

# HERCITY

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A guide for cities to  
sustainable and inclusive  
urban planning and design  
together with girls

GLOBAL  
UTMANING

UN HABITAT  
FOR A BETTER URBAN FUTURE

HER  
CITY

LET HER GUIDE YOU

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## Her City toolbox

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This is what many cities around the world look like: Too often it doesn't work for girls, it is unsafe, dirty, unwelcoming and inaccessible.





UN-Habitat

# Foreword



A year ago, champions for gender equality prepared for celebrating 25 years of advancement of women's rights and place in society, as set out by the 1995 Beijing Declaration and Platform for Action. The occasion felt particularly urgent as the last years had witnessed a pushback on gender equality in many parts of life and in many locations.

Then came a global pandemic. COVID-19 has for more than a year now disrupted lives and economies around the world. Global poverty is expected to increase for the first time in three decades. The social and economic fallout is reversing development gains and is pushing back the possibility of attaining the Sustainable Development Goals by as much as a decade.

With over 90 per cent of COVID-19 cases coming from urban areas, cities are the epicentres of COVID-19. The pandemic has exposed and exacerbated underlying inequalities in cities and shown regression of women's situation. The fight for women enjoying the same basic human rights, opportunities and place in society as men, is simply losing momentum. This is despite the fact that women's right are human rights.

Gender equality and women's empowerment are long-standing priorities for UN-Habitat. We work to ensure that gender equality is systematically integrated into all activities, and that cities formulate and implement sustainable urbanisation policies that promote gender equality at all levels. We believe that sharing knowledge and showcasing success stories is an effective way to re-engage, re-think and re-activate gender equality in the Decade of Action.

The World Cities Report 2020 affirms that well-planned, managed, and financed cities

create economic, social and environmental value that can improve the quality of life of all. Urbanisation is a transformative force that can overcome many challenges. Mainstreaming human rights, gender and social inclusion in all urban development processes will be integral to making sure that no one and no place will be left behind.

Guiding cities to make a difference on the ground is part of our mandate. Mainstreaming human rights, gender equality and social inclusion in cities' everyday planning, design and implementation processes is therefore more important than ever. A city can only become gender inclusive, equitable, and prosperous if everyone strives to improve women's rights, participation, decision-making, and access to services. Equality for women in an urban world is progress for all. All must be engaged in promoting every person's right to the city, irrespective of gender or age.

Together with our partners, we support urban actors in advancing gender equality on the ground despite crises and pushbacks. This is why we have initiated *Her City* ([hercity.unhabitat.org](http://hercity.unhabitat.org)) that we launch today on the occasion of International Women's Day 2021. Her City assists urban leaders, planners and actors to enhance participation and integrate gender and youth perspectives in the planning, design and implementation of urban public space initiatives. We hope that Her City will also become a forum to highlight and share solutions in order to create more socially inclusive cities.

**Maimunah Mohd Sharif**  
Executive Director of UN-Habitat



## Global Utmaning

# Introduction



Why have UN-Habitat and Global Utmaning initiated Her City? Because people increasingly live in cities. Urban areas are already home to 55 per cent of the world's population, and that figure is expected to grow to 68 per cent by 2050. Already today, cities account for 70 percent of CO2 emissions.

Urbanisation brings enormous challenges, not least in terms of inequality. When poorly or unplanned, it is often followed by widened gaps between the city and rural areas, urban centres and outskirts, and between different groups in society. A billion of the world's population live in informal urban settlements and with rapid and unplanned urbanisation there is a predominant risk that disadvantaged urban dwellers will drastically increase.

Among the most vulnerable are young women in socio-economically disadvantaged areas. Research shows that girls and women do not use a city's public spaces to the same extent as boys or men. From the age of eight, 80 percent of the public spaces can be dominated by boys, and girls express that they feel significantly more insecure and excluded.

In general, women and girls benefit less from urbanization and urban spaces than men and boys. In fact, women and girls in cities will face a range of specific barriers and vulnerabilities in the form of gender based discrimination: gender inequality, violence against women, poverty, unpaid care-work, limited control over assets, unequal participation in public and private decision-making; as well as,

barriers to education, employment, housing and basic services.

There is a lack of knowledge in participatory urban planning and design, particularly in involving vulnerable groups in urban development processes. Research has shown that participatory urban development with girls and young women, local actors, as well as multi-level decision-makers, creates opportunities for more inclusive, equal and sustainable urban development.

Thus, Her City provides an opportunity to build capacity on a larger scale. Her City provides municipal professionals, urban actors and local decision-makers with a solid toolbox for mainstreaming youth, gender and socioeconomic perspectives by strategically involving girls and young women in urban planning and design.

Her City's ambition is to contribute to a range of the 2030 Agenda Sustainable Development Goals (SDGs): SDG3 on health and well-being, SDG5 on gender equality, SDG10 on reducing inequality, SDG11 on sustainable cities and communities, SDG16 on peace, justice and strong institutions and SDG17 on partnerships. However, previous experiences have shown that this approach also contributes to implementing other SDGs on the local level.

### **Tove Ahlström**

Chief Executive Officer of Global Utmaning

## About

# Her City toolbox

Involving girls in urban development will make the city better for everyone. Girls plan and design with diversity and different needs in mind. Participatory processes are key for planning a city that works for everyone. If we let citizens that are rarely heard be the experts, our cities and communities will become more inclusive, equal and sustainable.

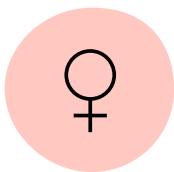
The purpose of this initiative is to make methods and tools available to urban actors and cities globally. We support cities to scale up and mainstream girls' participation in planning as a part of their long-term strategies to build sustainable cities and societies.

Her City supports urban development from a girl's perspective. We guide urban actors to implement projects through a step-by-step methodology providing an open and digitally accessible platform for all. We facilitate an ongoing dialogue between professionals and citizens.

Her City is a joint urban development initiative by UN-Habitat (the United Nations Human Settlements Programme) and the independent think tank Global Utmaning (Global Challenge). It is financed by the Swedish Innovation Agency (Vinnova) with contributions from our partners Block by Block Foundation, White Architects, Swedish Union of Tenants and MethodKit.

Her City is the result of the Urban Girls Movement launched in 2017 financed by the Swedish International Development Cooperation Agency (Sida), with the purpose to map efficient methods and tools that contribute to increased equality and inclusion in urban development.

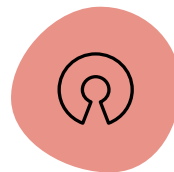
By letting Her guide you through the urban development process, you will improve the participatory urban planning, design and implementation that are key for building a city that works for girls and young women, and ultimately for everyone.



Support urban development from a girl's perspective



Guide urban actors to implement projects through a step-by-step methodology



Provide an open and digitally accessible platform for all



Facilitate an ongoing dialogue between professionals and citizens

## The Process

# Users guide

Together with experts and stakeholders in urban development, we have created a toolbox with a cost-efficient process to be incorporated within cities and communities. The toolbox follows a unique process containing 9 building blocks as a digital guideline on how to co-plan cities from a girl's perspective.

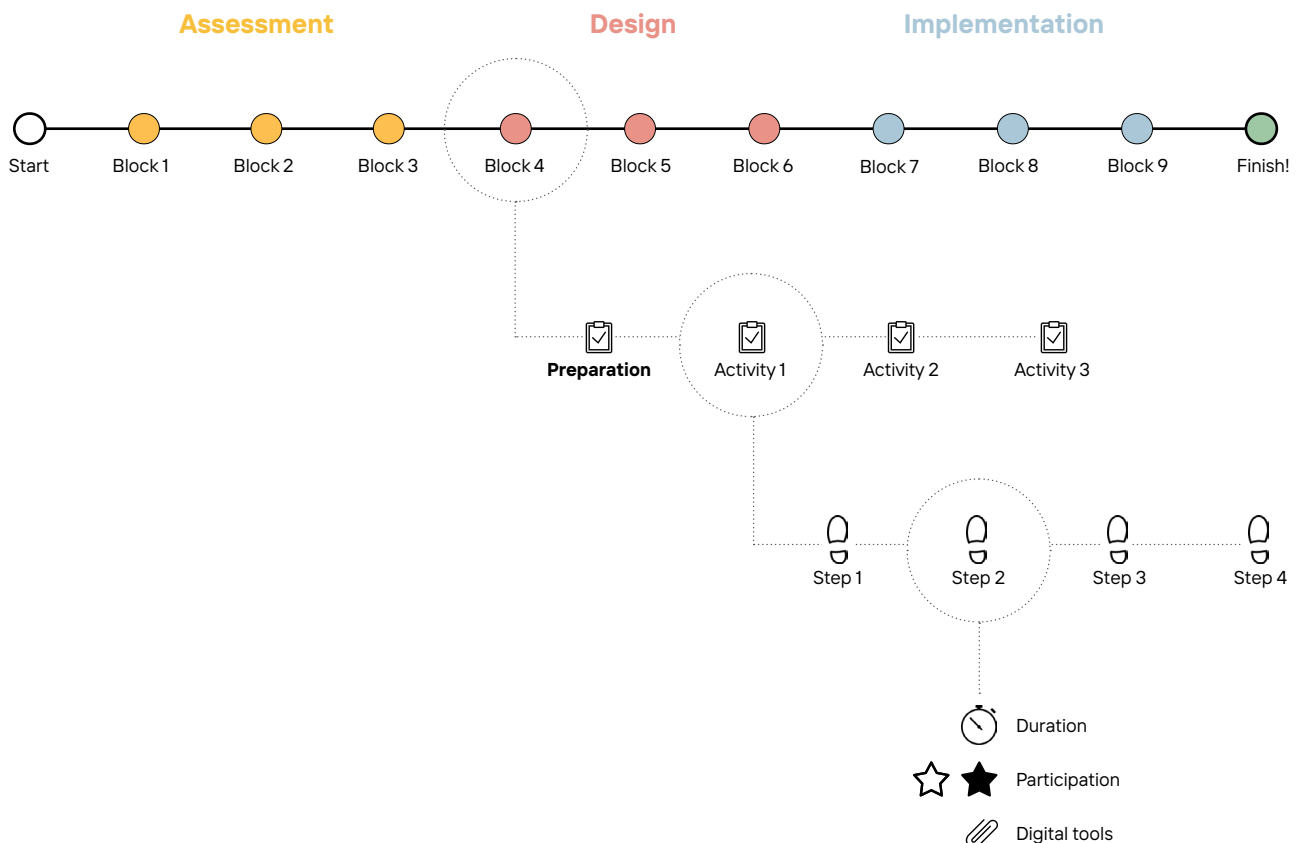
The toolbox is divided in three phases to illustrate the urban development process: The assessment phase, the design phase and the implementation phase.

Each block leads you through a number of activities with detailed steps to follow in order to deliver on your Her City project.

Each step contains digital tools such as checklists, calendars, agendas, manuals, forms, boards, apps, templates, surveys and visualisation services that will help you on the way to reach the expected results.

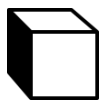
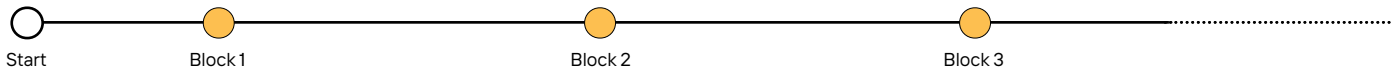
As a guidance, the majority of the toolbox is intended for the project team. When girls and stakeholders are participating the activity is marked with a white star and when they are the main users of a tool it is marked with a black star.

## Start your her city today and let her guide you!



## Phase 1

# Assessment



### Block 1

## Stakeholder engagement



Duration  
4 weeks

**Preparation** | Setting-up

**Activity 1** | Desk research

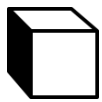


Steps  
16

**Activity 2** | Desk review

**Activity 3** | Stakeholder mapping

**Activity 4** | Engaging participants



### Block 2

## City wide assessment



Duration  
7 weeks

**Preparation** | Setting-up

**Activity 1** | Desk research

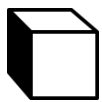


Steps  
5

**Activity 2** | Training

**Activity 3** | Collecting data

**Activity 4** | Analysing data



### Block 3

## Site specific assessment



Duration  
7 weeks

**Preparation** | Setting-up

**Activity 1** | Data gathering



Steps  
17

**Activity 2** | Producing finding maps

**Activity 3** | Quality scoring



## Phase 2

# Design

Block 4

Block 5

Block 6



### Block 4

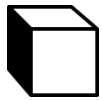
## Analysing challenges



Duration 1 weeks **Preparation |** Setting-up



Steps 23 **Activity 1 |** Define current situation  
**Activity 2 |** Understand challenges  
**Activity 3 |** Define joint vision  
**Activity 4 |** Generate ideas



### Block 5

## Designing ideas



Duration 5 weeks **Preparation |** Setting-up  
**Activity 1 |** Installation and practice



Steps 16 **Activity 2 |** Block by block workshop  
**Activity 3 |** Presentations



### Block 6

## Recommendations for action



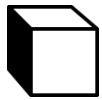
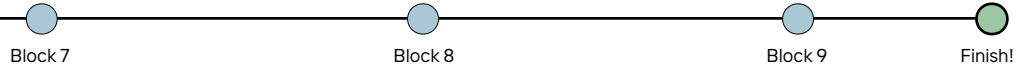
Duration 1 weeks **Preparation |** Setting-up



Steps 12 **Activity 1 |** Overview results  
**Activity 2 |** Prioritising  
**Activity 3 |** Realising proposal  
**Activity 4 |** Adopting action plans

## Phase 3

# Implementation



### Block 7

## Action plans



Duration  
4 weeks

**Preparation** | Setting-up

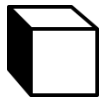
**Activity 1** | Expert design meeting



Steps  
16

**Activity 2** | Finalising plans

**Activity 3** | Validation of the design



### Block 8

## Sharing results



Duration  
2 weeks

**Preparation** | Setting-up

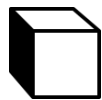
**Activity 1** | Gathering results



Steps  
14

**Activity 2** | Public presentation

**Activity 3** | Strategy and mainstreaming



### Block 9

## Implementation and follow-up



Duration  
3 weeks

**Preparation** | Setting-up

**Activity 1** | Participants' feedback



Steps  
13

**Activity 2** | Quality control

**Activity 3** | Measuring impact

**Activity 4** | Final report









Phase 1

# ASSESSMENT

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**Block 1** | Stakeholders' engagement

**Block 2** | City wide assessment

**Block 3** | Site specific assessment





## Block 1



# Stakeholder engagement

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Duration  
4 weeks



Steps  
16

The purpose of Block 1 is to identify and recruit stakeholders and target groups to participate throughout the project. Stakeholders and target groups will be key in carrying out the city-wide public space assessment and the site-specific public space assessment as well as the entire planning and design process.



