

# WOMEN WORKING

Urban assessment guide from a Gender Perspective



Col·lectiu Punt 6

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**Col·lectiu Punt 6** is an association of women with different origins and vital experiences that belong in distinct areas of knowledge within architecture, urban planning, and sociology. Our objective is to rethink the city, its neighborhoods, and the architecture that favor a life free of discrimination of any kind. We work from a gender perspective that fundamentally comes from the everyday experience of women.

Since 2005 we have been feeding our urban knowledge with the shared experiences of more than 1,000 women participating in hundreds of workshops, realized through the “Tools of Participation” (Herramientas de Participación) with the Catalan Institute of Women and within the participatory diagnostic processes and design of proposals to improve the environments of their neighborhoods.

The motivation behind the elaboration of this guide is to return to women the accumulated collective knowledge, to encourage autonomy and ownership in the betterment of their neighborhoods, in a manner that can be expanded to the rest of society. This guide is the fruit of the work developed by each of them<sup>1</sup>. We truly hope that it will be used.

As Col·lectiu Punt 6 we would like to show our sincere gratitude to all the women and women associations with whom we have collaborated with during all these years and especially the ones that participated directly on the production of this guide as reviewers, writers, and advisers: Felisa Pradas Plou, from Ca la Dona (network of feminist associations and groups from Barcelona); Teresa Picazo, from the Association of neighbors in the Gothic quarter of Barcelona; Elena Casanova Rueda, Local agent of equity; Aurora Lonetto, geographer; Nantzi Nájera Albarrán from Women in White, Barcelona and Josep Maria Montaner, professor of Composition at the Superior Technical School of Architecture of Barcelona (Escuela Técnica Superior de Arquitectura de Barcelona, ETSAB).

We wouldn't like to leave out the women who have introduced us to this scope of knowledge and have offered us opportunities for growth: Isabel Segura, Anna Bofill Levi, Lidewij Tummers, Ana Falú and Inés Sánchez Madariaga. We would also like to express appreciation for the inspiration brought by other groups that work in other parts of the world for the purpose of creating more egalitarian cities: CISCOSA and the Women and Habitat Network of Latin America; Mujeres Urbanistas of Madrid; Jagori Association, India; Women in Cities International, Canada and Hiria Kolektiboa, Euskadi.

Finally, we would like to thank Daphne Spain and her student Alexander Ayala from the University of Virginia, for the translation of this guide into English. Without their support the English version would have taken much longer to arrive.

To them and the women who work incessantly, thank you.

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<sup>1</sup>. This guide was first published in Catalan in 2013 and later translated and published in Spanish. The guide has been elaborated using the working experience of Col·lectiu Punt 6 in Catalonia and Spain. Thus, most examples are related with these contexts.

## TABLE OF CONTENTS

COLLECTIVE PROLOGUE .....	8
WHY THIS GUIDE? .....	10
BASIC CONCEPTS .....	16
“LET’S GET TO WORK” .....	20
HOW TO USE THIS GUIDE? .....	22
<b>1. INFORMING OURSELVES</b> .....	24
Activity 1.1 READING GROUP .....	28
Activity 1.2 AUDIOVISUAL RESOURCES GROUP .....	30
<b>2. DESCRIBING AND ANALYZING OUR EVERYDAY ENVIRONMENT</b> .....	32
Activity 2.1 QUESTIONNAIRE .....	34
Activity 2.2 EXPLORATORY WALK .....	36
Activity 2.3 PHOTOGRAPHY OF OUR ENVIRONMENT .....	38
Activity 2.4 DAILY ITINERARY LIST .....	40
Activity 2.5 EVERYDAY LIFE NETWORK .....	44
Activity 2.6 PHOTO WALK .....	48
Activity 2.7 COMMUNITY MAP .....	50
Activity 2.8 PERCEPTIVE MAP .....	54
<b>3. SHARING OUR EXPERIENCE</b> .....	58
Activity 3.1 ACTIVIST WALK .....	60
Activity 3.2 EXHIBITION .....	62
Activity 3.3 STREET PARTY .....	64
Activity 3.4 LET’S OCCUPY THE SPACE .....	66
<b>4. CONTINUING OUR WORK</b> .....	68
Activity 4.1 EVALUATE WHAT WE’VE DONE .....	70
Activity 4.2 REPORT OF ACTIVITIES .....	72
EXPERIENCES .....	74
COMPLEMENTARY HANDOUTS .....	90
DUG (Urban Diagnostic from a Gender Perspective) .....	98
RECOMMENDATIONS OF NEEDED MATERIALS .....	118

## COLLECTIVE PROLOGUE

What do people who actively participate in the empowerment of women think of this guide?

**Daphne Spain**, University of Virginia, United States

As a Second Wave feminist, I find Col·lectiu Punt 6 to represent the best of the Third Wave. In the 1970s we gathered in women's centers and homes for consciousness-raising groups that taught us the personal is the political. We wanted to change society. With this guide, women are encouraged to go outside, observe the city around them, and assess what could be improved. Urban diagnostics from a gender perspective teach us that the community is the political as well. It is now time to change the built environment to reflect women's new realities. The French sociologist Henri Lefebvre argues that the true citizens of a city are those who use its spaces on a daily basis. Women Working shows us how to become true citizens of our cities.

**Lily Canan Reynolds**, Women Transforming Cities [www.womentransformingcities.org](http://www.womentransformingcities.org)

“Women and girls work for cities, why don't cities work for women and girls?”

Women Transforming Cities is an organization of women, men, and youth working to find solutions to this question. In 2013 we searched for Best Practices to highlight other groups who also use an intersectional lens to transform our cities into places where women are safe, seen, and heard, and can fully participate in civic life. An independent panel of experts recognized Col·lectiu Punt 6 as a leading organization worldwide with the “Overall Best Practice Award” at the Engaging Women Transforming Cities conference in Vancouver, Canada. Part how-to guide, part feminist manifesto, this English edition of “Women Working” is an invitation to take a new look at our familiar places using a women-centered analysis that recognizes diversity in our ages, ethnicities, genders, occupations, abilities, sexualities and so on. The tools within this book are engaging, enjoyable, and encourage institutional change. Punt 6 skillfully guides us through urban interventions in ways that value our existing knowledge and welcome new collaboration. From neighbourhood groups to global groups, this guide helps us to more easily answer, “Why don't cities work for women and girls?” and implement the change to ensure they do.

**Elizabeth L. Sweet**, Visiting Assistant Professor, Dept. of Geography and Urban Studies, Temple University

The work of Punt 6 has and continues to be groundbreaking and central in the process of getting gender equity into urban planning and design. While there has been scholarship and pushing from academics and some practitioners for gender perspective planning, the obstacles for actual practice are still staggering. Punt 6, however has compelled dramatic movement to the goal of tangible feminist urban planning and design. This book is part of the movement. Providing tools and support for processes that recognize, document, and fix the social, economic, environmental and political power imbalances that construct women in often invisible or diminished position are in this book. I have adapted the community mapping process for my own research on the nexus of violence, economics and identity in urban spaces. This book is a resource that can and should be required reading for all planning students around the world. It marks a C change in how we do planning.

**Lidewij Tummers**, architect at Tussen Ruimte in Rotterdam and tutor-researcher at the department of Urbanism, TU Delft.

Bringing planning issues into the hands of residents is only the beginning of a journey towards more spatial justice in urban design. The variety of work forms described in this manual illustrates the creativity of Col·lectiu Punt 6. Moreover, their work is highly multidimensional: the collective mobilizes women in the neighbourhoods, works with them to articulate necessary improvements, records the experiences minutely, makes the information available to others via the internet, maps, analyses, structures and visualizes the accumulated data, develops a theoretical framework and re-applies the acquired insights in new places. With great perseverance, Col·lectiu Punt 6 challenges current planning practice by integrating the everyday lived experiences in urban space. Enabling residents to join professionals in co-creation and co-management leads to keeping inner cities healthy and alive. This manual offers concrete material for organizing fruitful dialogues. It's about empowerment, but professionals who believe in co-production will also find the guidelines helpful to use their skills in co-design processes for more accessible and sustainable cities.

## WHY THIS GUIDE?

### What is the purpose of this guide?

This guide aims to give visibility to women<sup>1</sup>, as a unique source of knowledge and as agents for urban transformation. History has erased the contribution that women have made in the construction and transformation of our neighborhoods and settlements. Women have been excluded from decisions about urban change because traditionally this has been viewed as a masculine realm. As a consequence, much of the work which is indispensable for society has not been adequately valued: the work related to people's wellbeing, which mainly deals with the domestic realm, community work, such as that related to the betterment of services in a neighborhood (water, waste, lighting, etc.). All these types of work are integrally linked to the place where we live, to the form of space, the way we move through them or the manner in which we interact with neighbors. **This is to say, as women we possess crucial knowledge to describe the everyday life of the environments, which we inhabit and that can help transmit not only our needs and wishes but also those of children, young people and the elderly with whom we live.** Women usually have a better understanding of what goes on in their neighborhood; of the needs of their community and of the things that must be done to make it a better place. This occurs because, although we have been in the paid working world for decades, in Catalonia, as well as in many other regions of the world, women are still the primary caretakers of the home and caregivers of others, taking on double or triple work shifts. This guide is a tool to provide visibility to the women's experiences, but also to question the division of work and to reclaim environments where domestic and care duties are socially shared so that they stop being a responsibility exclusive to women.

**We want women's groups that wish to participate in the urban transformation and physical and social betterment of their environment to be able to use this guide in their neighborhoods, towns, or cities in which they live.** This guide is also a tool to allow participatory processes in the urban realm to become transformative, where women can be active participants of the analysis and neighborhood improvements. The guide will help take advantage of the valuable work and knowledge that already exists in our neighborhoods, towns or cities. In this way, the guide should promote women's empowerment in order to allow women participate in the urban transformation in an active manner and as real engines for change.

Through empowerment we will be able to:

- Be aware and increase the knowledge that we have about our towns and cities from a gender perspective, valuing individual and collective knowledge as well as the everyday experiences within our neighborhoods.
- Analyze the environment in which we live from the individual to the collective experience, and relate this to the physical characteristics of the environment.

1. In this guide when we talk about "women" we include self-identified women with diverse gender and sexual identities within the gender identity spectrum (non-cisgender gender identities, including transgender, transsexual, transvestite, genderqueer, genderfluid, non-binary, genderfuck, genderless, agender, non-gendered, third gender, two-spirit, bigender, and trans man and trans woman).

- Identify the favorable and unfavorable aspects of the environment in which we live, defining collectively the common characteristics that benefit our everyday life<sup>2</sup>.
- Increase the visibility of women's knowledge and their contributions to society.
- Promote women's right to enjoy the city freely, autonomously, and independently.
- Review the collected results in order to continue participating in other phases of urban planning.

### What this guide is NOT for?

Although this guide is a great source of information about the everyday experience that us women have in our environment, we are not able to use it to:

- **Conduct tokenistic participatory processes of the public administration**, which would serve to justify a participatory process. A participatory process linked to urban transformations should be raised from the strategic definition to its execution and evaluation; it should not be an additional element to the list of requirements to complete.
- **Convert participatory and empowerment processes into a mailbox of complaints and petitions that the municipality alone should resolve**, since the guide assumes that women groups should be partners and stewards of the process to improve and transform the environments in which we live in.

### Why should we as neighbors participate in the construction of our environment?

We as neighbors are most knowledgeable about our city or town; therefore, our participation is imperative at the time of any intervention because this is the place where we live, leisure, shop, play, care, work, etc.

**Our knowledge is essential because through participation in the design of our neighborhoods, we are increasing our sense of ownership, stewardship, and the quality of life.** At the same time, these participatory processes encourage neighbors to meet each other, and we learn to better coexist with others.

### Why is the participation of women important?

The participation of women within the urban planning process is very valuable in order to identify the needs of a community. The priorities and needs of women vary depending whether they live in urban or rural settings, whether they have children or not, are young or elder, from different origins, etc. The participation of women within communities must include their diversity and their differences.

2. We refer to the accumulated knowledge of what we, women, experience, feel and perceive the spaces in which we live in, where we work, and where we move through. The knowledge not only is created or accumulated through formal education, but also includes life experiences and perceptions that we have of our environment.

Below there are three reasons why women's participation in neighborhoods is essential:

- The design, urban planning and the structure of our environments affect the quality of life of people. Women's participation contributes to our experience and knowledge of everyday life, an invaluable source of knowledge for urban planning.
- Urban planning is not neutral. The spaces that we inhabit reflect power dynamics and give priority to some elements over others. Normally studies do not analyze the effects that planning has on different groups and interests of the community. In general there are aspects of public interests that are left out, and instead they focus on the aspects of paid work and the male gender. Examples of these are investments in soccer fields, which benefit primarily young men, or roadways and highways, which favor those who move via private vehicles, which are mostly men. On the contrary, other types of investments such as public transportation tend to benefit a broader and more diverse part of the population. Therefore our contribution can help to distribute the impact on planning so that it becomes more equitable.
- **Although women are 51% of the world's population, our experience within the environment has not generated much interest in the past.** Participation helps to increase the visibility of topics that most matter to women and it also helps to understand the relationships between topics such as personal security, child care, elderly care, accessibility or mobility, which are elements that configure everyday routines of women's lives.

**We are conscious that to actively participate in our communities as women, often this entails adding another shift to our duties, either paid or not. Our objective is not to promote an overload of work, but we do think that it is important to find time and a place for women to participate and to be present in decision-making and transformation processes. It is also important to make the rest of society responsible for domestic and care giving duties, so that we women have the time to exercise our right to participate. Without the roles that our mothers, grandmothers and ancestors had in social movements, women would not have the rights that we dispose of today. Therefore we should continue to work and participate in order to keep advancing.**

#### In what stages of planning can we participate?

First, it is important to remember that women's right to participate in the social, economic and political spheres for the transformation of their environment is recognized in multiple laws and at different scales: regional, national and international. For example, within the Catalan context where this guide was first published, in the Law of Urbanism of Catalonia, since 2005 the participation of women appears as an obligatory element within urban planning. The Spanish Equity Law of 2007 has further enforced this right. In Catalonia we also have the Law 2/2004 of Improvement of Neighborhoods, the first in the country that proposes to include, in regards to improvement projects, gender equality in the use of public spaces and facilities.

In the Latin American context, there are different laws and conventions that recognize women's rights to participate in all scopes of society. Some of them are from the Inter American Convention to prevent, sanction, and to eradicate violence against women "Convención Belem do Para", the ratification of 17 Latin American countries (Antigua and Barbuda, Argentina, Belize, Bolivia, Brazil, Colombia, Costa Rica, Ecuador, Guatemala, Mexico, Panama, Paraguay, Peru, Dominican Republic, Saint Kitts and Nevis, Uruguay and Venezuela) from the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). At the local level, also the accession of the "Charter for Women's Rights to the City", by cities like Buenos Aires and Mexico City.

Thus, these are the ways that laws endorse women to participate, but in practice it is necessary to be directly implicated with the transformation of our environments, so that our experience can truly be binding and transformative.

Women's participation can happen in four moments:

1. **Empowerment.** We understand empowerment as the process of self-awareness and reaffirmation of our capabilities, as well as the reclamation of spaces, to be able to use them. Women's empowerment implies having awareness of the power, both individual and collective, that we can exercise by participating in decision making processes, as well as in places of power. Empowerment does not mean giving power to women: we already have power. What we need are mechanisms that allow us to use it in different forms, not in a hierarchical or patriarchal manner as it often happens in male power structures. At this phase, we can approach the first approximation to the everyday environment in which we live in. We can ask ourselves what elements facilitate or impede our daily lives based on our experience and with individual and group participation. Processes of empowerment also facilitate the exposure of the knowledge and contributions that women have in society. Through empowerment we must also promote activism and reclaim our women's right to the city.
2. **Diagnosis of the everyday environment.** The knowledge gathered in the empowerment phase can then be translated to achieve transformations through a diagnosis of the everyday environment. In order to perform a diagnosis there must be coordination between women's associations or groups and the technical team from the municipality as well as the support from experts in urban planning and gender. This facilitates coordination efforts to ensure that the resulting diagnosis will be taken into account.

A diagnosis with a gender perspective must understand the multiple networks that people use within a neighborhood, creating a cross-sectional reading of all needs, involving different generations and putting special emphasis on the differential knowledge that people have based on their gender and other intersecting identities. This will allow obtaining gender specific criteria that can then be incorporated in a transformation and improvement of the environment.

