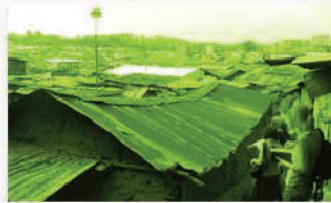




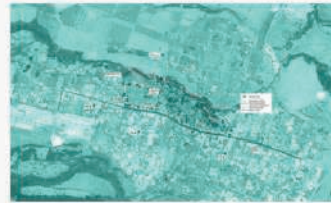
**Semi-Structured Interviews**  
Informal discussions with topical questions used to guide conversation. pdf download Goal: To obtain in-depth...[read more](#)



**Walking & Talking**  
Engaging with a neighbourhood's residents, recording conversations, sketching, mapping and photographing areas of interest. pdf...[read more](#)



**Exploring Your Neighbourhood**  
An interactive game of exploration where children mark relevant spaces in their neighbourhood and discuss...[read more](#)



**Mapping the Surroundings**  
Discussion of issues concerning existing physical infrastructure. pdf download Goal: To understand the issues residents...[read more](#)



**Mapping Community Structures**  
Understanding the community structure of a particular system through visualising relationships. pdf download Goal: To...[read more](#)



**Images From My Neighbourhood**  
Mapping residents favourite/least favourite areas and why (with photographs and labels). pdf download Goal: To...[read more](#)



**Mapping Urban Flows and Relations**  
Defining neighbourhood boundaries, social networks and connections to the wider region. pdf download Goal: To...[read more](#)



**Drawing Workshop**  
An activity where children make drawings to answer specific questions related to their neighbourhood. pdf...[read more](#)



**Surveying Housing Trajectories**  
Survey with basic questions concerning dwelling and demographics. pdf download Goal: To test initial hypotheses...[read more](#)



**Exploring Through 3D Models**  
A public event held around a model of the neighbourhood. pdf download Goal: To encourage...[read more](#)



**Community Strengths and Weaknesses**  
Simple visual aid to differentiate between strengths and weaknesses of a community. pdf download Goal: ...[read more](#)



**Priority Toolkit**  
A visual activity for prioritization. pdf download Goal: To explore the aspirations of the residents...[read more](#)



**Web of Actors and Resources**  
Establish actors, resources and perceptions of association. pdf download Goal: Understand the network in which...[read more](#)



**Urban Pressures Analysis**  
Analysis of planning documents and environmental policies identifying issues that could affect the community. pdf...[read more](#)



**Harvest Mapping**  
Mapping tool to capture available local resources. pdf download Goal: To identify the location of...[read more](#)

Project Name: ASF Participate  
ASF International Member Organisation: ASF-UK  
Total Costs: £18 to date  
Project Start Date: August 2014

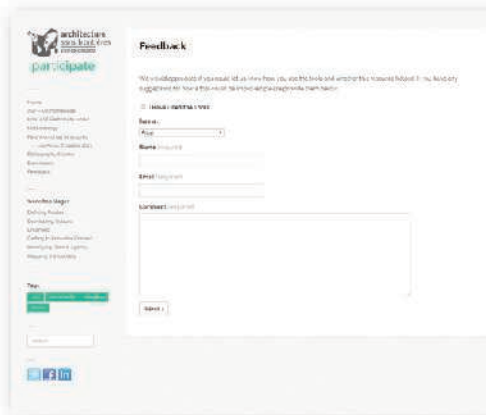
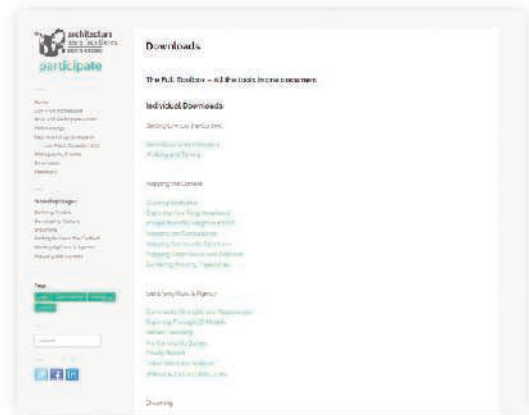
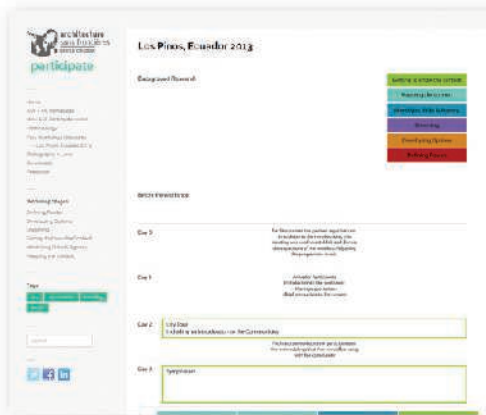
[www.asfparticipate.org](http://www.asfparticipate.org)

