unfavourable internal and external factors that may affect the planning or maintenance process. In the field of *community participation in planning and management of green spaces*, SWOT analysis can be *adapted and applied to get a wider picture*: to make a Stakeholder Map or indicate potential paths forward.

Applicability: SWOT analysis is used to find out internal challenges of community and UGS (strengths and weaknesses), the position of community in relation to external challenges (e.g. national, international). SWOT analysis may also be used as a tool used to structure a brainstorming session or to collect ideas about a particular issue or problem. As a result, a problem or process that's addressed using the SWOT tool may itself be thought of in terms of Actions. Not least, it will help conceptualise, carry out and evaluate activities.

3.1.2 Questionnaire

(Photo: vladwel, shutterstock.com)

Questionnaire, structured or semi-structured, allows you to probe opinions and feelings of a wider sample of people. Questions have to be carefully selected, clear and to the point. Adapt it to the specificities of the situation:

- **Self-administered questionnaire:** respondents complete the questions without interviewer's involvement. This is a convenient way to collect large amounts of data for statistical analysis. If designed and implement properly, it presents a good chance to get an overview of opinions of the general population or specific target groups. A self-administered questionnaire has to be simple and short, which requires a lot of effort in its design. This survey mode can also affect the quality of results, as we cannot ask people all we would like to.
- **Online survey:** use one of the tools available (e.g. SurveyMonkey, SurveyGizmo) to design and distribute your survey, and collect feedback. This approach can be very efficient, yielding substantial amounts of data, but beware of the generation gap.
- **Semi-structured, structured:** depending on the specific context and situation, adjust the questionnaire to suit your needs for, for example, more fluid, open collection of ideas and opinions, or more targeted response to a specific issue.

Avoid closed questions; ask one question at a time; do not use complex questions, but rather several simpler ones; avoid questions that suggest answers. Always keep in mind: know your topic and your goal, prepare questions thoroughly, engage a test reader.

Applicability: When you need to know about citizens' views regarding green areas in their community, who, why and how visits/uses them, what mode of transport they use, are they satisfied with existing green spaces, what would they like to improve, what are their motivations for visit etc.

Questionnaire allows you to collect and analyse results by demographics and socio-economic characteristics. The results will help you design urban planning policies and take into account residents' opinions and needs.

For example, the municipality would like to probe the public mood regarding planned elimination of green spaces: using a questionnaire will help assess how people feel about it and detect the degree of interest among residents/citizens.

3.1.3 Interview

Photo: podis, shutterstock.com

Interview is a (semi-)formal meeting between two or more people (the interviewer and the interviewee/s) where the interviewer aims to collect information, attitudes, wishes, ideas. It is an opportunity to hear various voices and become more familiar with their problems, needs and experiences. It is also an opportunity to collect ideas about how to approach challenges. Interview will allow you to inform and raise individual/community awareness about the pressing issues. Thinking and discussing 'hot topics' will enable you to deepen the knowledge and to devise an approach using different, innovative perspectives and points of view.

Interview is particularly useful in pursuing in-depth information, as it allows you to ask follow-up questions.

Adapt it to the specificities of the situation:

- **General interview guide approach:** the guide approach is intended to ensure that the same general areas of information are collected from each interviewee (to ensure comparability); this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in obtaining the information from the interviewee.
- **Informal, conversational interview:** useful when gathering basic information on a topic; to remain as open and adaptable to interviewee's nature and priorities, ask no predetermined questions: "go with the flow".
- **Standardised, open-ended interview:** the same open-ended questions are asked to all interviewees (t ensure comparability); this approach facilitates faster interviews that can be more easily analysed and compared.
- **Closed, fixed-response interview:** all interviewees are asked the same questions and requested to choose answers from among the same set of alternatives; useful for those not versed in interviewing.
- **Focus-group interview:** more interviewees are involved in the interview.

Applicability: Use it when you need to hear and compare the voice of the residents (locals), it offers you a possibility to become much more familiar with certain needs/problems/wishes of the community. Questions should be clear, possibly open-ended, to allow for potential new/unanticipated topics. Ask person's opinion about the topic; ask about their feelings rather than what they think; still try to get facts about the topic, etc. Concluding questions may give the interviewee space to provide any information they think is important.

Also think about the setting; record the interview if possible and if the interviewee agrees.

NOTE! Tips for conducting the interview:

The successfully complete the interview, you need to consider the following steps:

Explain the purpose of the interview to the interviewee.

Address terms of confidentiality.

Explain the format of the interview.

Indicate how long the interview usually takes.

Allow interviewee to clarify any doubts about the interview.

Prepare a method for recording data, e.g. take notes, and check if the tape recorder works.

Be tolerant, sensitive and patient to provocative and unconventional opinions (remain as neutral as possible).

Control the course of the interview to avoid digressions from the topic.

Test the reliability and validity of what the interviewee says.

Ask one question at a time.

After the interview:

Check if the tape recorder, if used, worked throughout the interview.

Make any notes on your written notes.

Write down any observations made during the interview.

Prepare the interview material for analysis.

Determine the validity of the interview findings.

Communicate findings of the study based.

3.2 GET IN THE FIELD

Various types of **public interventions**, which are the central idea behind Get in the field approach, help open up the space for public communication. Public and social events, as well as competitions and artistic interventions, can be used to create a 'positive disruption in public space' (picnic, exhibition, talk, library under treetops, etc.). Such events have the potential to challenge the established configurations of urban public space and public relations: they make people stop and think, engage with the topic actively and informally, and interact with other people. It is about taking participants out of their comfort zones and represents a good opportunity to raise awareness, spark, promote and collect new ideas.

3.2.1 Social events

Figure 6 Social event in Hegyvidek (Budapust) (photo: Tamara Tarnoki)

Social events (e.g. lectures, picnics, markets, sports events) are useful when you need to attract wider population (or specifically targeted community) to meet in a public space. An event can be an informal, networking gathering that provides an opportunity to get in contact with others in a setting that encourages discussion. The social event can serve as an umbrella event for other type of activities (e.g. a picnic can also include a public debate). When preparing for the event, think about the nature of the problem; the goals you want to achieve; the sort of community you want to attract; if needed, prepare a questionnaire; bring a voice

recorder, camera (consider GDPR). Events can be organised in a public space, park, botanical gardens, marketplace, square, etc.

Adapt the event to a specific situation:

- **Sports event** is a great way to combine socialising and discussion with food and drinks, and add an element of competition. It is an opportunity to informally talk to and bring in dialogue people from various areas, with different backgrounds. It is also an opportunity to test the atmosphere and promote the prospective UGS planning activities.

- **Sensory tour**: organise a tour through the area in question, invite participants to take part in actively, viscerally experiencing the surroundings: feel, touch, smell, go barefoot, observe, listen. Particularly suitable for children.

- **Picnic:** A picnic is an opportunity to socialise and informally discuss issues. Incorporate gastronomical elements to reduce tension and stress, engage participants in preparation process: delegate pleasant tasks (buying ingredients, preparing the venue, making food, cleaning up) as well as enjoy the fruits of everyone's labour (dancing).