3. **Transformation Proposals.** At this phase of urban planning, active and well connected participation of women's groups along with technical knowledge from design groups and groups with specialty in gender relations, will allow for the transformation of spaces and the incorporation of women at different scales. For example, it is possible to intervene in a Municipal Urban Plan, in a Neighborhood Improvement Plan, in the design and construction

of public spaces (such as street design, plazas and parks), in design and construction of amenities, in the planning of mobility networks, etc. It is during this transformation phase where the results from the previous diagnosis with a gender perspective are incorporated, introducing women's everyday experience in urban projects.

**4.** Evaluation. The evaluation must be consistent and encompass future projects as well as urban transformations already realized. This can also be done with women's participation, as it will help to determine if the interventions are suitable to the needs of a specific population. A women's group can form part of a gender audit along with other special technical groups in the evaluation of the urban context with a focus on gender.

**As we have previously indicated, women's participation is essential within the different phases of urban planning, but as women groups, we can initiate the empowerment phase ourselves. The purpose of the guide that we hold in our hands is centered on this empowerment phase and provides the tools that will allow to carry on this process; with the goal of pushing forward women's participation as a binding aspect of the other three moments (diagnosis, transformation, and evaluation).**





## BASIC CONCEPTS

**Co-responsibility** The equal participation of household members in each of the duties within the household unit which include, domestic duties and the care giving for dependent people.

**Daily Mobility** This is the combination of movements that a person requires to achieve the different activities related to the productive, reproductive, individual or communal spheres. This mobility includes movements that we perform on a daily basis (going to paid work, going home, going to school, to visit others, daily shopping, dining out, etc.) as well as irregular trajectories (passing through, personal trips, visit friends and family, visit to the doctor or hospital, leisure trips, non daily shopping, or going to a second residence, etc.).

**Double Shift** This is the sum of paid working shifts and others, which are primarily dedicated to domestic duties and caregiving of other people.

**Everyday Environment** This is the space essential for the development of everyday life. This is not composed by an administrative limit, but rather it is the place where people resolve everyday life needs and the one where they feel a sense of identity and ownership. It is composed of the surrounding context around housing, the stage for daily functions (social spaces, amenities, commerce and services, mobility networks and social networks).

**Everyday Life** The collection of activities that a person performs towards fundamental needs. These are determined by space and time. The fundamental needs are understood not only with biological actions for survival but also with a broader view including the mediums with which these are accomplished.

**Gender** Social and cultural constructs based on the biological differences between the sexes that assign different capacities, behaviors, emotional and intellectual characteristics to girls, women, boys, men, and trans\* people. These attributes vary according to society and historic settings. Besides the biological differences, gender configures social and power relationships between sexes. These are social constructs, they are not innate characteristics in people, and therefore can be changed.

**Gender Audit** A methodology to analyze and diagnose if the focus on gender and women's experiences are included within the studied urban context.

**Gender Criteria** These are the concepts that emerge once the inequalities produced by assigned social gender roles are revealed. When applied within the design of spaces and urban planning, these are aspects that we shall keep in mind during the construction of our cities, towns or neighborhoods if we consider the different needs that people have in terms of gender roles.

**Gender Equity** Equal distribution of rights, benefits, obligations, opportunities and resources between people as a result of the understanding and respect of the differences between women and men within our society.

**Gender Indicator** Element (data, number, fact, opinion or perception) that displays the specific situation of women, men and trans\*, such as the changes that occur within the groups through time. A Gender indicator is a representation of a determined phenomenon that reveals a complete or partial reality. It has the function to reveal long-term social changes in terms of gender relations.

**Gender perspective** This is to consider the sociocultural differences between sexes and genders in an activity or environment to perform analysis, urban planning, design and the execution of policy, and to consider the different ways or situations that affect women. A perspective on gender allows giving visibility to women, men and trans\* in their biological, psychological, historical, social and cultural dimensions in order to find solutions against inequality.

**Gender roles** Within a particular society, this is the behavior that is expected from a person according to their sex. Generally a person assumes the gender roles that exist in their environment, which constructs their psychology, performance, and self-esteem. For example, one of the gender roles assigned to men is dealing with the responsibility of productive and political activities. One of the roles traditionally assigned to women is to be the caregiver of children, to care for dependent people and be responsible for relationship of affection. Just because these models have been assigned traditionally doesn't mean that there is a biological predisposition or that they should continue into perpetuity.

**Housing Cooperative** A form of housing access where a group of people organize themselves, following the values of cooperation in order to develop a housing project. Examples of what this can include are construction, management, as well as sharing duties of everyday life.

**Intermediate Spaces** Areas between private residential space and public space on the street. These are in close proximity to housing, and depending on their configuration, they can promote the interaction between people of the same community, places where children can safely play or where the elderly can rest. We can also place these in between buildings and street amenities; one example would be a lobby in the entrance of a school that allows people that pick up their children to meet each other, share the waiting time, and wherever possible, allow children to play.

**Mobility network** This is the group of spaces and essential mediums to arrive at a place to develop certain activities. These are composed of streets, public transportation and all of the spaces necessary for its existence. For example, bus stops.

**Network of facilities and services** This is the set of facilities and services that support the needs of everyday life, such as health (hospital, primary care center, etc.), education (childcare, school, institute, etc.), leisure (community centers, sports center, etc.) or retail (nutrition, clothing, shoes etc.).

**Power** There are many definitions of power, but we will remit only two:

1. The ability to decide over life, transcending the person, affecting other people and that manifests itself in subjects and social spaces as an affirmation, satisfaction of needs and achievement of objectives.
2. Ability to make decisions in a collective manner towards the improvement of people's quality of life.

**Productive Work** The set of paid activities that produce goods and services towards the formal general economy but also to informal forms of the economy.

**Qualitative Techniques** These are analytical and collective tools using data that allows us to extract direct information about people that perform an activity, in their own words and in the place where the action takes place. Using qualitative tools in urban analysis allows us to incorporate data, which is not necessarily quantitative and allows us to work at a scale and detail that does not exist in other forms. Some examples are: observation, interviews, discussion or participatory workshops, such as the ones we present in this guide.

**Reconciliation of personal, work, and social lives** To make time, interests, obligations and duties compatible with these three aspects of a person's life.

**Relationship networks** The set of people and groups with which we relate to in everyday life. The design of urban space can favor the existence of this type of networks in our everyday environment, with favoring areas to meet, areas for waiting and to work, etc.

**Reproductive and care work** This is the set of activities that are not paid and are related to domestic type of work as well as with work related to the care giving of family members.

**Triple shift** This is when a third work shift is added to the double and additional duties are primarily dedicated to political and community organizing.

**Urban Indicators** These are factors that measure or evaluate conditions and characteristics of urban space. Examples of these are accessibility, density, services or amenities available in a certain area.

**Urban "Masoveria"** A form of accessing housing through an act of interchange of properties between the owner and a temporary inhabitant (historically developed in the region of Catalonia). Normally the use of the properties is allowed during a certain number of years in exchange of a renovation or maintenance to it. Every exchange may be different. (The term Masoveria can be comparable to "sharecropping" in the United States South as a way to share land in exchange for production or maintenance).

**Urban Planning** Organization of the physical environment where people live and develop their daily lives. It runs on the basis of a group of norms and laws, such as municipal urban plans, reform plans, etc. Planning orders the use of land with its distinctive purpose such as housing, services, public spaces and spaces for mobility. Urban planning is also able to exist as a result of community involvement or not only as part of an administration: this is called Community Urban Planning.

# “LET’S GET TO WORK”

## Who? Our group

First of all, it is important to organize ourselves. If we are already part of a group or organization, we can begin to work; if not, we can seek people in women’s groups from our communities that have an interest in improving the neighborhood. We simply need a group of women with common interests and objectives. In sum, we can either seek outside support or simply organize ourselves.

It is possible that at the beginning the group is very homogenous, for example it could be that in the beginning it is composed of all friends or people with similar age or personal situations. Gradually we must try open up to women of different characteristics to have exchanges with other groups. This way the groups can enrich their interactions and gain experiences outside of the neighborhood where we live.

## What? Our everyday environment

We already know which are the common themes of interest; therefore, the next step is to work in a group. It is certain that there has been a time when we have commented that it is very pleasant to walk through “x” street because it has wide sidewalks and good lighting, or that “x” park is well situated but that it could have improvements by adding areas for children, that facilities could be expanded to provide services for others that need it, that the frequency of public transportation could be increased, etc. All these topics are part of our everyday environment and we must attempt to improve it and preserve it for all those who need them. With this process that we’re starting we will soon learn that these issues are not isolated and that they in fact are common issues throughout the population.

## When? Our time

Whenever it is most convenient for us. We must be very conscious of other people’s time because this is a very valuable and scarce resource. This is why it is important to resolve the needs of participating women, to offer solutions for their obligations and to find ways to share responsibilities in the household and community environment. Only this way can women truly dispose of the appropriate amount of time to participate. It is important to define a time that will work for all participants, to respect punctuality and the duration of an activity in order to organize the day.

## Where? Our Spaces

Anywhere where we feel most comfortable to perform the proposed activity. It is very important that the space doesn’t affect the activity. We require an isolated area from other activities, where we are able to work without interference and with privacy. A space where we habitually use for meetings or to develop specific activities can be a good place to start.

### What are the rules of the game?

In order to work well with each other we must first agree to some rules of the game that will guarantee equity and equality in the participation; these will be the principles, that as a group, we will follow to build our experience and knowledge.

- Be honest and transparent.
- Be flexible.
- Learn from other experiences.
- Be aware of the potential of our proposals (do not create false expectations).
- Listen to each other.
- Respect opinions and time.
- Share responsibility, power is collective and horizontal.
- Accept our challenges: talking in public, drawing, writing, protesting, etc.
- Embrace our own diversity.
- Quality is more important than quantity.
- Above all, Let’s have a good time!
- And more rules can be added...

An equitable participation also involves collective leadership. Perhaps some of us will have more inclination to be leaders of certain activities. But, in order for participation to be equitable, it is necessary that we share leadership roles and the duties of facilitating the activities. For this reason you are encouraged to debate this topic before starting.

## HOW TO USE THIS GUIDE?

This guide is thought of as a flexible and open tool. It proposes activities that we can accomplish ourselves, and they are organized in progressive steps of empowerment.

1. INFORMING OURSELVES
2. DESCRIBING AND ANALYZING OUR EVERYDAY ENVIRONMENT
3. SHARING OUR EXPERIENCE
4. CONTINUING OUR WORK

The principal recommendation is that, in order to guarantee a good process of empowerment, we need to complete the maximum amount of activities possible in each step. However, this guide allows the activities to be achieved independently, in order and time, according to the needs of each group.

After choosing an activity that interests us and meets our requirements, we can create a list of tasks to complete and distribute them among ourselves, so that all of us can participate in the process. For help organizing this activity, we can look at Handout 1: Preparation of Activities (page 91).

We should keep in mind that both the time we set aside and the information that we gain are valuable. For that reason, it is important to always keep track of two things: knowing who participates and having a record of all that we do. On the one hand, we have to put aside a few minutes to collect personal information of each participant before starting any activity; to help with that, we suggest using Handout 2 (page 92). And on the other hand, we must keep all the materials that we produce and record all that we develop during the activity, taking photos or recording it on video. With all the information generated, it will be possible to produce a report that collects not only the steps taken, but also the extracted information. We never know when we will be able to use it.

### What are the activities like?

There are 16 activities. For each one, we have the following information:

<p><b>2.2 EXPLORATORY WALK</b></p> <p><b>What does it help?</b></p> <p>The review of knowledge helps to observe and describe our daily environment in a direct and empirical way.</p> <p><b>Total time</b>    <b>What materials are needed?</b>    <b>Skills needed</b></p>	<p style="text-align: right;"><b>2</b></p> <p><b>It is a collective walk through the spaces of our everyday life environment.</b></p> <p><b>How do we do it?</b></p> <p><b>INDIVIDUAL ACTIVITY</b></p> <p><b>READING FROM THE DUG:</b> we read the list of questions in the DUG in order to point out and understand the elements that we will see during the walk.</p> <p><b>20 min</b></p>
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**Number and name of the activity that we can be completed.**

Brief description of the activity.

**What's its purpose?** Goal of the activity.



**Total time:** time needed to carry out the activity. In general, between 2 and 3 hours.

**Where do we do it?** The activities can take place outside just as well as inside:



**Outdoor Space:** we'll use the same, familiar urban space that we use everyday. We'll have to plan a route that includes the streets and public spaces that we'd like to pass through. When we complete an activity outside, we must anticipate inclement weather and have flexibility to change the date.



**Interior Space:** the chosen space should be independent, isolated, and familiar for everyone: a space belonging to the association, its own space or a public one. The space should permit different groups to work around one or more tables and provide a wall for hanging large materials and/or a board to take notes.

We should avoid carrying out the activities in spaces like an auditorium because they create a very defined hierarchy between who is explaining and who is listening. Additionally, the seats can't be moved, and there aren't tables for working.

**What materials are necessary?** The list of materials depends on the activity that we are completing. At the end of the guide (page 118), you will find a detailed explanation for each one of them.

**Skills needed.** Capabilities that are needed to complete the activity. It's not necessary that each person have all of them, but to recognize that all of the capabilities exist in the group in order to support each other and see the completion of the activity.



speaking



public speaking



drawing



writing



reading



taking pictures



walking



audiovisual comprehension



reading comprehension



assembly



using the computer



facilitating



summarizing



being visible

**What's the purpose?** The material result of the activity that we can use to develop a report.

**How do we do it?** A step-by-step explanation of how to complete the activity. This details if the different actions are completed individually or in group, the order in which they are completed, and the time involved for each.

**\*\* (symbols)** Clarifications about the direction of the activity.

**Useful advice:** advice for completing the activity to get the most out of it and/or adapt it to the characteristics of the group.



## INFORMING OURSELVES

Activity 1.1 READING GROUP

Activity 1.2 AUDIOVISUAL RESOURCES GROUP

To start off, it's necessary to talk about what urban planning and gender are. This will help us to understand the basic concepts, to evaluate the knowledge of the group, and to encourage our participation. It's important to keep in mind the need of this step.

### What does a gender perspective contribute to urban planning?

The concept of gender makes reference to the different roles, responsibilities, and social obligations that are assigned to men and women as a result of belonging to the masculine or feminine sex. Gender is socially constructed, that is to say, the stereotypes, behaviors, and relationships between women and men have been assigned historically by society, and they don't have a direct relationship with the biological idea of sexes. Therefore, they can be changed with the obligation of society as it advances toward equality. Gender imposes social limits regarding what we can do as women and men, and also regarding the behavior that is expected of us. Many times these expectations are translated into gender stereotypes and are reflected in the way that our environment is configured - public space, cities, and the areas where we live.

Urban planning is the discipline that plans and constructs our neighborhoods, towns, and cities. It covers a wide variety of spaces that include housing, public space, facilities, transportation, and the environment. These elements are the physical support of our everyday life, and the way they are designed, as well as the locations where services are provided, directly influence our living conditions.

Traditionally, urban planning has been considered a neutral field, meaning that the way of designing different spaces neither benefited nor harmed a particular person or group. However, beginning in the 1970s, feminists have demonstrated how that's not true. We live in an unequal society in which people have different opportunities and obligations depending on whether we are women or men, and this inequality is also reflected in the way that spaces are constructed.

Historically, spaces have been designed following and perpetuating gender roles. Because of that, public space has been linked to men, where public activities take place such as: paid work, leisure, or political life. At the same time, the private space of the home has been identified with women, where they complete domestic chores

and take care of other people. The division of spaces also entails a different way to value the people and the activities that are carried out by each, attributing a higher value to masculine and public activities, and devaluing the tasks related to the care of other people and the home, for which mostly women continue to be responsible.

Although this has been the most widespread way of thinking about the world, over the decades feminism has questioned this division and has worked to make it recognized that women have always participated one way or another in the productive world (in formal and informal labor), and that reproductive responsibilities and care of other people don't only take place inside the home, but rather that they extend outside of the "private" environment: accompanying kids to school, grocery shopping, etc.

Facing this way of simplifying the reality of traditional urban planning, urban planning from a gender perspective provides a broad vision of people by outlining that women, men and trans\* live and experience space differently. Today, both assume distinct responsibilities, and this materializes daily in their relationship with the environment. Nevertheless, women continue being the ones principally responsible for tasks related to reproductive roles, care and development of the home and family, food preparation, grocery shopping, and the completion of administrative or personal obligations. In that context, urban planning from a gender perspective recognizes and makes visible the daily experience of women and the needs and responsibilities associated with domestic work and caregiving, which is to say all of the indispensable tasks for human development.

An intersectional gender perspective also keeps in mind diversity beyond sex and incorporates other characteristics that influence how people experience space differently: ethnicity, age, religion, disability, etc. As such, the focus on gender demonstrates that women and men make different use of space due to gender roles, but also that neither all women nor all men are the same among their genders because they each have other personal characteristics, like age: the needs of a 15 years-old teenager will be different from those of a 70 years-old woman.