ASF Participate is an online database of the participatory tools that ASF-UK has used to date with the core objective to facilitate the engagement of communities and citizens in a process of deepening democracy. This online toolkit provides the necessary information for communities, participants and built environment professionals to become better equipped to participate more effectively in the decision making processes that are required for the social production of habitat. The tools can be downloaded from the website onto any digital device for use in areas where there is no internet access and are available to be printed individually and as a complete set for free.

The website is only partially complete and currently only has the tools and one case study available. As the tools are only useful if adapted to particular contexts with a specific aim we are working towards investing more time into developing the resource further. We feel that it has the potential to become a key knowledge sharing platform for the wider ASF-Int network in addition to ASF-UK and its collaborating partners, participants and communities.

We are aiming for the website to have:

- A series of case studies demonstrating how the tools can be used in context specific scenarios and provide conclusions to show what the tools provide.
- Powerpoint presentations on each of the tools including audio for easy listening.
- Up to date research on ongoing participatory design initiatives and methodologies to expand the current library and relevant links.
- Workshop films demonstrating how the tools are used appropriate to different contexts and scales (from dwelling, through community and city to policy).



1. ASF Participate Homepage
2. Example Case Study Webpage
3. Downloads Webpage
4. Feedback Webpage



## Meeting the Hasselt Charter

Hasselt Charter point 5:

**Facilitate the use of appropriate technologies, materials and labour adequate to local values, to the cultural specificity and responsive to the natural environment**

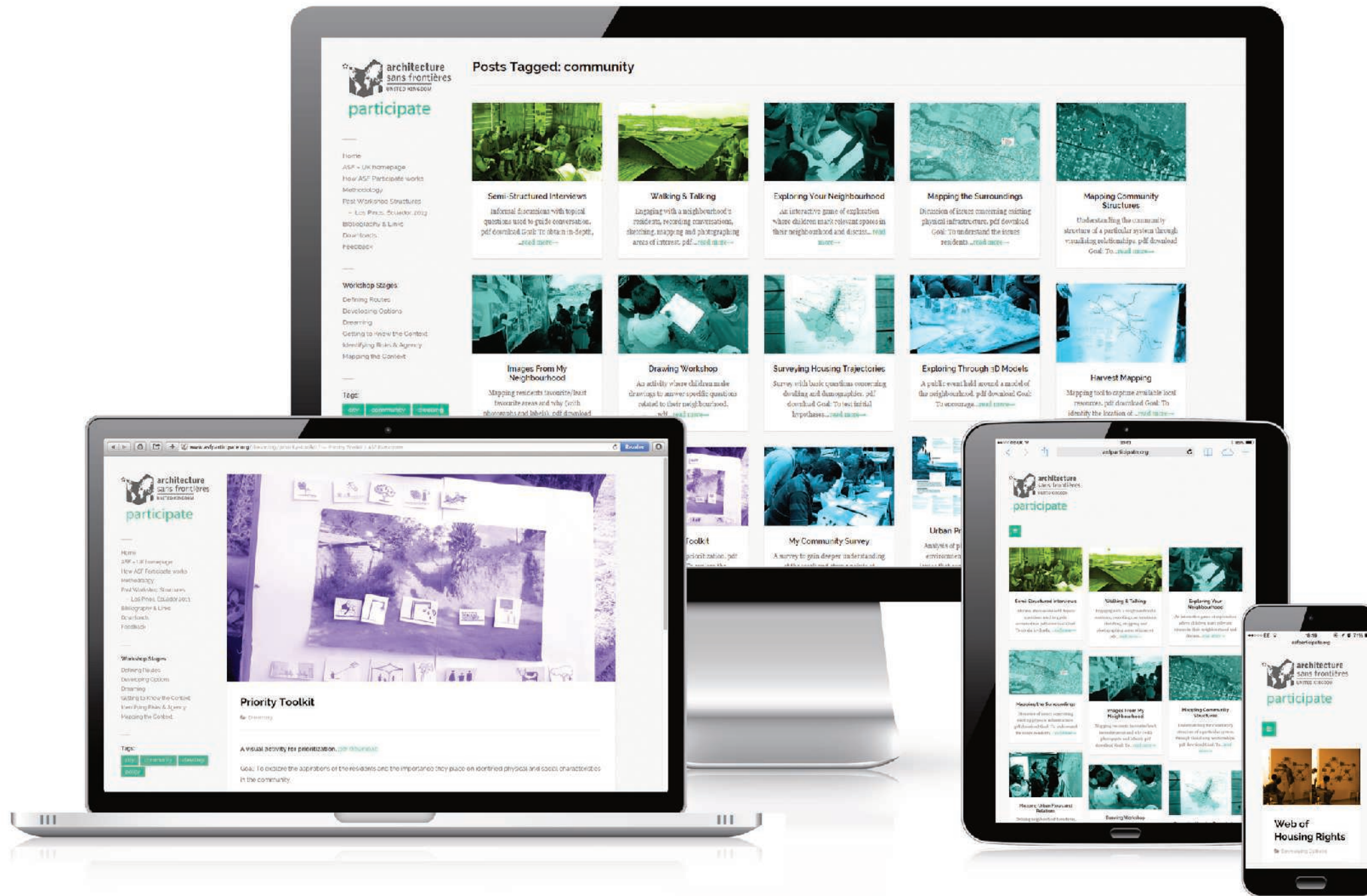
The ASF Participate database meets this principle for three reasons. Firstly the tools that we have put onto the website facilitate cultural, locational and community specific decision making. Secondly the increasing access to internet globally, especially in developing countries, makes the website itself an appropriate technology, the tools on it appropriate material and the work put into it reach many more people. The final reason is that when the website is fully up and running ASF-UK workshop participants, prior to departure, will be able to see what tools are going to be used and learn how and why those tools were used before. This will therefore facilitate a smoother process of action learning during the workshop for both participants and community members. This should enable participants in the engagement process to increase the impact of interaction at the local level and ensure more opportunities to reflect and critically inform the ongoing evolution of democratic practice.