- **Open-air classroom:** This is an opportunity to invite people to the site of planned intervention, to make them feel the connection to the site, or to determine whether such a connection exists. Ideally, open-air classroom will entice people to take part in a semi-structured setting, where the facilitator presents an idea, followed by a discussion. During the process, facts and statistics, as well as good practices can be correlated with people's understanding of problematics. The basic idea is to put the community in dialogue with other stakeholders.

- **Art intervention:** Use it to raise awareness of the green spaces and to gain new ideas about what to do with/on public greenery in the city ("What would you do if you could decide?"). It can be made by interactive map exhibited at the main point (the green space you want to put the attention to) in the public space where every passer-by can express their opinions regarding what to do with a specific public green area in the city (offer a few different possibilities so that citizens can choose among them, or offer new ideas).

-

Applicability: When you want to get feedback from people - but not yet a concrete solution - about certain green area in the city (not a part of neighbourhood or city quarter), how important it is to them, etc. Such events can be organised in a green area that "belongs to no one". Participants can be actively yet anonymously involved in the process.

A rewarding approach to getting people interested is to invite **local firefighters** to demonstrate their skills and show the equipment. This is applicable in locales where voluntary firefighters exist. Inviting firefighters will contribute to a friendly atmosphere and at the same time facilitate connections with residents, visitors.

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3.2.2   Competitions

Photo: Cancer July, shutterstock.com

Organise a **competition** (e.g. photography, painting, modelling, essay/literature) and invite participants to make and submit their work. For example, organise a photographic competition about a specific green space or a pressing planning issue. Encourage them to think about and reflect on their attitudes and expectations, as well as on potential influence of existing and changed green spaces on the people, how modern society and/or technology can be used in the development or regeneration of a study area positively or negatively.

Competitions involve: call of the contest theme, competition of photographers, selecting the winner(s), prize ceremony and photo exhibition.

Applicability: Competitions are useful when you want to involve younger generation or when you want to reach people with different cultural backgrounds (marginal groups, new residents, …). Artistic competition can be designed to speak to wider audiences. In particular, photo competition is highly useful in an age of social media.

3.3 COMMUNITY BUILDING AND SUSTAINABILITY

Given the often highly unstable nature and potentially low interaction levels in loose, instable, ad hoc communities (or initiatives), it can be difficult to detect and mobilise one; particularly when people have little or no immediate (personal) interest, or when the authorities are unable or unwilling to acknowledge it.

It is unreasonable to expect that people will get involved in many participatory activities, unless provoked or adequately mobilised, or when immediate interest is recognised. The authorities should be able to see their stake in active involvement of communities, and to understand that longer-term community involvement and integration into planning and management will contribute to comprehensive and lasting solutions.

3.3.1 Participatory budgeting

Participatory budgeting is a form of direct democracy, where people decide together on the use of public funds, enabling involvement of the citizens in allocating the municipality budget. During the participatory budgeting process the transparency of the use of public funds is increased and the active involvement of the community becomes visible.

Participatory budgeting generally involves four basic steps:

- Community members identify spending priorities and select budget delegates (percentage of budget dedicated to participatory budgeting);
- Budget delegates develop specific spending proposals, with help from experts. Proposals should be realistic and should contribute to the realisation of the public

interest in community (city area, unit); proposals should be carried out on properties owned by the municipality (public space);

- Community members vote on which proposals to fund;
- The municipality implements the selected proposals.

Applicability: It allows citizens to identify, discuss, and prioritise public spending projects, and gives them the power to make real decisions about public spending. It is used on local level (municipality) where residents are intimately aware of their community needs, and should therefore be actively involved in joint decisions on public spending. Every citizen of the municipality has the opportunity to participate in deciding which projects to implement in the immediate local community in which they live, but also to propose projects that will improve their living environment.

3.3.2 Stewardship

Figure 7 Planting in Hegyvidék (photo: Bendegúz Kovács)

Description: The definition of stewardship is far from clear. The long-established "management" sense of stewardship has recently evolved to a more positive meaning: "careful and responsible management". This meaning is today commonly found in contexts such as "stewardship of the environment". Despite its elusiveness, the concept of stewardship is wide-ranging and is applied to many settings and activities. To understand it, one has to look at the practice of stewardship from a practical perspective: while it is often perceived as the ownership of a place, it is also used to refer to something that cannot be owned or is even decidedly communal. Another contradictory set of assumptions is that stewardship work is intended for the benefit of others or the community as a whole, as opposed to personal benefit. These instances demonstrate a wide spectrum of attitudes or assumptions about stewardship, as well as its relevance for the community.

One crucial aspect of stewardship, which should also be taken into consideration when designing stewardship programmes, is that it starts at the individual level (voluntariness, accountability, responsibility, commitment), grows out into the community, and finally becomes a more communal construct (relationships, interactivity, awareness of being part of the environment, cultivating healthy relationships).

Applicability: Stewardship is a useful method for engaging people in taking on the responsibility for maintaining the greens in their neighbourhood. It is a flexible method that can be applied in cooperation with local residents, school children, the elderly or it can be somewhat formalised in cooperation with NGOs. Given its small-scale approach, stewardship can also assist in reaching out: through everyday interactions, stewards can promote not only a specific project, but contribute to raising awareness about the importance of green spaces. Not least, it can serve an educative function as people who take part in such initiatives have to learn about the greens (cycles, rhythms of nature, plant specifics, etc).

3.3.3 Classroom in the forest/park

Figure 8 Classroom in the park (photo by Agata Wesolowska)

This method is inspired by kindergartens in the forest. It is about reinterpreting a park (or any other urban green infrastructure) as a classroom and the place of meeting and developing ideas. It invites the organisers to think about various didactic approaches, to develop and use learning methods in nature and with nature, and has positive impact on the well-being and on the development of the community and its values. Classroom in the forest/park is not only strengthening knowledge about nature, but also enables the participants to develop their individual abilities in the best possible way, the whole "class" (community) develops as a group and strengthens the social network. In nature creative inspiration and cooperation will override restlessness, alertness, feeling of constraint, stress, competition, lack of self-confidence, which are uneasy companions to our contemporary way of living. It is a way of "community building", particularly suitable for the young.

Applicability: Use it when a question of raising awareness and gathering data arises. A park (or any other urban green infrastructure) as a classroom is the source of ideas for all objects or areas of the curriculum, encouraging participants to think about various didactic approaches. Make sure you have a clear idea of what you want to achieve. Promote it through emphasising the importance of education about nature, trees in the park, history of the place in a specific park or forest (discuss about why green is good). When designing it, focus on one concrete problem in the field – on the spot – so that the solutions of the problems (on the spot) are concrete (on the spot).

3.3.4 Ethnographic workshops

Figure 9 Ethnographic workshop, Open-air pottery workshop for children during a folk festival (photo: Dimitrina Lavchieva, shutterstock.com)

Ethnographic workshop is an educational, social and cultural event, when participants – together with a mentor (who can be an expert or member of community with special skills) – research, perform, present, or upgrade ethnographic/vernacular tangible or intangible elements, identified as local cultural heritage. The purpose of the event is not only to gather new knowledge and do something for the preservation and utilisation of local cultural heritage, but can also allow practitioners to familiarise themselves with other problems and challenges. Not least, it can be a way to find common solutions to personal and community challenges. If participants come from different social and professional backgrounds, or if they work in different public or private organisations, the collaboration among different sectors can develop, potentially leading to further more professional networks.