It's also important to recognize that everyday life is performed in different spheres: productive (paid work), reproductive (caring for people and the home), personal (leisure, sport, and self-care), and community (improving society or the community where one lives). All should be kept in mind while planning and designing the spaces where we live.

The analysis of everyday life serves to take account of the complexity of realities and of the multiple activities that people carry out on a daily basis; this enables understanding of the diverse needs that coexist in our towns and cities. Public space, the streets, housing, transportation, and the rest of the spaces that we use regularly are the places where our lives take place, and therefore should be adjusted to the different needs that we all have as people. In this sense, it's important to recognize women as experts when they talk about the relationship between everyday life and the city. They continue to be principally responsible for domestic work, caring for the home and people who live there, which makes them specialists in the territory and of the changing needs of people in different stages of life (childhood, youth, senior).

## Resources

Publications available on the internet:

- Diputació de Barcelona, "Urbanism and gender. A necessary vision for all".  
<http://www.diba.cat/documents/541001/541157/seep-fixters-urbanismgender-pdf.pdf>
- Red Mujer y Hábitat de América Latina, Women in the city: on violence and rights.  
[http://www.redmujer.org.ar/pdf\\_publicaciones/art\\_40.pdf](http://www.redmujer.org.ar/pdf_publicaciones/art_40.pdf)
- Red Mujer y Hábitat de América Latina, Living together: cities free from violence against women.  
[http://www.redmujer.org.ar/pdf\\_publicaciones/art\\_39.pdf](http://www.redmujer.org.ar/pdf_publicaciones/art_39.pdf)
- Sara Ortiz Escalante y Blanca Gutiérrez Valdividia. Planning from below: using feminist participatory methods to increase women's participation in urban planning, Gender & Development.  
<http://www.tandfonline.com/doi/pdf/10.1080/13552074.2015.1014206>
- Elizabeth L. Sweet and Sara Ortiz Escalante, Planning responds to gender violence: evidence from Spain, Mexico and the United States, Urban Studies.  
[http://www.equidad.scjn.gob.mx/biblioteca\\_virtual/publicacionesRecientes/Violencia/10.pdf](http://www.equidad.scjn.gob.mx/biblioteca_virtual/publicacionesRecientes/Violencia/10.pdf)
- Women in Cities International, Jagori, ICIWF, CISCOSA, ICNIC-T: Ten Point Guide to Creating Gender Inclusive Cities.  
[http://www.femmesetvilles.org/images/Publications/tackling\\_gender\\_exclusion\\_2013.pdf](http://www.femmesetvilles.org/images/Publications/tackling_gender_exclusion_2013.pdf)
- Women in Cities International: Tools for Gathering Information about Women's Safety and Inclusion in Cities: Experiences from the Gender Inclusive Cities Programme.  
<http://www.femmesetvilles.org/images/Publications/tools%20for%20gathering%20information%20en.pdf>

## Conference Videos

- Zaida Muxi Martínez & Liza Fior in conversation, chaired by Anne Thorne.  
<https://youtu.be/8UsvGlpTL8o>
- Caroline Andrew: Partnering to Transform Cities: WTC Conference 2013.  
<https://www.youtube.com/watch?v=70-nxpl5M8E>
- Prabha Khosla: Gender equality + social inclusion: WTC Conference 2013.  
<https://www.youtube.com/watch?v=ZZE0B9EnBS4>

These are some of the resources you can consult to inform yourselves of the topic. We invite you all to create your own while you are working and completing activities. They will serve to inform other groups and spread the work that you all are achieving. If you take photos and record your activities, you are encouraged to upload an informational video.

## What's the purpose?

The reading group helps to increase knowledge about the relationship between gender and urban planning through texts that experts have written on the topic.

### Total Time

2 : 15

### What materials are needed?

- Handout 2: Participants
- Handout 3: Bibliography
- Paper for note-taking
- Board or large pieces of paper
- Chalk or markers
- Camera

### Skills needed



### Where?



## What information do we get?

- Bibliographic card of the texts that we've selected.
- List of reflections on the texts supplied by group members.



Ripollet, 2009

## How do we do it?

### INDIVIDUAL ACTIVITY

1  
45 min

**INDIVIDUAL READING:** each one of us chooses a text from the ones recommended in the guide or proposes a different one related to the theme, and we read it. Afterwards, we fill out Handout 3 Bibliography in order to extract the main ideas from the text. \*

### GROUP ACTIVITY

2  
45 min

**INDIVIDUAL PRESENTATION:** each participant explains to the rest of the group the most relevant ideas from the text that she has read and why she has chosen them. We have to divide the time among the number of participants so that all can be involved. It's necessary for someone to take notes on the board.

3  
45 min

**GROUP DEBATE:** among ourselves, we talk about the diverse themes displayed in the texts and how they affect our everyday life. It's necessary that someone take notes of the ideas that emerge on the board or on paper.

### \* Do we have to read it all?

It's not necessary for everyone to read an entire book; we can begin by choosing only one book and dividing the chapters among the participants. That way, we can go on reading all of the titles as a group.

### Useful advice

It's important to complete the readings from the bibliography thinking that they will not only help us to value our knowledge but also to construct a dialogue to explain and pass on to other people the importance of keeping in mind the everyday life experience of women.



Barcelona, 2005

### What's the purpose?

The audiovisual resources group helps spread knowledge of the relationships between urban planning and gender through experts who discuss the topic.

#### Total Time

2:00

#### What materials are needed?

- Handout 2: Participants
- Handout 4: Key ideas
- Paper for note-taking
- Board or large pieces of paper
- Chalk, markers, and pens
- Camera
- Computer with internet connection
- Projector and screen

#### Skills needed



#### Where?



\* The chosen space should allow participants to see and hear well the audiovisual materials.

### What information do we get?

- Key ideas handouts.
- List of reflections on the supplied audiovisual materials by group members.

### How do we do it?

We meet in the meeting space and choose one of the audiovisual materials that are available in the guide or others that are related with the topic.

#### GROUP ACTIVITY

1  
45 min

**WATCH THE VIDEO:** we begin by watching the video that we've chosen. It's convenient to distribute paper and pens in case we want to take notes or write questions that we want to share afterwards.

2  
15 min

**LIST KEY IDEAS:** we respond to the key ideas handouts individually.

3  
30 min

**INDIVIDUAL PRESENTATION:** each participant explains to the rest of the group the most important points. We have to divide time evenly among all group members. It's necessary that someone take notes on the board for what each member says.

4  
30 min

**GROUP DEBATE:** among ourselves, we discuss the diverse themes that affect our everyday life. It's necessary that someone takes notes about the ideas that emerge on the board or a sheet of paper.

#### Useful advice

Check that the computer works correctly before starting the activity, that there is internet connection, and sound and images work properly. If there are only a few participants, the projector and screen aren't necessary: we can simply use a computer or a TV to watch it.



Vacarisses, 2010



Sant Feliu de Llobregat, 2005



A large, stylized orange shape on the left side of the page, containing a large black number '2'.

# 2

## **DESCRIBING AND ANALYZING OUR EVERYDAY ENVIRONMENT**

Activity 2.1 **QUESTIONNAIRE**

Activity 2.2 **EXPLORATORY WALK**

Activity 2.3 **PHOTOGRAPHY OF OUR ENVIRONMENT**

Activity 2.4 **DAILY ITINERARY LIST**

Activity 2.5 **EVERYDAY LIFE NETWORK**

Activity 2.6 **PHOTO WALK**

Activity 2.7 **COMMUNITY MAP**

Activity 2.8 **PERCEPTIVE MAP**

It's useful to relate the physical characteristics or the spaces that we use (streets, plazas, parks, facilities, services, and housing) with the way that we move through them and the experience that this movement brings with it. We will go from the individual to the group reflection to find common ground in the situations that we experience in our daily surroundings.

Once the shared aspects are identified, we will be able to assign them values, differentiating between those that facilitate or impede the development of our everyday life. Furthermore, we can describe in detail the reasons why they are in that category, in a way that we can pass along our experience to other people.

To become aware of our surroundings that we live in, we will use a questionnaire that we call the DUG (acronym for Urban diagnostic with a gender perspective in Spanish Diagnóstico Urbano con perspectiva de Género). You can find a version of the DUG on page 98.

## 2.1 QUESTIONNAIRE

This is a written or oral exercise, individual and group, where we respond to the DUG questionnaire.

2

### What's the purpose?

The questionnaire helps to recognize, focus our vision, and reflect on the different elements in our daily surroundings. It's also a tool to be more aware of the knowledge that we have and to be able to share it in all the activities that we will complete.

### Total time

1:30

### What materials are needed?

- Handout 2: Participants
- Copy of the DUG handout for each participant
- Paper for note taking
- Board or large sheets of paper
- Chalk, markers, and pens
- Camera

### Skills needed



### Where?



### What information do we obtain?

- Completed DUG questionnaires.
- Group observations.
- List of most relevant questions.
- Brainstorming from the final debate.

With the generated information, we can produce a report that collects all the steps and facts that we produce. We can scan or photograph some documents to teach others.



Ripollet, 2009

### How do we do it?

#### INDIVIDUAL ACTIVITY

1  
20 min

**RESPOND TO THE QUESTIONNAIRE:** each participant takes a DUG questionnaire and responds to most questions with YES/NO. \*

2  
10 min

**RANKING THE QUESTIONS:** after completed, we mark the questions that seem most relevant to our environment.

#### GROUP ACTIVITY

3  
15 min

**PRESENTING TO THE GROUP:** each person explains to the rest of the group which questions are most relevant and why. It's necessary to take notes of what each participant says.

4  
45 min

**GROUP DEBATE:** we talk about the diverse themes that come up and how they affect our everyday life. Someone needs to take notes on the board or on large sheets of paper.

#### \* Should the questionnaire be answered completely?

It's not likely that we can answer all the questions: there might be questions that aren't relevant or that we don't understand. In these cases, it's not necessary to respond and they can be left blank.

#### And if I want to expand on my answer?

There are questions that are difficult to respond with YES/NO. In this case, we will have blank sheets where we can write down all the comments that come to mind when answering the questions.

#### Useful advice

Emphasize that the DUG is a tool for reflection and analysis of one's everyday environment. It is a guide for topics to have in mind.

If the group has problems writing fluently, we can form groups of 3-4 people with one person in charge of taking notes for the responses; afterwards, we can continue to step 3.

This activity can focus on a street, plaza, or specific environment that we want to work on. Or it can also be more general and focus on the neighborhood as a whole. If we haven't worked previously on an urban space, it's recommended that we first complete a general exercise about the neighborhood. As we delve deeper into the topic, we will concentrate on the spaces that we can analyze in more detail.

### What does it help?

The exploratory walk helps to observe and describe our daily environment in a direct and empirical way.

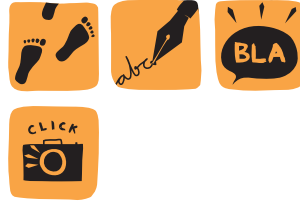
#### Total time

2:30

#### What materials are needed?

- Handout 2: Participants
- Copy of DUG worksheet for each participant
- Map of the neighborhood or municipality for each participant
- Pens and markers
- Paper for note taking
- Folder or something similar for each participant
- Camera

#### Skills needed



#### Where?



### What information do we obtain?

- The relevant points that explain everyday life in the neighborhood.
- The rankings of what facilitates or impedes our everyday life.
- The photographs that describe these aspects.

### ¿How do we do it?

#### INDIVIDUAL ACTIVITY

1  
20 min

**READING FROM THE DUG:** we read the list of questions in the DUG in order to point out and understand the elements that we will see during the walk.

2  
10 min

**SELECTION OF THE SPACE TO BE EXAMINED:** among ourselves, we decide through which spaces we are interested in walking and which will be the meeting point for conducting the meeting. \*

#### GROUP ACTIVITY

3  
10 min

**MEETING POINT:** we set an easy and central meeting point that's convenient for us all to begin the walk.

4  
90 min

**WALK THROUGH THE PUBLIC SPACE:** we describe and analyze the spaces that we pass through, evaluating if they facilitate or impede the development of our everyday life. One person should take notes and the other takes photos. \*\*

5  
20 min

**FINAL REFLECTION POINT:** when we arrive at the final location, we review the end of the journey and discuss the themes that have emerged.

\* This exercise can be completed in a street, plaza, or specific environment that we want to analyze. It also can be more generally about the neighborhood.

\*\* Do we have to pass exactly through the places that were decided? No, the route can change as we go walking through our everyday life environment.

#### Useful Advice

It should be emphasized that the DUG is a tool for reflection and analysis of our everyday life environment. It is a guide for themes to have in mind.

If the group is very large, small groups can be formed and meet in a session afterwards in a closed space to explain what we have analyzed.

Don't forget that this activity involves walking, and therefore, it is important to wear comfortable clothes and shoes.



Barcelona, 2006



Barcelona, 2005

### What's the purpose?

Photographs of our environment help to describe the urban elements that form part of our everyday life existence, outside our domestic sphere. It helps us to name, classify, establish relationships and evaluate the experience that we have in the different spaces that we inhabit.

### Total time

2:00

### What materials are needed?

- Handout 2: Participants
- Large map of the sector to be explored
- Paper for note taking
- Pens, chalk, markers, and color stickers
- Board or large sheets of paper
- Tape, thumbtacks, and scissors
- Camera

### Skills needed



### Where?



### What information do we obtain?

- A final vote listing elements of favorable and unfavorable everyday use.
- A map reviewing the consensus reached among all the participants.
- A brainstorm about how to improve certain elements or aspects of our environment.

With the information generated, we can complete a report that collects all the steps and facts that emerge. We can scan or photograph some documents for sharing this information.



Bell-lloc d'Urgell, 2009

### How do we do it?

#### INDIVIDUAL ACTIVITY

1  
20 min

**MAKE A PHOTOGRAPH WITH WORDS:** among ourselves, we make a list on the board of the elements that make up our environment from the moment that we open the door to our house: sidewalks, trash cans, streetlights, trees, facilities, key buildings, natural elements, etc.; everything that speaks to the place where we live. The photography of the environment is complete when we all identify in the list our own environment that we have described.

2  
10 min

**INDIVIDUAL EVALUATION:** from the previous list, each of us selects 3 aspects or elements that facilitate our everyday activities and 3 that are impediments. \*

3  
30 min

**INDIVIDUAL PRESENTATION AND SELECTION:** each participant selects and describes their list of favorable and unfavorable aspects. One person registers the selections on the board, signaling with colored stickers the favorable and unfavorable elements.

#### GROUP ACTIVITY

4  
20 min

**GROUP READING:** in an ordered way, we organize with arrows the themes and/or similar elements on the list.

5  
20 min

**COMMUNITY PRIORITIZATION:** collectively, we decide and prioritize which aspects that are favorable or unfavorable we are going to discuss. We debate and write on the board the arguments and proposals for these elements that are to advance through consensus.

6  
20 min

**MAPPING THE CONSENSUS:** among ourselves, we mark on the large map the favorable and unfavorable aspects, prioritizing the agreements and explaining them.

#### \* What should be noted as favorable?

All those aspects that benefit our everyday life existence: a tree that provides shade at the bus stop, the priority and calmness of a crosswalk, the kiosk located on the way to the metro station, etc.

#### What should be noted as unfavorable?

All those aspects that impede the development of our everyday life: the lack of public transport to arrive at the health center, having to take long detours to avoid crossing a street, the lack of lighting in a public space, etc.

#### Useful advice

It's important to not only produce a list of favorable and unfavorable elements. We should put interest into the specific arguments and details that will help us to pass along our knowledge.

If the group is very large, we can make smaller groups and complete a session after completion to explain what we each have analyzed.

## 2.4 DAILY ITINERARY LIST

This is a written, individual and group exercise where we draw our daily environment.

2

### What's the purpose?

The list of your daily itinerary helps to recognize, describe, and evaluate our daily tasks, determine which create relationships of dependence, explain the journeys to complete them, and distinguish the characteristics of the spaces where we carry them out.

### Total time

2:20

### What materials are needed?

- Handout 2: Participants
- Handout 5: List of daily itinerary
- Map of neighborhood or municipality: one for each participant
- Large map of the sector to be explored
- Pens, chalk, markers, and color stickers
- Board or large sheets of paper
- Tape, thumbtacks, and scissors
- Camera

### Skills needed



### Where?



### Where do we do it?

- Individual itineraries from Handout 5
- The maps of individual daily activities with favorable and unfavorable elements.
- A list of arguments that explain 3 favorable aspects and 3 unfavorable aspects completed in groups of 3 or 4 persons.
- A summary map of the group consensus.
- A list of all the favorable aspects where the three most favorable are highlighted.
- A list of all the unfavorable aspects where the three most unfavorable are highlighted.
- A brainstorm list about how to improve the aspects of our environment.

