

2nd Transnational Project Meeting: “Methodology and toolkit”

Ascoli Piceno, November 22-23, 2022

Session 1: Healthy urban planning Teaching Methodological Guidelines (R2) and Educational Toolkit for healthy urban planning and urban participation(R3)

Project Proposal Selection and proposal for the Toolkit

UBFA - Jelena Živković, Zoran Đukanović, Vladan Đokić, Predrag Jovanović

1. GENERAL INFO: The PROJECT PROPOSALS SELECTION - Definition

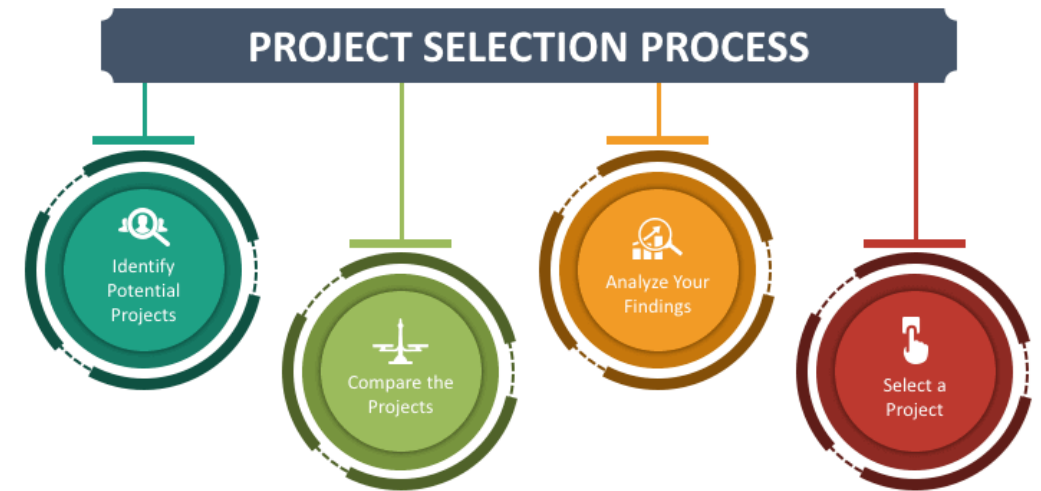
The **PROJECT PROPOSALS SELECTION** is a process of **analysing, evaluating and comparing alternatives/options** in a way that facilitates decision-making (choice) on future development of the area.

It is based on previously defined **VISION** for neighbourhood area development and agreed **CRITERIA** and indicators for quality assessment.

STUDENTS WILL LEARN how decisions about choosing/selection among the alternative project proposals are prepared and performed in participatory planning context

PROJECT SELECTION PROCESS

4-Step Project Selection Process



1. GENERAL INFO: The PROJECT PROPOSALS SELECTION - PHASES

1. ANALYSIS and EVALUATION

- The purpose is to identify the benefits and to measure the level design proposal fits the key quality criteria. It includes:
 - EVALUATION of each alternative/optional urban design proposal
 - COMPARISON among alternatives .

2. HOW DECISIONS ARE MADE in specific planning context (rational/collaborative)?

- In PARTICIPATORY PLANNING, it is assumed that local communities and different stakeholders may favour different design alternatives
- THE ROLE OF PLANNER presumes not only expert knowledge but also abilities to mediate public participation.



Recreational and community centre in New Belgrade
Jelena Lazić, Anđela Radulović, Ana Šević, Mina Rančić

1. GENERAL INFO: The PROJECT PROPOSALS SELECTION - Terms

a) CRITERIA/PARAMETERS

- **Criteria** is “a principle or standard by which something may be judged or decided.”
- **Parameter** is “any of a set of physical properties whose values determine the characteristics or behavior of something.”

c) DECISION MAKING /CHOICE/SELECTION

- **Is the process of making choices** by identifying a decision, gathering information, and assessing alternative resolutions.

UMass Dartmouth model:

- 1 -Identify the decision;
- 2 -Gather relevant information;
- 3 -Identify the alternatives;
- 4 -Weigh the evidence;
- 5 -Choose among alternatives,
- 6 -Take action;
- 7 - Review your decision & its consequences.