Workshops can be organised for children, students or elderly in order to do some research in the community. You can also organise one to promote local heritage or past experience with the management of green spaces, getting traditional skills or trigger creative solutions for adapting traditional knowledge to contemporary needs, technologies and approaches.

Applicability: In the framework of community building and green spaces challenges, the ethnographic workshops can be used to provide informal opportunities for developing fruitful social relations among members of community and enhance social coherence. Moreover, ethnographic workshops organised in a green space also enable the promotion of the importance of sustainable content and approach in reviving green spaces. This can additionally motivate local green spaces users, as well as investors.

3.3.5 World café
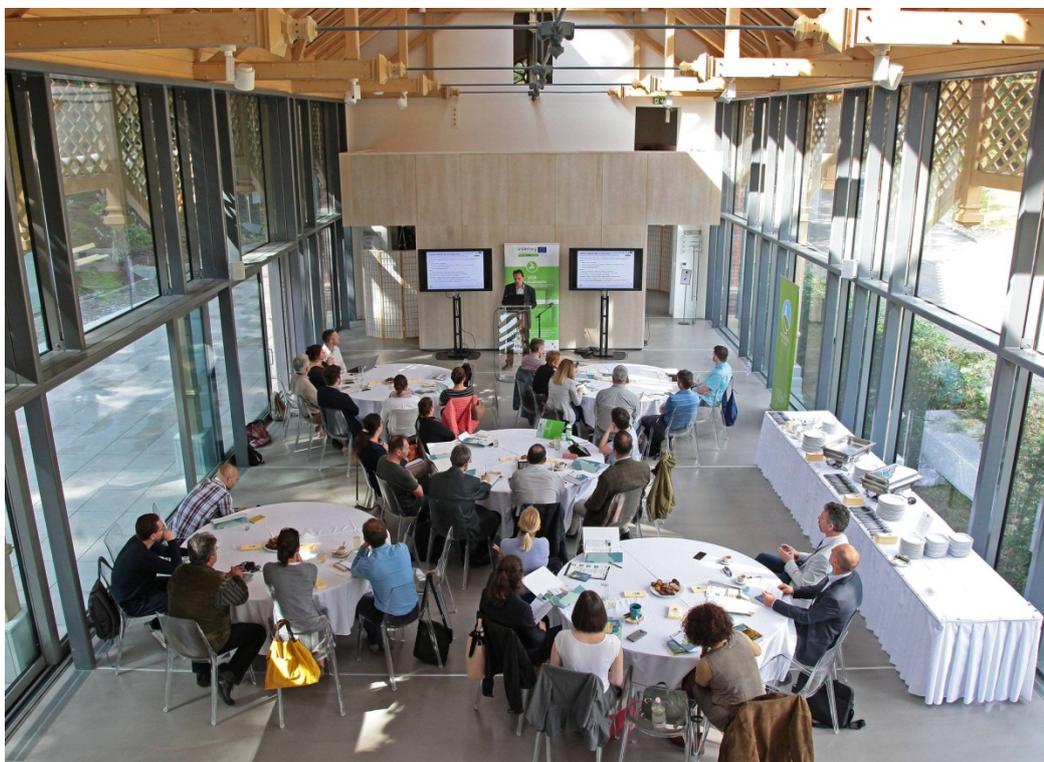
Figure 10 Roundtable or world cafe (photo: Bendegúz Kovács)

World café is one of a new generation of participatory methods that attempt to achieve collective change by bringing all members or stakeholders of the system together in one place: it is a highly structured process of movement to create flexible and coevolving networks of conversations. Preparations include the selection and motivation of participants as well as conceptual preparation. Include a broad range of participants that are affected by the matter discussed; create the feeling of an informal meeting, a relaxing and comfortable environ where trusting communication is able to flourish. This is why the venue of this meeting is set up as a café. Break discussions into smaller sections, allowing for the participants to change tables and participate in different conversations. At the end, ask the participants to present their

conclusions. It is very useful in conversations about living situations concerning individuals and society. It fosters constructive dialogue, access collective intelligence and creates innovative possibilities for action, particularly in groups that are larger than most traditional dialogue approaches are designed to accommodate. Small, intimate conversations link and build on each other as people move between groups, cross-pollinate ideas, and discover new insights around questions or issues that really matter to their life, work, or community.

Applicability: Local community decided to change a parking lot into a green space, but would like to discuss this issue with residents: which type of green space would be the most suitable, should residents included be in its maintenance, and to what extent. In the World café session, awareness should also be raised about the importance of green space instead of other land use. Roundtable hosts present the community ideas, than the participants give their own view to try to improve the initial idea.

3.3.6 Problem tree
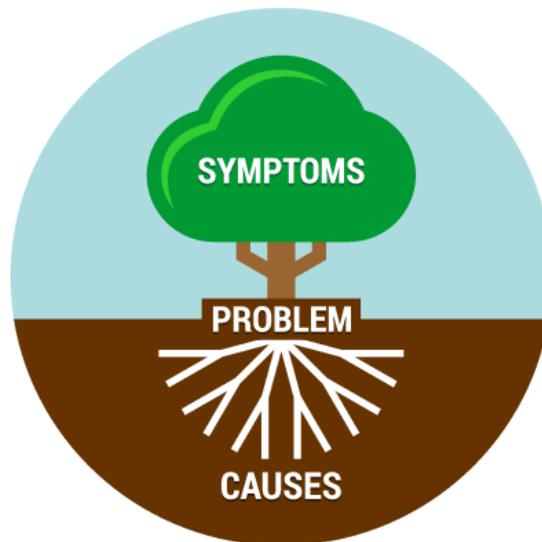
Photo: Shutterstock.com

Problem tree is a method that can be used to identify causes (the roots) and effects (the branches) with potential solutions attached as fruit to the tree (see example for a different problem, lack of water). Start by drawing a tree trunk on a large piece of flip-chart paper on a wall (it works best if you have 2 or 4 sheets stuck together to make a big area to work on). Describe and explain the problem that the project is trying to solve on the tree trunk and start the group off with your own ideas to show how the exercise works. At the bottom of the trunk,

draw a root (cause of the problem), then draw a branch coming out of the top of the trunk (the effect or consequence of the problem). Then stick a fruit (circle cut from red paper/card) with blue tack to the branch you have drawn with the ideal policy solution to the problem.

Applicability: Use it when you want to identify causes and effects and you need to discuss the potential solutions, especially when different stakeholders or participants identify the causes and the solutions to the same problem.

3.3.7 Parliament in the park (direct democracy)

Figure 11 Parliament in the park (photo: Tamara Tarnoki)

Taking inspiration from the Greek agora, **Parliament in the park** is one of the "on the spot" methods. It offers an opportunity to encourage and empower people to occupy the public space and offer at the same time offers a solution to concrete problems in a concrete public green space. The parliament in the park is an opportunity to probe community's interest and also to collect ideas, evaluate submitted proposals, vote on proposals, etc. Submitted proposal can be represented as a part of solution what to do with green space and be offered as a negotiation platform to decision-makers.

