Erasmus+ Action Type: KA220-HED - Cooperation partnerships in higher education
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Project Reference: 2021-1-IT02-KA220-HED-000032223

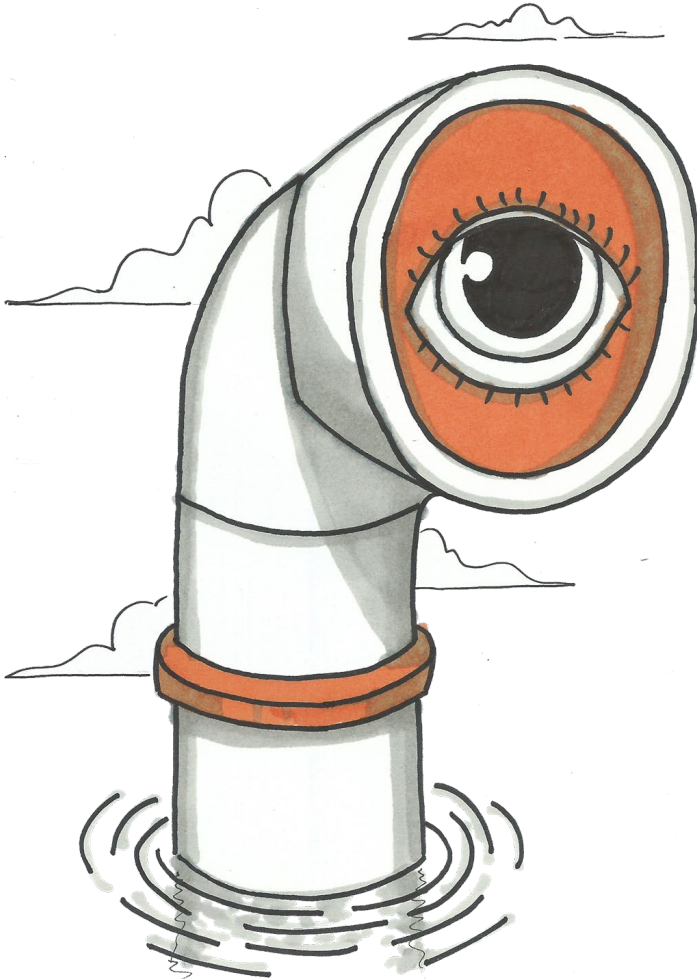**2nd Transnational Project Meeting: "Methodology and toolkit"**
Ascoli Piceno, November 22-23, 2022

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

4.4 Framework for model Evaluation and proposal for the Toolkit

UNICAM
CNR

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Framework for model Evaluation

The cognitive and forecasting surveys developed in Activities 4.2 and 4.3 must allow students, citizens and local stakeholders **to identify possible climatic risks and other risks that could affect the neighborhood in the coming years and damage to the health and quality of life of the Community**.
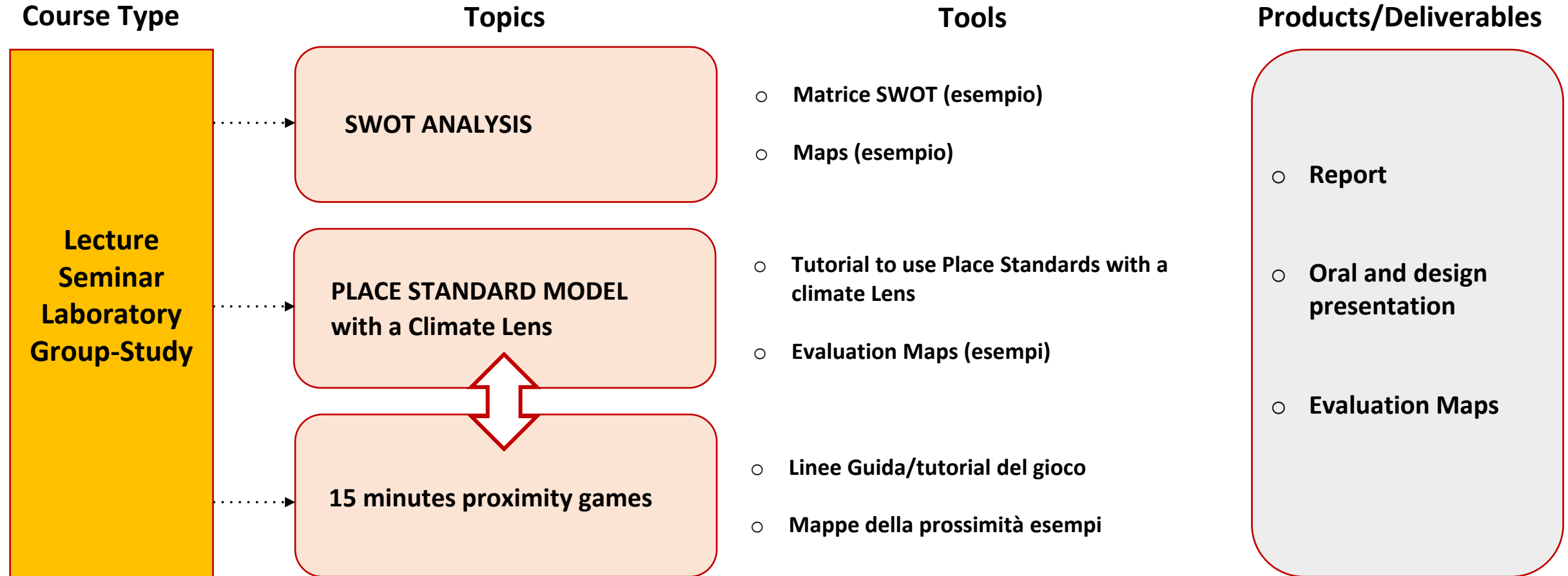
This evaluation can take place through a **SWOT analysis**; through a "**Place Standard**" survey or by making use of **Urban Games** on some aspects of the neighborhood that, for example, also concern the urban proximity (the possibility of having services near the residence).