### How do we do it?

#### INDIVIDUAL ACTIVITY

1  
20 min

**LIST OF DAILY ITINERARY:** List of daily itinerary: each participant completes Handout 5. In the first column, we note the time that we take to complete them, and in the 2nd column we list the tasks that we carry out on a daily basis. In the third column, we note the people we carry out these activities with (children, alone, with friends, etc). In the fourth column, we note the mode of transport that we use to travel. In the fifth column, we write the spaces where we carry them out (which street, plaza, etc.). At this point, it's necessary to revise and try to complete the information as much as possible. \*

2  
20 min

**EVALUATION OF ACTIVITIES AND SPACES:** after completing Handout 5, we describe and evaluate the favorable and unfavorable aspects of the environment where we complete each of the activities. \* \*

3  
10 min

**MAPPING THE JOURNEYS:** we draw the information from Handout 5 on an individual map. First, we locate our house and then the spaces and paths where we carry out our everyday life activities. We employ different types of lines to identify modes of transport and different colors to identify people. With stickers of two different colors, we mark favorable and unfavorable issues that we have evaluated.

#### \* How to list the activities and the spaces?

The list of activities should show all the tasks that we accomplish outside of the house in order to cover our own needs as well as those of others: taking the trash out, buying the newspaper, having a coffee, accompanying the kids to school, going to work, doing grocery shopping, meeting friends, visiting a sick person, etc. It's very important to list where we do them: the bakery on the corner, the school, the office, the plaza bench, etc. And also listing tasks that aren't daily, or that we do on holidays since they form part of our daily routines.

#### \* \* What is noted as 'favorable'?

All of those aspects that benefit our daily routines: a tree that gives shade at the bus stop, the priority and tranquility that pedestrian crossings give, the kiosk located on the way to the transit station, etc.

#### What is noted as 'unfavorable'?

All those aspects that impede the development of our everyday life: the lack of a bus to get to the health center, having to take long detours to avoid crossing a street, the lack of lighting to use a public space, etc.

HORA	LUGAR	MODIO TRANSPORTE	FAVORABLE
1 7:00 AM	Parada BUS CA L'ESTRE	COCHE	FAVORABLE ① ⑤ ⑨  DESFAVORABLES ② ⑥ ⑧
2 8:00 AM	INSTITUTO IES PUIS FONT	COCHE	
3 8:10 AM	TRABAJO POL. IND. BURGUÉS	COCHE	
4 5:30 PM	RECOGER NIÑOS COLE	COCHE	
5 6:00 PM	LLEVAR NIÑO FUTBOL	COCHE	
6 7:00 PM	LLEVAR A OTRO NIÑO MÚSICA	COCHE	
7 7:30 PM	RECOGER AL DEL FUÍBL	COCHE	
8 9:00 PM	RECOGER AL DE MÚSICA	COCHE	
9 9:30 PM	LLEGAR POR FIN A CASA	COCHE	

Sant Salvador de Guardiola, 2008

**GROUP ACTIVITY****4**  
20 min

**WORKING IN A GROUP:** we form small groups of 3 or 4 people to share the individual evaluations from Handout 5. Each one explains to the rest of the group their evaluations. The group should choose, agree, and prioritize 3 favorable aspects and 3 unfavorable in order to describe, discuss, and justify them to the rest of the group.

**5**  
20 min

**MAPPING THE AGREEMENTS:** each small group places the chosen favorable and unfavorable aspects on the large map.

**6**  
20 min

**PRESENTATION OF ARGUMENTS TO ALL PARTICIPANTS:** each group names a spokesperson to share their selection of favorable and unfavorable elements and the agreed upon justifications. One person should take notes on the board of all the proposals: one column for favorable themes and one for unfavorable. To finish, we take a photo of the list.

**7**  
10 min

**COMMUNITY PRIORITIZATION:** once the group presentations are completed, a vote is held to prioritize 3 favorable themes and 3 unfavorable that we will continue working on as a group. To finish, we make a photo of the prioritized list.

**8**  
20 min

**DEBATE OF THE PROPOSALS:** among ourselves, we debate and describe possible solutions to the themes that we have prioritized. The result can be collected through brainstorming. It's necessary that a participant take notes on the board or on a visible piece of paper.

**Useful advice**

Depending on the abilities of the group, it can be completed as a written activity without using the map; the result is very similar.

If the group has problems writing fluently, groups of 3 or 4 persons can be formed to conduct the first part. One person is charged with taking notes, and then continue with step 4.



Sant Cugat Sesgarrigues, 2010



Bovera, 2008



Santa Coloma de Cervelló, 2010

### What does it accomplish?

The everyday life network that Col·lectiu Punt 6 proposes is useful for analyzing an environment focused on different themes. The results are summarized and related to one another to obtain a complete analysis of the selected environment.

### Total time

2:30

### Where?



\*

### What materials are needed?

- Handout 2: Participants
- Copy of DUG handout for each participant
- Map of neighborhood or municipality: one for each participant
- Large map of the sector to be explored
- Pens, chalk, markers, and color stickers (minimum of four colors)
- Board or large sheets of paper
- Tape, scissors, and thumbtacks
- Camera

### Skills needed



### How do we do it?

We separate the participants into three groups at least. Each group will work on one variable:

- Group 1: Facilities and services.
- Group 2: Relationship spaces.
- Group 3: Mobility.

The other three variables that are addressed in Col·lectiu Punt 6 (safety, participation and housing) will be crosscutting all groups, that is to say, that they are worked on by all groups. If the number of participants is very high, 6 groups can be formed, one for each variable.

### INDIVIDUAL ACTIVITY

1  
20 min

**RESPOND TO THE DUG ACCORDING TO VARIABLE:** Respond to the DUG according to variable: in each group the participants should respond to the questions related to their variable in addition to the questions about safety, participation and housing, which are common to everyone. \* \*

2  
10 min

**EVALUATION:** from the questionnaire that we have completed, we choose three favorable aspects and three unfavorable ones that affect our everyday life. We write each aspect on a sticky note. Each variable (meaning each group) will have a different color.

\* It is recommended to have more than one room/space available to accomplish this activity, in a way that the group that is working with each variable can do it without interference.

### What information do we get?

- The DUG questionnaires with the responses by variable.
- The group maps with favorable and unfavorable elements.
- A brainstorm list about how to improve elements or aspects of our environment.

\* \* **Should the entire questionnaire be completed?**  
We won't be able to respond to everything most likely: there could be questions that aren't relevant or that we don't understand. In these cases, it's not necessary to respond, leave it blank, and move on to the following question.

**And if I want to answer more as a response to the question?**  
There are questions that are difficult to respond with YES/NO. Therefore, we have prepared blank sheets where all of the desired comments can be written out as we answer the questions.



La Bisbal del Penedès, 2009



Santa Coloma de Cervelló, 2010

**GROUP ACTIVITY****3**  
20 min

**PRESENTATION OF ARGUMENTS:** each participant presents and defends to their group the favorable and unfavorable aspects that she has chosen. Afterwards, sticky notes are placed on the affected zones of the group map. One participant is responsible of taking notes so that no information is lost.

**4**  
10 min

**MAPPING AGREEMENTS:** upon finishing the individual presentations, we draw on the group map the elements that have come up. We can use a marker, write comments, or signal with stickers the favorable and unfavorable. Then we take photos of the result.

**5**  
10 min

**COMMUNITY PRIORITIZATION:** when all the themes have been placed on the map, collectively we choose three favorable and three unfavorable themes that we will continue working on. Don't forget to take another photo of the map.

**6**  
20 min

**DEBATE OF THE PROPOSALS:** with everyone, we debate and describe the possible solutions to the themes that we have prioritized. The result can be collected as a brainstorming session. It's necessary that a participant take notes on the board or on large sheets of paper.

**7**  
60 min

**PRESENTATION OF EACH VARIABLE:** each group presents their variable, the prioritization and the debate. We use the accumulated graphic materials for the presentation.

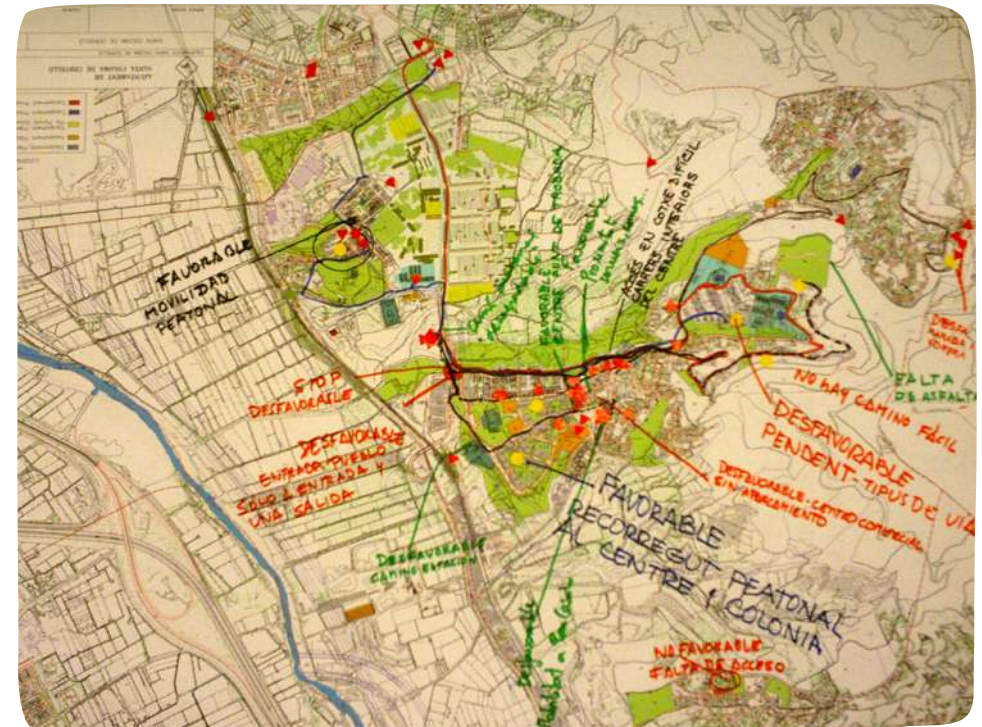
**Useful advice**

Depending on the abilities of the group, it can be completed as a written exercise without using the map; the result is very similar.

If the group has problems writing fluently, groups of 3 or 4 can be formed to develop the first part. One person is in charge of taking notes and then continue to step 4.

To get the best results, it's recommended to do the activity with a person specialized in urban planning and gender.

This exercise is very efficient for extracting experiences of people who live in a neighborhood in order to systematize the information in variables that are used in urban planning, and therefore, it can be useful to speak with representatives of the municipality.



Santa Coloma de Cervelló, 2010



Roquetes, 2009



### What does it accomplish?

The walk helps to register through photographs the elements and situations that we consider important for describing our daily surroundings. The photographs will help to explain through our own views the image that we have of the neighborhood where we live.

### Total time

2:30

### What materials are needed?

- Handout 2: Participants
- Copy of DUG handout for each participant
- Map of neighborhood or municipality: one for each participant
- Pens and Markers
- Folder or something similar for each participant
- Camera, video recorder
- Computer to view and store the images

### Skills needed



### Where?



### What information do we obtain?

- Points of interest in the neighborhood that explain daily life.
- Photographs to describe those points.
- Materials for demonstrating these elements.

### How do we do it?

#### INDIVIDUAL ACTIVITY

1  
20 min

**READING FROM THE DUG:** we read the list of questions from the DUG to understand the elements or aspects that we will look at during the tour.

2  
10 min

**CHOOSE QUESTIONS, THE ROUTE AND ITS STOPS:** among everyone, we decide what questions we want to respond to with the photographs and the stops that we will make during the tour. We will prepare a sheet with the questions and the map with the route and its stops. \*

#### GROUP ACTIVITY

3  
10 min

**MEETING POINT:** set an easy and central meeting point that's convenient for us all to begin walking. All the participants should have the sheet of questions that we want to respond to with the photographs and map of the trip.

4  
90 min

**FOLLOW THE PATH AND PHOTOGRAPH THE PUBLIC SPACE:** we capture through photos the parts of the neighborhood that we consider significant for responding to the questions and explaining our life in the neighborhood.

5  
20 min

**FINAL STOP AND BRAINSTORM:** at the final stop, we collect the photographs and discuss the themes that have emerged.

#### \* Some questions that we can formulate are:

Which place do you like the best?

Which place do you like the least?

Which space for you is most representative of the neighborhood?

Is it easy to move through the neighborhood?

We add whatever else we consider relevant.

#### Useful advice

It must be emphasized that the DUG is a tool for reflection and analysis of the everyday life environment. It is a guide for themes to have in mind.

This activity can be combined with 2.1 QUESTIONNAIRE in order to prepare the question guide and the map of the walk, which should be printed before the walk.

A session after the walk can also be completed together indoors to discuss what we have photographed and the ideas that have emerged.

If the group is very large, smaller groups can be formed and complete a session after the walk to explain what we have analyzed.

This activity can focus on a street, plaza, specific environment that we want to address, or also it can be completed in the entire neighborhood.



Esparreguera, 2009



Esparreguera, 2009

**What's the purpose?**

The community map helps situate ourselves on a large-dimension map that contains the everyday life spaces of the neighborhood or area of study. It lets us mark and draw the elements that we use and note our perceptions directly on the map. It also helps involve people from the neighborhood that are walking by.

**Total time**

2:30

**What materials are needed?**

- Handout 2: Participants
- Handout 7: Observation of the participants
- Copy of DUG handout for each participant
- Gigantic map with references
- Pens and markers
- Stickers and sticky notes of different colors
- Plastic to cover the map
- Tape to attach to the pavement
- Camera

**Skills needed**



**Where?**



\* The activity can also be completed in an interior meeting space, as long as we have available a large area and are allowed to place the map on the floor and that people can circulate on top of it.

**What information do we get?**

- Group report of the neighborhood from daily experience.
- Different perceptions from the people in the neighborhood reflected on one map.
- A large map that can be displayed or continue to be used for analysis.



Caldes de Montbui, 2010

**How do we do it?**

**INDIVIDUAL ACTIVITY**

1  
20 min

**READING FROM THE DUG:** we read the list of questions from the DUG in order to understand the aspects or elements that we will be working on in relation to the map.

2  
10 min

**CHOOSE THE QUESTIONS TO WORK ON:** among the participants, we decide which questions we want to respond to on the map and the color coding / symbols that we want to use to mark our responses. \* \*

- \* \* Which questions can we propose?
  - What neighborhood spaces do you use?
  - Why do you choose certain streets to walk down?
  - Where do you meet friends?
  - Where do you choose to rest?
  - Where do you play?
  - Where do you go shopping?
  - What spaces do you use?
  - Is there a certain place that you don't use because you don't like it?

**How can we graphically show these ideas?**  
Each question can be responded to with different color notes, with icons of the variables to mark different characteristics, or drawing and writing on the map what we want to explain.



Barcelona, 2012

**GROUP ACTIVITY**3  
20 min

**PLACE THE MAP IN THE CHOSEN PLACE:** if it has been printed in pieces, first unite them together into one piece. We cover the map with plastic and fix it on the pavement with tape.

4  
10 min

**PRESENT THE THEME:** we present the theme that we are working on with the map and we explain why we want to complete this activity.

5  
20 min

**SITUATE OURSELVES ON THE MAP:** we begin by showing the places where we live with the help of color stickers.

6  
50 min

**DESCRIBE AND SHOW:** once situated on the map, each person responds to the questions that we have decided upon in step 2, using the agreed color codes / symbols. For example, we can use sticky notes to write comments and evaluations on the marked places or draw using markers whatever isn't already drawn. It will help to reinforce aspects that we want to stand out. \* \* \*

7  
20 min

**DISCUSS OUR COMMUNITY MAP:** when convenient, we start the discussion on the themes that have emerged. To keep this valuable information we should keep notes, take photos of the activity, the map, and the questions because they will serve to explain and continue the activity.

\* \* \* We can invite people that are passing through the street to also respond to our questions and actively participate in the development of the community map.

Let's remember that we should try to register their responses on the observation Handout in order to evaluate the number of people that were involved and the profile that they had.



Caldes de Montbui, 2010



Barcelona, 2012

**Useful advice**

If we want to involve different people spontaneously, we should choose a space in the neighborhood that is frequently visited and visible.

Some questions from the DUG can be printed so that the people who participate can reflect before showing their experience on the map.

It's not necessary that all the people follow the guide, because the map is a dynamic work that will be filled in as people decide to participate.

This activity can be fun and linked with other events. In addition to collecting diverse experiences, it gives visibility to our work.