Applicability: You can invite people of small city quarters to be involved in the decision about certain public green space in their neighbourhood. Parliament takes place in the concrete green space where you want to achieve solutions. The turnout of interested people demonstrates who is really interested in changing/developing certain public space. This is a community parliament where everyone has the right to vote.

### 3.3.8 Community consultative assembly (CCA)
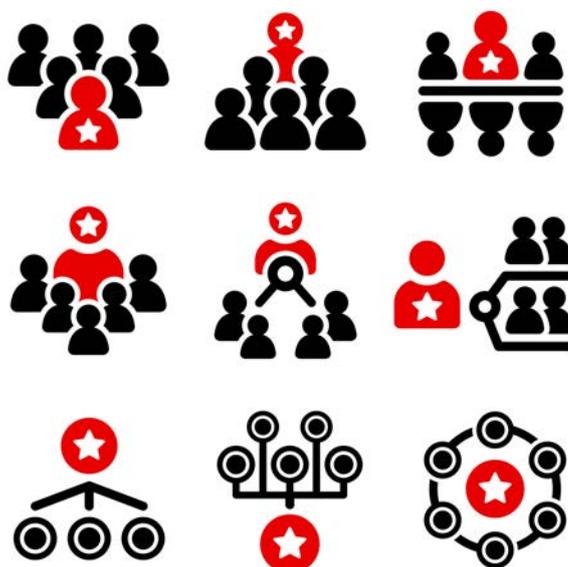
Figure 12 Modes of organisation (Photo: Supanut piyakanon, Shutterstock.com)

Community Consultative Assembly (CCA): a semi-formal body comprised of community representatives, who either have the necessary skills and competences to enter dialogue with other stakeholders, especially decision makers, planners, experts of other officials, or are motivated enough to ensure continued engagement.

In some situations it will become clear that longer-term activities (e.g. green spaces management) are required on the part of the community, including participating in discussions/negotiations with other stakeholders. In such cases it is advisable to support a *soft formalisation of a community*.

The CCA is envisioned as a soft tool to "informally formalise" a community to ensure soft hierarchy when discussing issues internally (within a community) and externally (with stakeholders). It should be flexible and responsive to the needs of the community. CCA will

enable the community to select a person (or more) for different tasks, particularly applicable in creating CCA or choosing delegates to take part in talks with other stakeholders. Task allocation is carried out by selecting candidates and a community-wide election procedure.

Applicability: When it is important to have a partner in your talks, encourage the community to form a CCA. It will facilitate engagement, joint division and allocation of tasks, and contribute to actively engaging various community members' skills and competences.

3.4 CREATIVE PLANNING: ENGAGING THE COMMUNITY

3.4.1 Future workshop

Future workshop method was originally created for citizen groups who want to influence decision-making, yet have little resources to rely upon. Future Workshop consists of four phases: preparation, critique, fantasy or visionary phase and, finally, implementation phase. Future workshop is a method that aims to help the community design their desired future, i.e. the interventions in the local green spaces, avoiding constraints imposed by experts or organisations. It is focused on collecting and elaborating ideas outside of the design team. This method allows for discovering what an intervention into green space may look like.

> **Applicability:** A local community organises a future workshop on urban green spaces and invites different stakeholders, for instance experts, representatives of the municipality and residents. During the workshop, stakeholders develop scenarios for future urban development, which takes into account the need for green spaces. In Berlin, for example, a future workshop on urban green spaces resulted in the calculation and visualization of the effects of housing densification in urban green spaces. Exercises with visualization that involved the different stakeholders were useful for informing stakeholders and for further discussion on the topic (IUCN 2015).

3.4.2 Lotus Blossom

Photo: T. Dallas, shutterstock.com

Lotus blossom is a creativity exercise that can be used to generate ideas based on a predetermined central theme. A number of conceptual themes grows out from the main

theme and each of them can be used as a central theme to generate more themes. This is exploration at its best. It is particularly useful when a large number of ideas needs to be generated quickly. Using the first set of ideas as a basis can help expand ideas further or, via feedback loop, generate new ideas from particular suitable elements.

Applicability: A facilitator works with the group in order to articulate and document the central idea to be explored, for instance management of an urban green space. The group then brainstorms and creates sub-ideas related to the central concept. The original diagram is called the 'Lotus Blossom', while sub-ideas act as 'seeds' for more blossom – each sub-idea becomes the central concept, which is divided into new sub-ideas. At the end, a 3x3 square emerges with the original diagram (central idea) at the centre, surrounded with sub-ideas. These diagrams are used for further discussions or analysis.

3.4.3 Moodboard

Photo: Shutterstock.com

Moodboard is a collage of images, words and/or samples of materials that can be used when the community needs to be more directly involved in planning. It helps the community form an emotional image and overall 'feel' of the intended design. The findings of the future workshop can be fruitfully implemented. A moodboard is useful to convey the 'feel' of the plan (in terms of general emotion, aesthetics, experience, etc.).

Applicability: For example, use the moodboard to understand how residents visually represent the meaning of green spaces and pollution in their neighbourhood. Participants are arranged into smaller working groups (4–5 people per group). A facilitator from the advocacy group explains the purpose of the activity. Then, each group has a limited amount of time (60 minutes) to visualize different themes proposed by the facilitator – for instance, ecology and pollution. During the discussion, the facilitator asks different questions: how difficult was it to graphically visualise, what kind of resources were missing for this task, etc. During the evaluation, participants are asked to express their opinion about the method and whether they consider it to be relevant for the issue of urban green space and pollution in their neighbourhoods.

3.5 TACTICS FOR FOSTERING COMMUNITY COHESION

To contribute to the sustainability and cohesion of a community, as well as to smooth running of a community meeting (e.g. CCA, see above), consider adapting and using tactics for fostering community cohesion from among the selection below. These tactics will provide a tool to anticipate and prevent or assist in resolving potential conflicts within the community.

3.5.1 Format, theme, setting variation
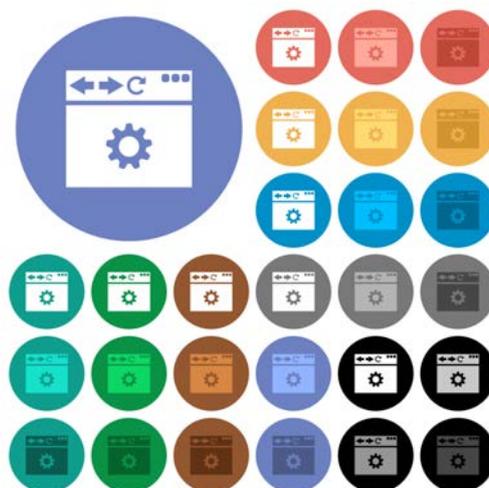
Photo: Botond1977 shutterstock.com

When (co-)organising a community meeting, it is critical to design the setting in a way to promote non-intimidating, comfortable environment. This can be achieved using format,

theme, and setting variation. Flexible, inclusive and open meetings will necessarily be less formal, more conducive to a discussion, and will prevent the strengthening of informal hierarchies. Use **Chair rotation** to involve different people in various structured positions (chair, minutes, etc.). While a community may have a number of people appointed to take care of different expertise- or personality-specific tasks (public relations, negotiations with other stakeholders), rotating the chair of a meeting will enhance a sense of responsibility and increase a sense of participation and inclusion. To contribute to trust- and responsibility-building encourage/task people to prepare a short presentation of a problem, of community's needs and ideas for future development. Engage them in **problem presentation/lecture** which will assist in garnering responsibility as well as a sense of belonging and individual's effect on the process.