This idea of urban proximity was very important in the period of Covid and in addition, the proximity means that you can walk and cycle, avoiding taking the car and this clearly influences the well-being and health of citizens.

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Draft

"Framework for model Evaluation"

Course Type	Topics	Tools	Products/Deliverables

Course Type

**Lecture
Seminar
Laboratory
Group-Study**

Topics

SWOT ANALYSIS

**PLACE STANDARD MODEL
with a Climate Lens**

15 minutes proximity games

Tools

o **Matrice SWOT (esempio)**

o **Maps (esempio)**

o **Tutorial to use Place Standards with a climate Lens**

o **Evaluation Maps (esempi)**

o **Linee Guida/tutorial del gioco**

o **Mappe della prossimità esempi**

Products/Deliverables

o **Report**

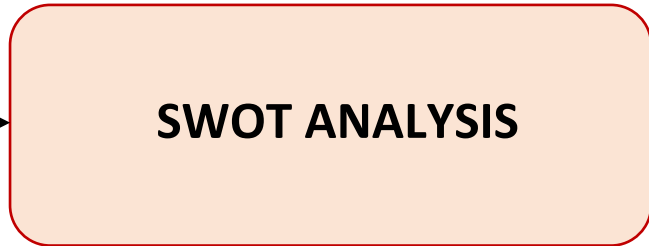o **Oral and design presentation**

o **Evaluation Maps**

Basic materials/documents made available to students: Lecture/s in e-learning; Example of applications of Place Standards ; 15minute City 2022 (By the Charrette)
https://thecharette.org/15-minute-city-2022-results/

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Educational Goal   Topics

SWOT ANALYSIS

Course Type

**Lecture
Seminar
Laboratory
Group-Study**

SWOT ANALYSIS

The "SWOT analysis" is a strategic planning technique used in many sectors.

In the field of urban planning is used:

• to clearly frame the strengths and weaknesses of an urban area or a city;

• to shed light on opportunities and threats that may relate to external factors.

The <u>main educational goal</u> is to:

• Help students' decision making, combining strengths with opportunities, **transforming weaknesses into strengths and eliminating risks.**

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Educational Goal | Topics

Place Standard Model

Course Type

**Lecture
Seminar
Laboratory
Group-Study**

⟶ **PLACE STANDARD MODEL
with a Climate Lens**

The **"Place Standard Tool"** is designed, instead, to "structure conversations about place". It can involve different actors: citizens, planners, administrators, stakeholders.

The educational goal in the use of this tool is to allow students in synergy with local actors (citizens, public administration, stakeholders):

- **to think about the physical elements of a place** (for ex. its buildings, spaces and transport links) **as well as the social aspects** (for ex. whether people feel they have a say in the decision-making process);

- **to identify the resources of a place and the areas in which it is possible to act in order to improve it**;

- **to prevent the creation of new places that would impact negatively on health outcomes** within communities in the future.

Recently it has been integrated with a "**Climate Lens**"
https://www.ourplace.scot/Place-Standard-Climate

We this new format for some aspects that we have selected

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CliCHE

Educational Goal   Topics

15 minutes Proximity Games

Course Type

**Lecture
Seminar
Laboratory
Group-Study**
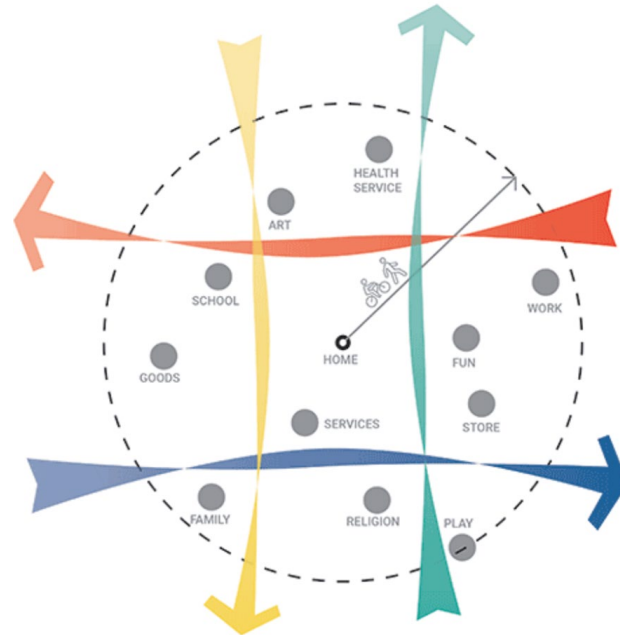
15 minutes proximity games

The "**Proximity Games**" aims to encourage learning by citizens and students on the importance of "proximity", considered as **living and concentrating all the essential activities within a 15 minutes**: studying, working, shopping, being outdoors, exercising, going to the doctor , going out and having fun.

The urban game **also aims to make us reflect on the concept of "real proximity"** which must necessarily be combined with the ease of "**physically accessing places**".

In the Urban Game "15 minutes Proximity Games" the "players" experience "urban proximity" through the game mode, learning and interacting with each other and with the physical space of the city, also evaluating the ease / difficulty of accessing places.

The students will organize this urban games and support the citizens.

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Activity Outcomes | Course Type

The courses that allow the didactic activity are**:**

Lecture

A **lecture** that will illustrate the educational objectives the contents of the Swot Analysis matrix and of the Place Standards Model, and   also the role of Urban Games.

Laboratory

Professors, researchers, doctoral students, students (max 15 students) will collaborate together to **organize the expected evaluation models** (**SWOT analysis** and/or **Place Standards model**) with the involvement of citizens, administrators and technicians.

Group Studies

In the Laboratory, **students will be divided into study groups** (max 5 students) and with the support of tutors they will use the results of the evaluation matrix and/or the Place Standard Model and/or the Urban game "15 minutes of proximity games" **will elaborate**:
• **a summary document shared with the other actors**;
• **maps and summary diagrams that highlight the aspects assessed** with respect to the impacts on the health and well-being of citizens.

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Activity Outcomes | Methodology Tools and contents

The methodology will use the workshop as a meeting place between citizens, students, administrators, local technicians for the evaluation of the neighborhood's quality of life and health and its resilience to climate change. Furthermore, the possibility of using urban games is envisaged, for example to test the value of proximity in the neighborhood.