Some of us should be in charge of: filling in Handout 7 of the participants, noting the contributions, and taking photos during the activity.

### What's the purpose?

Perceptive maps help visualize the physical and social limits that hinder or help the use of spaces and to specify the qualities that let us use and enjoy the space with autonomy and security. Both the spaces considered prohibited because they produce fear or difficulty in using them, as well as the places that we frequent because they are pleasant and beautiful, should be located on the map.

### Total time

2:00

### Where?



### What materials are necessary?

- Handout 2: Participants
- Copy of the DUG for each participant
- Paper for note taking
- Map of the neighborhood or municipality: one for each participant
- Large map of the area for working on: one for the workshop
- Pens and Markers
- Stickers and sticky notes of different colors
- Board or large sheets of paper
- Tape, thumbtacks, and scissors
- Camera

### Skills needed



### What information do we get?

- The individual maps with the placement of the positive or negative perceptions of the neighborhood spaces that we use the most, as well as the reasons that justify the selections.
- A list with supporting reasons of the 3 spaces considered to be the most agreeable and appropriate places, and the 3 that we consider disagreeable and prohibited.
- A consensus-based group map where we see the location of the spaces with the different perceptions and justifications.



Buenos Aires, 2012

### How do we do it?

#### INDIVIDUAL ACTIVITY

1  
10 min

**READING FROM THE DUG:** we read the list of questions from the DUG to understand the aspects or elements that we will show on the map.

2  
10 min

**SHOW PERCEPTIONS:** each person marks on their individual map, with stickers or markers, the spaces of the neighborhood in which they enjoy and feel safe (positive), and those that make them feel unsafe, uncomfortable, or through which they prefer not to travel (negative). We decide upon a color code to make it easier to read the perceptions as a group. As a guide for locating the negative places, we can ask ourselves: Which spaces present difficulties in getting there or using them? Which situations create inconveniences when we want to use a space? What is the perception of safety? In a similar way, we can determine questions about the places in which we feel are our own, in which it is enjoyable and safe to be and where we can move freely with autonomy. \*

3  
20 min

**DESCRIPTION:** We describe and note the reason(s) why we have marked the places as negative and positive. On the same individual map, we place these reasons: at the side of the indicated place, on sticky notes, or on the margin of the map.

#### \* What is noted as POSITIVE?

Spaces and situations that we consider our own, accessible and enjoyable.

#### What is noted as NEGATIVE?

Spaces and situations that we consider as inaccessible, unsafe, and not enjoyable.



Ripollet, 2009

### GROUP ACTIVITY

4

20 min

**GROUP WORK:** we form small groups of 3 or 4 persons to share our individual evaluations. Each participant shares their reasoning. To continue working, we collectively choose the perceptions that we agree upon the most: 3 negative and 3 positive.

5

20 min

**MAPPING THE CONSENSUS:** each group places the consensus on a map and indicates the positive and negative places. Afterwards, we note the reasons for justifying the selection of the positive and negative perceptions.

6

20 min

**PRESENTATION TO THE WHOLE GROUP:** we name a spokesperson for each group to present the selection of the perceptions based on the written justifications. One person should take notes of all the proposed thoughts on the board or on a large piece of paper: list in one column the positive themes and the negative ones in another column. Before going on to the next step, we should take a photo of the list.

7

10 min

**GROUP PRIORITIZATION:** after completing the presentations, we hold a vote to choose 3 aspects, elements, or spaces that are most favorable and 3 that are the least favorable. We continue working on them together as an entire group. We then take a photo of the priorities.

8

10 min

**DISCUSSION OF PROPOSALS:** among ourselves we discuss and provide arguments and possible solutions to the elements or spaces that we have prioritized. The result can be collected as a brainstorm. It's necessary that someone take notes of the ideas that emerge on the board or on large sheets of paper.

### Useful advice

It's important to keep in mind that the elements or situations are not 100% positive or negative; this activity helps to recognize multiple perspectives. It could be that the same space, for example a plaza, could include positive aspects (because we can rest and play in the shade) and negative aspects (because there is a corner that makes us change our direction). It is fundamental to take the necessary time to explain each perception and reflect on which are the factors, both physical and social, that give us these sensations and feelings.

In this activity, where we deal with perceptions and the spaces that seem unsafe, it's recommended that the groups are formed only by women. This way we will avoid anyone feeling uncomfortable when explaining their own experience.



Castelldefels, 2011

# 3

## SHARING OUR EXPERIENCE

Activity 3.1 **ACTIVIST WALK**

Activity 3.2 **EXHIBITION**

Activity 3.3 **STREET PARTY**

Activity 3.4 **LET'S OCCUPY THE SPACE**

It's important to make different people aware (the municipality, the neighborhood, other groups, etc.) of our everyday life experience in the environment where we live and the elements that describe it: this knowledge is a contribution that women bring to society. We have to name, evaluate and transmit this knowledge so that it is included in the planning process, defining and transforming the environment that we live in and influence the necessary changes.

With the activities through which we analyzed our everyday environment in the neighborhoods we have generated a lot of information to share. With the spread of this knowledge, we begin the necessary transformations to improve what isn't working and we reinforce the aspects that facilitate our everyday life.

In this section, we will find activities that will help us to share all that we know with other people and summarize other experiences.

#### What's the purpose?

The activist walk helps to defend an objective in relation to our everyday environment and involve people that we encounter along the way. It's also a tool for being more conscious of the knowledge that we have and being able to transmit it in all the activities that we do.

#### Total time

2:30

#### What materials are necessary?

- Handout 2: Participants
- Handout 7: Observation of participants
- Copy of the DUG for each participant
- Map of the journey: one for each participant
- Different items to energize the group
- Camera (with video capability)

#### Skills needed



#### Where?



\* The route will depend on what the objective is. The places that we will pass through during the trip will be chosen as a function of this objective. For example, if we want to point out spaces in our daily lives that we consider unsafe and that we want to make our own, or if we want to reclaim spaces for public space such as a meeting place in poor conditions or an abandoned outdoor space. If it's planned as a continuation of another activity (activities section part 2 of this guide), that result can be used as a jumping off point.

#### What information do we get?

- The completed questionnaires.
- The generated observations.
- The list of most relevant questions.
- A brainstorm from the final discussion.

With the information generated, we can create a report that collects all the steps and the extracted facts. We can scan or photograph some documents to share with others.



Barcelona, 2009

#### How do we do it?

##### GROUP ACTIVITY

1  
30 min

**DEFINING THE OBJECT OF OUR ACTIVISM:** among ourselves, we decide what is the object of our activism, the places where we will travel, the stops we will make, and why. \* \*

2  
10 min

**MEETING POINT:** set an easy and central meeting place that is convenient for all of us to begin the walk. If we want to involve different people spontaneously, we should follow a busy and visible route.

3  
90 min

**GO THROUGH AND RECLAIM THE PUBLIC SPACE:** we will have a start and end point for the walk. We will make stops at the selected points (create 8-10 stops at most). At each stop, one person will be in charge of reading or saying the reason why it has been selected and will invite other participants to share their opinions. Before moving on to the next stop, we can leave testimonials in the space, using chalk or sticky notes where we write sentences related to the discussion and the reclamation. Some of us will be in charge of completing the Handout of observations from assistants.

4  
20 min

**POINT OF FINAL REFLECTION:** at the last stop, we summarize the walk and discuss the themes that have emerged.

\* \* It's recommended to make an informative brochure (size A4 is sufficient) to inform the people along the route who are interested in our activism. This requires more dedication and resources.

##### Useful advice

As an organized group, we can invite other groups of women, neighbors, or associations so that they add to the activism and participate in the walk. It's a way of beginning to involve other people in addition to making the work that we are accomplishing visible to others.

We can invite people from the municipality or publicize the event if we want to have greater reach.

One of us should be in charge of: completing Handout 7 to know afterwards what type of people were interested or expressed curiosity.

We should remember that the objective is to be visible and heard by the community, so to accomplish that, we can use our creativity to include elements that help to identify us better. For example, same color shirts, noisemakers, posters about our march, or carrying objects that have to do with what we are reclaiming: shopping carts, strollers, wheelchairs, etc.

To leave testimony of the journey, we can use chalk or sticky notes that can be cleaned or removed without damaging the public space. We can also use confetti to leave a trail behind us.

**What's the purpose?**

The exhibition helps to inform other people of the results from the activities we have completed (section 2). It can also be the final element of an activity we are drawing to a close.

**Total time**

To be determined depending on the material that we have

**What materials are needed?**

- Materials resulting from the completed activities
- Panels and materials for displaying information

**Skills needed**



**Where?**



\* It can be completed outside or indoors.

The chosen space should be prepared to welcome the exhibition, that is to say, to have walls or screens to hang panels, good lighting and the possibility of having projections. It can be outside or indoors (the meeting space for the group, a space provided by a public organization, a busy plaza, etc.). It's important to be in a busy and visible location.



Barcelona, 2010

**How do we do it?**

**BEFORE THE EXHIBITION:**

- Decide which of our activities are ready for the exhibition.
- Collect and organize the material that we have and will be showing.
- Look for an adequate space.
- Develop the panels that will be shown in the exhibition:
  - One of the panels should describe the purpose of the exhibition.
  - Define the information that will explain the activities being exhibited (walk, map, etc.), the purposes, who has participated, dates, places, etc.
  - It's important to show the results of the activities, including the maps, photos, or videos, as well as a summary of the memories or written documents that we can use as text on the panels.

**DURING THE EXHIBITION:**

- Before the opening, disseminate the event as much as possible, at the personal level (word of mouth), through social networks, or through posters situated in visible places of the neighborhood, pamphlets, etc.
- Strategically invite people to visit the exhibition with the intention of showing the work that we are completing and creating networks with these people.
- Document with photographs the final presentation, the exhibition opening, etc.

**AFTER THE EXHIBITION:**

- Spread news of the event and decide how to continue.

**Useful advice**

We can formulate the exhibition as a participatory activity . For example, invite the visitors to attach sticky notes with commentary on the maps or photographs, or place a panel with questions and blank space for people to leave comments.

We can take advantage of the fact that we made these panels to lend and display them in other spaces, other neighborhoods, etc. It can be a travelling exhibition.

We have to make sure that the space of the exhibition gives visibility to the group as a whole.



Barcelona, 2010



#### What's the purpose?

The street party helps move some of the activities where we describe and analyze our daily environment (section 2) to the neighborhood in a festive environment. It allows us to involve the neighbors in the activities and promote their participation and other groups' participation as well: youth, children, etc.

#### Total time

To be determined depending on the material that we have

#### What materials are needed?

- Handout 7: Observation of participants
- Tables, chairs, board, etc. We should think about how to distribute to the people according to the activity and the space available
- Items to decorate and make a festive space
- Informational material that encourages participation
- Camera (with video capability)

#### Skills needed



#### Where?



\* It depends whether the objective is to show the activity to the neighborhood, or whether it's enough to only involve a specific location. We can be located on a street, a park, a public space, a train station, etc.

#### How do we do it?

##### BEFORE THE PARTY:

- Define, as organizers, the objective and which activities we can carry out in the street.
- Choose the space, keeping in mind what people want to invite and what needs we should be aware of. For example, if we invite families to participate with small children, we can offer childcare services.
- Broadcast the activity, personally (word of mouth) in social networks or through pamphlets and posters located in visible, busy places in the municipality or neighborhood.
- Strategically invite people to visit the exhibition with the intention of showing the work that we are carrying out in order to create networks.
- Prepare the party space with available materials.

##### DURING THE PARTY:

- Introduce our group and explain the objective of the party.
- Explain and promote the activities that we are completing.
- Show results of the activity during the party: show all the materials from the participatory activities. Invite participants to explain their proposals.
- Towards the end, we will have a collective reflection among all the participants. It can be a panel where the people can write about what has been proposed and completed.
- Take photographs throughout the party and also the results.



Granollers, 2007



Granollers, 2007

#### Useful advice

One of us should be in charge of completing Handout 7 to know afterwards what type of people were interested or expressed curiosity about the activity.

Choose dynamic activities, that is to say, that can be completed on foot or using movement. Some formats might have to be adapted for this. We should remember that we want to share and evaluate the everyday life experience of other people and share our own vision. We should remember to complete the activity first among ourselves.

#### What's the purpose?

The occupation of a space helps to reclaim places that we typically can't access, to take back the street as ours, to improve the safety of a space, etc.

#### Total time

To be determined depending on the material that we have

#### What materials are needed?

- Handout 7: Observation of participants
- Everyday life items that help us to occupy the space
- Items of support if we want to put on a show/ presentation
- Camera (with video capability)

#### Skills needed

They will depend on the action being completed

#### Where?



\* The meeting place will depend on the action's objective.



Tartàreu, 2006

#### How do we do it?

It will depend on the action. The possibilities are very diverse. It can be an occupation related to an act of reclamation or a protest to affect a large amount of territory and society; or it can deal with a local occupation to change the daily use of a space, plaza, corner, etc.



Vinebre, 2008

#### Useful advice

One of us should be in charge of completing Handout 7 of participants in order to know afterwards what type of people are interested or expressed curiosity in the activity.

The safe and autonomous use of public space by women is a right that we have to reclaim. This action can simply be sitting as a group of friends in a public space, which for various reasons we can't use, for example, because it's occupied by people who conduct criminal activities that harm the entire neighborhood. We can also join organized campaigns in other organizations that protest for the rights of women in different locations around the world and become the promoters of these actions in our city.

# 4

## CONTINUING OUR WORK

Activity 4.1 EVALUATE WHAT WE'VE DONE

Activity 4.2 REPORT OF ACTIVITIES

At this point in the process, we have to continue working and decide how we want to continue the work we have done.

As a first step, we can evaluate how the process of empowerment has been developed to this point. For each activity, we have taken attendance and documented the changes that we've observed over time. We can also evaluate together what the active participation in this process has meant for us individually and collectively.

As a second step, we can ask ourselves what else we want to continue working on. One option is to present and share the results of the empowerment process. We will have already chosen and organized all the extracted information from the proposed activities throughout the empowerment phase. Since the beginning of the process, some of us have been in charge of this task so that the completed work is not lost.

In this section we will encounter activities to organize the evaluation and the report of activities.

## 4.1 EVALUATE WHAT WE'VE DONE

### What's the purpose?

The evaluation helps us to concretely know how an activity has gone and how the empowerment process is still going. It helps to improve this process and validate what we've carried out. It's useful to know where we want to go from here.

### Total time

1:00

### Where?



### What materials are needed?

- Handout 6: Evaluation
- Paper for note taking
- Pens
- Board or large sheets of paper
- Chalk or markers
- Tape, push pins, and scissors
- Camera (with video capability)

### Skills needed



Barcelona, 2006

This is an oral and written exercise, group and individual, where we respond to the questions of an evaluation questionnaire.

4

### How do we do it?

#### INDIVIDUAL ACTIVITY

1  
10 min

**RESPOND TO THE EVALUATION QUESTIONNAIRE:** each participant responds to the questionnaire on Handout 6 Evaluation.

#### GROUP ACTIVITY

2  
20 min

**PRESENTATION IN SMALL GROUPS:** in smaller groups, each participant presents to others their evaluations and contributions. They discuss and agree on common positions. One person should take notes on the evaluations and agreements.

3  
20 min

**GENERAL GROUP DISCUSSION:** through a spokesperson, each small group presents to the rest their evaluations and agreements. There is an open discussion to arrive at general consensus. One participant will note on the board or large sheets of paper all the ideas that emerge.

4  
10 min

**GROUP EVALUATION:** one of us will be in charge of writing up the group evaluation, which will be attached to the rest of the individual evaluations as a record of the activity.

#### Useful advice

The evaluation is part of a process of growth and consolidation of our group, and the more critiques we have, the better we will be able to determine our next actions. It's important to contribute our opinion, to express what things we have liked, what we would change, and offer proposals for improvement.



Cervera, 2007

### What's the purpose?

The report of activities helps to unify and organize the information. It allows presenting, broadcasting, and continuing to work on the results of the empowerment process.

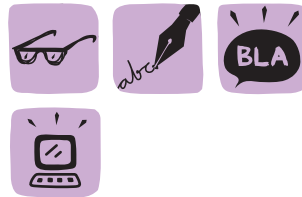
#### Total time

It depends on how we organize ourselves

#### What materials are needed?

- All of the Handout 2 from the participants that we have collected during the activities
- Written documents and images that we have created in the activities
- Computer
- Materials to make the presentation of the report

#### Skills needed



#### Where?



### How do we do it?

- We meet and organize the written documents and the images that each activity has produced.
- We create a report about the entire process and we illustrate it with the images and/or videos. We use the document and the work meetings to return to the favorable aspects, the needs, the changes that we want to make, and why we want them. We propose ways to achieve these changes. It's important to be clear with the expectations and opportunities available as to not create unrealistic expectations.
- Once we have organized the information in the chosen format, we decide to whom we would like to direct it to. Among ourselves, we name someone who is in charge of distributing the results, not only at the instructional level, but also by other means; who attends the meetings; who contact media; who are the spokespeople, etc. We recommend that the women who participate in the distribution and follow-up reflect the diversity of the group in age, origin, ethnicity, etc.
- Finally, it's important to follow-up not only with conversations that already exist as well as with institutions and other groups: it's essential to continue with the agreements that have been reached so that they aren't wasted but rather that they can be further developed.