### 3.5.2 Problem-solving working group with a chair from underrepresented group
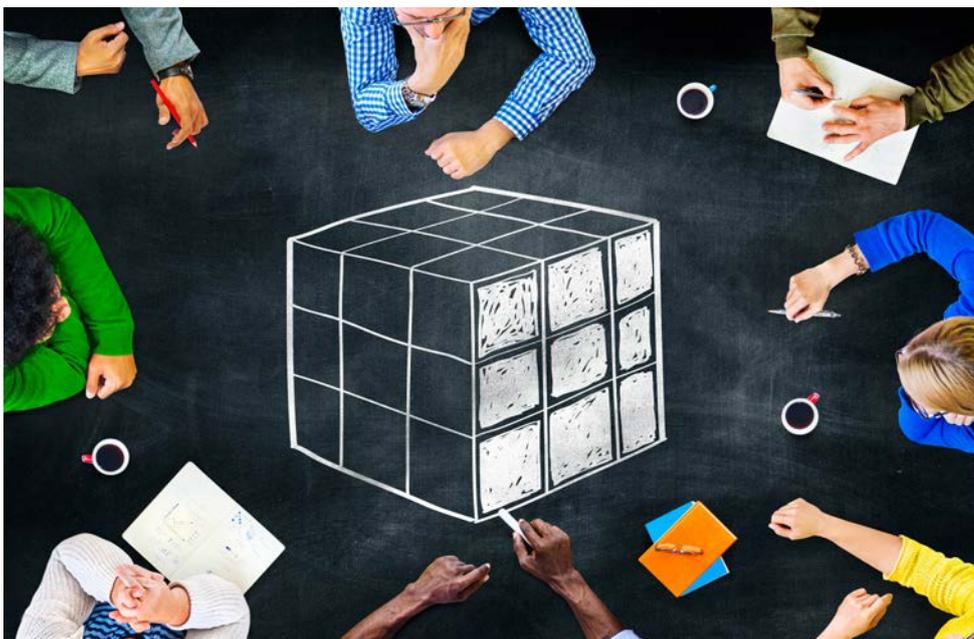
Photo: Rawpixel.com, shutterstock.com

A variation of Chair rotation, engaging a chair from an underrepresented group is a good opportunity to facilitate wider social cohesion, as well as to improve the social and cultural sensibility of the involved stakeholders/participants. It is important to prepare a non-intimidating and safe environment where opinions can be expressed freely. The event should preferably be organised in a way to enhance the underrepresented participant/group position and voice, and to enable the moderation of the debate. To make it an inclusive event, invite a member from the underrepresented group to chair the meeting. Tasking them with

responsibility and giving them a lever to express their potential, skills and competences may prove beneficial to the entire group, not just to empowering the underrepresented.

3.5.3 Creating intergenerational ties

Figure 13 Intergenerational ties (photo: Tamara Tarnoki)

Developing connections between the young and the old can provide an opportunity for them to learn new skills and to get common solution of how properly develop green spaces. Both generations can understand generations-specific fears, experiences and expectations and bringing them in dialogue will facilitate a better mutual understanding as well as garner common ideas about what plans and how to implement. Children can understand and later accept the problems with aging and thus they will be more respectful towards older people in green spaces. Conversation with children will help older to reduce the likelihood of depression and isolation. One of the ways to enhance **intergenerational ties** is using an interview, where children ask the elderly about their past experiences and worldviews. Moreover, an interview gives also the opportunity to establish a personal connection and get opinions and ideas about the specific issue. It is also an opportunity to involve different segments of the population and bridge generational, social, cultural boundaries. After the analyses of the gathered data,

children prepare a public presentation of the results and suggestions. It is important that the facilitator moderates a constructive debate.

3.5.4 Disarming the eternal opponent

Photo: Totojang1977, shutterstock.com

It may happen that a member of a community is the so-called 'eternal opponent', never satisfied with anything, always opposing any solution. This may prove detrimental to the effectiveness of constituting/running a community (or a CCA) as well as to trust-building. Not least, it may significantly hinder discussion, as well as planning and implementation process. Therefore it is important to detect potential community members who might be prone to such conduct, as well as people with strong social, motivational competences. Think in advance on what task to delegate to whom, based on their personality traits. **Disarm the eternal opponent** by tasking them with a presentation of a problem, asking for a detailed, researched and argued explanation of their view, or request that anybody who wants to talk has to present a solution and their contribution to its realisation.

Tips for hosting a community meeting

Preparation and invitations: determine the objective of the meeting and desired outcome, utilise assets within the community, follow up with invitees and track responses, prepare materials for use prior to and during the meeting, determine the expectations of the participants.

Determine roles and rules for conducting the meeting: designate a person to facilitate the meeting, designate a person to take notes, which may be useful for determining which stakeholder feedback to include in your report, record the meeting (this can be useful for the summaries of the discussions held at the meeting).

Review the objectives for the meeting: Review the impacts and planned activities or other content-related information consider giving an overview of key information (including future goals) in a brief presentation, let participants know the importance of this meeting, allow time for questions and answers.

Meeting wrap-up: determine if your meeting has achieved its desired outcome, discuss how the feedback will be reviewed and used, review next steps, including reporting process and timeline, invite additional feedback.

NOTE!

Evaluate the meeting

To evaluate, answer the following questions:

Who participated in the meeting?

What was the main aim of the meeting?

How did you set up the meeting? What did you present and what were the main topics of the meeting?

Which methods and tools were used? Did you use other forms of group discussion and to encourage inter-personal learning and discussion?

Which topics/problems/solutions were most discussed/most popular. Present them briefly.

Which aspects were least discussed/least popular? Discuss the reasons briefly.

Did you have any problems when planning and performing the meeting?

What challenges and resistances did you come across when planning and performing the meeting? How did you overcome them (or not)?

What have you learned from planning and performing the meeting?

What feedback did you get from participants? (prepare an evaluation paper for the participants)

What were the specifics of the context that may prove useful in future meetings?

What were the main conclusions?

3.6 COMMUNICATION

An important part of work preparation, selecting and adapting tools and methods, is also a Communication Plan. Depending on your specific situation, it will be necessary to decide on *what* content you want to *communicate* to *whom*. The Stakeholder Map will help detect and reveal the relations and contribute to the design of a sound Communication Plan.

To make the plan, first determine the *target group* (FUA commuters, residents, visitors, youth, elderly, etc.), prepare the *content* (keep your messages short, sharp and clear), and *disseminate* (depending on your target audience and expected communication goal, choose the most appropriate communication channel/s).

When preparing the content, it is important to take into consideration also the type of green space intervention – whether it best corresponds to Actions 1, 2 or 3 (see above) – as this will affect the content and sometimes the channel. And when selecting the most appropriate channel, think about whom you want to address and reach.