Workshop

> Laboratory activity with the **participation of a group of citizens** (different by age, gender and social composition), students, stakeholders and administrators, technicians and local experts.
>
> **The students** coordinated by the teachers **will be the facilitators of the workshop and will guide the construction of the SWOT matrix and/or the application of the model of the Place standards**, and/or interacting with the local community, technicians, representatives of the local administration.

Urban Games

> It is a **co-design modality for the understanding of urban phenomena**, the definition and production of basic materials as well as the design of roles, rules, resources and experimentation, by a certain number of actors (max 8 citizens) in a given time and place.
>
> In the Urban Game **the "players" experience the "urban proximity" through the game mode**, learning and interacting with each other and with the physical space of the city, also evaluating the ease / difficulty of access to places. **The students will organize these urban games and support the citizens.**

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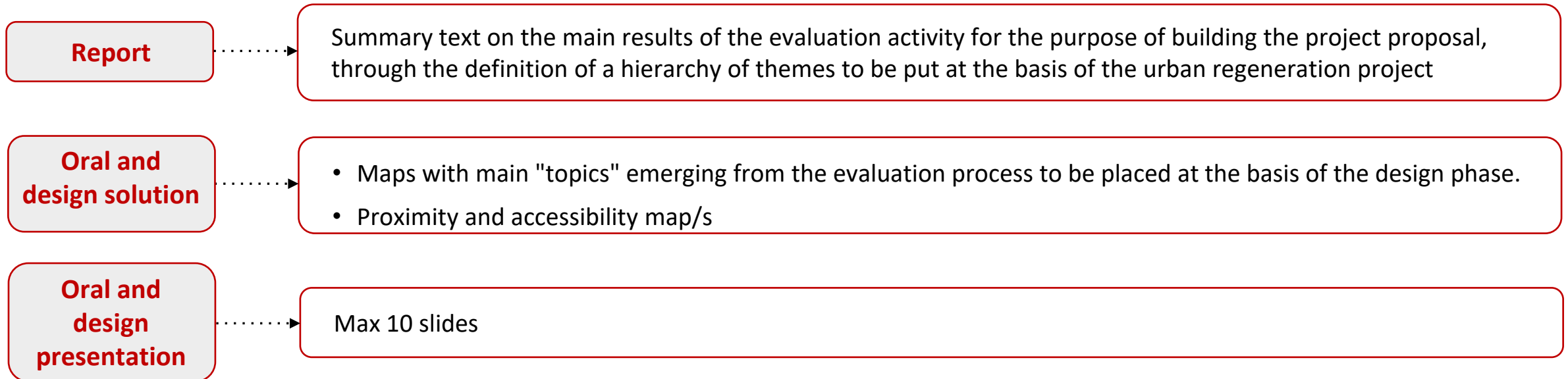## Relevant References **Example and references**

Bibliography

Examples:

- Hassan, L., & Hamari, J. (2020). **Gameful civic engagement: A literature review of gamification in e-participation.** *Government Information Quarterly*, 37(3), Article 101461.

- Healey, P. (1992). **Planning through debate: The communicative turn in planning theory**. *The Town Planning Review*, 63(2), 143–162

- Hudson-Smith A. and Shaker M. (2022*), Gaming, Simulations, and Planning: Physical and Digital Technologies for Public Participation in Urban Planning, Urban Planning Volume 7*, Issue 2 (2022);

- NHS Health Scotland (2017), **Place Standard process evaluation: learning from case studies in year one**.

- NHS Health Scotland (2017), **Piloting the Place Standard in Hillhead and Harestanes. A joint project by East Dunbartonshire Community Planning Partnership,** *Keep Scotland Beautiful and NHS Health Scotland,* Final Report 2017.

Urban Planning
Open Access Journal | ISSN: 2183-7635
Volume 7, Issue 2 (2022)

Gaming, Simulations, and Planning: Physical and Digital Technologies for Public Participation in Urban Planning

Editors
Andrew Hudson-Smith and Moozhan Shakeri

Scottish Government
Riaghaltas na h-Alba
gov.scot
Architecture & Design Scotland
Ailtearachd is Dealbhadh na h-Alba

NHS
Health Scotland

Place Standard process evaluation: learning from case studies in year one

Keep Scotland Beautiful

Place Standard

Piloting the Place Standard in Hillhead and Harestanes

A joint project by East Dunbartonshire Community Planning Partnership,
Keep Scotland Beautiful and NHS Health Scotland
Final Report 2017

East Dunbartonshire
Community Planning Partnership

NHS
Health Scotland

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Application of learning and Process implementation

Students Deliverables

| **Report** | Summary text on the main results of the evaluation activity for the purpose of building the project proposal, through the definition of a hierarchy of themes to be put at the basis of the urban regeneration project |

| **Oral and design solution** | • Maps with main "topics" emerging from the evaluation process to be placed at the basis of the design phase.
• Proximity and accessibility map/s |

| **Oral and design presentation** | Max 10 slides |

Chronological development

Total number of hours for activity: **8 Hours**

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Learning Outcomes: The Learning Outcomes and Teachers Competences

Different levels of evaluation have been established: from insufficient to excellent with references to student learning and the skills that teachers must possess

The students should have:

1. Ability in interpreting the needs of the neighborhood and its community (technical capacity);

2. Ability to understand the hierarchy of problems, resources, threats and opportunities by categories of actors: citizens, administration, stakeholders

Finally, in the Lisbon Meeting

students will be asked to evaluate this activity and teachers, based on the results of the checklist and on their teaching experience, will be asked to correct the methodology.

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TOOLS | **SWOT Analysis**

MATRICE SWOT

How to conduct a SWOT analysis?

It is achieved with the contribution of citizens and local administrations. Create a double array: one for internal variables and one for external variables.

Each matrix is organized with 3 columns:

Sectors of investigation;

Internal: Strengths and Weaknesses;

External: opportunities and threats.