### It is used for:

**Setting** up a project management framework

**Gathering** basic knowledge about the context

**Mapping** relevant stakeholders, secondary and primary target groups

**Inviting** participants and defining terms of engagement



### The result:

A multi-stakeholder team of girls and professionals to mainstream youth, gender and socioeconomic perspectives throughout the entire process.



### The activities:

**Preparation** | Setting-up

**Activity 1** | Desk research

**Activity 2** | Desk review

**Activity 3** | Stakeholder mapping

**Activity 4** | Engaging participants



## Preparation



**Duration**  
1 week

# Setting-up

In order to run a successful project, it has to be carefully planned. As a project owner you need to identify the project team members and their roles, discuss objectives and plan the work ahead in detail. You also need to set up the necessary infrastructure to roll out the project and decide how you will be communicating your work throughout the process.



### Step 1 | Project team

The project will be led by a project team of professionals usually represented by the project owner. Identify the members of the project team, their roles and gather their contact details. Select a suitable team leader. Make sure that the most necessary actors are represented in the group. a

Add your stakeholders one at a time. Click submit and then "submit another response" to add a new stakeholder. [List stakeholders](#)



### Step 2 | Project overview

Organise a first project meeting with the project team to define the framework for the project.

- **Objective** - What is the objective of the project?
- **Participation** - Why is participation important for the project?
- **Activities** - Which activities will you conduct?
- **Participation** - Will you remunerate or reward the participants and how?
- **Communication** - How will you communicate the project?
- **Financing** - How will the project be financed?



### Step 3 | Project plan

Here is a [list of all activities](#) that you will need to include in your project. Set dates and book locations for all the activities throughout the project. Make sure the locations are accessible and that the scheduled time is out of school and office hours.

These activities can also be accessed through the Her City calendar. You can add each activity to your own calendar and modify them according to your project. A good idea can be to create a separate google calendar for your Her City project.



### Step 4 | Documentation

In order to gather and access your data throughout the project, visit [Her City website](#). You can also create a shared drive that is accessible to all project team members (for agreements, budgets, project plans etc).



### Step 5 | Communication

Set up a communication strategy and create social media accounts or a Hashtag for the project to communicate the latest updates with the community and decision-makers. Always use the #HerCity hashtag in your posts, as well as the location of your project.





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### Step 6 | Covid adaptation

Due to the covid-19 pandemic, physical meetings and workshops might not be possible during the course of your project. Make sure to stay updated on regional restrictions that might affect your project. The option of a digital process is available in the Her City Toolbox. It will be easier to proceed with the project as planned if you decide on a digital strategy early on. Choose one digital meeting forum to host all your digital meetings on. Set aside time to get yourself well acquainted with the forums functions, such as how to organise breakout rooms and other functionalities.

 [Guidelines for digital meetings](#)





## Activity 1



**Duration**  
1 week

# Desk review

This activity will provide the necessary background knowledge of international principles on planning, gender and youth. It will help you to review the existing planning frameworks and urban policies in place. It will finally guide you through the gathering of basic spatial and statistical data about the context and the place.



### Step 1 | Literature review

Conduct a literature review to get the basic knowledge on public space planning, youth and gender. Here is a list of publications to start with:

- [Urban Girls Catalogue - How cities planned for and by girls work for everyone](#)
- [Urban Girls Handbook - A global guide to participatory public space planning & design](#)
- [Women Leaders - Empowering future generations](#)
- [Gender Responsive Urban Planning and Design](#)
- [Gender and Urban Planning](#)
- [Policy and Plan for Gender Equality and the Empowerment of Women in Urban Development](#)
- [Gender Equality Action Plan](#)
- [Build Safe and Inclusive Cities for Women: A Practical Guide](#)
- [Adolescent Girls's Views on Safety in Cities](#)
- [Free to be online? Girls' and Young Women's Experiences of Online Harassment](#)
- [Gender in Planning and Urban Development](#)
- [The City at Eye Level For Kids](#)
- [Gender - Inclusive Urban Planning and Design](#)
- [Diverse and Empowered Girls: A Practical Guide For Girl Activists](#)
- [Gender, Equity, Human Rights](#)
- [Researching Violence Against Women](#)
- [Voices of Urban Girls Movement](#)
- [Meet a Minecrafter: Urban Girls Movement](#)



### Step 2 | Policy review

Review urban policies and the planning frameworks currently in place. Learn how the planning system is structured, which level of government is responsible for planning and the existing participatory mechanisms in place. List the key laws, regulations and policies to take into consideration throughout the project. In particular, research and summarise the currently place and role of women and youth within these practices. This information could be found through the official public channels (municipality website, city hall, city administration, etc.).




### Step 3 | Spatial and statistical data

Gather any available open data related to spatial and statistical information about the place. Make sure to use disaggregated data where this applies.

- **Maps** - Historical and updated maps at city and neighbourhood scale (PDF, jpeg, etc).
- **Data** - Geo-referenced data of public space networks, road networks and green-blue infrastructure (Shapefiles, KMZ, etc.).
- **Census** - Recent census or household surveys (PDF, csv, etc).
- Urban studies - Recent studies about specific urban issues (flooding, traffic congestion, crime, etc).
- **Social studies** - Recent studies about social issues such as the culture and the role of young women in society (newspapers, articles, media, etc).




## Activity 2

 **Duration**  
1 week


# Stakeholder mapping

Girls, young women and other stakeholders will be crucial to execute the project successfully and particularly guaranteeing that gender, age and vulnerable perspectives are mainstreamed throughout the process. A stakeholder mapping exercise should be conducted to identify who are the relevant stakeholders, their relations, mandates and links to the project.

### **Step 1 | List stakeholders**

Make a preliminary  [list of stakeholders](#) related to the project. This activity is crucial to ensure the participation of key actors from different sectors and the representation of vulnerable groups and minorities. With stakeholder we intend all necessary actors with links to the current area or project. They should include key professionals from the project owner (the project team), girls and young women (primary target group) and other professionals that are key for implementation (secondary target group) such as public, private, research, civil society representatives, grassroots and other relevant urban actors including representatives from vulnerable groups and minorities. To procure a range of perspectives within the primary target group, it is recommended to specifically reach out to representatives of organised constituent groups. Also don't forget to procure a contractor for the construction phase. If possible, recruit a local contractor and involve them early in the process.

### **Step 2 | Social network**

When you have a draft list of stakeholders, map their relations to each others, the space and the project. Use the  [matrix template](#) to position each stakeholder considering their level of **power** and **affinity**. If useful, draw lines and arrows between stakeholders to represent their relations, using different colours for each type of relation (a green line to identify collaborative relations, a red line for conflict relations etc.). The term power refers to the institutional, financial and/or social influence of an actor on the decision-making process of the project. The term affinity refers to the political, financial and/or social interest and commitment of an actor to the project.

### **Step 3 | Target groups**

Identify the target groups based on their level of expertise, ensuring there is a balance in terms of gender, age, education, ability, etc related to the context.

- The **primary target group** is a selection of 20-40 girls and young women that will participate the project and work collaboratively with the secondary target group. Educational institutions and grassroots organisations representing girls might help with recruitment. The size of this group is approximately 3/1 of the secondary target group.
- The **secondary target group** is a selection of professionals (around 10) that are key actors to implement the project. They will participate in the project, cooperate with the other participants and support the process. The size of this group is approximately 1/3 of the primary target group.

### **Step 4 | Shortlist participants**

Make a final list of selected stakeholders and their roles in the project. Collect their details and prepare an e-mailing list. Ensure the following criteria are respected:

- The list contains at least 30 people;
- The primary target group is in majority (recommended ratio 3/1);
- The majority is female and younger than 25
- All implementing actors are present.



## Activity 3



**Duration**  
1 week

# Engaging participants

This activity helps you to invite the participants (girls, young women and other stakeholders) and to define their level of participation in each activity. As an indication, the entire group is expected to participate actively in block 4-6. In addition, smaller groups will participate in block 2-3 and 7-9. To simplify, the steps where participants are main users of the toolbox are marked with black and white stars.



### Step 1 | Draft invitation

Draft an invitation including the following elements:

- What is the objective of the project?
- Why participation is important for the project?
- Which activities will be conducted?
- Will the participants be remunerated or rewarded for their participation and how?
- How will the project be communicated?



### Step 2 | Send invitations

Send an official invitation by email, via your social media or you may be curious to explore digital invitations. In order to reach out and engage a more diverse group of participants, also consider the possibility to communicate using alternative information formats, such as sign-language, closed captioning or tactile models.

- To send a digital invitation go to: [📎 Confetti - Make events easier](#) Sign in with username [urbangirlstoolbox@gmail.com](mailto:urbangirlstoolbox@gmail.com) and password [#HerCity](#).
- Create your personalised invitation, upload e-mail list and send to all participants.



### Step 3 | Agreements

To clarify what is expected, it is important to prepare an agreement between the participants and the project team. It formalises the different roles and clearly states the responsibilities throughout the project. Define the terms of engagement and roles for the primary and secondary target groups. Use the [📎 template](#) and adjust its content considering your case. Once you have a first draft, discuss the terms with the stakeholders, amend, and then sign. The agreement should cover the following:

- Duration and time of engagement.
- Expected responsibilities for both parties.
- Norms and ethic of the project, such as identifying game rules and formal procedures.
- Permission to participate for minors as well as photo, sound and video permission.
- Expected remuneration or reward (we recommend at least producing a letter of recommendation and the availability of refreshments and transport during the activities).
- Insurance requirement (if any).

Also, the participants should fill out a [📎 consent form](#), signed by parents if minor, giving you and your team permission to document the process. Distribute the consent form to all participants to make sure that you can use the documentation gathered throughout the process.

## Block 2



# City wide assessment

---



Duration  
7 weeks



Steps  
16

The city-wide public space assessment aims to assess the state of public space at the city scale and to identify which areas are in most urgent need of improvement. It gathers geo-referenced information about public space accessibility, distribution, network and quality, using data collected from a diverse group of girls and young women.



### It is used for:

**Gathering** information about the city-wide public space network and its quality.

**Training and supporting** the participants to use KoBo Toolbox application to collect data.

**Analysing** the data collected and identifying key challenges of the public spaces.

**Prioritizing** public spaces that are in need of great, moderate or smaller improvement.



### The result:

A city level analysis based on girls and young women's observations and a list with their top priority spaces to be improved.



### The activities:

**Preparation** | Setting-up

**Activity 1** | Training

**Activity 2** | Collecting data

**Activity 3** | Analysing data



## Preparation



**Duration**  
2 weeks

# Setting-up

This activity aims to organise the public space city wide assessment, learn about KoBo Toolbox and prepare the required material, such as the questionnaire that will be used by the girls to gather information with KoBo Toolbox.



### Step 1 | Send reminder

Don't forget to send a reminder to the participants with all the activities related to the city-wide public space assessment (training, data collection and data analysis).



### Step 2 | Explore KoBo

KoBo Toolbox is an open source and offline application that allows to collect geo-referenced data by filling questionnaires, uploading pictures and quickly visualising the statistical results. KoBo can be downloaded on phones or used on the website and allows participants to download the data in different formats (excel, PDF, KMZ, etc.)

- Create a [KoBo Toolbox account](#).
- Install the [KoBo Toolbox app](#).
- Learn how to use KoBo Toolbox.



### Step 3 | Prepare base map

GIS is a free and open-source cross-platform desktop Geographic Information System (GIS) application that supports viewing, editing, and analysis of spatial data.

- Download the most suitable version of [QGIS](#) for your computer and install it.
- Consult the [training manual](#) to learn how to use QGIS.

Create a public space base map with QGIS, if not already available. To do it, follow these instructions:

- Create a file in QGIS, add layers and upload the data collected during the desk review.
- Draw polygons representing the open public spaces not mapped.
- Classify the public spaces considering the typology (park, playground, riverbank, square, etc).
- Identify areas for survey, dividing the city into smaller zones.



### Step 4 | Review questionnaire

Review the questionnaire to gather information about each public space of the city and assess its quality. Questions could be open ended, closed or in the form of interview questions to other users on the site.

- Review this template and amend if necessary: [City-wide Public Space Assessment Questionnaire](#)
- You might also want to conduct a specific safety audit or a more gender and youth specific exploratory walk. You can use questionnaires such as Plan's [Safety Walk](#) or #UrbanGirlsMovement's Girls [Urban Walk](#) or apps like [Safetipin](#) or [Safecity](#).



### Step 5 | Prepare agenda

Prepare the agenda for the session: [Agenda template](#)



## Activity 1



**Participants**  
Consultation



**Duration**  
1 day

# Training

Before the data collection begins, girls are trained on how to configure and use the KoBo Toolbox application to gather information about the public space. This session is also an opportunity to brief them about the importance of public spaces, key principles and main issues. As this is a safe space where mainly girls participate, it is also a good opportunity to have an open discussion on their thoughts and ideas around girls and young women's place in the public space.




### Step 1 | Introduction ☆


Welcome the participants and introduce the session with a presentation describing:

- What is the agenda of the training?
- What is the scope of this activity?
- What is a public space?
- What is the international agenda for public spaces?
- How much public land of public use is needed for an equal and inclusive city?
- Why does the quality of the public space network matter?



### Step 2 | Installation ☆

Explain how to download and install KoBo Toolbox on a mobile phone and help the participants in the configuration process:  [KoBo Toolbox](#)

Share the questionnaire with the participants and revise the list of questions, making sure they understand the questions, know when they should interrogate other users in the space and how:  [City wide public space assessment questionnaire](#)



### Step 3 | Field test ☆

Run a field test with the participants in a public space. The participants should answer the questions, interview other users in the space when needed and submit the questionnaire. Then, the results and questions could be clarified in an open discussion.



### Step 4 | Groups ☆

Divide the participants into smaller groups of 3-5 girls, considering their home location and assign teams to a geographical area of the city to collect data.





## Activity 2



**Participants**  
Lead



**Duration**  
1 week

# Collecting data

Data collectors are sent out into the field to gather information about the public spaces. This activity is crucial to assess the quality of the public space network and the girls play the primary role. Each public space takes an average of 30 minutes to complete. Once completed, girls submit their answers in KoBo Toolbox and move to the next public space.