NOTE!

Various media channels can be used in many ways to:

- *inform people about planned and/or ongoing activities;*

- *invite people to attend workshops or other community involvement events (see Chapter 3);*

- *provoke reaction – to raise awareness about the importance green infrastructure and attract more citizens to the topic;*

- *inspire people to get involved in the maintenance of green areas.*

Use **mail** to distribute, for example, leaflets with basic information about planned activities, invitations to social events or competitions. Mail is a good way to start as it will reach residents regardless of their age group or social status. Make sure the content is well crafted, accessible, communicative. Similarly, in terms of public outreach, **TV** and **radio** can be useful channels to reach the wider public, although they may prove more costly, not least because the message you want to get across has to rely also on sound and/or image. On the other hand, this is a channel that allows for a more effective communication actions, the use of live footage, recorded voice, images, etc. In addition, **local newspaper** has an important role in informing local residents about things going on in their town, part of the town (district), city centre, etc. When you organise a **press conference** to present your idea or to show your purpose to a wider community, be advised to express your idea in a clear and focused manner, supported

with illustrative examples. To reach primarily younger, mobile populations, use one or more **social media** platforms, which allow for viral spreading of textual, audio and visual messages, including short announcements, supported by video, short updates on ongoing activities. This allows you to reach users via desktop computers and mobile technologies that enable sharing, co-creating content, as well as offer a place and opportunity for discussion.

NOTE!

Set up a Facebook/Twitter/Instagram profile to share photos and videos; initiate a debate and always make sure to complement social media activities with activities in other media as well as on the ground. Avoid quantification, emphasise content; use engaged, personal language but keep it short and concise. Link to other relevant actions; include input from the community.

Maribor Pilot Action – A small-scale rehabilitation project

Situation

Maribor is a regional capital and is subject to sizeable daily migrations from the Podravje FUA. There is a number of degraded green spaces in the municipality, as well as throughout the Podravje FUA. The authorities on both levels see great potential in adopting participatory approaches to the renovation of these spaces and transforming them into multifunctional open areas. The common challenge is mixed ownership (public, private) and various views and ideas about the possible uses of the green spaces, both formalised (spatial planning) and informal (civil initiatives, communities).

MRA has undertaken a project to regenerate the area around the Karantena building, the former **Prison Maribor – KPD Maribor**, built before 1900 as a five-pointed typical building, one of the most advanced in the then Austro-Hungarian state. The pilot area, including the facility and its immediate surroundings, is classified as cultural heritage. The area is divided into several plots of land with different owner or co-owners – private (companies) and public (such as Maribor Development Agency, Maribor Municipality). For several years, the area around the building has been used as a "wild" parking space.

Challenge

The main challenge was the formation of a community: there are many different users, but no residents. Therefore, the rehabilitation of degraded green area had to be negotiated between owners, users (renters, employees and engaged visitors), and local service users.

The MRA mission was to set up a feasible and transferable concept of community-led planning, including owners and citizens, to regenerate the degraded urban green areas characterised by mixed ownership and low involvement of particular private owners.

In their pilot activity, Maribor Development Agency (MRA) set out to find a solution to the problem of how to rehabilitate a semi-abandoned park behind the Karantena building, currently home to several small businesses, cultural activities, as well as the MRA. At present, the area is primarily used by FUA commuters for parking.

Figure 14 Pilot area in Maribor consists of 3 separate spatial units: (1) unused backyard, (2) shared parking lot owner by Maribor Municipality, (3) Entire pilot area.

Approach

The objective of the pilot activities was to reach an agreement about the rehabilitation of the pilot area (ca. 30,000 m^2) with the stakeholders (community, owners and users) and to prepare the conceptual design (as part of construction plans) for area rehabilitation as the input for the subsequent tender dossier for works.

To do so, the Maribor Development Agency's (MRA) pilot activity tested several participatory methods on a small-scale rehabilitation project aimed at facilitating community-led planning of a rehabilitation of Maribor's green area. The project was implemented in the Maribor city centre.

The pilot activity was based on three activities (*activity circles*) aimed at different stakeholders/communities: 1) Organisations located in the MRA office building whose employees use the parking lot owned by the Municipality of Maribor; 2) Employees working in the Karantena building: unused backyard owned by MRA; 3) Entire pilot area: public and private owners and all entities who use their premises (including questions of parking, wild plant life, road and parking infrastructure, hydrants, driveways, green areas, etc.). The MRA task was to:

- prepare the methodology/design of the participatory process;

- map the stakeholders;

- organise participatory processes (e.g. workshops, focus groups, public consultations) for owners and stakeholders, as well as for users (for each group separately, and then for all groups together), engage students of architecture to design possible solutions, and incorporate expert knowledge;

- present the agreement for area rehabilitation to the interested public at a public event.

Tools and methods

The MRA pilot activity tested two types of participation: consultative participation and self-mobilised participation. This allowed for the testing of the three Actions: Initiating community practice (detecting), Developing the community (mobilising), and Supporting the community (sustainability). Awareness-raising will be achieved through participation at social and cultural events that promote green spaces, drawing attention towards the pilot area.

In the small-scale rehabilitation pilot activities, MRA has chosen the following methods (see Chapter 3) and approaches (see Activity scheme) from the Community Involvement Model:

- Initiating community practice (detecting); Bring them in: One of the identified problems with the area is the lack of users' involvement, as they generally work in the area and are therefore less motivated to dedicate extra time to contribute to the green area. Therefore, the focus will be on raising the quality of the working environment, thus combining their activities with their work.
- Developing the community (mobilising); Structure space and brainstorm: Involvement at thematic social events dealing with green issues, where different ideas can be developed about the best usage and design for the green areas.
- Supporting the community (sustainability); Forming a Community Consultative Assembly (CCA): Upon facing possible "eternal opponents" and "trolls", tasks will be handed out to them, to present the problem in as detailed manner as possible. In this way, we will either get new insight on how to improve the situation, and/or give the person(s) an opportunity to reflect on and contextualise their criticisms.

Supporting the community (sustainability); Building responsibility: In order to ensure the sustainability of the rehabilitated small-scale area, a simple protocol of responsibilities will be set up among the users.

Krakow Pilot Action – Witkowice Green Living Lab

Situation

The Greenery Authority aimed to implement the pilot project WITKOWICE GLL in the Witkowice Forest. The project included the revitalisation and transformation of existing tourism and recreation infrastructure, and the implementation of innovative practices of nature education. The aim of this action was to involve local community into the planning procedure.