PRESENT

FUTURE

These are things we're proud of. These are our strengths. We can build on these.

These are possibilities open to us. We should take advantage of them. They're worth investing in.

Strengths

Opportunities

Weaknesses

Threats

We have to work on these. These things give us trouble. They get in the way of our work.

Here we have to be careful. Dangers are lurking. We have to avoid them.

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TOOLS | SWOT Analysis

MATRICE SWOT

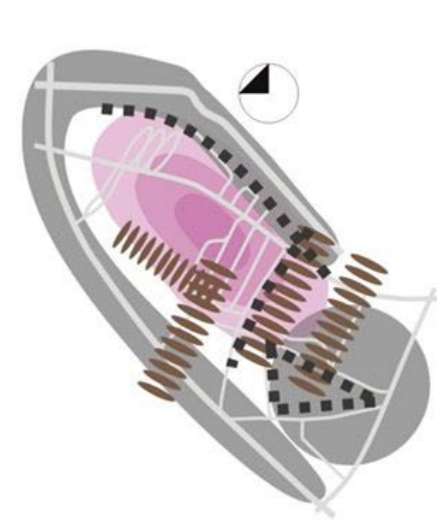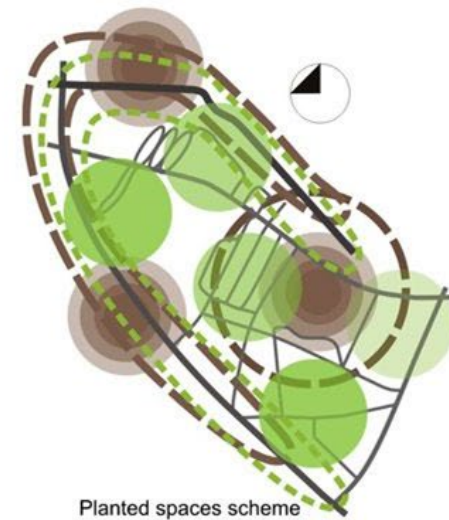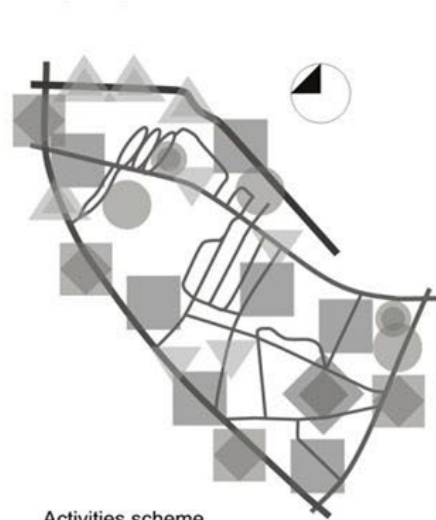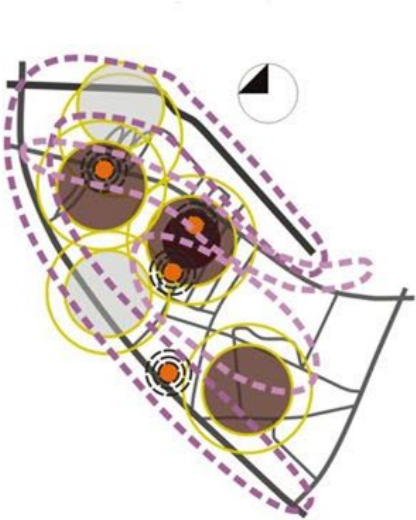| SECTORS that are affected by the impacts of climate change and that affect the health and well-being of the neighbourhood	INTERNAL	
	Strengths Characteristics of the neighborhood and its population that will help it address climate change impacts on health and well-being and contribute to the success of adaptation policies *may include (for example):*	**Weaknesses** Neighborhood and population characteristics that could pose challenges in coping with the impacts of climate change and adversely affect the health and well-being of residents *may include (For example):*
Environmental: What aspects of the neighborhood's environmental structure play an important role in terms of "Strengths and Weaknesses" in relation to the impacts of climate change on people's health and well-being?	• Presence of many green areas (parks, gardens, etc.) in good maintenance conditions and very popular with the population • Presence of protection works against the risk of flooding of watercourses (lamination tanks) also used for the use of citizens	• The area will be at high risk of natural disasters • Absence of natural lighting and ventilation. • Absence of green spaces • Absence of rain drainage infrastructure
Social: What aspects of the neighborhood's social structure play an important role in terms of "Strengths and Weaknesses" in relation to the impacts of climate change on people's health and well-being?	• People stay within a close radius of their home, as relatives and friends live in close proximity (sense of unity). • Presence of many neighborhood events that facilitate people's relationships and activism • Presence in the district of citizens/structures able to manage climatic and health emergencies • Good level of education • Presence of a young population (young couples with children)	• Low level of information regarding the effects of climate change on health • Presence of phenomena of juvenile bullying and lack of security/assistance from the fragile population • Lack of forms of assistance to the elderly and fragile population • Presence of sources of air and soil pollution
Economic: What aspects of the neighborhood's economic structure play an important role in terms of "Strengths and Weaknesses" in relation to the impacts of climate change on people's health and well-being?	• Presence of numerous economic activities of the "Green" type and of services to families and businesses • Presence of a very active and diversified entrepreneurial fabric • Presence of a good level of employment in the sectors	• Presence of numerous low-income families who do not have easy access to housing and primary services
Structural: Quali aspetti della struttura fisica del quartiere giocano un ruolo importante in termini di "Strenghts and Weaknesses" nei confronti degli impatti dei cambiamenti climatici sulla salute e benessere delle persone?	• The neighboroodh has an excellent rete di piste ciclbili connesse con i principali spazi pubblici del quartiere • The settlement hosts a variety of service buildings and public institutions, such as workshop places, schools,and hospitals, which are spread throughout the whole site in medium conditions	• Lack of organized parking in... many cars are parked alongside the streets; traffic congestion • Lack of cycle paths • Poor technical condition of the infrastructure,buildings conditions are a major threat to public safety, as most homes that suffer from cracks are threatened with collapse