### Step 1 | Data collection ★

The technical team should remain available during the data collection in case the girls encounters any problem in the field. The girls participating in the data collection should be recommended to:

- Have their phones charged.
- Be at the centre of the site while taking the coordinated for the site on GPS.
- Keep the GPS on while capturing the data.
- Respond to the questions based on the current observations rather than previous knowledge.
- Respond to all the questions with red asterisks (\*).
- Take at least five pictures for each public space. Photos should be taken from different angles showing different activities and characteristics of the site.
- Interview users when it is requested, capturing the point of view of different users.
- Be polite and careful while interviewing strangers.
- Do not put themselves in any dangerous situation.



### Step 2 | Questionnaire submission ★

Request the girls to submit the questionnaire while they are still on location and to wait until it is properly submitted before moving on to the next public space. The project team should verify the submission of the answers in the [KoBo Toolbox account](#).



KoBo toolbox application



## Activity 3



**Duration**  
3 weeks

# Analysing data

This activity aims to clean and analyse the data collected with QGIS, in order to identify main gaps and challenges in the public space network and prioritise among the public spaces that need interventions.



### Step 1 | Data cleaning

Proper data cleaning is needed to remove typos, repetitions, inconsistent wording or capitalisation. This is crucial to generate statistics and compare public spaces at the city scale. Follow these instructions:

- Access to KoBo Toolbox and click on your city's project.
- Click on "view data" or on "view in map" to visualise your data.
- Download the questionnaire results as a CSV file.
- Edit any mistakes of the data collected in excel and save it.
- Download photos and media.



### Step 2 | Data merging

To merge the questionnaire results with the public space map developed during the preparation activity, it is suggested to use QGIS and follow the instructions below. In case this new to you, consult the [online training manual](#).

- Open the public spaces map QGIS file.
- Import the CSV file containing the questionnaire result and save them as a layer.
- Create "points" by selecting the coordinates in the questionnaire results layer and save it as a new layer, this will keep the information of the questionnaire results.
- Open the "attribute table" of the points layer and create a new field called "CODE".
- Compare the public space layer and the points to correlate each public space with the correct questionnaire results.
- Write the public space ID code in the "CODE" field of the points layer.
- Use the command "join" to merge the attribute tables of the points layer with the public space layer.
- Now your public space layer has embedded the data collected from the questionnaire.



### Step 3 | Map analysis

Once the data collected has been integrated with the public space map, it is possible to compare the public spaces and analyse the condition of the network at the city scale. A spatial analysis should cover the following aspects, see [City-wide public space assessment Technical guide](#):

- Accessibility (considering pedestrians, bikes, public transport, disabilities etc).
- Distribution (considering a catchment area of 5 and 10 minutes walking distance).
- Quantity (comparing with national and international standard).
- Network (considering road network connecting the public spaces).
- Quality (in terms of use, variety of users, comfort, safety, environment, amenities).



UN-Habitat facilitator and data collectors testing the tool in a public space in Sharjah, UAE © Sharjah Urban Planning Council

### **Step 3 | Prioritisation**

The analysed maps highlight the city's key challenges (in terms of accessibility, distribution, quantity, network, quality) and which public spaces require urgent intervention.

- Overlap the maps and identify public spaces with multiple challenges.
- Make a list of issues for each public space.
- Review the municipality intentions for each public space and identify which would have the most impact at the city-scale.
- Classify the public space that need the most, moderate and least improvements.

### **Step 4 | Update stakeholders**

You will have to update your list of stakeholders and participants depending on which public space you will be focusing on.



## Block 3



# Site specific assessment

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Duration  
7 weeks



Steps  
16

Block 3 provides a methodology to assess and measure the quality of a selected open public space and its five minutes walking radius (equivalent to 400-meter distance). It describes a participatory and incremental process to gather and analyse information by and with girls and young women through a series of activities and tools.



### It is used for:

**Gathering** qualitative and quantitative information about a selected public space

**Scoring** quality of public space through the five spatial dimensions and twenty indicators

**Informing** the following phase related to visions and solutions



### The result:

Detailed quantitative and qualitative data collected by girls and young women on the state of the space that is considered a top priority for improvement.



### The activities:

**Preparation** | Setting-up

**Activity 1** | Data gathering

**Activity 2** | Producing finding maps

**Activity 3** | Quality scoring



## Preparation



**Duration**  
2 weeks

# Setting-up

Before starting the site-specific assessment, take some time to learn about the five dimensions of public space quality, define the walkable radius, organise the activities and prepare the materials required during the sessions.



### Step 1 | Send reminder

Don't forget to send a reminder to the participants with the activities related to the site-specific assessment (data collection, data analysis and quality scoring) along with instructions such as the following:

- Define turns for data collection sessions and assign smaller teams considering availability of stakeholders.
- Bring a phone charged with available storage, as well as a meter, a pen and a notebook.
- Use different tools such as mapping, note taking, photography, video, sound, counting people, etc. to gather information about the quality of the public space in terms of physical conditions, level of use and perception.
- Listen patiently, experience the space actively and interact with users, asking about their perception of the public space.



### Step 2 | Explore the 5 dimensions

The quality of public spaces is assessed by 5 dimensions and 20 indicators. Learn about these dimensions to support the questionnaire preparation: [Public space site-specific assessment](#)



### Step 3 | Review questionnaire

Review the list of questions in KoBo Toolbox by duplicating and uploading again:

[Site specific public space assessment](#)

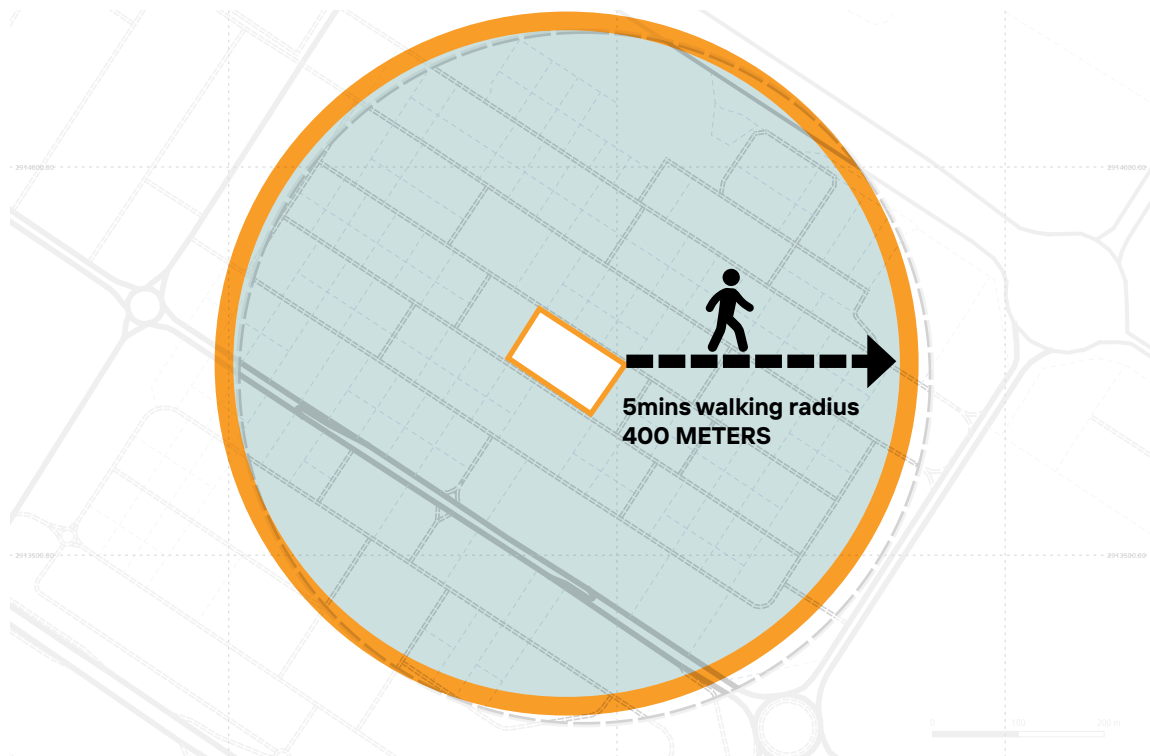
You might also want to conduct a specific safety audit or a more gender and youth specific exploratory walk. You can use questionnaires such as Plan's [Safety Walk](#) or #UrbanGirlsMovement's [Girls Urban Walk](#) or apps like [Safetipin](#) or [Safecity](#).



### Step 4 | Create base map

This map aims to define the perimeter of analysis around the site, the so called "walkable radius" and the spots and walking routes for the data collection activity.

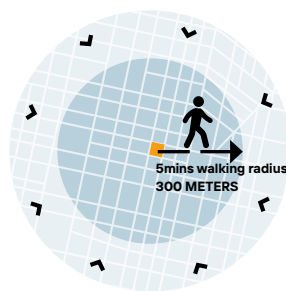
- Prepare a scaled base map of the site, which could be a satellite image or a copy of an official document from the municipality.
- Make a buffer of 5-minute walking distance centred around the public space, equivalent of a 400 meter radius, as it is considered the most practical and realistic threshold for walking:
- The walkable radius could be slightly reduced or expanded considering the location (urban vs rural areas) the target users (children, disable or elderly people vs adults) and the road connectivity (presence of barriers, rivers, no road connection, etc.). Consider these variables and review the perimeter of analysis:
- Add some routes for exploratory walking and observation, ensuring that the routes pass through the key elements of the neighbourhood and does not last longer than 30 minutes of walking.
- Define 3-5 stops for each route, to facilitate observation and the questionnaire compilation, possibly located in a shaded area and safe from vehicular traffic.



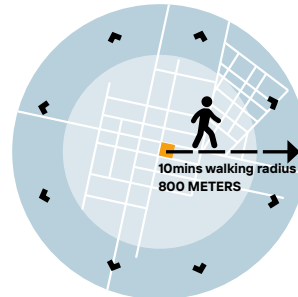
LACK OF CONNECTIVITY



USER: CHILDREN (under 18)



CONTEXT: RURAL



LOCATION: ALONG A RIVERBANK



### How to define a walkable radius for site specific assessment

#### Step 5 | Prepare equipment

- Install, test and distribute to participants the measuring and recording apps such as:
  - 📎 [Sound meter](#)
  - 📎 [Weather forecast](#)
  - 📎 [Thermometer](#)
  - 📎 [Light meter](#)
  - 📎 [Air quality](#)
  - 📎 [People counter](#)
- Purchase data bundles to data collectors if there is no wifi around.
- Gather equipment materials such as pen, notebooks, meters, cameras, etc.
- Prepare an observation template to take notes and map the public space. Define a simple coding system with colors, arrows and icons to map amenities, activities, movements and conditions of public space (e.g. red means bad conditions, while green means good conditions). Be mindful of who is using the space, is it men/women, old/young, people with disabilities etc.: 📎 [Observation template](#)
- Prepare measuring and recording by reviewing the spreadsheet for monitoring design parameters. Also review national and local design standards and policies regarding design parameters and add in the first column: 📎 [Measuring and recording template](#)





## Activity 1



**Participants**  
Lead




**Duration**  
2 weeks

# Data gathering

The purpose of this activity is to observe and analyse daily life, to get an understanding of users' activities and behaviours. It uses different tools such as mapping, note taking, photography, digital measuring, etc. to collect a variety of qualitative data considering the five dimensions of the public space quality.



### Step 1 | Observation ★

Use the  [Observation template](#) and focus on the following during the observations:

- Focus on perception and map emotion in the public space.
- Note down main activities, key features and peoples' movements in the space.
- Describe sensorial experience (sound, smell, view, taste).
- Interact with users and ask them to map their routine movements and their perceptions.
- Be mindful of who is using the space, is it men/women, old/young, people with disabilities etc.
- Write down short quotes and key words heard in the space.




### Step 2 | Photography ★

Focus on the following when you take photos:

- Use a camera or smartphone with good resolution.
- Ask for permission to take pictures of people (you can use the form below).
- Take landscape pictures without up close obstacles.
- Pin the pictures on a map and give them a number.
- Video may also be useful to record specific activities and sounds. Take a few pictures from an elevated point. This will be useful to compare the current situation with the design proposal and final implementation.




### Step 3 | Measuring and recording ★

Use the  [Measuring and recording checklist](#) and focus on the following while measuring and recording:

- Measure the parameters with the suggested tools, at least the ones with the asterisk (\*) and compile the second column of the spreadsheet.
- Also use critical observation. Quality of public space is usually more related to user's perception rather than actual numbers (e.g. noise, air quality, water quality must be well-perceived rather than respect the parameters).
- Compare the recommended value and the measured value and tick the verified values.
- Pin the map with any critical value that does not respect the recommended parameters.



### Step 4 | Counting people ★


Use the app  [click counter](#) and focus on the following while counting people:

- Use the smartphone application to count people.
- Define categories of people to monitor such as children, girls, boys, women, men, older persons, people with disabilities, cyclists, etc.
- During the observation, draw an imaginary line in front of you and count every person to cross that line for a period of 10 minutes.
- Count people in two or three strategic points in the site.



Exploratory walks in public space in Sharjah, UAE © Sharjah Urban Planning Council

#### **Step 4 | Exploratory walks**

Use the  [KoBo toolbox questionnaire](#) and follow these instructions for the exploratory walks where the girls are supposed to take the lead followed by the professionals:

- Share the link to the questionnaire.
- Explain the type of questions and how to answer (open ended, closed and multiple-choice).
- Explain the routes map, the time needed (45 minutes) and the stops.
- Divide participants into smaller groups of 5 people and assign routes for each.
- Stimulate girls observation, asking questions and giving attention to specific features.
- Document the activity, capturing pictures of the girls using the tools.
- Stop in the designated areas and give time for the participants to observe and compile the questionnaire.
- Ensure participants complete the questionnaire and submit it.



## Activity 2



**Participants**  
Consultation



**Duration**  
2 weeks

# Producing finding maps

Curate the gathered data and organise it into five spatial maps that highlight the key findings of the area.



### Step 1 | Organise data

Review the collected data and organise them considering the 5 dimensions.



### Step 2 | Sketch spatial analysis

Once the data is organised, the project team should analyse, overlap and interpret the different findings. This is a working session, requiring open discussions and critical thinking.

- Use different colours and symbols to represent various components of the public space and their conditions (e.g. red means bad conditions, green means good conditions, etc.)
- Use the list of indicators to divide findings into five maps, one for each dimension.
- Integrate the sketches developed during the observation session.
- Represent movement flows and feelings such as insecurity, frustration, peace, heat, etc.