#### Useful advice

We recommend having all the materials in a digital format, scanned, with photographs and/or videos to assure that none of it is lost or deteriorates. This information is priceless.

Each association or group knows which are its networks in their surroundings (city, town, settlement, etc.) and where they need to direct their attention. In general, it's important to choose diverse means. If we want to present the report to the municipal government, we should choose the most relevant means to the objective that we are addressing. For example, we can contact the Planning and Urban Development Office, the Department of Equality, the office that works with Neighborhoods, Social Services, the Department of Public Participation, etc. We also can look for specialists in gender issues to accompany us in the process, help us contact the institution where we would like to present our results and be able to open up a dialogue.

Independently of starting a dialogue, we can share the completed work through other means, since it can serve to put pressure on, capture the attention of and involve the rest of the community. We can share the results through different means of communication: local press, television, radio, social networks, etc. The objective is for the people to know what's taking place and talk about it.

We need to develop a strategy for deciding when we will broadcast the completed work and when we will share it with other institutions or organizations. For example, it's important to keep in mind the time of year when we will have the most influence. We won't hold meetings or publicize our organization during periods of vacation, since we won't be able to capture the amount of attention that we want. And in the case of the institutions, a good time to contact them could be before the approval of the municipality's yearly budget.



Termens, 2009

## EXPERIENCES

In this section, we offer you a selection of the completed experiences of Col·lectiu Punt 6 with different groups of women (in some cases also with men) that will help you complete the different activities and combine them for your own use.

You have to keep in mind that these experiences respond to particular contexts and situations. Nevertheless, we believe that they can be useful when it comes time to design your empowerment plan.

Contrary to the approach of this guide, some of the experiences that we highlight were carried out at the request of the municipality, whether because they were being developed in a Neighborhood Plan, as was the case of Experience 7 in the neighborhood of Congost in Granollers, or through empowerment workshops of women's associations promoted by the Catalan Institute of Women, as in Experience 1. There are also examples led by neighborhood women's associations as in Experience 3 from the neighborhood of Porta or as in Experience 6, from the Historic Center, both in Barcelona. Another example about the reclamation of a concrete theme, in Experience 2, involves the public washhouses in Caldes de Montbui. We think that all of the experiences provide information that helps us plan our activities.

In none of the experiences does the "Informing Ourselves" phase appear, as is proposed in this guide. In all of these cases, we have led it from the Col·lectiu Punt 6 in a discussion format as leaders of the activity. With this guide, we are proposing for you to complete it autonomously.

### EXPERIENCE 1: SANTA MARGARIDA I ELS MONJOS

Activity 2.4: **DAILY ITINERARY LIST**  
Activity 2.6: **PHOTO WALK**  
Activity 4.2: **REPORT OF ACTIVITIES**

### EXPERIENCE 2: CALDES DE MONTBUI, BARCELONA

Activity 2.2: **EXPLORATORY WALK**  
Activity 2.7: **COMMUNITY MAP**  
Activity 3.2: **EXHIBITION**

### EXPERIENCE 3: NEIGHBORHOOD OF PORTA IN NOU BARRIS, BARCELONA

Activity 3.1: **ACTIVIST WALK**  
Activity 3.4: **LET'S OCCUPY THE SPACE**

### EXPERIENCE 4: NEIGHBORHOOD OF LES CORTS, BARCELONA

Activity 2.7: **COMMUNITY MAP**  
Activity 3.2: **EXHIBITION**  
Activity 4.2: **REPORT OF ACTIVITIES**

### EXPERIENCE 5: NEIGHBORHOOD OF POBLE SEC, BARCELONA

Activity 2.5: **EVERYDAY LIFE NETWORK**  
Activity 2.6: **PHOTO WALK**  
Activity 2.8: **PERCEPTIVE MAP**  
Activity 4.2: **REPORT OF ACTIVITIES**

### EXPERIENCE 6: NEIGHBORHOOD OF CASC ANTIC, BARCELONA

Activity 3.1: **ACTIVIST WALK**

### EXPERIENCE 7: NEIGHBORHOOD OF CONGOST, GRANOLLERS

Activity 2.2: **EXPLORATORY WALK**  
Activity 2.5: **EVERYDAY LIFE NETWORK**  
Activity 4.2: **REPORT OF ACTIVITIES**

## EXPERIENCE 1: SANTA MARGARIDA I ELS MONJOS

“THE PARTICIPATION OF WOMEN IN THE CONSTRUCTION OF THE CITY”

### Context of the experience

This activity is one of the 84 empowerment workshops that we conducted in Catalan with the “Tools of Participation” program from 2005-2010 with the Catalan Institute of Women. The workshop “The participation of women in the construction of the city” was a free training resource for strengthening women’s organizations, the creation of networks between them, and in this case, growing their social and political participation in the urban environment.

The proposal was promoted by a specialist of Equality of the Municipality to encourage participants to make their contributions to the Municipal Urban Plan before the public hearing period ended.

- \* **Date and place:** Monday, January 26, 2009, 5pm to 8pm. Adult Education Center, Santa Margarida i els Monjos, Province of Barcelona, Spain.
- \* **Participants:** 20 women, similar in respect to age and work situation, with the exception of one migrant woman with daughters. Also, an expert from Equality and the team from Col·lectiu Punt 6.
- \* **Length of the activity:** 3 hours.

### What have we accomplished?

At first, we held an introduction about the need for addressing urban problems from a gender perspective and everything that our experience can contribute to the planning of the spaces where we live (activity carried out by Col·lectiu Punt 6). Afterwards, starting with the way we move through urban spaces (Activity 2.4: **DAILY ITINERARY LIST**), the participants described favorable and unfavorable aspects of their everyday lives.

The result was expressed in a report that included the areas of consensus (Activity 4.2: **REPORT OF ACTIVITIES**) and in the photographs made by the organizers to illustrate the activity and some of the described aspects (Activity 2.6: **PHOTO WALK**).

### Result of the empowerment

The meeting promoted by the Equality specialist helped to improve the dialogue between different departments of the Municipality and give a safe place for women to share their experiences that they’ve had in the environment where they live.

The fact that the workshop took place during the public hearing period of the Municipal Urban Planning Plan offered the opportunity to analyze, debate, and spread the physical and social ideas that could improve or not the everyday life of women and of people they care for.

The methodology of the workshop values the individual experience, collects, and amplifies, as a group, the ideas and necessary agreements to carry out proposals.



### Useful advice

- The sectorial workshops (with women) are key for the empowerment and as preparation for the large meetings that include a diversity of genders, ages, sexes, ethnicity, etc.
- If the meeting is for a town with similar characteristics, the word of mouth is the most effective way to encourage people’s participation.
- It’s necessary to give continuity to the expectations created through the workshop to strengthen public participation and value the knowledge that comes from our everyday life experiences.

For the women, the River Park of the Foix is a natural space to pass through: there is sun and shade, places to sit, playgrounds, and gymnastic equipment for various ages. Furthermore, it is an open space for everyone. The network of parks is highly valued among the population.



For the women, the train is not an alternative mode of transportation. The station is “far away” from the urban core, even though the actual distance is short. There isn’t lighting, it’s not well maintained, and the ticket machine doesn’t work, it’s located in an unsafe industrial zone between vacant lots, the crossing platform above the train tracks is dangerous, and it restricts accessibility; it’s a place with higher levels of crime, etc.

## EXPERIENCE 2: CALDES DE MONTBUI, BARCELONA

“PUBLIC WASHHOUSES AS SPACES OF INTERACTION”

### Context of the Experience

We proposed this activity because we wanted to help the reclamation of the existing community public washhouses in the context of the MIAU (International Show of Urban Art 2010 in Caldes de Montbui). The proposal suggested a trip through the surroundings of the rehabilitated public washhouses in disuse in order to evaluate the opportunity of converting them into meeting places.

MIAU is a project of cultural revitalization that promotes the creative participation of different social agents through artistic projects and collaborations in the public space. The show incentivizes an art of reclamation and compromise to intensify the relationship between spaces and people.

\* **Date and place:** Saturday, September 18, 2010 from 11am to 2pm. Surroundings of the public washhouses in the center of the town, Caldes de Montbui, Province of Barcelona, Spain.

\* **Participants:** 35 people with diverse ages, sexes and residency, in addition to the organizers and coordinators from Col·lectiu Punt 6.

\* **Length of the activity:** 3 hours.

### What have we accomplished?

To develop the proposal with a gender perspective, we studied the history of the public washhouses focusing on the recognition of the memory, solidarity, and the reinterpretation of these places in the everyday life of the inhabitants of Caldes. This helped us to introduce the activity (activity developed by Col·lectiu Punt 6). During the exploratory walk, neighbors and participants in general were reconstructing past, present, and future relationships that these emblematic places keep and evoke (Activity 2.2: **EXPLORATORY WALK**). In the final stop, the town plaza, we traced on a map of the surroundings of the public washhouses, the routes that were usually taken by participants, and with colored labels we noted reflections that explained the history, the current state, and the desire to integrate them into the life of the city (Activity 2.7 **COMMUNITY MAP**). This map remained displayed for some hours in the main town plaza to show and continue the activity with the people who wanted to participate (Activity 3.2 **EXHIBITION**).

### Result of the Empowerment

The MIAU promotes the discovery of new looks and uses to incorporate the thermal water into the life of the city. The people who participated in the journey, mostly the women, shared their ancestral links that remain in the culture but those that are disappearing with the abandoned buildings of some public washhouses. The exploratory walk helped the community to talk, evaluate their histories, make visible opportunities to use the public washhouses and develop ways to get involved in the recuperation of these spaces.



Women who still use the public washhouses and benefit from them participated in the walk.

### Useful advice

- The knowledge that we have of everyday life is a necessary element to include when valuing and planning the places where we live. Therefore, and because it brings a lot of information about the community, it's important for it to be the central focus of these meetings.
- Hold the activity on a holiday, forming part of a series of guided activities to a large audience, getting a big impact and many views that can add to our cause.
- The proposed itinerary, focusing on the public washhouses, should develop links with other everyday life activities: modes of mobility, commerce, use of public facilities, etc.



We take a trip through the existing public washhouses through Caldes de Montbui.



## EXPERIENCE 3: NEIGHBORHOOD OF PORTA IN NOU BARRIS, BCN

JANE'S WALK 2012

### Context of the experience

Jane's Walks are an international activity that commemorates the work of the urban activist and writer Jane Jacobs during the decade of the 1960s. The activity develops a journey through a neighborhood to establish contact with the environment and with other people, breaking social and geographic barriers and creating a space for the cities to discover themselves.

The annual Jane's Walk in Barcelona is promoted by Col·lectiu Punt 6, visiting different neighborhoods of the city each year. On this occasion, we contacted the Neighborhood Association (AV) of the Porta neighborhood, in the district of Nou Barris in order to energize the journey.

- \* **Date and place:** Saturday, May 5, 2012 from 5pm to 7pm. Neighborhood of Porta, Nou Barris, Barcelona, Spain.
- \* **Participants:** 30 people of diverse age, sex, and residence in addition to representative from the Association and organizers from Col·lectiu Punt 6.
- \* **Length of the activity:** 2 hours.

### What did we do?

Jane's Walks are organized voluntarily and for free. Any person who lives in, works in or uses the neighborhood can lead these walks. They aren't walks exclusively about architecture, but rather they also offer a personal look at the local culture, social history, and the urban problems that face the people living there. Jane Jacobs used to fervently defend the fact that the inhabitants of a neighborhood are the ones who best understand how it functions and what is necessary to improve and strengthen it. In previous meetings, we looked for the involvement of neighbors who wanted to talk about the everyday life experiences of the neighborhood. From this point, we defined the proposal, elaborating on the necessary materials and tracing the route through the neighborhood. During the activity, the participants followed the proposed route of the neighborhood association (Activity 3.1 **ACTIVIST WALK**) and we evaluated the "Urban Garden" as an example of an empowerment activity carried out by neighborhood residents (Activity 3.4: **LET'S OCCUPY THE SPACE**).

### Result of the Empowerment

Dealing with an international event, we managed to attract a lot of neighbors of Barcelona with different motivations, but a shared interest in knowing about the everyday life in the neighborhood of Porta in Nou Barris.

The organization and shared meeting with the Neighborhood Association of Porta helped the community to name and evaluate its history, the ups and downs of its trajectory, and the desire to continue involving themselves in the community work. It was an opportunity to recognize the work of the neighborhood as central for the changes that have taken place in the neighborhood in recent years, and to share that everyday life experience of a very active and concerned neighborhood in the city.



Commemorative t-shirt of the event held by Col·lectiu Punt 6.

### Useful advice

- The shared meeting with the neighborhood association triggered women's participation.
- The day and time of the meeting, Saturday afternoon, allows for diverse participation, but doesn't allow for seeing the everyday life use of the neighborhood on a regular working day.
- The places chosen for the itinerary should exemplify favorable and unfavorable changes over the last few years.
- The shared dynamism of a woman who has experienced all of the neighborhood changes and the president of the neighborhood association enriched the vision of the neighborhood.



The Jane's Walk, Barcelona 2012, with neighbors, and people from Barcelona with diverse interests in the topic.

## EXPERIENCE 4: NEIGHBORHOOD OF LES CORTS, BARCELONA

"MAP OF THE EVERYDAY LIFE EXPERIENCES IN LES CORTS"

### Context of the experience

The activity was promoted by the Center of Information and Attention for Women and the Center for Youth Information in the neighborhood of Les Corts, in Barcelona. It was part of the activities for International Women's Day (March 8). The completed activity was a participatory workshop: "Urban planning and gender: use of the city from the experience of women".

- \* **Date and place:** Saturday, March 10, 2012 from 5:30pm to 6:30pm, in the Comas Plaza, neighborhood of Les Corts, Barcelona.
- \* **Participants:** 30 people of diverse age, sex, and residence, in addition to the experts from the neighborhood and the organizers from Col·lectiu Punt 6.
- \* **Length of the activity:** 1 hour.

### What did we do?

We began with a small introduction about the need for approaching urban problems with a gender perspective (activity developed by Col·lectiu Punt 6). Afterwards, we invited both the people who specifically came to participate as well as those who were passing by to draw, trace, and write on the neighborhood map placed on the ground of the plaza all of the things that would describe their everyday life activities in the neighborhood, that's to say, to complement the information of the map with the daily experiences of the people (Activity 2.7: **COMMUNITY MAP**). The results were displayed on a map suitable for presentation (Activity 3.2: **EXHIBITION**) and the shared discussions helped to develop a report (Activity 4.2: **REPORT OF ACTIVITIES**). This way of collecting results helps to promote additional activities afterwards.

### Result of the empowerment

This type of meeting guarantees a generational dialog between the community, and it's an opportunity to display and give lectures about the activities and the spaces that the people are describing when they talk about their everyday life experiences.

It also offers the possibility of questioning how everyday life experiences are analyzed in their neighborhood and city. In the activity, large and small scale topics are discussed such as mobility, location of public facilities, or the use of spaces in relation to the center of the neighborhood.

The activity allows the location, marking, and relation of aspects in everyday life with the diversity of gender, age, and permanent/transitory use of some spaces. It also helped to draw proposed actions or write opinions on labels to achieve a participatory process.

### Useful advice

- The **meeting** of different groups (women and youth) helps to incentivize the participation of youth, boys and girls, women and other neighbors.
- Within the programming of March 8, the activity has an air of solidarity. The **day and time** of the meeting, Saturday afternoon, allowed the participation of invited people as well as those passing through the plaza.
- The **location allowed** the attraction of more people because the plaza not only has meaning for the community but also because of the elementary school that is accessed through its facades, the headquarters of the District, commercial activities, and services on ground floors, and a small playground.



Explanation of the situation.



Developing the map.



Resulting map from the activity.

## EXPERIENCE 5: NEIGHBORHOOD OF POBLE SEC, BARCELONA

PARTICIPATORY PROCESS WITH WOMEN FROM ASSOCIATIONS IN THE DISTRICT OF SANTS-MONTJUÏC

### Context of the Experience

The women's groups of Sants-Montjuic prepared the topic of urban planning for the second Congress of Women of Barcelona. They worked on a proposal for public participation in the public space of the Poble-Sec neighborhood to apply the point 6 of the Catalan Law of Improvement of the Neighborhoods of 2004 (Point 6: Gender equality in the use of public spaces and facilities).