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TOOLS | **SWOT Analysis**

MATRICE SWOT

SECTORS that are affected by the impacts of climate change and that affect the health and well-being of the neighbourhood	EXTERNAL	
	Strengths Economic, political, economic, technological, social factors that could contribute to initiating projects and programs with positive effects on the health/well-being of the population and on the responses to the impacts of climate change (Forecasts in City Projects and Programs or even economic development forecasts by research groups, associations; climate forecasts for the future) *may include (for example):*	**Weaknesses** Economic, political, economic, technological, social, environmental factors, which could have negative effects on the health/well-being of the population and on the responses to the impacts of climate change (Forecasts in City Projects and Programs or even forecasts of economic development by groups of research, associations; climate forecasts for the future) *may include (For example):*
Environmental: What predictions concerning the aspects of the neighborhood's environmental structure could play an important role in terms of "Opportunities and Threats" in relation to the impacts of climate change on people's health and well-being?	• Beach Nourishment Projects, Flood Defense Walls, Dunes, etc. • Forecasting of new green areas • Interventions for the renaturalization of river courses	• Rising temperatures, sea level rise, heavy precipitation (heavy rain and hail), shore degradation, heavy flooding could cause the death of residents and completely destroy the settlement structure. • Reduction of biodiversity and increase in soil consumption for expansive urban planning policies • Increase of the effects of the urban heat island for the construction of new areas with dense urbanization in the city center
Social: What predictions concerning the aspects of the neighborhood's social structure could play an important role in terms of "Opportunities and Threats" in relation to the impacts of climate change on people's health and well-being?	• Involvement of the community in projects to increase the sense of responsibility and awareness towards the common goods and climate change • Implementation of projects for the creation of social structures to counter the marginalization of immigrants • Projects to train citizens to increase local skills in the field of health and the fight against climate change.	• Increased risks of energy poverty for less well-off populations • Growth of social isolation due to the increase in the immigrant population in the absence of inclusion policies.
Economic: What predictions regarding aspects of the neighborhood's economic structure could play an important role in terms of "Opportunities and Threats" in relation to the impacts of climate change on people's health and well-being?	• Development of sustainable and green tourist equipment projects • Development of agreements and pacts for the circular and green transition of productions	• Loss of appeal of the tourism sector due to the inadequacy of the offer to the new demands of green and sustainable tourism • Market losses by local businesses due to the failure to promote green and sustainable products
Structural: What predictions concerning the physical structure aspects of the neighborhood could play an important role in terms of "Opportunities and Threats" towards the impacts of climate change on people's health and well-being?	• Launch of policies and public funding for the regeneration of the neighborhood in the direction of adaptation to climate change and health promotion • Launch of the process of drafting a new urban planning tool with the theme of green infrastructure and social inclusion at the center	• Expansive urban planning forecast • No planning or design forecasts to address the impacts of climate change

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TOOLS | **SWOT Analysis**

MAPS

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TOOLS SWOT Analysis

MAPS

POTENZIALITA'
SISTEMA DELLO SPAZIO APERTO

Presenza di spazi aperti trasformabili lungo l'asse principale e il tracciato ferroviario della zona Nord (parcheggi, parchi urbani e spazi in disuso)

Presenza di spazi verdi caratterizzati dalla presenza di pinete che tentano di connettersi e di "contagiare" la porta Nord della città

La piazza del Pescatore, antistante al Museo del Mare, è adibita a parcheggio e rappresenta un punto strategico di sosta e visita al museo stesso

Lo spazio aperto che si apre alle spalle del Museo del Mare, a stretto contatto con l'acqua, è ben posizionato poiché non intralcia in alcun modo gli accessi agli stabilimenti legati alla manutenzione. Inoltre, presenta oggi una pavimentazione in selce (Sampietrini) mostrando un tentativo di distinzione e di organizzazione di una funzione

Gli ampi spazi aperti antistanti le strutture cantieristiche da diporto e grandi yacht sono direttamente collegati a quello che è l'accesso alla passeggiata del "MAM" : Museo d'Arte sul Mare

Le piazze del Borgo Marinaro sorgono al centro di un sistema di edifici che ne contornano i limiti. Questi ne definiscono gli ampi spazi e le caratterizzano. Inoltre, si prestano ,in alcuni casi, al servizio delle attività commerciali concentrate ai piani terra degli edifici stessi e a ospitare il mercato che si svolge due volte a settimana

SISTEMA INFRASTRUTTURALE

La viabilità principale è trasversale e permette l'arrivo diretto al centro e alla ferrovia partendo dalla SS16. Serve, inoltre, la parte più a Nord della città

L'asse centrale attraversa il Borgo Marinaro e divide la maglia dell'edificato a metà collegando l'asse pedonale del viale Secondo Moretti (zona Mandracchio) alle piazze del borgo

L'asse che attraversa il Mandracchio è un asse pedonale che risulta essere un forte attrattore poiché permette di usufruire delle attività commerciali situate appunto nei piani terra degli edifici storici ubicati sull'asse. Permette, inoltre, di attraversare in due punti la ferrovia grazie a sottopassaggi esclusivamente pedonali e di connettere il tutto con il faro e l'area verde

CRITICITA'
SISTEMA DELLO SPAZIO APERTO

Lo spazio aperto che caratterizza l'ingresso e l'uscita del sottopassaggio principale si presenta di scarsa qualità. Inoltre, l'uscita ad est è poco sicura data la presenza della strada carrabile limitrofa

Lo spazio aperto limitrofo che si sviluppa a nord della stazione è un grande piazzale completamente asfaltato adibito a parcheggio nelle immediate vicinanze delle residenze

Le piazze del Borgo Marinaro sono prevalentemente adibite al parcheggio (fatta esclusione per i giorni di mercato), di conseguenza manca di configurazione spaziale, formale, funzionale per essere "luoghi centrali". Inoltre, data la presenza di mezzi a motore sono poco sicure

Il piazzale della stazione si presenta come detrattore per la mancanza di uno spazio progettato