<https://www.umassd.edu/fycm/decision-making/process/>

b) EVALUATION/ASSESSMENT

- **Assessment** is “the act of making a judgment about something”
- **Evaluation** is „an assessment or judgement made by comparing what actually happened with what was intended“.

Steps in evaluation process include:

1. Focusing the Evaluation.
2. Collecting Information.
3. Organizing Information.
4. Analysing Information.
5. Reporting Information.
6. Administering the Evaluation.

https://www.betterevaluation.org/en/resources/tools/evaluation_design_checklist



2. CONTENT AND GOALS

1. PURPOSE OF EVALUATION? *

- It informs decision-makers on the expected effects of design proposals on health and adaptation to climate change;
- **CRITERIA** must be defined at the very beginning;
- **They relate** to goals, objectives and all previous phases;
- **Evaluation framework** should clearly relate issues of health and climate change to other aspects of urban form quality

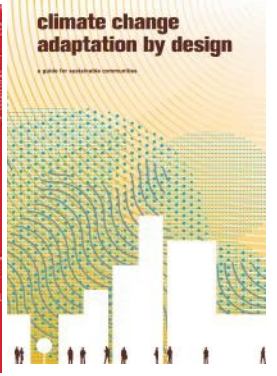
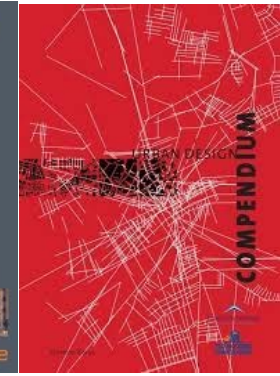
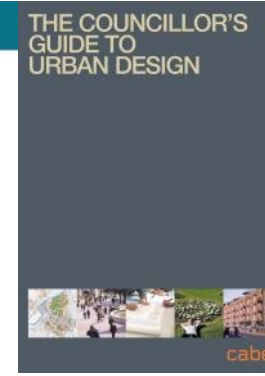
2. WHAT TO EVALUATE in design/ project proposals? *

- **What contribution different ELEMENTS and OVERALL URBAN STRUCTURE** make to health and climate change at Concept, Masterplan and Detailed level.
- **The reading of urban design components** in relation to health and climate change issues e.g. (Layout: urban structure & urban grain, Landscape, Density/mix, Scale: height and massing; Appearance: details and materials) „By Design - urban design in the planning system: towards better practice“

3. HOW TO EVALUATE project proposals?*

- **TO CHOOSE among different HEALTHY PLANNING Frameworks** developed in practice , such as:
 - London HUDU – Healthy Urban Planning Checklist
 - HEALTHY BUILT ENVIRONMENT CHECKLIST
 - HEALTHY CITIES MODEL
 - THRIVES Framework
 - INCLUSIVE HEALTHY PLACES
- **CLICCHE framework?**
- **“Rainbow Framework” process model**
- **HOW TO MAKE DECISION /TO SELECT/CHOOSE project proposal? ***
- **Rational approach** in which experts suggests the best option based on multi-criteria analysis and evaluation of alternatives
- **Collaborative approach** in which analysed and evaluated design options are discussed among stakeholders, and can include assessment procedures performed by stakeholders

TOOLS for Framework ?



Healthy Vic
 Planning Actions

View Final Results

1 2 3 4 5

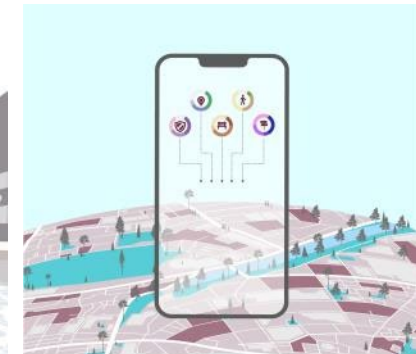
Action Name
 01 [Delete] [Update] [Reset]

Action's Description
 01

- 1 Population density [Density]
- 2 Business density [Density]
- 3 Street connectivity [Mobility and transport]
- 4 Location connectivity [Mobility and transport]
- 5 Cyclability [Mobility and transport]



Public space site-specific assessment
 Guidelines to achieve quality public spaces at neighbourhood level



CITY-WIDE PUBLIC SPACE ASSESSMENT TOOLKIT
 A guide to community-led digital inventory and assessment of public spaces.