### Step 3 | Digitalise maps

Use any software available (autoCAD, Illustrator, SketchUp) to digitalise the maps. Find examples of digital maps here: [5 dimensions digital maps](#)



### Step 4 | Validate spatial analysis ☆

Share the results or conduct a meeting with key stakeholders from the primary and secondary groups to review the finding maps and validate the outputs. If needed, review the maps based on the comments. You may also want to draw social spatial maps together with the participants. One tool is Plan's  [Social Cartography](#)





## Activity 3



**Participants**  
Lead



**Duration**  
2 days

# Quality scoring

This activity aims to evaluate the quality of the public space by scoring the five dimensions and their indicators.



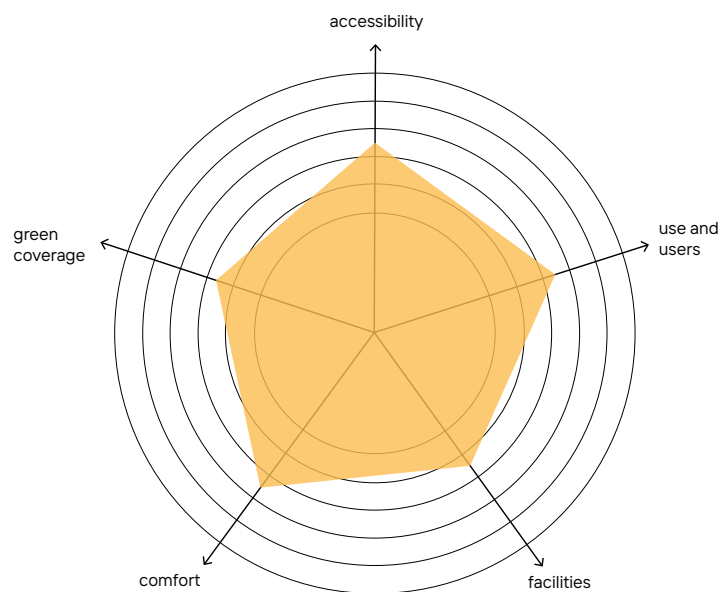
### Step 1 | Score indicators ★

Distribute the link among key stakeholders and request to rank the public space quality: [Quality scoring](#). You may also want to make a specific safety scoring based on the girls' perceptions. One tool you can use is Plan's [Girls Opportunity Star](#).

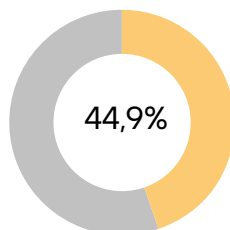


### Step 2 | Final scoring

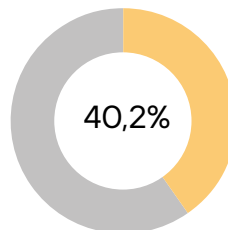
The project team ranks the indicators and sets the final scoring based on the results gathered from the stakeholders and from the previous activities.



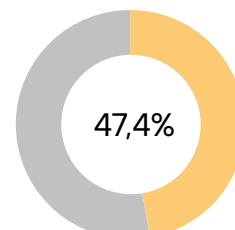
**How inclusive?**

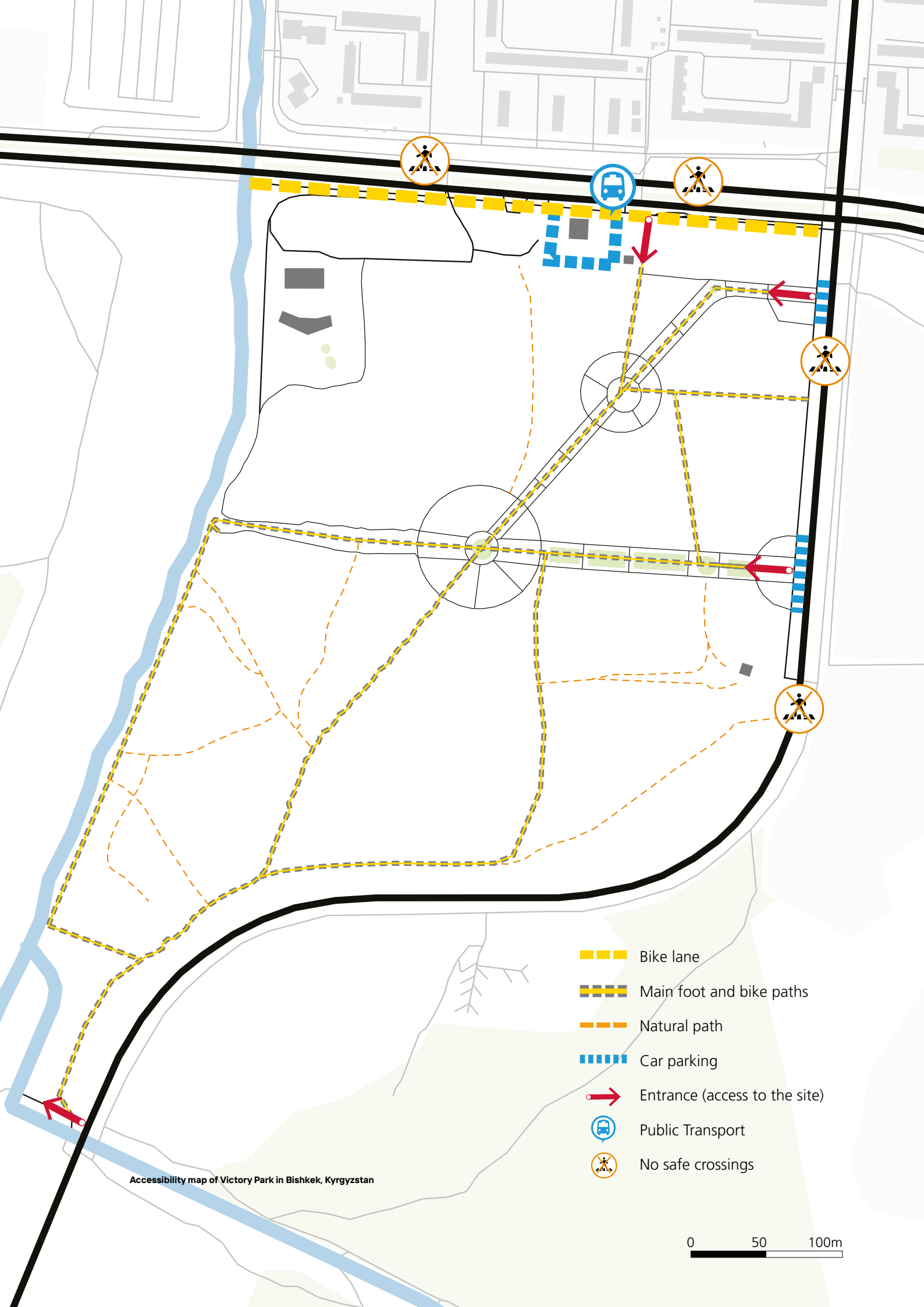


**How accessible?**










**How safe?**





Accessibility map of Victory Park in Bishkek, Kyrgyzstan

-  Bike lane
-  Main foot and bike paths
-  Natural path
-  Car parking
-  Entrance (access to the site)
-  Public Transport
-  No safe crossings

0 50 100m



**Phase 2**

# **DESIGN**

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**Block 4 | Analysing challenges**

**Block 5 | Designing ideas**

**Block 6 | Recommendations for action**





## Block 4



# Analysing challenges



Duration  
1 week



Steps  
23

Block 4 formalises brainstorming and is particularly suitable when professionals are working together with non-professionals. It is a way for multiple stakeholders to discuss complex issues in a constructive way and to work towards joint visions for a specific space. It teaches girls to “think like an architect” and gives professionals new knowledge from the user perspective.



### It is used for:

**Defining and understanding** the place as it looks today.

**Understanding** the main challenges in the place but also the potentials for change.

**Defining** what functions the place should include in the future.

**Facilitating** the development of ideas and transforming them into concrete suggestions, testing and prioritising to move towards concretisation of a joint vision.



### The result:

A joint vision for the space based on a detailed analysis of the girls' needs and current privileges in the space.



### The activities:

**Preparation** | Setting-up

**Activity 1** | Define current situation

**Activity 2** | Udenstand challenges

**Activity 3** | Define joint vision

**Activity 4** | Generate ideas



## Preparation

 **Duration**  
2 weeks

# Setting-up

This is a guide to set up the workshop. You will need to compile the results from the previous workshops, get an overview of the MethodKit approach, prepare digital tools to gather the data.





### **Step 1 | Send reminder**

Send a reminder for the next workshop to all participants. List the participants as they confirm.




### **Step 2 | Prepare materials**

Prepare mood boards or a short presentation with results from block 2-3.




Review the MethodKit approach and tools that will help you frame the discussion:


-  [MethodKit for Places](#)
-  [MethodKit for Privileges](#)
-  [MethodKit for Human Needs](#)
-  [MethodKit for Perspectives](#)

Review the digital tables for commenting on the cards:

-  [MethodKit - The place today](#)
-  [MethodKit - The place tomorrow](#)
-  [MethodKit - Generating ideas](#)

Review the digital surveys for sorting and rating the cards:

-  [MethodKit - Rate privileges](#)
-  [MethodKit - Rate human needs](#)
-  [MethodKit - Perspectives](#)


Review the digital sheets for idea generation:  [MethodKit - Concept description](#)

### **Step 3 | Prepare tables**


If you are organising a physical workshop, prepare the tables instead. To set up the long rectangular table:

- Cover the table with roll-out paper.
- Divide into four lateral sections with coloured scotch.
- Spread out two similar sets of MethodKit for Places cards along the middle line.
- Distribute pens in four different colours.

Smaller square or round tables:

- Distribute game boards on 4-6 tables (2-3 tables per target group depending on number of participants. Each table should have 6-10 participants.)
- Hand out one MethodKit for Privileges and one for Human Needs per table.
- The game boards are used to sort and rate different cards in the following way: – = bad, += neutral/irrelevant, ++ = ok, +++ = good.
- Post-its in different colours
- Print sheets for idea generation:  [MethodKit - Concept description](#)

### **Step 4 | Prepare agenda**

Prepare a detailed agenda for the workshop:  [Agenda template](#)





## Activity 1



**Participants**  
Lead



**Duration**  
1 hour

# Define current situation

The first activity will help to define and understand the place as it looks today.



### Step 1 | Introduce workshop ☆

Welcome participants and tick off the registration list as they join the workshop. Introduce the workshop and go through the agenda.



### Step 2 | Divide into two groups ☆

Divide the participants into two groups, professionals and girls. Girls are assigned one specific colour and the professionals another colour.



### Step 3 | Individual brainstorming ★

Participants are asked to brainstorm individually with the cards as a mind starter. What does the place look like today? [MethodKit - The place today](#)



### Step 4 | Defining the place today ★

Participants move from one card to another, commenting on each before moving on to the next card. Participants note their reflections in the given colour. When all cards have been commented on thoroughly, the exercise is completed.



### Step 5 | Document current situation ★

Save the result from the session as a pdf, photo or short video.



MethodKit workshop: Analysing challenges in Botkyrka, Sweden © Global Utmaning



## Activity 2



**Participants**  
Lead



**Duration**  
1 hour

# Understand challenges

The second activity will help to understand the challenges in the place.



### Step 1 | Group reflection ☆

Participants are divided into groups – girls and professionals work separately – on smaller square tables (6-10 people at each table).



### Step 2 | Sort and rate privileges ★

Participants brainstorm together around the existing privileges in the space: Who and what is dominating in the space? Does that exclude you?

Participants sort and rate the cards in relation to how it affects them:

[MethodKit - Rate privileges](#)



### Step 3 | Sort and rate human needs ★

Participants brainstorm together around the space's current capacity to cater for the target group's needs: How is the place corresponding to my needs?

Participants sort the cards according to which extent the need written on the card is catered for: [MethodKit - Rate human needs](#)



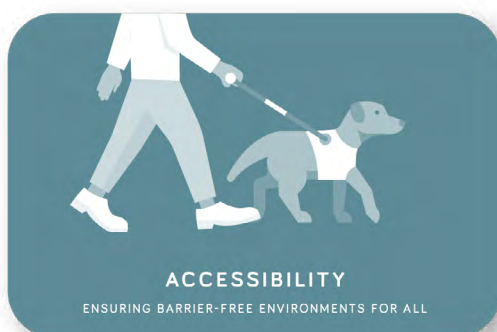
### Step 4 | Summarising ★

Participants reflect together on the challenges the place faces today in terms of privileges and needs. This reflection will help to understand the potential for change based on the definitions of privileges and needs in the place and will make a transition into creating a joint vision for the place of tomorrow.



### Step 5 | Document challenges ★

Save the result from the session as a pdf, photo or short video.





## Activity 3



**Participants**  
Lead



**Duration**  
1 hour

# Define joint vision

The third activity will help to define what functions the place should include in the future.



### Step 1 | Plenary session ☆

All participants come back from the group sessions.



### Step 2 | Individual brainstorming ★

Based on the earlier reflections participants brainstorm around their ideas for the place in the future. What should the place look like tomorrow? A third colour is used for the girls' comments and a fourth for the professionals'. [MethodKit - The place tomorrow](#)



### Step 3 | Imagining the place tomorrow ★

Participants again move from one card to another, commenting on each before moving on to the next card. Participants note their reflections in the given colour. When all cards have been commented on thoroughly, the exercise is completed.



### Step 4 | Towards a joint vision ★

Participants move a second round from card to card, reading the others' comments in order to get an overview of a possible joint vision. A short reflection all together will clarify that joint vision.



### Step 5 | Document joint vision ★

Save the result from the session as a pdf, photo or short video.







## Activity 4



**Participants**  
Lead



**Duration**  
1 hour

# Generate ideas

The fourth activity is a transition into the design process and will help to develop solutions and transform vague ideas into suggestions. The last activity will help to test and prioritize among ideas to move towards a joint vision for the place.



### Step 1 | Group reflection ★

Participants move into smaller groups of maximum five people now working in mixed teams of girls and professionals (ratio 3-1 is to prefer). Participants engage in a brainstorming of ideas, starting to develop the various elements of the joint vision.



### Step 2 | Generating ideas ★

Ideas are noted on post-its. They should range from crazy, to quick fix, to realistic and should not be too detailed. Each category has post-its in a specific colour.

[MethodKit - Generating ideas](#)

The cards with different Perspectives can be used to generate new insights and ideas if you wish. [MethodKit - Perspectives](#)



### Step 3 | Describing solutions ★

The most relevant solutions are described on a concept description sheet. These will be used as inspiration during the Minecraft session: [MethodKit - Concept description](#)



### Step 4 | Document solutions ★

Save the result from the session as a pdf, photo or short video.