Il parcheggio antistante il porto turistico è completamente asfaltato e privo di vegetazione, quindi, diviene un'isola di calore in ogni suo punto. Si presenta discorde con ciò che ha intorno poiché non ha alcun tipo di rapporto né con il "polmone" verde né con le attività legate al porto

I margini del torrente si presentano e vengono percepiti come una barriera fisica che divide in maniera decisa la città lungo l'asse est-ovest, inoltre, è critica la permeabilità data la presenza di argini per lo più cementati

SISTEMA INFRASTRUTTURALE

La linea ferroviaria rappresenta un limite visivo (è detrattore e ostacola la vista del mare così come il resto della città), fisico poiché ostacola l'accessibilità trasversale e infine acustico data la vicinanza alle residenze

Mancanza di un collegamento diretto che va dalla stazione al sottopassaggio pedonale principale

I sottopassaggi, sia carrabili che pedonali, riversano in uno stato di degrado e sono soggetti in maniera frequente ad allegamenti dovuti a piogge e bombe d'acqua

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TOOLS **PLACE STANDARD model whit a Climate Lens**
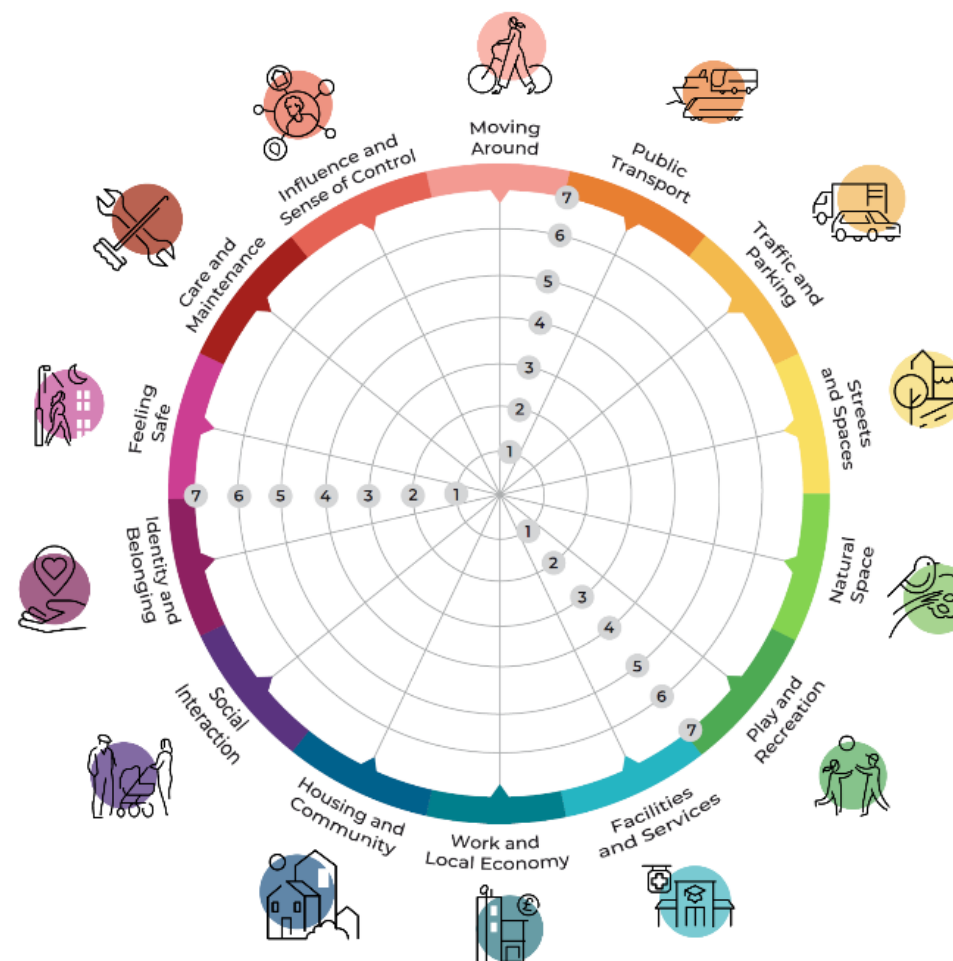
Tutorial to use Place Standards

- A tool for structuring a conversation to identify the strengths of the place and where improvements may be needed.

- It has 14 themes that consider both the physical and social aspects of places and the important relationship between them.

Structured as a **questionnaire that deals with 14 important issues** (physical, social and economic characteristics of the place) and addressed to the different actors (citizens, administrators, associations, etc.), it allows to identify strengths and weaknesses of the neighborhood and **develop priority actions in order to improve the quality of the places** and the well-being of the people who use and live them.

The questions are addressed to the actors, who assign a score ranging from 1 to 7 for each theme.
1 (very high room for improvement = critical situation)
7 (very low room for improvement = good situation)

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TOOLS **PLACE STANDARD model whit a Climate Lens**

Tutorial to use Place Standards

How to use...

The Place Standard tool is designed to help pinpoint problems at a local level.

Using the climate lens will help layer climate change as an issue that needs to be considered when creating places.

Card 1 - Standard prompts
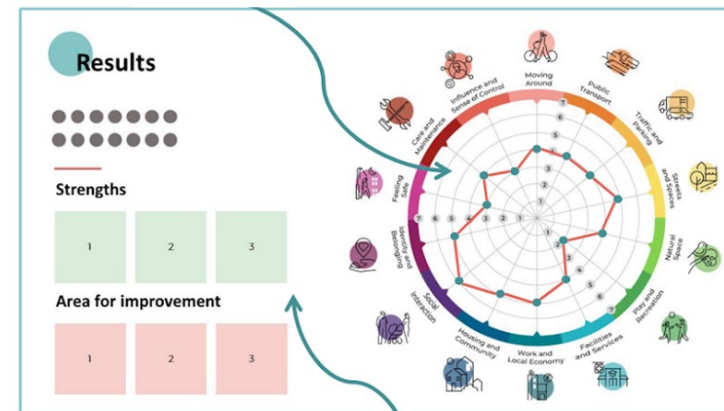

Card 2 – Climate lens prompts

How to use the place standard tool...