TOOLS for Process?



TOOL_ “RAINBOW FRAMEWORK” EVALUATION PROCESS MODEL:

- 1. MANAGE an evaluation or evaluation system** - Manage an evaluation, including deciding who will conduct the evaluation and who will make decisions about it.
- 2. DEFINE what is to be evaluated** - Develop a description of what is to be evaluated and how it is understood to work.
- 3. FRAME the boundaries of an evaluation** - Set the parameters of the evaluation –its purposes, key evaluation questions and the criteria and standards to be used
- 4. DESCRIBE activities, outcomes, impacts and context** - Collect and retrieve data to answer descriptive questions about the activities of the project, the various results it has had, and the context in which it has been implemented.
- 5. UNDERSTAND CAUSES of outcomes and impacts** - Collect and analyse data to answer causal questions about what has produced outcomes and impacts that have been observed.
- 6. SYNTHESISE data from one or more evaluations** - Combine data to form an overall assessment of the intervention, or to summarise evidence across several evaluations
- 7. REPORT AND SUPPORT USE of findings** - Develop and present findings in ways that are useful for the intended users of the evaluation, and support them to make use of them.

https://www.betterevaluation.org/en/resource/tool/be_planning_tool

TOOLS for Decision-making?



GUIDE FOR PARTICIPATION IN URBAN DEVELOPMENT PLANNING



<http://www.urbanlandmanagement.rs/wp-content/uploads/2014/10/VODIC-Engleski.pdf>



2.4 Choice catalogue

A choice catalogue is a communication method that enables interest groups to choose among the number of pre-prepared options. This method aims to help participants to fully understand the planned spatial interventions and harmonize their desires and needs with solutions that can be implemented.

Actors. Communication process is carried out through a catalogue that gathers participants from various groups. Those are people who are initiating the project (the commercial sector, national or local government), the ones who are responsible for the implementation (urban planners, architects, engineers) and potential users (citizens, customers, consumers, etc.).

Process. A choice catalogue is both the result and the means of consultations. It is usually based on the data obtained through citizen surveys or by interviewing people. There are different types of catalogues. Some are aimed at reviewing preferences and needs of the target groups, contain suggestions and examples, but there are others that include finished products or services.

Distribution, collection and processing of the results obtained can take up to several days. It can be supplemented by the parallel conduction of other participation methods – organizing workshops and exhibitions or distributing printed promotional material.

Resources. Materials used to make choice catalogues are brochures or posters with graphic elements containing key information. The catalogues describe options and background information among which citizens can decide. They can have a form of a questionnaire where participants mark the most desirable solution. Workshops and exhibitions usually require the presence of a facilitator, which encourages citizens to participate and eases the interpretation of the displayed information.

The costs for preparation and printing of choice catalogues depend on the size of the target group/s and the scope of consultations. If the catalogues are combined with other methods of informing and consulting (ex. *Internet consultations*), space and facilitators are not required, but the information must be clear and understandable to the widest audience.



Photo: AMBERO

Despotovac – citizens choosing the design of a new residential area

During the preparation of the Draft Detailed Regulation Plan for a new residential area in Despotovac, citizens had the opportunity to choose between different options offered for housing types, facades, fences, courtyard designs and public spaces. About 60 interested citizens took part in a workshop organized at the local cultural centre on September 28th, 2012.

The results obtained and the choices made by the participants were incorporated in construction and design guidelines and were also taken as a basis of the Manual for future investors containing construction and design guidelines.



Strengths

Variety of solutions and the possibility of choice. The sense of responsibility for the outcome of the project develops among the participants, which leads to better acceptance of applied solutions. At the same time, the process reduces the financial risk for the investor.

Weaknesses

Results may not be representative, which is usually affected by a poor response or lack of participant diversity.

2. CONTENT AND GOALS

This activity aims to help students:

LEARN about:

- **Domains and levels** through which urban design contributes to health and mitigation and adaptation to climate change.
- **Methods and techniques** used for assessment and evaluation
- **Context and Process** through which decisions about urban design choices are made, based on (experts) analysis and evaluation

DEVELOP SKILLS on:

- **How to practically analyse and evaluate** design proposals, based on specific criteria and assessment/evaluation techniques and present the results in relation to benefits to different health/climate change domains and for different stakeholders and social groups
- **Moderate the discussion** about selecting design proposal



3. ACTIVITY OUTCOMES: Course Type

The most appropriate course type for this activity is WORKSHOP that can be independent or part of the Design Studio/Laboratory.