- \* **Date and place:** five sessions between June 19 and November 15, 2006, at times agreed upon to improve the participation of all women throughout locations in the Poble-Sec neighborhood, Barcelona.
- \* **Participantes:** 15 women representatives from the women's groups, from the district neighborhood, in addition to the organizers from Col·lectiu Punt 6.
- \* **Length of the activity:** several days from 1:30 to 2 hours.

### What did we accomplish?

The proposal, developed over five sessions, contained recommendations of a gendered vision for the transformation of the plaza of Tres Chimeneas.

We started the work with an exploratory walk to promote and talk about the perception that we have of the neighborhood (Activity 2.2: **EXPLORATORY WALK** and Activity 2.6 **PHOTO WALK**). In the second session, we exposed the need to approach urban problems with a gender perspective, and we concluded with the selection of the space to be worked on (activity organized by Col·lectiu Punt 6). In the third session, we visited the chosen plaza and started the work of urban diagnosis, describing favorable and unfavorable aspects of its daily environment (Activity 2.5 **EVERYDAY LIFE NETWORK**). In the fourth session, we drew, traced, and wrote on the map in the plaza to include the physical and social arguments that we wanted to include in the proposal (Activity 2.8: **PERCEPTIVE MAPS**). In the last session, the experts displayed the completed map with all the proposals for discussion, and defining the presentation that would be made at the second Congress of Women of Barcelona (Activity 4.2 **REPORT OF ACTIVITIES**).

### Result of the empowerment

This process came about through the will of the neighborhood's women for manifesting their experience as a tool to show how the city is and what are the needs of the environment where they live. The work concluded with clear, objective, and appropriate proposals for defining their urban space.

The experience was supported by women from neighborhood organizations, from social areas of the district, neighbors, and by the Congress, who wanted to have a presence in the participatory processes of the city.



State of the plaza at the start of the process.

### Useful advice

- Facing the opportunity to complete the process over several sessions, it's important to define the objectives, times and resources for choosing the activities to complete.
- This process can be completed bottom-up (from the neighbors to the Municipality), but it is important to get the necessary support of the Municipality or a technical team so that the proposals can be transmitted, developed, and accomplished.
- In a process of these characteristics, the report of the work should be rigorous and clear to defend the final proposals.



Women participating.

## EXPERIENCE 6: NEIGHBORHOOD OF CASC ANTIC, BARCELONA

### ACTIVIST WALK THROUGH THE HISTORIC CENTER OF BARCELONA

#### Context of the experience

This activity was led by the organization Ca la Dona (network of feminist organizations in Barcelona), in the context of FEMART (women's art exhibition). The walk was organized under the motto "hygiene and cleanliness." With this idea, the women proposed to walk through a part of the city acting as "its caretakers" dressed with aprons and cleaning gear so that they didn't go unnoticed. This was one of the different activities that Col·lectiu Punt 6 has developed with this organization with which we share related ideals about women and the city.

- \* **Date and location:** Saturday, May 29, 2010 from 8pm to 10pm, in the Historic Center of Barcelona.
- \* **Participants:** approximately 20 women, some accompanied by their children, and two men, in addition to the organizers from Col·lectiu Punt 6. Diverse age and social situations.
- \* **Length of the activity:** 2-3 hours.

#### What did we accomplish?

The proposed activity was a walk to share the experience that we have as women who live in the city and make use of it (Activity 3.1 **ACTIVIST WALK**). We started with a small chat to introduce the importance of making visible women's experiences in the city (activity organized by Col·lectiu Punt 6). The walk took place in the public spaces of the neighborhood, passed by the local office of Ca la Dona, the feminist bookstore Pròleg, spaces perceived to be unsafe, others that don't respond to our everyday life needs, and by places with particular interest, such as a building that is destined to be used as a public facility.

During the walk, we stopped in these spaces, explained the reasons for their selection, and opened a discussion among the participants and people who wished to add to the discussion. The result was demonstrated in productive sentences written on paper and stuck throughout the public spaces.

#### Result of the empowerment

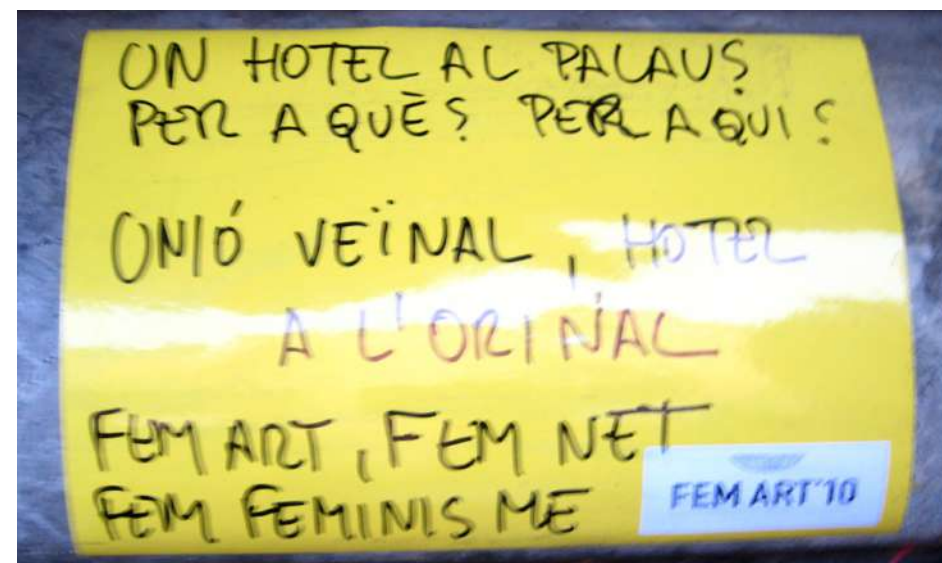
The participants were already conscious of the value of their experience because they have worked on this topic individually and as an organization for many years. The activity helped to share their knowledge, move it to the street, share it, and make it visible for other people in the neighborhood.

#### Useful advice

- It's important to look for things in common with other women groups to combine efforts, knowledge and strengthen the group.
- If the promotion and the meeting is a product of the participants in the activity, the feeling of ownership is real. This doesn't happen when activities are led by the municipality.
- The itinerary displayed not only the spaces considered as their own but also those that are involved in everyday life. This allowed for the display of best practices that women lead, for example, the self-management of a project, its construction, and the management of the local office of the organization Ca la Dona.



Previous preparation for the journey with everyday life objects.



Statements of solidarity made by the women on the walk.

## EXPERIENCE 7: NEIGHBORHOOD OF CONGOST, GRANOLLERS

### INTERACTIVE WORKSHOP “WOMEN UNITED”

#### Context of the workshop

This interactive workshop was completed with the Municipality of Granollers to apply Point 6 of the Law of Improvement of Neighborhoods (promoting the equality of gender in the use of public spaces and facilities).

The activity was promoted by the Plan for Equal Opportunities department of the municipality of Granollers, with the support of the mayor’s office, and guided by the Intercultural Commission of Women of the Congost. It consists of a group of women from the neighborhood, of diverse origins, recognized as key agents for intervening and completing the work of participation and improving the neighborhood from a gender perspective.

- \* **Date and location:** Saturday, June 16, 2007, from 4:30pm to 7:30pm in the neighborhood elementary school of the Cogost neighborhood, Granollers, Province of Barcelona, Spain.
- \* **Participants:** 98 women of diverse origins and middle-age. 89 children of the participants also attended, in addition to the experts from the municipality, and the team of organizers from Col·lectiu Punt 6.
- \* **Length of the activity:** 3 hours.

#### What did we accomplish?

We completed a participatory diagnostic workshop with women neighbors (Activity 2.5: **EVERYDAY LIFE NETWORK**). Due to the number of participants, we worked in 6 parallel groups. In each one, we had an educational introduction (activity run by Col·lectiu Punt 6) and developed an urban theme. In this way, we delved into all the urban variables and recognized favorable and unfavorable aspects of everyday life for women in the neighborhood, including several proposals. Another group conducted a walk through the neighborhood (Activity 2.2: **EXPLORATORY WALK**). This walk completed the information of the variables workshop. At the end through a spokesperson, each group presented their conclusions. We collected the information and developed a report (Activity 4.2: **REPORT OF ACTIVITIES**) of the activities and of the gender criteria that should be applied to improve the neighborhood. We delivered this report to the Municipality, and the developed criteria were later used in the redesign of a plaza and other actions.

#### Result of the empowerment

The meeting with all women helped propel other actions such as reinforcing the associations and participation of the women of the neighborhood, since they weren’t members. The joint work of all women, experts, neighbors, including their great participation in the activity and the continuation of work in teams helped to actively incite the improvement of the neighborhood. The joint declaration of everyday life experiences of women from diverse cultures helped to display that, even though their gender roles may be different, it’s possible to find common ground when they share the same space and objectives in the community.

#### Useful advice

- Keep in mind the time, day and place of the meeting in order to facilitate the participation of the women. In this case, a weekend in the school, a common and familiar place for the majority of participants.
- Including childcare services is fundamental for ensuring that all can participate. In this case, a playroom was installed in the school (without this, most of the women would not have been able to attend) and a snack was offered at the end of the activity.
- Having parallel, separated workshops of different topics is very useful for getting deeper into each one of them, but we should always share results together. For that, it was very important to analyze the results cross-sectionally in the report..



The participants recognizing their everyday environment on a map of the neighborhood.



Sharing the results obtained from the completed workshops.

## HANDOUT 1 PREPARATION OF ACTIVITIES

Meeting Title	
Date	
Who is at the meeting?	

## COMPLEMENTARY HANDOUTS

Handout 1: PREPARATION OF ACTIVITIES

Handout 2: PARTICIPANTS

Handout 3: BIBLIOGRAPHY

Handout 4: KEY IDEAS

Handout 5: DAILY ITINERARIES

Handout 6: EVALUATION

Handout 7: OBSERVATION OF PARTICIPANTS

### Duties

Choose a date for the activity	
Choose space and place	
Define activity to develop	
Create list of participating women	
Create list of convening women	
Agree on who will lead the activity	
Agree on who will collect all the produced information during the activity	
Create list of materials and agree on who will prepare them	
Ensure that everyone can arrive at the agreed place	
Prepare the Handout for participants	
Plan the organization of the place at the end of the activity	
Distribute the duties of who will bring food and drinks	
Any other duties?	

## HANDOUT 2 PARTICIPANTS

Activity	
Date	
Who will organize it?	

Name of participant	
Age	
Number of dependents (including children)	
How many people do you live with at home?	
Occupation	

## HANDOUT 3 BIBLIOGRAPHY

Date	
Author of the Handout	

Title of text	
Authorship of the text	

Primary ideas of the text:
What interested you the most about what you read?
What concepts or words have been difficult to understand?
How do I identify with the reading?
What relationship does the reading have with my everyday life?
What questions emerge upon reading the text?
What topic would I like to explore further?

**HANDOUT 5** DAILY ITINERARY

Date	
Author of the Handout	

1. What time? Approximately the routine schedule.	2. What things? List of tasks you complete.	3. With whom? Children, by yourself, with friends, etc.	4. How? Type of mobility: walking, in a car, public transportation, etc.	5. Where? Street, public space, public facility, or place where we do our duties.

**HANDOUT 4** KEY IDEAS

Date	
Author of the Handout	

Video Title	
Authorship of the Video	

Primary ideas from the video.
What interested you the most about what we have watched?
What topics of this video have been hard to understand?
What relationship has what we have just seen with my everyday life?
What questions emerge upon watching this video?
What topic would I like to explore further?



## HANDOUT 6 EVALUATION

Evaluated Activity	
Date	
Author of Handout	

What have I personally gained from participating in this process?
What have we gained as a group?
What have I liked the most about this process?
What are the things that we could have done better?
What things would I like to further explore?
How can we continue the work?

## HANDOUT 7 OBSERVATION OF PARTICIPANTS

Activity Title	
Date	
Author of Handout	

Age Group	Women	Men
Below 12 years of age		
12 – 16 years		
17 – 24 years		
25 – 35 years		
36 – 50 years		
51 – 64 years		
65 – 74 years		
75 years or more		

Origin	Women	Men

# DUG

## Urban Diagnosis from a Gender Perspective

The Urban Diagnosis from a Gender perspective (DUG) is a questionnaire that is in constant evolution, which we have produced within the Col·lectiu Punt 6. Its purpose is to describe and analyze the everyday environment. It helps us to reveal in an orderly fashion all that we know from accumulated experience of living in a certain place.

Our everyday environment is defined by many physical and social elements that intersect with each other. To facilitate its description and understanding, the questions within the DUG are divided into six categories: participation, spaces of relationship, facilities and services, mobility, safety and housing.

Four categories - spaces of relationships, facilities and services, mobility, and housing- define the physical support where we develop our everyday life activities. In exchange, participation and safety are crosscutting concepts that reach all of this physical support.

## 1. PARTICIPATION

We understand that whichever transformation in our street, neighborhood, town or city should be conducted with the participation of the people who live therein. This is because we are the end users of the resultant spaces. Participation implies responsibility in the future of the environments where we live and it increases our sense of belonging to a place.

Women's experiences in the city have been undervalued as a source of knowledge for planning and urban projects. The feminine role has assigned, historically and presently, to the majority of women to exclusively assume duties of care giving and attention to domestic responsibilities. The duties derived from this reproductive job have resulted in making women the majority users and experts of everyday spaces. Because of that, their participation is essential.

### 1.1 REPRESENTATIVENESS

#### 1.1.1 General

**To document on paper all the collective knowledge of a community and their own territory using qualitative and quantitative techniques to gather data that completes secondary information.**

	YES	NO
• Are interviews held to understand the needs of the people in the neighborhood?	<input type="checkbox"/>	<input type="checkbox"/>
• Are there observations to understand how the different spaces in the neighborhood are used?	<input type="checkbox"/>	<input type="checkbox"/>
• Are there any participatory workshops where all social, age, sex and ethnic groups are well represented?	<input type="checkbox"/>	<input type="checkbox"/>
• Are there surveys that allow obtaining information that is not available within statistical data to gather a real understanding of the population?	<input type="checkbox"/>	<input type="checkbox"/>

**Facilitate the possibility of participation throughout different days of the week and schedules, as well as to provide services to people that have family members under their responsibility.**

• Are consultations held to know about the availability of people with different profiles and assure that they can participate?	<input type="checkbox"/>	<input type="checkbox"/>
• Are childcare services or a play area for children of different ages offered?	<input type="checkbox"/>	<input type="checkbox"/>
• Is access to the activity guaranteed in terms of being able to use public transportation or attendance of people with reduced mobility?	<input type="checkbox"/>	<input type="checkbox"/>
• Are any other services offered to support participation?	<input type="checkbox"/>	<input type="checkbox"/>
• Were all the services to facilitate participation well communicated through different mediums and channels and with sufficient time in advance?	<input type="checkbox"/>	<input type="checkbox"/>

### 1.1.2 Gender

To value the experiences of women, men and trans\* on everyday life aspects, and provide in this manner, visibility to reproductive duties and their relation with urban spaces as well as those dealing with public space, facilities, housing and mobility.

- |  | YES                      | NO                       |
|--|--------------------------|--------------------------|
| • Are there sex-segregated workshops in order to give voice to the experiences of women about everyday use of the environment?             | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are activities related to the reproductive sphere taken into account when proposals are discussed?                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| • Is the work done in a sectorial and joint manner with the different experiences of women, men and trans* so as to arrive at a consensus? | <input type="checkbox"/> | <input type="checkbox"/> |

### 1.1.3 Age

Include children and young people in the opinion process and decisions over their everyday environment.

- |   |                          |                          |
|---|--------------------------|--------------------------|
| • Are there workshops and/or consultations with each one of these groups? | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|

Include elderly people in the opinion process and decisions over their everyday environment.