Hasselt Charter point 6:

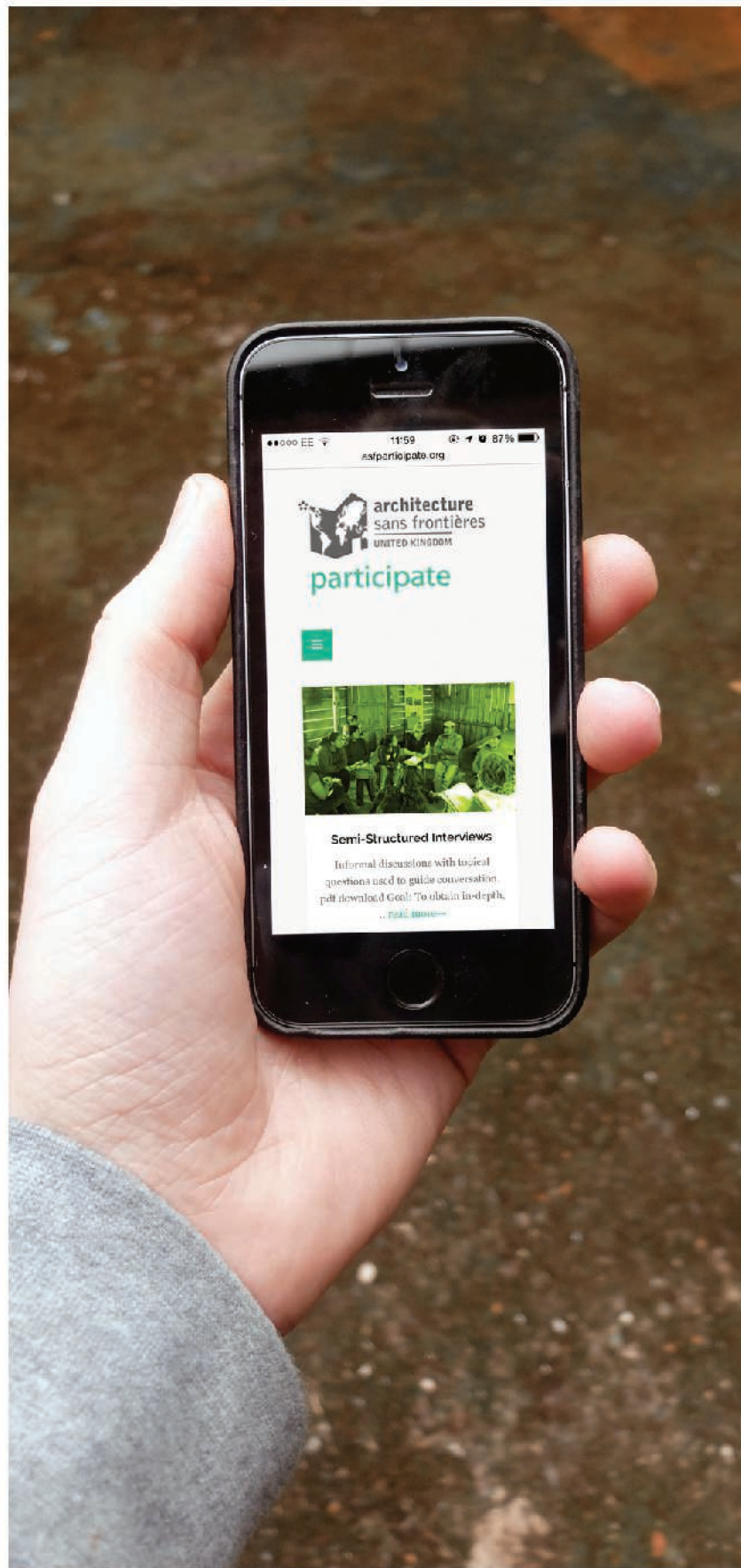
**Share knowledge, promote discussion, reflection and awareness, and collaborate in the advancement of the 'social production of habitat'**