WORKSHOP should be organized into two parts:

a) Evaluation & b) Decision-making

Each part has:

a) LECTURE performed by teacher* and

b) ACTIVITIES through which students practice what was previously explained.

*Another option is to have STUDENTS PREPARE AND CONDUCT THE LECTURES on specific evaluation methods/tools. This is more active and student-centred approach, but assumes more time for this activity.



3. ACTIVITY OUTCOMES: Methodology Tools and contents

The activity should be conducted through:

1. Group assignments

- For preparing and conducting lectures on evaluation methods/tools (alternative*)
- For applying analysis and evaluation of project design proposals

2. Focus group

- For analyzing the results of the evaluation in relation to different stakeholders interests and needs,
- Moderating the discussion and decision making



4. RELEVANT REFERENCES FOR THEORY AND PRACTICES*.....TOOLS?

a) FRAMEWORKS for Healthy urban planning and design

- **London HUDU – Healthy Urban Planning Checklist**, <https://www.healthyurbandevelopment.nhs.uk/wp-content/uploads/2014/04/Healthy-Urban-Planning-Checklist-March-2014.pdf>
- **HEALTHY BUILT ENVIRONMENT CHECKLIST**, <https://www.health.nsw.gov.au/urbanhealth/Pages/healthy-built-enviro-check.aspx>
- **HEALTHY CITIES MODEL** - <https://healthycitiesgenerator.com/>
- **THRIVES Framework** - Towards healthy urbanism: inclusive, equitable and sustainable (THRIVES) – an urban design and planning framework from theory to praxis, <https://healthyurbanism.net/>
- **Gehl Institute (2022) INCLUSIVE HEALTHY PLACES** - A Guide to Inclusion & Health in Public Space: Learning Globally to Transform Locally. https://gehlpeople.com/wp-content/uploads/2020/02/Inclusive-Healthy-Places_Gehl-Institute.pdf

b) THEORY

- Hugh Barton (2017) City of Well-being A radical guide to planning, Routledge
- Rosalba D’Onofrio, Elio Trusiani (2018) Urban Planning for Healthy European Cities-Springer International Publishing
- Paddy Tillett - Shaping Portland_ Anatomy of a Healthy City-Routledge (2018)
- Hugh Barton, Susan Thompson, Sarah Burgess etc. (2015) The Routledge Handbook of Planning for Health And Well-Being - Shaping a sustainable and healthy future, Routledge,

c) PUBLIC SPACE

- UN HABITAT (2020) - City-Wide Public Space Assessment Toolkit -A Guide To Community-Led Digital Inventory And Assessment Of Public Spaces. https://unhabitat.org/sites/default/files/2020/07/city-wide_public_space_assessment_guide_0.pdf
- UN HABITAT (2019) Public Space Site-Specific Assessment- Guidelines To Achieve Quality Public Spaces At Neighbourhood Level, <https://unhabitat.org/public-space-site-specific-assessment-guidelines-to-achieve-quality-public-spaces-at-neighbourhood>

d) CLIMATE CHANGE

- Shaw, R., Colley, M., and Connell, R. (2007) Climate change adaptation by design: a guide for sustainable communities. TCPA, London
- UNDP –Designing Climate Change Adaptation Initiatives UNDP Toolkit for Practitioners
- Joint Steering Committee for Water Sensitive Cities, 2009. Evaluating Options for Water Sensitive Urban Design – A National Guide, http://observatoriagua.uib.es/repositori/suds_australia_options.pdf

e) URBAN DESIGN

- DETR (2000) BY DESIGN: Urban design in the planning system: towards better practice. https://www.designcouncil.org.uk/fileadmin/uploads/dc/Documents/by-design_0.pdf
- <https://www.designcouncil.org.uk/our-work/skills-learning/resources/councillors-guide-urban-design>
- Llewelyn Davies, EP, Housing Coporation, Urban design compendium (2000) , CABE