## Block 5



# Designing ideas

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Duration  
5 weeks



Steps  
16

Block 5 turns the ideas into designs for the new public space using a participatory digital tool. In this way, professionals and local authorities can more easily understand the community's needs and how they wish to change the public space. The designs are also used as a basis for further plans and architectural drawings.



### It is used for:

**Building** capacity among girls through the use of digital and participatory tools to have a stronger say in urban planning and design processes

**Empowering** non-professionals to design and communicate ideas and solutions to professionals, without barriers and gaps of expertise

**Identifying** priorities to integrate in the final design proposal



### The result:

A rough design of the new space made by the girls and professionals based on the solutions identified throughout the process.



### The activities:

**Preparation** | Setting-up

**Activity 1** | Installation and practice

**Activity 2** | Block by Block workshop

**Activity 3** | Presentations



## Preparation



**Duration**  
4 weeks

# Setting-up

Before starting the design workshop, it is important to organise the session and prepare all the materials required.



### Step 1 | Send reminder

Send a reminder for the next workshop to all participants. List the participants as they confirm.



### Step 2 | Prepare technical equipment

Make sure you have computers available for all participants (3 to 4 people per computer).

#### Materials required:

- Short presentation with images and videos.
- Pens, markers, cards, notebooks, sticky notes, etc.
- Minecraft License.
- Minecraft model of the site.
- Laptops.
- 1 mouse per computer.
- Keyboards (if you have desktops).
- Cords, electricity connections, extension wires.
- Projector & screen.
- HDMI or VGA cable.
- [List of commands](#)

#### Software prerequisites:

- CPU: Intel Pentium D or AMD Athlon 64 (K8) 2.6 GHz
- RAM: 2GB
- GPU (Integrated): Intel HD Graphics or AMD (formerly ATI) Radeon HD
- Graphics with OpenGL 2.1
- GPU (Discrete): Nvidia GeForce 9600 GT or AMD Radeon HD 2400 with OpenGL 3.1
- HDD: At least 200MB for Game Core and Other Files
- Java 6 Release 45



### Step 3 | Prepare Minecraft model

Reach out to a Minecraft community in your city/country or email any of the developers from the list below to help you building a model of the space:

- [Minecraft Forum](#)
- [Official Minecraft wiki community](#)
- [Builder's Refugee](#)
- [Planet Minecraft](#)

Commercial services:

- [Fiverr](#)
- [Unity's Minecraft Forum](#)
- [MC Market](#)

Minecraft Developers on Freelance Job sites, e.g.:

- [UpWork](#)
- [Gigster](#)
- [Codementor](#)
- [Microsoft Partner Program](#)



Minecraft workshop: Analysing challenges in Botkyrka, Sweden © Global Utmaning

Build the model yourself:

- Save the coordinates of the site or share location via Google Maps
- Trace the area to be modeled
- Take picture of the site and document the area
- Build the Minecraft model of the public space

#### **Step 4 | Prepare agenda**

Prepare a detailed agenda for the workshop. Don't forget lunch, snacks and water.

 [Agenda template](#)



## Activity 1



**Participants**  
Lead



**Duration**  
1 day

# Installation and practice

The workshop starts with installing Minecraft on the computers. This might take a while depending on the internet connection. Involve the participants in this activity as it is an excellent opportunity to gain technical skills.




### Step 1 | Introduce workshop ☆

Welcome participants and tick off the registration list as they arrive to the workshop. Introduce the workshop and go through the agenda.



### Step 2 | Install Minecraft ★

Download the  [Minecraft game: Java Edition](#)

Launch Minecraft and create your own account:  [How to Create a Minecraft Account](#)



### Step 3 | Upload model to Minecraft ★

Add your public space model to the Minecraft game:

#### For Windows:

- Copy the model of the public space received by the developer
- In the search/command box type %appdata% and press enter
- Go to the folder .Minecraft
- Paste the model folder into saves


#### For Mac:

- Copy the model of the public space received by the developer
- Use go to the folder and type ~/Library/Application Support/minecraft
- Go to the folder .Minecraft
- Paste the model folder into saves



### Step 4 | Practice playing Minecraft ★

Organise the participants into small teams of 3 to 4 people:

- Open Minecraft and press 'play'.
- Click on 'Single Player'.
- Click on 'create new world'.
- Change the game mode to 'creative'.
- Press on 'more world options'.
- Change the world type to 'super flat'.
- Click 'done' then 'create new world'.
- Before practicing, click on 'esc' button and go to options.
- Change the difficulty to 'peaceful'.
- Click done and go back to the game.
- Go through the basic commands and explain every function:  [List of commands](#)





## Activity 2



**Participants**  
Lead



**Duration**  
1-2 days

# Block by Block workshop

In this activity participants communicate the vision and solutions using 3D models instead of architectural drawings. By navigating a three-dimensional world, the participants are able to express themselves in new ways, and to overcome sensitive issues.



### Step 1 | Best practices ☆

At one point of the process it is of value for participants to explore other good practices and examples of youth and gender sensitive public space planning and design. Invite a person or two from other cities to explain how they have worked with similar approaches and what that resulted in. Also discuss other examples where Minecraft has been used in urban planning. You can find interesting cases here: [Her Cities around the world](#)



### Step 2 | Brainstorming session ★

Revisit the findings from previous block by having a look at the concept sheet. Discuss briefly the ideas for the space within the teams. Leave all sheets on a long table for all participants to get inspiration from while starting designing.



### Step 3 | Designing ideas ★

Let this design phase take time.

- Go back to the main page on Minecraft.
- Click on single player and select your public space model.
- Groups can now construct their ideas and redesign the space in the 3D model.
- Facilitators goes around the groups to stimulate design thinking and to help with technical issues.



Final model of Minecraft workshop in Conakry, Guinea



## Activity 3



**Participants**  
Lead



**Duration**  
1 day

# Presentations

In this activity you will create a platform for the participants to present their ideas to the wider group, and the project team.



### Step 1 | Upload to SketchFab

Upload the final Minecraft to SketchFab in order to visualise them, sharing them with others and giving them the possibility to comment on them.

- Download Mineways following the link below: [Mineways](#)
- Open Mineways on your computer
- Open your Minecraft World in Mineways by clicking on File → Open World.
- Select an area of your world (Right-click + drag)
- Go to File → Publish to \*\*SketchFab\*\*
- Enter your API Token, model title, description, tags, and mark it as Private or Draft.
- Click "upload" to see your model on Sketchfab



### Step 2 | Describing solutions ★

Draft ideas descriptions for each Minecraft design component: [MethodKit - Idea description](#). Then, create annotations and upload descriptions to SketchFab.



### Step 3 | Presentation ★

The annotations in SketchFab creates a virtual "guided tour" of the area. Each group presents their Minecraft design proposal to the other participants, either using SketchFab, the Minecraft designs, the idea description sheets or a power point.



### Step 4 | Prioritise ideas

Take note of the features that the various designs include. Count each time a feature is proposed by the participants. Organise into a list of priorities according to the most common elements: [Prioritisation of elements template](#)



### Step 5 | External input

Share the SketchFab model digitally (for example on social media) with the wider community and ask them to add their input and feedback in the comment section.

## Block 6



# Recommendations for action

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Duration  
1 week



Steps  
9

Block 6 prioritizes among the designs, crafts guidelines and develops recommendations and guidelines in multi-stakeholder groups. It collects the main findings from a project and outlines ways forward in terms of implementation. Participants develop policy recommendations for local, regional and national decision-makers and guidelines for implementing actors.



### It is used for:

**Overviewing** project results

**Making** sure most alarming challenges are met while prioritizing among designs

**Developing** a tailor-made action plan that outlines actors, partnerships, timeframes and resources needed in order to address the prioritised challenges

**Overcoming** conflicting interests and agreeing on ways forward



### The result:

A joint action plan for the space where girls and professionals negotiate ways forward for implementation and potential impact of the project.



### The activities:

**Preparation** | Setting-up

**Activity 1** | Overview results

**Activity 2** | Prioritising

**Activity 3** | Realising proposal





## Preparation

**Duration**

1 day

# Setting-up

Before starting the prioritisation workshop it is important to prepare the material you will be using and set an agenda.



### Step 1 | Send reminder

Don't forget to send a reminder for the next workshop to all participants.



### Step 2 | Prepare technical equipment

Prepare the material you will be using during the workshop. Make sure you have computers, iPads or smartphones available for participants.


Review the surveys you will use during the workshop:

 [Prioritise among outcomes](#)

 [Realise your proposal](#)



### Step 3 | Prepare agenda

Prepare a detailed agenda for the workshop:  [Agenda template](#)



Recommendations for action workshop in Botkyrka, Sweden © Global Utmaning





## Activity 1



**Participants**  
Lead



**Duration**  
1 hour

# Overview results

The first activity helps to get an overview of the project results and designs. You will be looking back at the outcomes from Block 1-5. This tool consists of some guiding questions for you to follow to frame the discussion.



### Step 1 | Introduce workshop ☆

Welcome participants and tick off the registration list as they arrive at the workshop. Introduce the workshop and go through the agenda.



### Step 2 | Divide into groups

Divide participants into groups of maximum 5 people. It is recommended to let stakeholders from the same level of authority, same implementation capacity, or organisations work together. The girls are divided into groups to mirror the secondary target groups.



### Step 3 | Overview project results ★

Each group carefully examines and discusses the various designs in the Minecraft model. Don't forget to discuss the feedback from the community and how you can amend the designs accordingly.



## Activity 2



**Participants**  
Lead



**Duration**  
1 hour

# Prioritising

The second activity helps to prioritise among project outcomes and designs.



### Step 1 | Prioritise outcomes ★

This activity helps to prioritise among project outcomes and designs. Discuss in the group which outcomes are the most important in order to improve the space. Remember to write in a clear and simple way, in order to allow the entire group to understand. Filling out the survey should take approximately 20 minutes.

 [Fill out the survey](#)



### Activity 3



**Participants**  
Lead



**Duration**  
1 hour

## Realising proposal

The third activity helps to get an overview of your priorities and prepare an action plan in order to realise your proposal.



#### Step 1 | Review your priorities ★

Review the results, discuss briefly and amend if necessary.



#### Step 2 | Realise your proposal ★

This activity helps to get an overview of your priorities and prepare an action plan in order to start realising your proposal. Filling out the survey should take approximately 40 minutes.

 [Fill out the survey](#)



### Activity 4



**Participants**  
Lead



**Duration**  
1 hour

## Adopting action plans

The fourth activity helps to overcome conflicting ideas and jointly agree on ways forward.



#### Step 1 | Review action plan ★

Review the results, discuss briefly and amend if necessary.



#### Step 2 | Present action plan ★

Each group presents their action plan to the other participants. The details are discussed, overlaps and conflicting features are handled, necessary adjustments are made and a final joint version is approved.



#### Step 3 | Final proposal

All proposals are merged into a comprehensive action plan for the space.



Phase 3

# IMPLEMENTATION

Block 7 | Action plans

Block 8 | Sharing results

Block 9 | Implementation and follow-up







## Block 7



# Action plans

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Duration  
4 weeks



Steps  
16

In this block the plan for the public space is set through a participatory process similar to a client-architect meeting. Starting from the results gathered throughout the process, the technical team and a group of girls develop a feasible design proposal. The proposal will then be further detailed to reach a final implementable plan for construction and maintenance.



### It is used for:

**Transforming** challenges and opportunities into feasible and implementable design solutions

**Building** capacity of young girls in urban planning and design skills with specific software

**Defining** cost estimation, participatory construction and maintenance plans



### The result:

Detailed plans collaboratively developed by the girls and professionals for the construction phase including cost estimations and maintenance plans.



### The activities:

**Preparation** | Setting-up

**Activity 1** | Expert design meeting

**Activity 2** | Finalising plans

**Activity 3** | Validation of the design



## Preparation



**Duration**  
2 weeks

# Setting-up

Before starting the site-specific assessment, take some time to learn about the five dimensions of public space quality, define the walkable radius, organise the activities and prepare the materials required during the sessions.



### Step 1 | Send reminder

Don't forget to send a reminder to a selected group of girls and the professionals for the expert design studio and another to all the participants to the Her City process for final validation of design.



### Step 2 | Prepare meeting

The professionals (urban designers, architects, planners, engineers) leading the design studio should take this meeting seriously and prepare themselves as if for any other regular client meeting.

- Avail a quiet room with a big desk, a projector and a laptop
- Collect equipment such as pens, post-its, flip-charts, tracking paper, etc.
- Avail lunch, snacks and water.
- Make sure girls have adequate transport options to reach the place.
- Prepare a presentation with the outputs of the previous activities and some case studies of best practices.
- Print base maps.
- Review results from previous blocks
- Prepare Sketch-up base model of the area : [Download SketchUp 3D Software](#)



### Step 3 | Prepare agenda

Prepare the detailed meeting agenda: [Agenda template](#)



## Activity 1



**Participants**  
Consultation



**Duration**  
2 days

# Expert design meeting

This activity aims to develop the first feasible design proposal based on the outputs of block 4, 5 and 6, together with 3-5 girls. The output of this activity will be further developed by the experts, to finalise an implementable plan.



### Step 1 | Introduction ☆

Welcome participants and tick off the registration list as they arrive at the workshop. Introduce the meeting, go through the agenda, and show around the office.



### Step 2 | Output review ☆

The experts together with the girls review all the outputs of the previous activities, especially the list of challenges, joint vision, Block by Block models and action plan. Then, the expert showcases some national and international case studies and good practices that might inspire the design studio.



### Step 3 | Software introduction ☆

The professionals present some of the software to the girls and train them on some basic commands (e.g. SketchUp). This would give to the girls a good understanding of the process and some new design and IT skills.



### Step 4 | Design studio ☆

This step is the substantial part of the meeting. The expert will develop the final plan based on the result of this exchange. Document the session capturing pictures and short quotes. Ensure to cover the following:

- Define the new public space layout – accommodate ideas gathered in the previous activities (block 4, 5 and 6)
- Focus on the details – discuss materials, constructive details and related costs to ensure a good quality public space
- Develop a timeline to implement the project incrementally – prioritise the most urgent actions



### Step 5 | Next steps and roles ☆

Define next steps and deadlines, select which are the final outputs of the plan to develop and assign tasks to the team:

- 1 master plan at the walkable radius scale
- 1 plan at the site scale
- 1 section
- 3D visualisations



## Activity 2



**Participants**  
Consultation



**Duration**  
2 weeks

# Finalising plans

Based on the results of the expert design meeting, the professionals digitalise the feasible design proposal and draft a cost estimation, a construction plan and a maintenance plan, keeping the girls updated daily for consultation.