The Witkowice GLL (Green Living Lab) is located in the north-western part of Krakow – in the district IV Prądnik Biały. This district has 2,341.87 ha and a population of 68,385 (density 29 people per km^2). The average VV2BV and UVI indices of the district for living comfort in terms of green participation are 2.99 and 6.07, respectively (the values for the whole city are 0.64–15.64 for VV2BV and 0.73–94.33 for UVI).
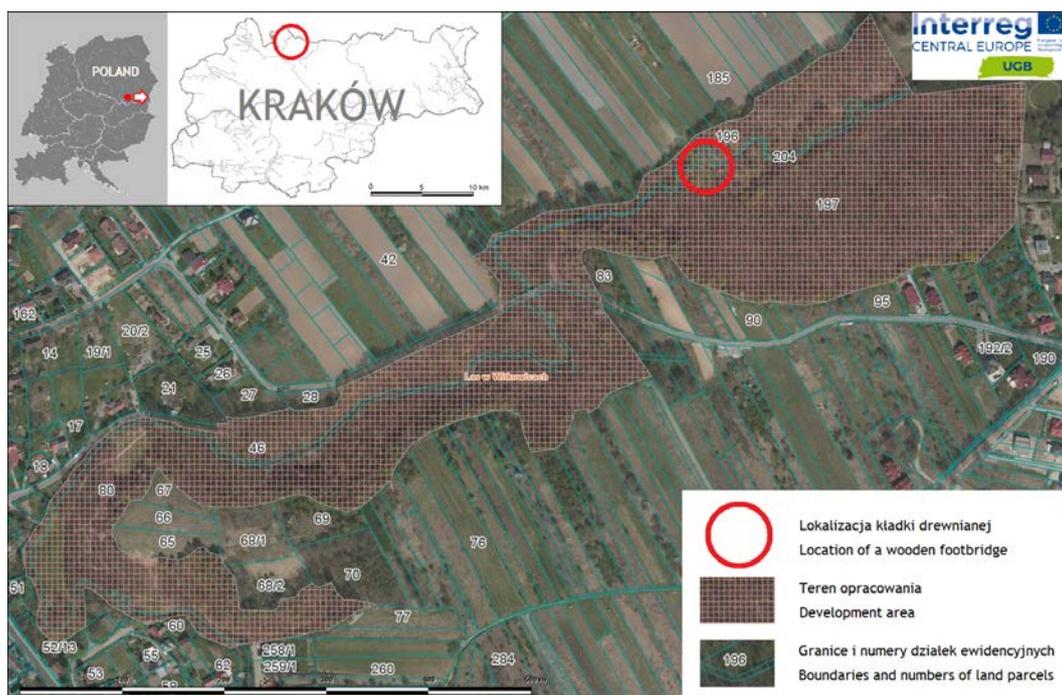

Figure 15 The map of the Krakow pilot study area.

Figure 16 Wooden footbridge in Witkovice (Krakow forest)

Challenge

The guiding question was: How to effectively manage the area? To find out, the pilot activities focused on what we want to achieve and how, and tested several methods, including community involvement, to facilitate community involvement. In addition, crucial aspects were the co-operation between municipality units and institutions, and cooperation between municipalities and institutions at the regional (FUA) level.

Pilot activities were designed to point out that the forest extends across the two municipalities. With this in mind, the Krakow Greenery Authority wanted to show the importance of cooperation and community involvement – including with measures to encourage people to speak out and become a part of the decision-making process. That is why the cooperation was multilevel and multilateral.

The **first challenge** was related to the ownership structure of the land, which was a mosaic of municipal land, the state treasury, and private property. The **second challenge** was related to participation: Who needs to be involved? How to involve residents and institutions, including those from so-called difficult areas (areas that are undeveloped and schools with young people who face difficult social conditions)? What solutions are effective?

The pilot study concluded the importance of:

- Involving many parties,
- Establishing dialogue with locals, listening to their needs and ideas,

- Convincing people to support certain initiatives, such as the Citizens' Budget and the Green Incubator Initiative,
- Using good practices – mutual learning and the use of ready-made solutions is really important; learn and gain knowledge from others, check solution and challenges,
- Informing the inhabitants that the existing green spaces can be developed further,
- Engaging the business sector (how and when),
- Promoting bottom-up initiatives.

Third challenge was related to the management of green areas: How should an efficient and sustainable UGS management system look like? How to build a city's potential in this area?

Approach

The Krakow Greenery Authority pilot activity aimed to revitalise existing tourism and recreation infrastructure and implement innovative directions of nature education with mobile application. It will include transformation of green spaces and development of the existing one.

To do so, the following actions were planned:

- installation of field devices designed with local natural materials, such as wood and stone;
- installation of information boards for educational pathways for the implementation of an educational and recreational program, footbridge over the Bibiczanka stream for cyclists and pedestrians;
- securement of the existing paths;
- introduction of parking places for bicycles and vehicles for disabled people;
- placement of the elements of small architecture from round wood;
- placement of the field elements necessary for the implementation of the mobile application.

Our pilot conclusions show:

- green space management is multicomponent and multilevel;
- land ownership is a challenge;
- management is a dynamic issue, so it is necessary to think long-term and respond to current changes: changes in law, social changes, etc.;
- there is a need to integrate green areas into regional planning,
- there are not many development plans;
- there is a need for transformation and development of the existing green area.

The main objective was to combine citizens' wishes for Witkowice GLL with the existing infrastructures, and to demonstrate that cooperation is possible. The main challenge in the consultation process was how to involve people in action.

Tools and methods

Witkowice GLL pilot activity involved a mixture of actions: 1) the development of green space: the important issue in this case is that the area is not a new green space, but rather an existing one; 2) transformation of green space: the introduction of small infrastructure. The pilot tested community involvement methods based on *consultation process* and *interactive participation* with the help of SP, and aimed to show the possibility of cooperation on FUA level.

The main challenge in the consultation process was how to encourage people to participate actively. Taking into account the three Model Actions: Initiating community practice (detecting), Developing the community (mobilising), Supporting the community (sustainability), a number of activities were organised:

- Consultation based on needs;
- Picnic – citizens approach:
- *Survey in the form of an interview*, distributed at school in June. We received feedback from about 100 respondents and were able to gather same information about the Witkowice GLL. The interview was really simple, primarily for the pupils but also to involve parents in the consultation process;
- *Art competition* "My Witkowice Forest";
- Educational walk for the people to get to know the area: professional tour guided by a nature and education specialist; it was an opportunity for people to get in touch with nature: smell the forest, learn about trees, fungi, birds, animals, etc.).

In addition, the Krakow Greenery Authority organised additional activities to involve the citizens of Krakow:

- "Practice in the green" – classes in 4 parks;
- "Parkobus in the green" – Parkobus rides from July to September (three times a month, we travel with the residents from one side of the city to the other showing them the green areas across the city);
- "Picnic in the green" (about 2,000 visitors daily).

Budapest Pilot Action – Pro-environmental stewardship

Situation

Budapest is sensitive about environmental planning, as well as climate change challenges. Although compared to other similar European cities, Budapest has relatively few green areas, Hegyvidék, Budapest's District 12, has significant urban green spaces, mainly connected to the larger, FUA green areas. Effective green spaces management thus calls for cooperation among all stakeholders. Yet, community involvement is relatively weak in Hungary, and community involvement methods are not yet included in mainstream urban policies. For the Municipality of Hegyvidék – which values its green spaces as an extraordinary asset and intends to use them to promote pro-environmental behaviour and environmental consciousness among its residents – this presents a significant challenge, particularly in the context of local communities and their high expectations regarding the municipality's green space management.