The primary objective of the website is to distribute the tools we use in order to share our knowledge of, and promote, active participation in the production of habitat. We are also aiming to spark discussion about socially inclusive design processes and therefore one section of the website is dedicated to receiving feedback on the tools. The aim of this section is to collaboratively develop our working methods and to advance current methods of participatory design.

Distribution of the website will promote and create an awareness of socially inclusive design processes.







**1/ Getting to Know the Context**  
Generalised exercises

**1.1 Getting to Know the Context**  
Willingness and Ability

**1.2 Getting to Know the Context**  
Planning Workshop

**1.3 Mapping the Context**  
Images From My Neighbourhood

**1.4 Mapping the Context**  
Mapping Community Connections

**1.5 Mapping the Context**  
Mapping Urban Hours and Constraints

**1.6 Mapping the Context**  
Theming Through Drawing

**1.7 Identifying Risks**  
Community Strength in A Weakness

**1.8 Identifying Risks**  
Exploring Through A Scenario

**1.9 Identifying Risks**  
Harvest Mapping

**1.10 Identifying Risks**  
Agency Community Quality

**2/ Identifying Risks**  
Urban Pressures Analysis

**2.1 Identifying Risks**  
Vision of Action and Resources

**2.2 Identifying Risks**  
Drawing Through Drawing

**2.3 Identifying Risks**  
Drawing Through Modeling

**2.4 Identifying Risks**  
Dream Wall

**2.5 Identifying Risks**  
Priority Locker

**2.6 Identifying Risks**  
Mapping the Rural Urban Balance

**2.7 Identifying Risks**  
Assessing Urban Pressures

**2.8 Identifying Risks**  
Conclusions Through Typologies

**2.9 Identifying Risks**  
Cooking Your Community

**2.10 Identifying Risks**  
Connecting Across Boundaries

**2.11 Identifying Risks**  
Developing Neighbourhood Scenarios

**2.12 Identifying Risks**  
Weighting Planning Options

**2/ Mapping the Context**  
Images From My Neighbourhood

**Mapping residents favourite/least favourite areas and why (with photographs and labels)**

**Cost:** To map relevant community spaces for a particular group in order to identify positive, negative or gender specific issues.

**Audience:** Groups of 3-4 of a representative sample. Good with teenagers 12 - 19 years

**What you need:**

- Camera, most a phone or smartphone to capture the images.
- Printer & paper or just paper if participants are drawing.
- Coloured pencils.
- Maps of varying scales.
- Labels / Post-it notes.