### Step 1 | Final design proposal

The experts develop the final plan based on the result of the expert design studio.



### Step 2 | Cost estimation

Develop a cost estimation sheet that identifies the different public space components, quantity, materials and potential suppliers. If possible, suggest two different proposals that fit into the budget, one including girls' participation in construction and maintenance plan and one without participation. Activities that do not require specialised skills or are free of risks could easily be done by the girls (cleaning, removing objects, painting, gardening, etc.). In this way, it will be clear how participation could reduce the costs of labour and increase possibilities to invest in other components.

Fill out template:  [Bills of quantities template](#)



### Step 3 | Construction and maintenance plan ☆

Based on the timeline drafted during the expert design studio, develop a construction and maintenance plan, with clear phases, deadlines and roles. Consider participation of girls in both construction and maintenance.

Fill out the template:  [Construction and maintenance plan](#)



### Step 4 | Budget for amendments

Make sure that the budget also includes possible amendments to the space after construction is finalised and the new space has been tested by the community.





### Activity 3



Participants  
Consultation



Duration  
1 week

# Validation of the design

Validate the final outputs with all the stakeholders that have been participating to the entire process and revise if necessary. This can be a physical or a digital meeting.



#### Step 1 | Introduction ☆

Present the plan for implementation:

- Starting from the Minecraft models, present the outputs of the meeting and the final version of the plans
- Explain in detail the costs estimation and how participation may reduce labour costs
- Explain any changes done due to budget limitations and get consensus
- Describe implementation timeline and maintenance plan, explaining when girls participation would be ideal and for which activities



#### Step 2 | Open discussion ☆

Open the floor for questions and comments about the final design. This is also a good occasion to discuss if you would like to prepare an exhibition, any tactical urbanism small scale project, a temporary pop up, or any other type of activation of the space. Ideally this kind of "test" intervention of your design could be show-cased during the public presentation. Take note of the participants engagements for the next steps and make a list of volunteers with specific tasks



#### Step 3 | Revise outputs

Make the final changes to the design, the cost estimation and the implementation timeline based on what was agreed during the validation session. Share the final version with the participants.



#### Step 4 | Construction and maintenance agreement

You now have all information needed to procure a contractor for the construction phase unless this hasn't been done at the beginning of the process. Also draft a second agreement of engagement with the girls that expressed interest in participating in the construction and the maintenance phase. Use the following template and adjust as needed: [Construction and maintenance agreement](#)





Activation of public space in Borlänge, Sweden © Global Utmaning



## Block 8



# Sharing results

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Duration  
2 weeks



Steps  
14

Block 8 communicates the results with the community, decision-makers and a wider audience. It will update decision-makers on the detailed result in order to start implementation. It will give the community the possibility to engage in the evolution of their local environment. And it will help you to share the results with other interested actors as a way to spread knowledge, highlight good practices and build capacity.



### It is used for:

**Documenting** the results on a good practices portal to be shared digitally

**Presenting** to an extended group of decision-makers from the municipality, relevant stakeholders as well as the wider community

**Setting up** a long-term strategy and mainstreaming results

**Providing** a certification of the participation of the primary target group



### The result:

Approval to move forward and start construction from decision-makers and community and spreading of knowledge gained throughout the project.



### The activities:

**Preparation** | Setting-up

**Activity 1** | Gathering results

**Activity 2** | Public presentation

**Activity 3** | Strategy and mainstreaming



## Preparation

**Duration**

1 day

# Setting-up

This is what you need to do to prepare for the activities in the block.



### Step 1 | Invite participants

Make sure all relevant actors and the community is invited to the presentation. Go back to the stakeholder mapping to make sure you include all important actors. Don't forget to send a reminder to all the participants and asking some of them to present the results.



### Step 2 | Prepare meeting

Book a room that can host a large number of participants and avail a computer, screen and sound to show your presentation, as well as an agenda for the meeting: [Agenda template](#)

## Activity 1

**Participants**

Consultation

**Duration**

1 day

# Gathering results

The purpose of the first activity is to produce a short article explaining the results of your project outlining challenges, solutions, good practices, lessons learned and relations to the SDGs. It will provide a basis for communicating your results on social media and can function as a basic presentation to a wider audience of community members and decision-makers.



### Step 1 | Fill out good practice form

Click on the light bulb to enter your project results and share them on our interactive map of global good examples: [Interactive map of global good practices](#)



### Step 2 | Prepare presentation

You already have all necessary materials to make your presentation:

- Use your article in the interactive map as a way to present your results.
- Use the new designs in Minecraft shown in SketchFab.
- Use the plans and drawings prepared by the architects.



### Step 3 | Share on social media

Share the result on social media asking for input and suggestions from the community.

### Step 4 | Practice presentation ★

Make sure all presentations are ready and that presenters are well prepared. Ideally some of the girls present the results to the audience.





## Activity 2



**Participants**  
Lead



**Duration**  
1 day

# Public presentation

Make sure all presentations are ready and that presenters are well prepared. Ideally some of the girls present the results to the audience.



### Step 1 | Register participants

Register participants as they arrive at the meeting.



### Step 2 | Present your results ★

Present your results to the wider public, decision-makers and implementing actors using the good practice article, nodes and descriptions in Sketchfab, plans and drawings.



### Step 3 | Collect statements

Make sure that all responsible decision-makers and implementing actors have been part of the process. They are important to involve as they will be key to realising your proposal. Ask decision-makers to commit to parts of your plan and try to get a statement from them on how they plan to take your designs forward into the construction phase.

### Step 4 | Share on social media

Share the result of the meeting on social media. Photos and quotes from decision-makers is to aim for as that shows commitment to the process and the implementation of your results.



Girls setting-up public presentation of public space project in Botkyrka, Sweden © Global Utmaning

## Activity 3



Participants  
Consultation



Duration  
1 day

# Strategy and mainstreaming

This activity will provide a set of recommendations for how your city can mainstream similar processes in other urban planning and design processes. It will also show how to scale up and apply it to the other public spaces of the city that are in need of improvement.



### Step 1 | Activate the public space ☆

The project team and professionals facilitate the development of an activity programme managed by the city in collaboration with the girls. Form a girls committee responsible for the organisation and the management of an activities calendar in the new public space covering the entire year.

[Public space activity calendar](#)



### Step 2 | Public space strategy

Learn more about how to define city-wide public space strategies and scale-up the process:

- [City-wide public space strategy compendium](#)
- [City-wide public space strategy guidebook](#)



### Step 3 | Scale-up your results

Go back to the list of public spaces assessed during the city-wide assessment in block 2 and select which are the next public spaces to be improved and define a timeline for your city-wide public space strategy.



### Step 4 | Share with decision-makers

Share the strategy and mainstreaming recommendations with the decision-makers in your city and schedule a meeting to discuss next steps.

## Block 9



# Implementation and follow-up

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Duration  
3 weeks



Steps  
13

The last block aims to gather feedback on the process from participants, follow-up on the implementation during the construction phase, and provide an overall evaluation of the quality of the public space six months after construction is finalised.



### It is used for:

**Understanding** how the participants have experienced the process.  
**Following up** and controlling the quality of the implementation particularly the construction phase.  
**Measuring** the impact of the developments on the space and the community.  
**Providing** a final report and Her City certificate to the city.



### The result:

An evaluation of the process, follow up on construction by the girls and a final report on the results of the entire project with a mainstreaming strategy to scale up similar initiatives.



### The activities:

**Preparation** | Setting-up  
**Activity 1** | Participants' feedback  
**Activity 2** | Quality control  
**Activity 3** | Measuring impact  
**Activity 4** | Final report





## Preparation



**Duration**  
1 week

# Setting-up

In order to evaluate the process and the impact on the space and the community, the project team will have to allocate some time to a range of tasks.





### Step 1 | Technical equipment

Make sure you have a computer as well as an iPad or a smartphone available.



### Step 2 | Prepare documents

The project team prepared all the material needed such as drafting letters of recommendations and city certificates. It is particularly important for the girls to be able to add the Her City experience to their cv. A  [certificate](#) or a  [letter of recommendation](#) from the project team is a good way to provide proof of the knowledge and competences they have acquired throughout the project.

## Activity 1



**Participants**  
Consultation



**Duration**  
1 day


# Participants' feedback

The purpose of the first activity is to produce a short article explaining the results of your project outlining challenges, solutions, good practices, lessons learned and relations to the SDGs. It will provide a basis for communicating your results on social media and can function as a basic presentation to a wider audience of community members and decision-makers.





### Step 1 | Collecting feedback ★

Take some time after the presentation to gather feedback from the participants as well as key stakeholders and decision-makers about the process. This could be done in several ways, select one of the following:

- Straight after the public presentation, when everyone is gathered
- Organise a new meeting to discuss and brainstorm positive and negative outcomes of the process
- A digital questionnaire distributed among the participants:  [Evaluation form](#)



### Step 2 | Certifying participation

After participants have completed the evaluation, send their  [letters of recommendation](#) or  [certificates](#).



## Activity 2

★ **Participants**  
Lead

🕒 **Duration**  
6 months

# Quality control

This activity aims to follow the implementation process and assure the quality of the construction phase.

## 🔔 Step 1 | Review construction phase ★

Based on the Terms of construction and maintenance agreement, contractors are encouraged to involve the girls in construction and the girls are urged to take an active throughout the development of the new public space. This is a great occasion for girls to learn new skills and empower themselves. However, make sure that:

- Regulate participation through contracts and make sure necessary insurance is put in place
- If possible assign an experienced and professional mentor to each girl
- Brief girls thoroughly and form if necessary before going on sight
- Make sure girls wear comfortable clothes and safety equipment (helmet, safety jacket)
- Make sure girls work in teams and follow collective decisions
- Take some pictures of the girls in action

## 🔔 Step 2 | Document work in progress ★

Schedule weekly visits to monitor progress of the construction work. This activity could also be done by the girls autonomously:

- Regularly update via your communication channels
- Take pictures, notes and small quotes of workers and visitors while monitoring

## 🔔 Step 3 | Monitor quality ★

Monitor the construction by editing the [Construction and maintenance template](#). Tick the box when an activity is completed and assess the status of its quality (poor, fair or good) during observation at the site visits. This exercise will help you to address issues when they emerge on the construction site and help fix them straight away.



Co-construction with girls in Botkyrka, Sweden © Global Utmaning

## Activity 3

 **Duration**  
1 week

# Measuring impact


The purpose of the activity is to understand how the developments have impacted the public space and the community. It is usually done six months after the construction is finalised.

### Step 1 | Community perception

It is crucial to understand the impact of the spatial improvement both from a social, economic and environmental perspective. This is easiest done by observations and interviews with the community in the public space. Make sure to cover the following during you visits:

- Observe changes in terms of number and variety of users, and types of activities
- Conduct some unstructured interviews in the public space to gather users' perspective
- Note down some representatives quotes
- Take some pictures to compare changes before and after the intervention

### Step 2 | Rate public space quality

Approximately six months after construction, re-conduct the quality scoring exercise previously done during the site specific assessment, based on observations and the community's perception of the new public space:  [Quality scoring](#)

### Step 3 | Amendments

Based on the evaluations of the public space, consider what can be amended within the budget frame. Also consider what can be done differently next time to inform the city's wider public space strategy.



Measuring impact after public space implementation in Addis Ababa, Ethiopia © UN-Habitat





## Activity 4



**Duration**  
1 week

# Final report

The purpose of the activity is to gather all findings in one place and reward the city for finalising a successful Her City project.




### Step 1 | Final report

The results from the entire process should be gathered in a report to present to the city. It will help to gain support and funding for scaling-up the process and adopting city-wide strategies.



### Step 2 | Her City certificate

Review, amend and submit the final report to the city along with the  [Her City certificate](#).



### Step 3 | Mainstream the process

In order to support the mainstreaming of the process we suggest the following actions:

- Share the Her City certificate on social media along with new pictures of the public space.
- Mainstream the youth and gender perspective in urban planning practices by disseminating the final report.
- Share extensively on social media, and actively seek appearance in tv, radio, newspapers and magazines, to inspire new projects.



## Finish!

You have successfully built Her City!

By letting Her guide you, you have improved the participatory urban planning and design processes and helped building a city that includes and works for everyone.



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I AM PART OF  
#URBANGIRLSMOVEMENT

"YOU FEEL THAT YOU HAVE  
INFLUENCE, YOU FEEL LIKE YOU CAN  
DO SOMETHING BIGGER."  
#URBANGIRLSMOVEMENT

EQUAL AND JUST CITIES; WHERE EVERYONE,  
NO MATTER SOCIAL CATEGORIZATION, CAN  
FEEL INCLUDED, WELCOMED AND PRIORITIZED  
EQUALLY.

#URBANGIRLSMOVEMENT



## Conclusion

# Recommendations

The aim of this guide is to support any urban actor that wishes to plan, design and implement more sustainable and inclusive cities through the active participation of girls and young women. The guide is providing an overview of the entire process that can be followed on the digital platform Her City Toolbox and accessed via [hercity.unhabitat.org](http://hercity.unhabitat.org).

### Policy recommendations

Integrating gender and youth perspectives in urban planning, design and implementation processes is an underutilised tool in urban policy and planning. However, it is an apolitical tool and should be used as such. Contemporary planning policies are influenced by power, representation and democracy. Mainstreaming gender in urban planning methods could be, but are not necessarily time and resource consuming. It requires a multidisciplinary approach to the urban governance and planning practice and must challenge existing expertise as the only valid knowledge. Facilitating the engagement and critical reflection of all actors, sectors and levels involved in an urban development projects is therefore key.

**Local government** - The results of a Her City process adds value to local identity and the importance of being in line with both attractiveness and a sense of home, not just during consulting processes but also in the process of implementation and maintenance. It is a method to assure that right priorities are made, money is well spent, basic needs are met and that the community embraces and safeguards the new spaces. This is an opportunity for municipalities to incorporate local girls' design proposals into their own planning schemes to assure long term and sustainable urban everyday life for all citizens. Commitment from the local government is vital for maintaining the long-term good quality of the public spaces.

**Regional government** - Policy opportunities for regional governments lie in the cooperation between neighbouring municipalities and central government. Different levels of

government can together improve the aggregated social, environmental, and economic sustainability and attractiveness of both city and region. This calls for alignment of regional strategies with municipal plans and a shared overall vision guided by long-term central priorities. Such a vision needs gender equality as a shared point of departure towards overarching sustainability and prosperity for all citizens.