5. APPLYING LEARNING and PROCESS IMPLEMENTATION

Students Deliverables :

- **Oral and design presentation** – on the results of analysis and evaluation of project proposals
- **Report** – on the process of analysis, evaluation and decision making

Studenti: Đukić Novak 2021/21008, Kostić Lenka 2018/12011 Saradnik u nastavi: Marija Cvetković, mast. inž. arh. REKREATIVNI PROSTORI BLOKA 44		URBANA REKREACIJA Profesor: dr. Jelena Živković, vanredni profesor jeseni semestar 2021/2022. godine
PRIRODA I DIZAJN	Pozicija drveća koje postoji na lokaciji je predodredila pozicije objekata kao i njihovu formu. U tom smislu, objekti su organizovani oko zatečenog drveća koje se nalazi u centru lokacije, tako da se između njih formira čvorište projekta u vidu otvorenog trga. Time se prostor ogradio i obezbedio kako vizuelno, tako i fizički od okolnih saobraćajnica i zagađivača. Ovakvom dispozicijom objekata doprinosi se ušuškanošći i zaštićenosti od vetra, dok priroda reguliše osunčanost, odnosno temperature, kao i ukupnu mikroklimu. Na lokaciji je prisutno visoko rastinje primenjeno u voćnjaku (drvoćredima) formiranom u rasteru 4.5m x 4.5m, dok su bašte u nastavku restorana planirane u redovima širine 1.5m.	
MIKROKLIMA	Mikroklima prostora unapređena je gore pomenutim drvoćredima, smanjujući prosečnu dnevnu temperaturu, kao i uticaj vetra. Pored toga su prisutni bazeni koji se pri padavinama pune vodom, te takođe utiču na smanjenje temperatura, a mogu biti korišćeni od strane dece u vidu prostora za igru, tako imajući i funkcionalnu vrednost. Oba navedena elementa doprinose ujedno i estetskom kvalitetu prostora.	
EKOLOŠKE VREDNOSTI	Početna ideja projekta bila je zadržavanje zatekute vegetacije na lokaciji, formirajući objekte koji su automatski oblikovno zavisili od nje. Uz koncept uzgajanja biljaka, plant taba i staklenike bilo je logično proširiti ideju o važnosti prirode na celu intervenciju, tako da se na otvorenom javlja bašta koja se nastavlja na drvoćede voćnjaka uz šetalište Lazaro Kardenasa. Veza prirodnih elemenata iz okruženja sa vegetacijom u ovom prostoru postoji, samim tim što je prvobitna sačuvana, a zatim i nadograđena, tako da se spaja sa okolnom. Pored vegetacije značajnu ulogu igraju vodene površine koje se formiraju sakupljanjem padavina, usput održavajući pomenutu prirodu.	



6. LEARNING OUTCOMES - Checklist

After conducting this activity students should be able to:

Knowledge:

- **Understand the concept of evaluation** in relation to interests of different stakeholders
- **Have knowledge on different concepts and methods** of evaluation and decision making in planning process

Skills:

- **Perform analysis and evaluation** of urban design proposals based of specific criteria
- **Communicate results** of expert's evaluation to different audiences and stakeholders
- **Moderate discussion** on results between stakeholders in order to make selection of urban design proposal within participatory process

Appropriate teachers evaluation levels for this activity is: insufficient/sufficient/excellent



6. LEARNING OUTCOMES – Teachers’ Competences

In order to effectively educate students on how to analyse, evaluate and select urban design proposal for health and climate led urban regeneration at neighbourhood level, **TEACHERS** should:

- **Have knowledge on different evaluation frameworks, methods and tools** that students may use for analysis and evaluation of design proposals
- **Should be able to conceptualise and organise collaborative work** in order to help students develop skills related to interdisciplinary work as well as for work with local communities and different stakeholders in decision making process – choice of project proposal.
- **Should function as knowledge and skilful experts, but also as trainers/coaches** that enable students develop sensitive and creative approach to analysis and evaluation of health and climate issues in urban design.
- **Are supposed to be lifelong learners and reflective agents, as well as innovators** in transferring knowledge and skills, since the knowledge about health and climate issues is constantly evolving.

DISCUSSION