**Learning / Community**

A mapping exercise where participants take pictures of their most and least favourite spaces in the community, discussing the characteristics of the spaces. The intention is to map the most relevant community spaces for participants with both positive and negative characteristics and identify potential gender or differences related to gender, age and culture.

Firstly, participants take photographs and discussions are facilitated regarding what they like or dislike about an area or feature. This is done with small groups of 3-4 people. The second part of the exercise works with individuals and tries to strip the qualities of the chosen areas, where pictures are printed and participants are asked to label each with a description. Participants also have the opportunity to take pictures with their own descriptions, providing more qualitative information regarding community spaces and a further platform for discussion and debate. Information is then mapped on an overall map of the neighbourhood to help draw relationships between locations.

**Instructions:**

**STAGE 1: Talking through images**

Step 1: Getting started. Organise the group into 3-4 people or age groups separately. The tool should be introduced stating what it is and what you'd like to find out about your community. Each participant will be asked to choose one place that they like the most and one that they don't like, making social enquiries or thinking about the reasons that justify their choice: is it a feeling? (Fear, security, boredom etc), is it a physical characteristic? (clean, dark, noisy, for many etc.) or is it the activities taking place? (play, drinking, fights, etc.)

Step 2: Taking the picture. Once the participants have discussed and selected the good and bad places, each participant should go to the selected locations and take the pictures. A facilitator should accompany the teenager when taking the picture in order to facilitate a one to one conversation and record the characteristics of the chosen places.

**4/ Dreaming**  
Priority Toolkit

**A visual activity for prioritisation**

**Cost:** To explore the experiences of the residents and the importance they place on identified physical and social characteristics in the community.

**Audience:** Teenagers, women and men.

**What you need:**

- Photos or sketches of community spaces identified in previous exercises.
- Card to draw symbols on.
- Box to store symbols.
- Topp.
- A flat surface to work on.

**Learning / Community**

This activity uses visual symbols to understand the importance that residents place on certain physical and social characteristics. Participants choose from a selection of symbols which reference aspirations (e.g. improved access, space for games or a school area) (see above). Those willing to be a part of the exercise are shown a photograph of an area that has been identified as a location to improve on, as selected in the findings from previous exercises.

Participants should place symbols based on their own wishes and shouldn't be influenced by facilitators or other residents. Other participants should wait to be asked the same question and should not be influenced by the answers that have come previously. Notes on the answers should be taken as facilitators should take photos of the participants and their answers, along with their age and gender.

Responses should be cross-referenced with one another and findings from other exercises and general aspirations should be noted.

**Instructions:**

Step 1: Number each photograph. Prepare a board with each picture and corresponding set of symbols. Symbols of could include physical elements but also social activities. The activity takes place on an individual basis, record the name, gender and age of each person before starting.

Step 2: Ask them to choose one of the photographs to use as a canvas. From the symbols provided, only 10 movements of 10 stickers can be used, meaning participants will have to prioritise which ones are most important to them and that they consider crucial to function in the area. Question the decision and note down their reasons for it.

Step 3: If possible take a photo of the participant holding the photographs with their selection.

Meeting the Hasselt Charter

Hasselt Charter point 8:  
**Support participatory, democratic, multicultural and interdisciplinary processes and approaches in strengthening community solidarity as a factor of rural and urban social development**

ASF Participate.org has the potential to become one of the key resources within the field of participatory and democratic development. This toolkit aims to bridge the gap between professionals, academics and communities by simplifying the processes of strengthening community during periods of change and development, and by distributing this information to everyone evenly.

In any context it is critical to understand the various levels of influence when analysing and proposing possible entry points for change. This toolkit provides an open framework for this process in a participatory and democratic way. In order to demonstrate how combination of different tools are appropriate for a given context or state of change, the toolkit has been categorised in two ways: various scales specifically to do with habitat which expose opportunities and constraints for each ( Dwelling, Community, City and Policy); and into stages of engagement (**Getting to Know the Context, Mapping the Context, Identifying Risks & Agency, Dreaming, Defining Routes, Developing Options**).

As the website develops, these categories will be tested and, with the right input, become an established framework for supporting inclusive processes at a range of scales and relevant for rural and urban development.

- |   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|   |   | 4 |
1. ASF Participate on a Mobile Device
  2. The Current Collection of Printable Tools
  3. Example Tool: Images From My Neighbourhood
  4. Example Tool: Priority Toolkit