**Central government** - Central governments have pledged to all sorts of international targets. Government is accountable for the uneven resource allocation (such as public space) and decision-making that should succumb to gender equal priorities. It is widely known that women have a tendency to avoid places dominated by men and cannot make use of public space in the same way that men do. An understanding for gender approaches to liveability and design in urban public space could bring forward widened perspectives informing planning principles in new contexts. The strong emphasis on placemaking in the girls' designs resonates with the new urbanism principles that are currently dominating the field, and the ability to "change and be changed" in public spaces. The girls' designs often match national, regional and municipal guidelines already in place but extend the understanding, and therefore realisation, of them. The designs rather contain options for using these spaces, and how to co-create them on a daily basis rather than programming their functions in detail.

**Global governance** - Poverty prevention measures have much to gain from allocating attention and resources to the world's urban girls. In line with more gender sensitive foreign policies, gender equality and equal distribution of power and resources should also apply to the commonly owned but unevenly distributed places and infrastructures in our cities. The Her City initiative and method is a concrete, hands-on translation tool between different groups in society, as well as between citizen groups, professionals and decision-makers. It is a way to practice democracy and work our



potential conflicts in a visible and empowering way. We encourage international development cooperation to continuously practice and support feminist urban development as a measure for more inclusive cities in a broader sense.

## Call for actions

The boundaries between municipal organisations and the surrounding society are changing. The business sector, academia and civil society play increasingly important roles in different urban projects and areas. More civil servants and politicians are seeing the value of collaborating outside their own organisations. Such aspects of inclusion and participation can be viewed as an overall positive development, but also comes at the price of increased conflicts with regards to interests, resources, and values. Girl's priorities for the usage of public resources touches cross-cutting issues.

If you are a **civil society actor**, guard the voice and wishes of the community you represent. Bring in the accumulated local knowledge you have gathered and test solutions relevant to your place specific experience. If one idea sounds good in general, let your fellow project members know, and explain why. Consider yourself an educator and message carrier in the group.

If you are a **civil servant** think about how you can "serve" in this context. How can your knowledge contribute to increased capacity and improved decision-making in your home organization? What story will you tell your co-workers and political representatives? What are you learning about your community? Which tools can you give the place experts so that they can help you make more successful decisions? Take the opportunity to build relationships and trust between the citizens and actors you serve. Do the solutions provided not fit your institutional framework? Work to change them.

If you are a **policy-maker**, be visionary. Even if it seems costly in the short term, dare to plan ahead and think about the long-term gains in

terms of sustainability. To do so, trust your civil servants. Provide space for them to execute and inform the agendas you have set for them. Think about how you can bridge the project's local experiences to national government, civil society, businesses, and inhabitants in a way that supports the networks needed for increased value output. Take the opportunity to build relationships and trust to the citizens and actors you serve. Cherish this trust.

If you work in the **private sector**, learn the advantages of adopting a shared vision together with your project partners and discover how a thriving, equal, peaceful and sustainable urban neighbourhood is good for business in the long run. Also, dare to engage in co-production even if you do not necessarily have to. You might learn that it enhances the quality of your offer and makes you an attractive business partner.

If you're a **researcher** practice research in close collaboration with the change-makers of the society you are investigating. Team up with other researchers and decide how you can make the academic output from the projects more impactful together, both in academic circles and elsewhere. Remember that decision-makers will look to you as legitimisers of projects. Be aware of the power structures enacted in these settings; be observant and give space to the place experts.

If you're an **urban inhabitant or citizen**, take the opportunity to influence your neighbourhood to can become a space for you to meet, network, learn, grow, use your voice, and co-create your environment. Involvement in the design and evolution of your neighbourhood helps youth to prepare for active citizenship and accountability for oneself and others. Active citizens are responsible citizens; what we create, we take better care of. Practice seeing challenges in your neighbourhood from diverse perspectives by listening to your local girls.

Finally, to all of you: Access [hercity.unhabitat.org](http://hercity.unhabitat.org) and Let Her guide you!





This is what Her City could look like: A place where everyone thrives, that is safe, has good livelihood opportunities and is ecologically sustainable.



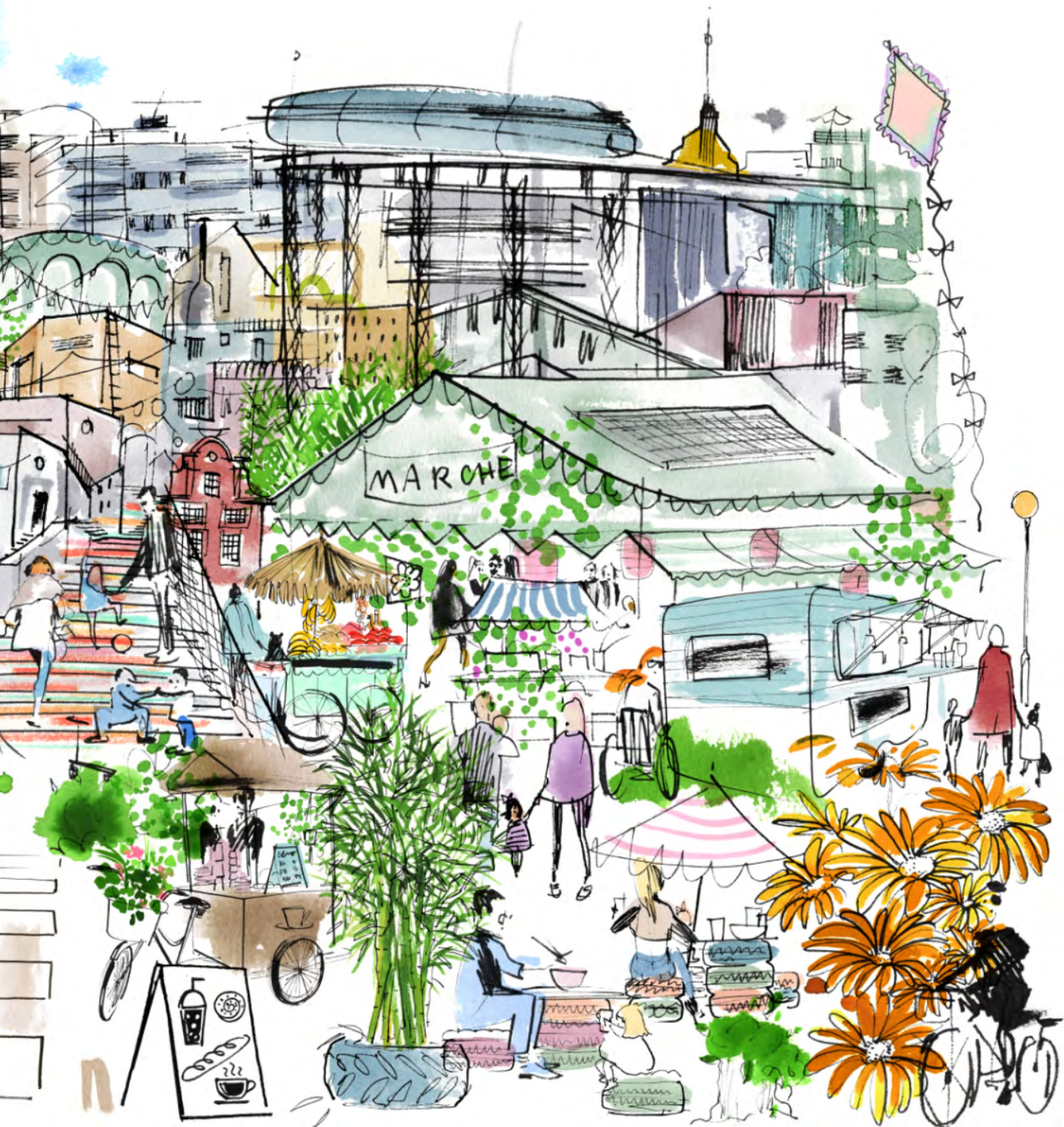


Illustration by Lovisa Burfitt



Annexes

# TOOLS

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## Annexes

# Tools


















### Block 1 | Stakeholder engagement

-  [Project plan](#)
-  [Guidelines for digital meeting](#)
-  [Consent form](#)
-  [Stakeholder mapping: List stakeholders](#)
-  [Stakeholder mapping: Matrix template](#)
-  [Engaging participants: Confetti](#)












### Block 2 | City wide assessment

-  [Terms of Service](#)
-  [Agenda template](#)
-  [KoBo toolbox](#)
-  [City-wide assessment questionnaire](#)
-  [Exploratory walks: Safety Walk](#)
-  [Exploratory walks: Urban Walk](#)
-  [Exploratory walks: Safetipin](#)
-  [Exploratory walks: Safecity](#)



### Block 3 | Site specific assessment

-  [Observation template](#)
-  [Agenda template](#)
-  [Measuring and recording checklist](#)
-  [Site specific assessment questionnaire](#)
-  [Exploratory walks: Safety Walk](#)
-  [Exploratory walks: Urban Walk](#)
-  [Exploratory walks: Safetipin](#)
-  [Exploratory walks: Safecity](#)
-  [Data gathering: Sound meter](#)
-  [Data gathering: Weather forecast](#)
-  [Data gathering: Thermometer](#)
-  [Data gathering: Light meter](#)
-  [Data gathering: Air quality](#)
-  [Data gathering: People counter](#)
-  [Spatial analysis: Social Cartography](#)
-  [Quality scoring: Girls Opportunity Star](#)
-  [Quality scoring: digital survey](#)




### Block 4 | Analysing challenges

-  [Concept description](#)
-  [Agenda template](#)
-  [Idea description](#)
-  [Prioritisation of elements](#)
-  [MethodKit Cards](#)
-  [MethodKit - The place today \(jamboard\)](#)
-  [MethodKit - The place tomorrow \(jamboard\)](#)
-  [MethodKit - Generating ideas \(jamboard\)](#)
-  [MethodKit - Rate privileges \(digital survey\)](#)
-  [MethodKit - Rate human needs \(digital survey\)](#)
-  [MethodKit - Perspectives \(digital survey\)](#)

### Block 5 | Designing ideas

-  [Agenda template](#)
-  [Minecraft videogame](#)
-  [SketchFab](#)




### Block 6 | Recommendations for action



-  [Agenda template](#)
-  [Prioritise among outcomes](#)
-  [Realise your proposal](#)

### Block 7 | Action plan

-  [Agenda template](#)
-  [Bill of quantities](#)
-  [Construction and maintenance plan](#)
-  [Terms of service](#)

### Block 9 | Implementation and follow-up

-  [Her City Certificate](#)
-  [Letter of Recommendation template](#)
-  [Participants' feedback: Evaluation form](#)

-  Interactive PDFs
-  Web links





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## **GUIDELINES FOR DIGITAL MEETINGS**

### **PREPARATION:**

Start by choosing one forum to host all your digital meetings on. We recommend Zoom or Microsoft Team but there are other services that might suit your project better. Just make sure that the service you choose provides the function of breakout rooms.

- ☑ Set up an account with the platform of your choosing
- ☑ Make time to explore the platform together with your team in advance. For a successful digital meeting it is very important that you feel comfortable using the different functions, such as breakout rooms.

### **PREPARE THE PARTICIPANTS:**

Prepare the participants by distributing a manual on how to use the chosen platform during meetings and workshops. Suitable guidelines might differ between platforms but we recommend that you include the following tips:

- ☑ Make sure you mute your microphone when you are not speaking
- ☑ Use a headset for better sound
- ☑ Be mindful of background noise when your microphone is not muted, avoid activities that could create additional noise, such as shuffling papers or touching your headset
- ☑ Position your camera in a stable position and focused at eye level, if possible.
- ☑ Avoid multi-tasking during meetings. Try to refrain from replying to emails or text messages during the meeting

### **SETTING UP THE DIGITAL MEETING:**

- ☑ Prepare all materials in advance. Make sure to have your files and/or links ready to go before the meeting begins
- ☑ Limit distractions by turning off notifications, closing or minimizing running apps, and muting your smartphone

### **DURING THE MEETING:**

- ☑ Welcome the participants and present the meeting agenda.
- ☑ If it is a meeting between 20 people or less, make sure to begin with a round of short introductions. Giving all participants a chance to introduce themselves creates a more personal connection and makes it easier to engage in conversation later
- ☑ Use breakout rooms for small group discussions



# PROJECT PLAN

Her City [City]

[Place][Date]

Done	Activity	Duration	Date		Details
<input type="checkbox"/>	Block 1: Stakeholder engagement Preparation	1 week	[11/01/21]	→	[15/01/21] [Lead, Notes, link etc.]
<input type="checkbox"/>	Activity 1: Desk review	1 week	[18/01/21]	→	[22/01/21]
<input type="checkbox"/>	Activity 2: Stakeholder mapping	1 week	[25/01/21]	→	[29/01/21]
<input type="checkbox"/>	Activity 3: Inviting participants	1 week	[01/02/21]	→	[05/02/21]
<input type="checkbox"/>	Block 2: City wide assessment Preparation	2 weeks	[08/02/21]	→	[19/02/21]
<input type="checkbox"/>	Activity 1: Training	1 day	[22/02/21]	→	[22/02/21]
<input type="checkbox"/>	Activity 2: Collecting data	1 week	[23/02/21]	→	[05/03/21]
<input type="checkbox"/>	Activity 3: Analysing data	3 weeks	[01/03/21]	→	[19/03/21]
<input type="checkbox"/>	Block 3: Site specific assessment Preparation	2 weeks	[22/03/21]	→	[02/04/21]
<input type="checkbox"/>	Activity 1: Data gathering	2 weeks	[05/04/21]	→	[16/04/21]
<input type="checkbox"/>	Activity 2: Producing maps	2 weeks	[19/04/21]	→	[30/04/21]
<input type="checkbox"/>	Activity 3: Quality scoring	2 days	[03/05/21]	→	[04/05/21]
<input type="checkbox"/>	Block 4: Analysing challenges Preparation	1 day	[05/05/21]	→	[05/05/21]
<input type="checkbox"/>	Activity 1: Define current situation	1 hour	[06/05/21]	→	[06/05/21]
<input type="checkbox"/>	Activity 2: Understand challenges	1 hour	[06/05/21]	→	[06/05/21]
<input type="checkbox"/>	Activity 3: Define joint vision	1 hour	[06/05/21]	→	[06/05/21]
<input type="checkbox"/>	Activity 4: Generate ideas	1 hour	[06/05/21]	→	[06/05/21]



PROJECT PLAN

[Place][Date]