For each theme there are two types of questions.
Place Standard's first top inquiry questions.
The latter refer to suggestions related to the climate lens.

Quick questions, created for each of the 14 Place Standard themes, are designed to support your design.

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Tutorial to use Place Standards

01 Moving Around

How easy is it to move around and get to where I want to go?

Things to Think About...

• Are paths and routes suitable?
• Are there enough routes for people to get to where they want to go?
• Are routes attractive and safe?
• Can everyone use them?
• Are there any barriers?

Additional question for Climate issues:

• Is moving around in different weather conditions - for example, rain, snow, wind, and heat - possible for everyone?

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02
Public Transport
What is public transport like in my place?

Things to Think About...

- Is public transport a good option?
- Can everyone use services?
- Do facilities and services have what people need?
- Is there information on services?
- Does the public transport system allow people to get to where they need to go if they can't get there by walking, wheeling or cycling?

Additional question for Climate issues:

- Are there delays or cancellations due to the weather?

- What do people do?

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03
Traffic & Parking

How do traffic and parking affect how I move around my place?

Things to Think About...

- Do people have priority over vehicles?
- How does traffic affect people?
- What impact does parking have?
- What is parking like?
- Are there options for lower carbon travel?

Additional question for Climate issues:

- Are there locations that a lot of people go to in good weather?
- Are there covered and secure cycling parking areas?

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04
Streets & Spaces
What are the buildings, streets and public spaces like in my place?

Things to Think About...

- What are streets and spaces like?
- Are there points of interest?
- Is it easy to find my way around?
- How accessible are spaces for everyone?
- Are there any challenges?

Additional question for Climate issues:

- Are high temperatures an issue in areas where there is no shade?

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05
Natural Space

How easy is it for me to regularly enjoy natural space?

Things to Think About...

- What kind of natural spaces are there?
- Can everyone use the spaces?
- Are spaces looked after?
- What stops people using spaces?
- How can natural spaces work better for us?

Additional question for Climate issues:

- Could more natural space be available in your place? Even small spaces can develop to encourage wildlife.

- Is there space available to soak up rainwater and provide space for flood water? Also to provide shade, and shelter?

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06 Play & Recreation

How good are the spaces and opportunities for play and recreation in my place?

Things to Think About...

- What opportunities are there?
- Are there places that everyone can enjoy?
- Are spaces and facilities well used?
- How else could we make the most of what we have?
- Are there any issues?

Additional question for Climate issues:

- Has time ever led to overcrowding of spaces or structures? For example, outdoor spaces in hot weather, indoor structures in rainy or cold weather?

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Additional question for Climate issues:

- How do facilities and services cope with extreme weather?
- Is demand affected by different weather?
- Are there plans in place to help people access services in hazardous conditions?

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08
Work & Local Economy

How active is the local economy in my place and are there good opportunities for work, volunteering and training?

Things to Think About...

- Is there an active local economy?
- Is there work available in the local area for those that want it?
- Are there opportunities for people to build skills?
- What support is available?
- Are there any challenges?
- How does the local economy affect how I feel about my place?

Additional question for Climate issues:

- Have any businesses struggled following severe weather?
- Are people able to work from home/ a local work hub if bad weather disrupts travel to a more distant workplace?

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09
Housing & Community
How well do the homes in my place meet the needs of my community?

Things to Think About...

- Is there a good mix of housing types?
- Are residential areas attractive?
- Are homes and places able to adapt to changing circumstances?
- Is there a good community spirit?
- Are there any challenges?

Additional question for Climate issues:

- Are homes healthy places to live?
- Are they prone to flooding, damp/mould, draughts, cold, or over-heating?

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10 Social Interaction

How good is the range of opportunities which allow me to meet and spend time with other people?

Things to Think About...

- Where do people get together?
- How do people find out what's happening?
- Can everyone join in and mix?
- Is there a mix of activities?
- Would people come together in a crisis?
- Are there any gaps?

Additional question for Climate issues:

- In an emergency -such as flooding, heatwave -is everybody looked after? Think about vulnerable groups and their support needs (some effects can be long-lasting).

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11
Identity & Belonging

To what extent does my place have a positive identity that supports a strong sense of belonging?

Things to Think About...

- How strong is the sense of identity and belonging?
- How does the community celebrate?
- How involved are people in the community?
- How welcoming are people in this place?
- What do others think of the place and community?

Additional question for Climate issues:

- Is there a shared sense within the community that climate change is an issue that will affect everyone?

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12
Feeling Safe
How safe does my place make me feel?

Things to Think About...

- Does everyone feel safe in our place?
- Are there physical barriers or areas that feel unsafe?
- Are there social issues?
- How do we share our concerns?
- Are there other issues?

Additional question for Climate issues:

- Are there environmental or weather conditions which make this place feel unsafe? (Flooding, air quality, busy roads, ice, high winds, storm surges).

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13
Care & Maintenance
How well is my place looked after and cared for?

Things to Think About...

- Are buildings, streets and spaces maintained?
- Who helps to maintain our place?
- Are there any challenges?
- Do we report issues?
- What are local services like?

Additional question for Climate issues:

- How do local buildings and infrastructure cope with the climate today? What about in the future?
- Are repairs carried out?
- Has there been damage or increased maintenance due to the weather?

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14 Influence & Sense of Control

When things happen in my place how well am I listened to and included in decision-making?

Things to Think About...

- Does the community have a voice?
- Is the community listened to?
- Are there effective local groups?
- Do I feel able to take action on my own or with neighbours?
- Are there barriers for some people?

Additional question for Climate issues:

- Is there a positive vision for the community's future?
- Does it include what the place may look like because of climate change?

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The scores are placed on a diagram that allows you to view the criticalities and strengths, favoring the priority setting process.

The points that are closer to the center represent areas that need improvement, while those towards the edge are considered strengths.