Figure 17 Planting in Hegyvidek (Photo: Bendegúz Kovács)

Challenge

The central challenge was to find a way to use urban green spaces as a tool to change residents' mindsets about the importance of green spaces, as well as about the crucial contribution that the communities can make to planning and maintenance. To that end, the pilot action aimed at creating a community of volunteers through a newly installed Stewardship Programme, thus also promoting pro-environmental attitudes.

The main stakeholders were the stewards and the wider community. Stewards were fine-tuning and partly implementing the pilot activities in order to build up trust and community spirit, but also a sense of ownership. In addition, stewards will be able to give feedback to the municipality regarding the pilot and share ideas related to the planned activities. This informal group of stewards and other active citizens will later on play a key role in the district as advocates of "green issues".

Approach

The most important goal was to create a real community of residents – stewards – who will take care of a plot. The aim is to create a strong, environmentally conscious community which will hold regular meetings and discussions. This will in the future contribute to higher 'green awareness' among stewards and promote pro-environmental behaviour in the public. In the long run, we seek to reward residents for their pro-environmental behaviour by means of financial or other rewards, for example through discounts, credits, prizes.

Pilot activities were planned along 5 main lines:

- programs for volunteers participating in the Stewardship Programme: 1. Within the first one, we plan indoor and outdoor community workshops for stewards: team building, lessons and discussions around gardening at the spots, and also co-creation of the Steward's Festival programme.
- programs for the residents: 2. As regards the bigger community (i.e. residents), we plan different interactive sessions: 1. five thematic walks linked to local UGSs; 2. two sessions of Hegyvidék Games; 3. transformation of the biggest local festival to the Green Fest, thus promoting the "green is good" concept way and including the Stewards Festival; 4. Thematic Installations linked to green spaces; 5. 100 Picnic Blankets – Closing Community Picnic.
- Green Club at the Green Office: 3. Also targeting smaller group, we plan regular thematic sessions as an open university to build pro-environmental capacity in a – hopefully – increasingly bigger group, starting with the topics related to composting. This will be called Green Club.
- Co-designing the concept of the Mobile Green Info Point within the Green Club: 4. This point will be elaborated within the Green Club, but as it paves the way for the long-term sustainability of the pilot action, we highlighted it as a separate action.
- Communication Activities: These activities will be enhanced by a tailored communication campaign.

The central goal was to:

- Bring residents together to support, affirm and validate new behaviours into accepted norms (accelerating the stewardship programme);
- Provide residents with data and feedback on the impacts of their behaviour, information and awareness-raising campaigns (through the mobile Info Point);
- Develop a pro-environmental sensibility through direct experience of the value of natural systems (actions for the public).

Tools and methods

The pilot action Hegyvidék tested a collaborative service method (co-management of small green areas) through the reinforcement of a self-organised group.

Action 1*: Initiating community practice (detecting) *(situation analysis, identification of stakeholders, mobilisation of the community)*: Situation analysis was the core theme during the first joint session of stewards, involved in fine-tuning some activities. As for Action 1, the most important tool selected were "installations" in public spaces to raise awareness among the wider public (residents).

Action 2*: Developing the community (mobilising) *(detecting community and raising awareness)*:

the most important mobilisation tool in connection with the wider community were FB pages (one created by the stewards, one for the Green Club, sharing information on Green Office's and the municipality's main FB page). However, local newspaper also played a crucial role, reporting about this initiative and the local "heroes". Social events (picnics) focusing on green spaces were organised together with a local festival in 2018.

Action 3*: Supporting the community (sustainability): This was the most important tool of the model. We focused on team building and social events. In the long-term, the community of stewards and people behind the Green Club will continue work as a Community Consultative Assembly. Within the pilot action, Municipality of Hegyvidék created a strong community, based on the volunteers applied within the Stewardship Programme of "small green areas".

Figure 18 Community mobilisation in Hegyvidek (Photo: Bendegúz Kovács)

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ACTIVITY SCHEME

Challenge: How to map stakeholders and identify the community?

Approach: Get in the field

Use in: Action 1

Methods and tools: (Quantitative): SWOT analysis, Survey with self-administered questionnaire, Interview, Questionnaire; (Qualitative): Public/Social events, Social events (e.g. lectures, market, sports events), Ethnographic workshops

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Challenge: How to mobilise the community?

Approach: Raising awareness

Use in: Action 1/2

Methods and tools: Social events (e.g. lectures, market, sports events), Public interventions, Artistic intervention, Competitions (photography, painting, drawing, modelling, essay/literature), Picnic; Local newspaper, Social media, Creating intergenerational ties

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Challenge: How to collect ideas?

Approach: Structure space and brainstorm

Applicable to Action 1/2/3

Methods and tools: Interview, Questionnaire, Public interventions, Artistic intervention, Competitions (photography, painting, drawing, modelling, essay/literature), Creating intergenerational ties, Voting, Problem-solving working group with a chair from underrepresented group, Local newspaper, Social media

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Challenge: How to involve the community in planning?

Approach: Engage in creative planning

Use in: Action 2/3

Methods and tools: Future workshop, Moodboard, Lotus Blossom, Planning Groups

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Challenge: How to build trust in the community?

Approach: Playful management / Get people involved

Use in: Action 2/3

Methods and tools: Social events (e.g. lectures, market, sports events), Public interventions, Artistic intervention, Competitions (photography, painting, drawing, modelling, essay/literature), Picnic, World café, Problem tree, Classroom in the forest/park (especially appropriate for the young), Parliament in the park (direct democracy), Ethnographic workshops; Participatory budgeting, Creating intergenerational ties, Voting, Format variation, Disarming the eternal opponent, Problem-solving working group with a chair from underrepresented group

Challenge: How to ensure sustainability of the community?

Approach: Build trust and responsibility

Use in: Action 3

Methods and tools: World café, Problem tree, Classroom in the forest/park (especially appropriate for the young), Parliament in the park (direct democracy), Ethnographic workshops; Participatory budgeting, Creating intergenerational ties, Voting, Format variation, Disarming the eternal opponent, Problem-solving working group with a chair from underrepresented group, Local newspaper, Social media

Challenge: How to form a CCA?

Approach: Build trust and consensus

Use in: Action 3

Methods and tools: World café, Problem tree, Classroom in the forest/park (especially appropriate for the young), Parliament in the park (direct democracy), Voting, Format variation, Disarming the eternal opponent, Problem-solving working group with a chair from underrepresented group

Challenge: How to balance "eternal opponents" and "trolls"?

Approach: Channel energy

Use in: Action 3

Methods and tools: World café, Problem tree, Classroom in the forest/park (especially appropriate for the young), Parliament in the park (direct democracy), Ethnographic workshops**,** Creating intergenerational ties, Voting, Format variation, Disarming the eternal opponent, Problem-solving working group with a chair from underrepresented group

Challenge: How to engage underrepresented groups?

Approach: Bring them in

Use in: Action 3

Methods and tools: World café, Classroom in the forest/park (especially appropriate for the young), Parliament in the park (direct democracy), Ethnographic workshops, Social events (e.g. lectures, market, sports events), Public interventions, Artistic intervention; Creating intergenerational ties, Voting, Format variation, Disarming the eternal opponent, Problem-solving working group with a chair from underrepresented group, Local newspaper, Social media