Done	Activity	Duration	Date		Details
<input type="checkbox"/>	Block 5: Designing ideas Preparation	4 weeks	[05/04/21]	→	[30/04/21] [Lead, Notes, link etc.]
<input type="checkbox"/>	Activity 1: Installation & practice	1 day	[07/05/21]	→	[07/05/21]
<input type="checkbox"/>	Activity 2: Block by Block workshop	1-2 days	[08/05/21]	→	[09/05/21]
<input type="checkbox"/>	Activity 3: Presentation	1 day	[10/05/21]	→	[10/05/21]
<input type="checkbox"/>	Block 6: Recommendations for action Preparation	1 day	[11/05/21]	→	[11/05/21]
<input type="checkbox"/>	Activity 1: Overview results	1 hour	[12/05/21]	→	[12/05/21]
<input type="checkbox"/>	Activity 2: Prioritising	1 hour	[12/05/21]	→	[12/05/21]
<input type="checkbox"/>	Activity 3: Realising proposal	1 hour	[12/05/21]	→	[12/05/21]
<input type="checkbox"/>	Activity 4: Adopting action plans	1 hour	[12/05/21]	→	[12/05/21]
<input type="checkbox"/>	Block 7: Implementation plans Preparation	1 day	[13/05/21]	→	[13/05/21]
<input type="checkbox"/>	Activity 1: Expert design meeting	2 days	[14/05/21]	→	[15/05/21]
<input type="checkbox"/>	Activity 2: Finalising plans	2 weeks	[17/05/21]	→	[28/05/21]
<input type="checkbox"/>	Activity 3: Validation of designs	1 week	[31/05/21]	→	[04/06/21]
<input type="checkbox"/>	Block 8: Sharing results Preparation	1 day	[07/06/21]	→	[07/06/21]
<input type="checkbox"/>	Activity 1: Gathering results	1 day	[08/06/21]	→	[08/06/21]
<input type="checkbox"/>	Activity 2: Public presentation	1 day	[09/06/21]	→	[09/06/21]
<input type="checkbox"/>	Activity 3: Strategy & mainstreaming	1 week	[10/06/21]	→	[16/06/21]
<input type="checkbox"/>	Block 9: Follow up & evaluation Preparation	1 week	[17/06/21]	→	[24/06/21]
<input type="checkbox"/>	Activity 1: Participants' feedback	1 day	[25/06/21]	→	[25/06/21]
<input type="checkbox"/>	Activity 2: Quality control	6 months	[27/06/21]	→	[31/12/21]
<input type="checkbox"/>	Activity 3: Measuring impact	1 week	[04/07/22]	→	[09/07/22]
<input type="checkbox"/>	Activity 4: Final report	1 week	[11/07/22]	→	[15/07/22]





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## **CONSENT FORM**

This standard consent form should be completed by participants (and/or their parents/guardians) who may be involved in any photography, voice recording, filming or interviewing organised by the Her City team – it is not applicable to those photographed or filmed as part of a large group or in the background. This form confirms that participants have agreed to be photographed, filmed or interviewed and permits the Her City initiative to use some or all of their image/contribution/performance in any publication (including electronic publications such as social media, films or websites) created by Her City facilitators and to release this material to other parties. The Her City initiative owns all copyright to the photographs, films or written copy that it produces. The forms will be retained on file by the Her City-team who organised the activity.

### **PURPOSE OF RECORDING/PHOTOGRAPHY/INTERVIEW:**

The Her City team member responsible for the activity hereby certifies that the information gathered as part of this process will be used exclusively for the expressed purposes described herein.

### **NAME OF HER CITY REPRESENTATIVE:**

I, the participant, here by confirm that:

- 1)** I have voluntarily agreed to contribute to and/or participate in the above recording/photography/interview.
- 2)** I agree that some or all of my contribution/performance/images may be used within the Her City initiative and/or its licensees in any media worldwide without restriction. I grant any licence that may be required for this under any applicable law or regulation.

### **NAME OF PARTICIPANT:**

### **ADDRESS/COMMUNITY:**

This form should be signed by all contributors who can read and write and are old enough to understand what they are agreeing to. Where the contributor is under 18 years of age, their parent/guardian must also give consent.



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## **CONSENT FORM**

I confirm that I am the participant's parent/guardian and agree to the above on behalf of the participant.

**NAME OF PARENT/GUARDIAN:**

**ADDRESS/COMMUNITY:**

### **Consent by third party**

In the case of the child and the parent/guardian being unable to read or write an independent person should sign the form on behalf of the family. This could be a teacher or community volunteer.

The third party person will explain to the family:

- The reason for filming/photography/interview(s)
- The process of filming/photography/interview(s)
- That the participant is agreeing to participate in the filming/photography/interview(s)
- That the participant is agreeing to Her City and/or its licensees using some or all of the contribution any media worldwide without restriction
- That the participant is agreeing to grant any licence that may be required for this under any applicable law or regulation

I, the third party, certify that I have discussed the above points in relation to filming/photography/interview(s) with the contributor and/or their parent/guardian. I confirm that the participant and/or their parent/guardian have understood the above points and agree to participate in the above recording.

**NAME OF THIRD PARTY:**

**ADDRESS/COMMUNITY:**



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## **TERMS OF SERVICE**

This Terms of Service is made \_\_\_\_\_ between \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_, whose address is \_\_\_\_\_  
and mobile number is \_\_\_\_\_. This Terms of Service is related to the project "HerCity" in \_\_\_\_\_.

The parties agree as follows:

### **1. SERVICES TO BE PERFORMED:**

\_\_\_\_\_ is responsible for the following tasks:

- a)
- b)
- c)
- d)

While, \_\_\_\_\_ is responsible for the following tasks:

- a)
- b)
- c)
- d)

### **2. TERMS OF SERVICE:**

The period of this Terms of Service shall be from the date it is fully executed and signed for a period of \_\_\_\_\_ days, without exceed \_\_\_\_\_ unless terminated earlier by either party.

### **3. OWNERSHIP OF PRODUCTS OF SERVICE:**

All work gadgets and items issued during the engagement shall remain property and must be returned to the leading organisation.

### **4. INSURANCE REQUIREMENT:**

Throughout the terms of this Terms of Service, the participant shall not be required to provide proof of insurance cover and shall not be covered under any insurance cover from the leading organisation. The participant must take care to avoid any injuries.

### **5. ETHICS:**

The participant agrees to protect other participants involved; to ensure that research is conducted in a way that serves interests of the leading organisation, as well as individuals, groups and/or society involved. Finally, ensure ethical soundness, including management of risk, protection of confidentiality and the process of informed consent.





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## **TERMS OF SERVICE**

### **6. NOTICES:**

Any notices or other communications given under or in relation to this Terms of Service shall be deemed duly given if served through mobile phone and associated social media platforms created for this task.

### **7. ENTIRE TERMS OF SERVICE:**

This Terms of Service constitutes the entire Terms of Service of duties to be executed between the engaged actor and the leading organisation. This Terms of Service may be amended only by written instrument signed by each party.

In witness whereof, the parties have executed this Terms of Service as of the day and year written below.

### **Participants**

Full Name:

Date:

### **Witnessed by**

Full Name: [name]

Date:



\_\_\_\_\_

[illegible]



# **OBSERVATION TEMPLATE**

Block 3

DRAW

A large, empty white rectangular area with a thin orange border, intended for drawing or sketching.

WRITE





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## MEASURING AND RECORDING CHECKLIST

Block 3, Activity 1, Step 3

Parameter	Suggested tool	Recommended value	Measured value	Verified
Air temperature	<ul style="list-style-type: none"><li>- Personal perception</li><li>- Desk research</li><li>- Thermometer</li><li>- Smartphone app (My AcuRite)</li></ul>			
Surface temperature (benches, handrails)	<ul style="list-style-type: none"><li>- Personal perception</li><li>- Questionnaire</li><li>- Smartphone app (Thermometer)</li></ul>			
Air quality	<ul style="list-style-type: none"><li>- Personal perception</li><li>- Expert interview</li><li>- Desk research</li><li>- Smartphone app (AirVisual)</li></ul>			
Water quality	<ul style="list-style-type: none"><li>- Observation (presence of garbage)</li><li>- Expert interview</li><li>- Desk research</li></ul>			
Decibel	<ul style="list-style-type: none"><li>- Personal perception</li><li>- Smartphone app (Sound level meter)</li></ul>			
Light power	<ul style="list-style-type: none"><li>- Personal perception</li><li>- Smartphone app (Lux meter)</li></ul>			
Distance between light sources	<ul style="list-style-type: none"><li>- Meter</li></ul>			
Car speed	<ul style="list-style-type: none"><li>- Personal perception</li><li>- Municipal speedometer</li><li>- Meter and chronometer (measure the distance between A and B and the time required by a car to go from A and B)</li></ul>			
Ramps inclination	<ul style="list-style-type: none"><li>- Meter</li></ul>			
Seating height	<ul style="list-style-type: none"><li>- Meter</li></ul>			
Distance between zebra crossing	<ul style="list-style-type: none"><li>- Meter</li></ul>			
Street curbs height	<ul style="list-style-type: none"><li>- Meter</li></ul>			
Stair rise height	<ul style="list-style-type: none"><li>- Meter</li></ul>			



## CONCEPT DESCRIPTION

---

NAME OF THE CONCEPT

TEAM

DESCRIBE THE CONCEPT IN ONE SENTENCE

TARGET GROUP

DESCRIBE THE SOLUTION

What is it? How could it work?

RELEVANCE

Why is this relevant? Why will it work?

ELEMENTS

What fragments & parts does the idea consist of?



## LET HER GUIDE YOU

## AGENDA:

[illegible]





## IDEA DESCRIPTION

---

IDEA NAME

DRAW IDEA

A large, empty white rectangular box with a thin black border, intended for drawing or sketching an idea.

IDEA AS ONE-LINER

DESCRIBE THE IDEA

What is it? Why is it good? How does it work?



## Block 5, Activity 3, Step, 4

[illegible]



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## AGENDA:





## Block 7, Activity 2, Step 2

Elements	Unit	Quatity	Unit cost	Total	Material details	Dimension details	Link
Seating							
Street lighting							
Trees and flowers							
SUBTOTAL							
Contingecies (7%)							
Budget for amendments (10%)							
TOTAL							



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## CONSTRUCTION AND MAINTENANCE PLAN

Block 7, Activity 2, Step 3

Block 7: Construction and maintenance plan				Block 9: Quality control		
Phase	Activity	Date	Focal point	Done	Quality	Recommendation
Preparation	Removing large objects					
Preparation	Cleaning					
Preparation	Soil readjustment					
Preparation	Utilities (Water, power, internet)					
Construction	Paving					
Construction	Gardening (trees)					
Construction	Furnishing (seating areas)					
Construction	Furnishing (waste bins)					
Construction	Furnishing (other)					
Construction	Furnishing (other)					
Construction	Art and decoration					
Construction	Gardening (flowers and grass)					
Maintenance	Cleaning post construction					
Maintenance	Waste management					
Maintenance	Cleaning					
Maintenance	Ordinary maintenance					
Maintenance	Extraordinary maintenance					
Maintenance	Gardening					
Amendments						



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### **7. ENTIRE TERMS OF SERVICE:**

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In witness whereof, the parties have executed this Terms of Service as of the day and year written below.

### **Participants**

Full Name:

Date:

### **Witnessed by**

Full Name: [name]

Date:





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## HER CITY CERTIFICATE

This is to certify that  
during the period

has implemented a Her City project in

Her City was initiated by UN-Habitat and the independent Swedish think tank Global Utmaning as a part of the #UrbanGirlsMovement. It acknowledges that urban development projects increasingly must take gender equality into consideration in order to promote more equal and sustainable cities. Sustainable urban development requires cross-sectoral knowledge from different sectors and disciplines.

The City of has developed a good understanding of the crucial role cities play in achieving sustainable development, the importance of collaboration and the role of innovative solutions, not least when it comes to inclusive urban planning. The public space developments in therefore stands out as a good example of inclusive, equal and sustainable urban planning.



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## LETTER OF RECOMMENDATION

This is to certify that \_\_\_\_\_ has participated in the Her City project in \_\_\_\_\_ during the period \_\_\_\_\_. It was initiated by \_\_\_\_\_ UN-Habitat and the independent Swedish think tank Global Utmaning as a part of the #UrbanGirlsMovement.

Urban development projects increasingly take gender equality into consideration in order to promote more equal cities. However, a common platform to exchange experience, build capacity, find synergies, or gather and disseminate results is lacking. Sustainable urban development requires cross-sectoral knowledge from different sectors and disciplines. Knowledge cannot only be derived from research or individual projects.

There is a need among implementing actors for ways to explore good examples, methods, tools and results from actors who work in the toolbox gathers efficient methods and tools to achieve that goal. Therefore, the end-users need tools to create more inclusive and equal public spaces. The Her City toolbox gathers efficient methods and tools to achieve that goal.

During the period, \_\_\_\_\_ worked within the Her City project in \_\_\_\_\_ where she instantly assumed great personal responsibility for the project, a participatory public space design project exploring how to make urban planning processes more inclusive.

Through her role in this project, it is clear that \_\_\_\_\_ has acquired a good understanding of the crucial role cities play in achieving sustainable development, the importance of collaboration and the role of innovative solutions, not least when it comes to inclusive urban planning. The project was organized around a series of participatory workshops in \_\_\_\_\_ and resulted in \_\_\_\_\_ concrete designs and policy recommendations to the municipality, the region and land owners.

\_\_\_\_\_ is a highly analytical, innovative and engaged co-worker. She combines a strong commitment to her work with a practical and flexible approach and very good problem-solving skills.

\_\_\_\_\_ is a social, outgoing and friendly person, who contributes positively to the work environment and is highly appreciated by her colleagues.

Working with \_\_\_\_\_ has been a pleasure and she deserves our very warmest recommendations.

## Her City

# Partners

Her City is a joint urban development initiative by UN-Habitat (the United Nations Human Settlements Programme) and the independent think tank Global Utmaning (Global Challenge). It is financed by the Swedish Innovation Agency (Vinnova) with contributions from our partners Block by Block Foundation, White Architects, Swedish Union of Tenants and MethodKit.

Initiated by:



Finances by:



Partners:



**Engage Her, give her a voice,  
and the opportunity to change  
her environment.**

**Let Her guide you.**



### **Her City toolbox**

For more information visit our websites,  
or contact us via email or social media.

[www.hercity.unhabitat.org](http://www.hercity.unhabitat.org)

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

[www.globalutmaning.se](http://www.globalutmaning.se)

[hercity@un.org](mailto:hercity@un.org)

#hercity | @hercitytoolbox