The results that the diagram traces give us the priorities of action and the needs of the community: towards what directions should the regeneration process and the urban project be oriented?
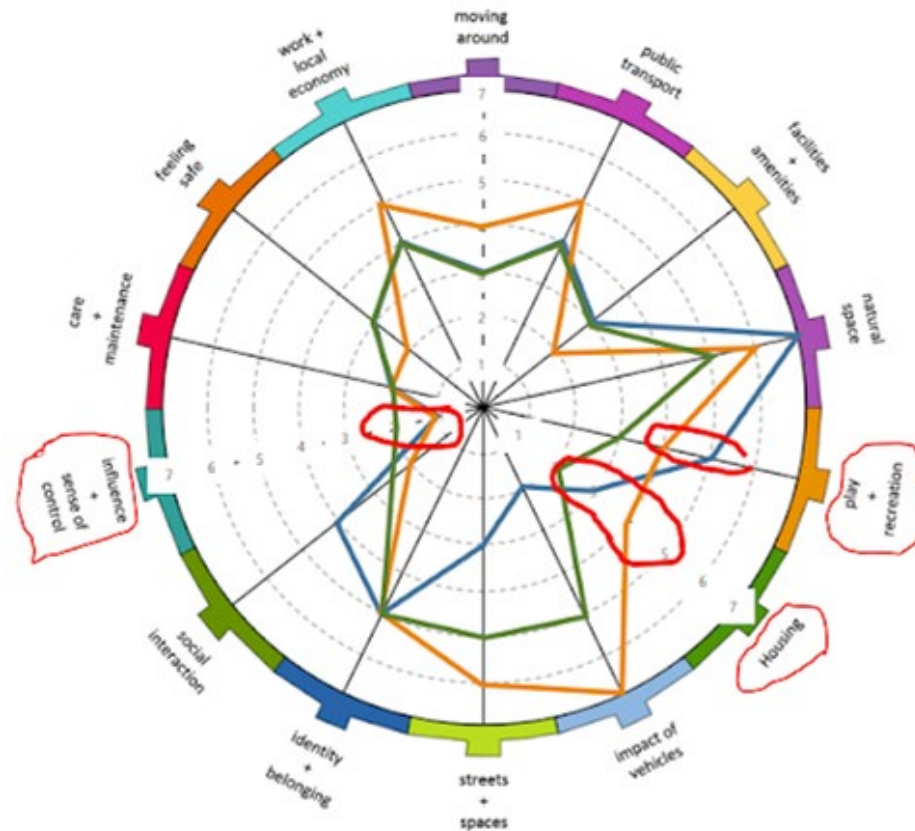
Influence + Sense of Control:
Let local people be involved in the process from the beginning – what needs changed; How it will be changed; Help choose Who they want to work with; etc.

Housing:
More housing options needed for older people and starter homes for young people.

Play + Recreation:
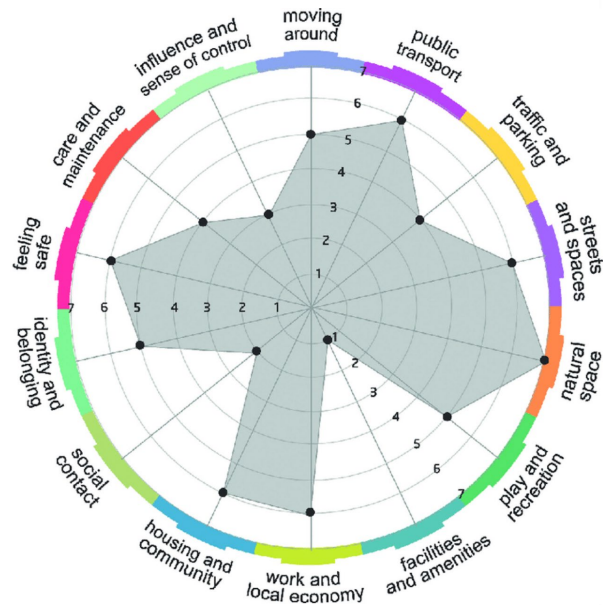new seats, lighting and café with toilets in our Park.

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Evaluation Maps

https://www.ads.org.uk/resource/place-standard

TOOLS
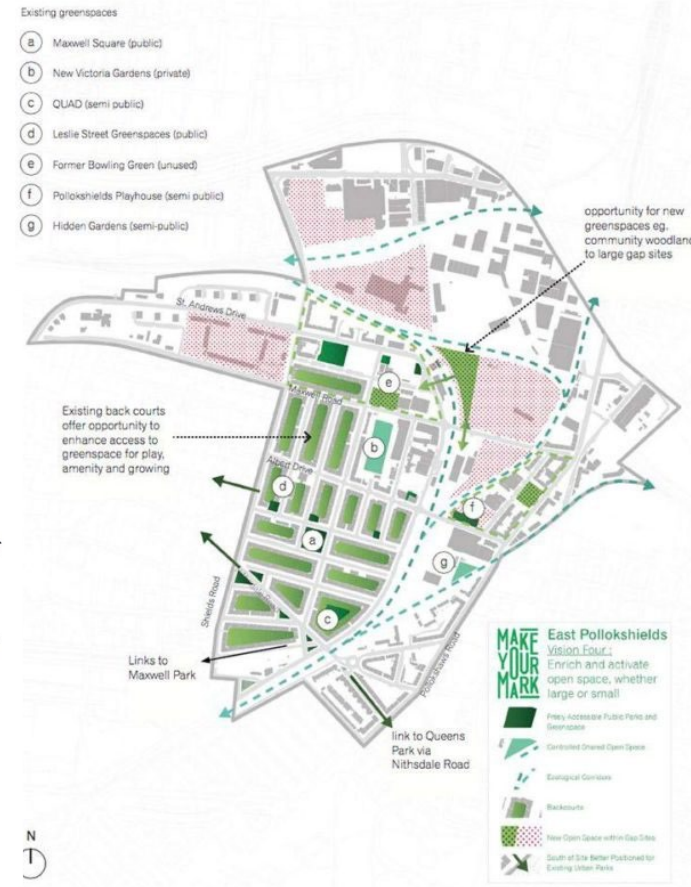
Evaluation Maps

Thanks for
your attention!