- |   |                          |                          |
|---|--------------------------|--------------------------|
| • Are there workshops and/or consultations with this group? | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|

### 1.1.4 Diversity of Origin

Include people of different origins in the opinion process and decisions over their everyday environment.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Are there workshops and/consultations with this group? | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

## 1.2 DIFFERENT STAGES OF PLANNING

### 1.2.1 General

This has to be an interdisciplinary and cross-sectional process between the different stakeholders (the Municipality, technicians and the neighbors) in all moments, from the diagnosis to the evaluation.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Have different stakeholders been implicated (municipality, technicians, and the community) at the same time?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Have participatory methodologies been used?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there any other plans or programs of social character that are working in parallel (equality plan, community plan, program for youth encouragement, etc.)?               | <input type="checkbox"/> | <input type="checkbox"/> |
| • Have the decisions taken by the participatory process been binding? Have the conclusions and recommendations derived from the participatory process been taken into account? | <input type="checkbox"/> | <input type="checkbox"/> |

- |  | YES                      | NO                       |
|--|--------------------------|--------------------------|
| • Is the same level of priority given to the elderly, adults, young and children, regardless of their sex and gender, and independently from their ethnicity and social class? | <input type="checkbox"/> | <input type="checkbox"/> |

### 1.2.2 Diagnosis

Needs in the case of urban space, facilities, housing or mobility are included in the diagnosis and have to be the result of work from technical personnel in coordination with the population.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Could it be considered that participants have sufficient information and tools to do it? | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

### 1.2.3 Proposal

Proposals about public space, public facilities, housing or mobility must arrive as a result of the work by technical personnel with the population.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Has there been participation during the entire design process of the public space and/or public facilities, from the determination of the program to the execution of the project? | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

### 1.2.4 Evaluation-Follow up

Evaluate the process and the results with the population and especially with those who use the public space and facilities

- |   |                          |                          |
|---|--------------------------|--------------------------|
| • Has there been an evaluation of the participatory process?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Have there been observations of the spaces and/or facilities using qualitative measures to understand how they are being used?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Have all kinds of people who are part of the environment and use the spaces or facilities been taken into account through surveys and questionnaires? Have the ones who use them as well as the ones who don't been taken into account?                           | <input type="checkbox"/> | <input type="checkbox"/> |
| • Once the evaluation is done, has there been a public report that explains clearly what the relationship with people and their environment is?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Have there been any follow up to observe the actions in a periodic manner to understand potential changes or replacements in the interventions?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are the results shared and debated (evaluation and follow up) with the technical personnel of the different areas involved, such as the municipality and external groups, with the end of establishing points of improvement or to apply in future interventions? | <input type="checkbox"/> | <input type="checkbox"/> |

## 2. PUBLIC SPACE: SPACES OF RELATIONSHIP AND SOCIALIZATION

Spaces that consider gender equity will favor autonomy and socialization because they have been designed to prioritize the needs of different types of people. These spaces must be inclusive, that is, they must be designed for all the ages and realities of the people that will use them, incorporating diversity of uses. The more diverse the uses, the more will people be able to share it.

It is important to promote women's contributions public space to society: one of the immediate mechanisms is to name them in the feminine, this is to say, to give parks, plazas and streets women's names and explain what has been their contribution to the community. It is also necessary to work on urban signage to display gender equality as the right to the city in public spaces.

### 2.1 SPACES OF RELATIONSHIPS

#### 2.1.1 General

##### Favor the autonomy and socialization of people

- Are the materials used in different spaces adequate for each use?
- Are there sufficient spaces where children of different ages can safely play?
- Are there enough spaces where children can move safely? For example, school paths or corners with clear pedestrian visibility.

YES NO

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

##### Permit the use and appropriation by different groups keeping in mind the duties that are related to domestic and caregiving work.

- Are there intergenerational and intercultural related places?
- Are the spaces of relationship and play in close proximity to daily activities of children (schools, sports, etc.)?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

##### Create a network of proximity with other spaces, facilities and services

- Are parks and plazas with play areas distributed homogeneously in a manner that does not exceed 500 meters or 10 minutes of walking distance to the housing areas of the neighborhood?
- In a case where there is not a close proximity by walking in order to arrive at big parks or plazas, is there available public transportation that facilitates daily journeys?
- Are there spaces for meeting, play, talking etc. close to housing?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

#### 2.1.2 Streets

Sidewalks should allow for the development of different activities, they should not be considered simply as a way of working by.

YES NO

- Do wide sidewalks exist?
- Do streets that are part of the public spaces, facilities and services give priority to people moving by foot?
- Is it possible to sit, meet, talk or play on the streets of the neighborhood?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

#### 2.1.3 Plaza-park

They must have a flexible design with the end of favoring different uses and activities in the same space.

- Do playgrounds consider different ages?
- Are spaces equipped for care giving people, for example, with benches and shade?
- Are there spaces for meeting and activities for young people?
- Are there spaces for quiet stay that allow for activities like talking, reading or resting?
- Are there spaces of leisure for genders of different ages (including physical routines for the elder)?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

#### 2.1.4 Indetermined space

Give particular attention to the existence of other types of non-conventional spaces, as well as plazas, parks or the street.

- Are there other spaces in the neighborhood used, spaces such as corners, intermediate spaces, abandoned spaces, access to retail and/or facilities such as relationship spaces?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

#### 2.1.5 Intermediate space

Generate intermediate spaces with relationship to buildings and public space for their value in proximity.

- Are these type of spaces maintained or cared for?
- Are these conducive, through design, to the use of other activities in a safe manner?
- Are these spaces with good visibility and lighting?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

## 2.2 URBAN FURNITURE AND SERVICES

### 2.2.1 Facilities

The design and the location of elements within the spaces must facilitate and maximize the uses and activities in an egalitarian manner.

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| • Are the materials used in the different elements of urban furniture comfortable and adequate for the use and maintenance? Are they located correctly?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there public bathrooms for women and men, people with disabilities, gender neutral bathrooms and/or family rooms? Are they in close proximity to their related spaces?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there enough benches in meeting and resting places that favor inclusion of all people? Are they equally located in the sun and shade?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Garbage containers: Does it regard the system of collection for all the users (location, ergonomics, height, distances between each other, etc.)?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Is lighting adequate according to the use of all people?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Is the street different than that of the sidewalk? Is there maintenance in place to avoid obstruction as a result of growing trees or other elements? Is the lighting lacking in some places but excessive in others?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there trees or vegetation that provide zones of sun in the winter and shade in the summer?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there appropriate trees or vegetation in the spaces for people to enjoy nature?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are bushes successful at separating functions but allowing visibility?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Spaces for waiting on public transportation or in public facilities (school related, restrooms, administrative, etc.): Are there benches, a transparent barrier to protect against inclement weather, information about the schedule, a map with all the services and facilities of the area? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Information on the streets: Are there orientation maps on the streets? In the case of streets with stairs, can we figure out an alternative way without obstacles? Are there close by services indicated, and are they displayed for everyday use and not just for tourists?                  | <input type="checkbox"/> | <input type="checkbox"/> |

### 2.2.2 Health and perception of security

The design and the location of elements within the spaces must facilitate and maximize the uses and activities in an egalitarian manner.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Are there any elements that may harm someone's health, such as telephone wires and towers, etc.? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there elements that could transmit insecurity, such as electric transformers, etc.?          | <input type="checkbox"/> | <input type="checkbox"/> |

## 2.3 SYMBOLIC REPRESENTATION

### 2.3.1 Memory

To recognize the memory of a community and especially of the tasks developed by women, something invisible until now.

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| • Is social diversity exemplified (including women) in the nomenclature of the streets, plazas of the neighborhood or city?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there representations or reminders of the history of the neighborhood that makes references to the entire community and that also recognizes the work developed by women? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Is there artwork in public spaces that transmit values of equality in society?  | <input type="checkbox"/> | <input type="checkbox"/> |

### 2.4 SIGNAGE

#### 2.4.1 Signage

Signage in public spaces, facilities and services must represent gender equality

- |   |                          |                          |
|---|--------------------------|--------------------------|
| • Are pictograms that represent the human figure depicting different gender identities in equal amounts? (For example, traffic signals, temporary works, traffic lights)?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Is non-sexist language used on street signals. Are generic terms used (for example, people working instead of men working).   | <input type="checkbox"/> | <input type="checkbox"/> |
| • When both a woman and a man are represented within the same signal, are they in equal conditions? For example, in signals for school zones in general we find an older boy and a small girl, for this, more importance is given to one figure over the other. | <input type="checkbox"/> | <input type="checkbox"/> |

### 3. FACILITIES AND OTHER SERVICES

The allocation of facilities is varied when it recognizes, values and is aware of women's duties derived from the division of gender roles. The space belonging to facilities must relate to public space. The distribution of facilities over the territory must be linked to the network of mobility.

#### 3.1 GENERAL

##### 3.1.1 Network

Network of facilities and services, which interweave within public space, are distributed over the territory in relationship to use of other networks such as mobility to strengthen social networks while being aware of the complexity of everyday life.

- Are facilities and other services located within pedestrian and public transportation mobility networks?
- Is there a relationship network that strengthens the proximity between housing, facilities and services?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

#### 3.2 FACILITIES

##### 3.2.1 Availability of programs and schedules

The availability of facilities appears to be abundant when the residents are aware, and value the everyday life duties derived from the division of gender roles.

- Are all the public facilities and services accessible in equal opportunity for everyone, without any type of exclusion (sex, age, class ethnicity, culture or religion)?
- Do leisure facilities (culture, sports, etc.) guarantee an equitable use of it for women, men and trans\*?
- Are there facilities and services to satisfy the needs of different people and the diverse activities of everyday life? Those linked to reproduction as well as production?
- Do the schedules of facilities adjust to the needs of people to develop everyday life?
- Are there proposals for facilities and services that favor reproductive duties and those pertaining to the care of others (sufficient public childcares, playrooms, etc.)?
- Are there initiatives to proportionate facilities for different uses during the day and that they are not only used for an exclusive period of time (for example, opening of school playgrounds during non school hours)?
- Are there facilities that provide different compatible services during the same time?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- Are facilities connected to public transportation and are they accessible for all types of mobility?
- Do facilities offer other services besides their own to favor conciliation of diverse activities such as responsibilities of domestic duties and everyday life? (For example, children care centers in markets, at the gym, in the university, in the schools, etc.)?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

##### 3.2.2 Relationship between the building and its environment

The buildings that are destined for public facilities must give a service to the city and relate itself physically with the environment in a way that promotes activity and life on the streets.

- Do facilities offer public bathrooms that are accessible and open on street level for all people?
- Is there an open and transparent relationship from the facility towards the exterior that promotes a sense of safety?
- In the relationship between facilities and public spaces are aspects such as lighting, accessibility, visibility and use of materials that are appropriate for each element taking into account?
- Does an ample waiting area exist, which is safe, free from vehicles, and adequate for all people (wide enough for waiting, with sufficient benches and areas for playing, etc.)?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

#### 3.3 RETAIL

##### 3.3.1 Offered variety and proximity

Varied retail stores and in close proximity is one support of everyday and social life in a neighborhood. It is necessary to strengthen and stimulate it to avoid forcing it out of the neighborhoods and ensure the availability of basic products.

- Are there incentives and support to help the different characteristics for commerce to be in close proximity to the neighborhood?
- Are there enough markets or networks of services within the neighborhood or town to cover all the needs?
- Is there vehicular and pedestrian access for all types of people?
- Are markets or municipal fairs promoted daily or weekly with people involved in grocery production in the local area?
- Are there diverse initiatives to promote shopping in markets (extensions of changes in schedules that are adjusted with people's times, promotional campaigns, special events, etc.)?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## 4. MOBILITY AND RELATIONSHIPS

Maximizing the variety of mobility must be a priority with pedestrian paths being the most important. The schedules of public transportation must correlate with the schedules of people, resulting in a varied and complex system.

When thinking about mobility, diversity and security must be attended in all aspects, in the manner that facilitates the development of different activities of everyday life and makes possible access to the city in an equitable way.

### 4.1 GENERAL

To offer the maximum diversity of mobility options that prioritize pedestrian access and taking into account the perception of the daily user.

- |  | YES                      | NO                       |
|--|--------------------------|--------------------------|
| • Is it possible to choose between more than one form of mobility in the neighborhoods?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Has there been a study done to analyze mobility with a gender perspective, community participation, and the perceptions of the people who most use the mobility system (by foot, public transportation, private vehicles, bikes, or others)? | <input type="checkbox"/> | <input type="checkbox"/> |

### 4.2 PEDESTRIAN PATHWAYS

#### 4.2.1 Sidewalks

Sidewalks are the main form of movement for the people who travel by foot. In order to best take advantage of these it is necessary to be aware of the materials used, visibility, width, etc.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Are there adequate sidewalks for the movement of all people (with baby strollers, or shopping carts, on a wheelchair with an assistant, people with mobility challenges, accompanied minors, etc.)?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Have pedestrians been a priority within the street intersections and the points of interchange between different modes of transport? On the paths leading to facilities and services, are corners wide enough, well built, and clearly marked paths for pedestrians? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Do the traffic lights have in mind enough time for the mobility or all people? Is there a corner with universal crossing for all people, that is to say, with all types of vehicles stopped to facilitate the free passage of pedestrians?                           | <input type="checkbox"/> | <input type="checkbox"/> |

#### 4.2.2 Accessibility, Safety

People will move on foot as long as their paths are accessible and secure

- |  | YES                      | NO                       |
|--|--------------------------|--------------------------|
| • Are there people that modify their journeys as a result of accessibility and/or safety (to chose one street and not another, avoid passing by certain spaces, etc.)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Is street furniture situated in a way that makes the passage of pedestrians difficult (in-ground planters, lighting, garbage bins, etc.)?                            | <input type="checkbox"/> | <input type="checkbox"/> |
| • Do ramps and stairs have guardrails; are there changes in color and textures on pavements or other elements to help visualize changes in levels?                     | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are these paths safe for the elderly to be able to move in an autonomous and secure way through the environment where they live?                                     | <input type="checkbox"/> | <input type="checkbox"/> |

#### 4.2.3 Environmental Conditions

The grade of satisfaction that we experience in a space can have effects on how much we use it. Environmental conditions that have a great impact on this perception especially in bigger cities.

- |   |                          |                          |
|---|--------------------------|--------------------------|
| • Are environmental situations taken into account? Such as noise or air pollution within the design of pedestrian pathways? | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|

### 4.3 PUBLIC TRANSPORTATION

#### 4.3.1 Distribution over the territory

In order for public transportation to be effective and well used it is necessary that it serves everyday needs as well as provides benefits over using private vehicles. Therefore, its distribution over the territory, the routes, the schedules and frequencies of the public transportation must be studied and programmed according to their users.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Has public transportation been programmed according to the different needs for schedules, routes, and frequencies? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there good connections and well-integrated fares between urban, interurban and regional routes?                | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there special fares for minors, the elderly, students and unemployed, or people with special conditions?       | <input type="checkbox"/> | <input type="checkbox"/> |

#### 4.3.2 Accessibility, visibility and situation of the transit stops

Public transportation stops must protect people in a secure and comfortable way. Locating them far away, with difficult access or limited maintenance causes people to avoid using them as well as creating a perception of insecurity.

- Are the stops or stations visible? Do they protect from inclement weather, do they have benches to sit on, as well as information and good lighting? Are they well maintained? Are isolated stops equipped with alarm systems in case of problems or incidents?
- The public spaces with pedestrian paths that lead to the stations: are they safe, accessible, well maintained and well lit?
- Is vehicular access or public transportation cars at the same level with the sidewalk or platform?
- In the case of narrow sidewalks, has there been an attempt to place a platform or extension in order to access buses?
- Does public transportation have space that allows for wheelchairs, strollers, shopping carts, luggage or other elements?

YES NO


#### 4.3.3 Adequate information

In some cases, public transportation is not used due to lack of proper information. Maps must be clear and legible. It is very important to keep up to date schedules and stops as well as the possible transit combinations to promote their use.

- Is there visible and clear information about schedules and frequencies that is easy to understand for all people?
- Is there clear and understandable information about facilities and services within the area for all people?


### 4.4 PRIVATE TRANSPORTATION

#### 4.4.1 Deterrent systems

To diminish the use of private transportation, especially where there are other options for mobility. To incentivize pedestrian movement and alternative modes of transport other than private vehicles.

- Do intermodal or transfer stations have places for parking private vehicles?
- Is there public parking near the entrances of urban centers?
- Is the usage of alternative modes of transportation promoted? Such as less polluting and sustainable modes like biking, during the construction of special lanes, parking, etc.?


#### 4.4.2 Pedestrian priority

The time and difficulties for vehicular circulation are not the same for people that move by foot. The constant invasion of sidewalks and public spaces by cars causes for them to lose quality and security, and for this reason, they become less used.

- Are there limits on speeds and/or systems to control speed of motorized vehicles on the streets?
- Are there limits and/or systems to control the invasion of pedestrian zones by cars and motorcycles?
- Are there measures to organize the access to educational centers that avoid the concentration of vehicles in places that generate risky situations for pedestrians?
- Do traffic lights consider the different rhythms and mobility of people? Are pedestrian paths in accordance with the journeys that people take by foot?

YES NO




## 5. SAFETY

The perception of safety is linked to the ability of women to appropriate space to ourselves and acquire autonomy. Among the spatial factors that form the perception of safety are visibility, clarity, alternative routes, varied uses/activities, and the presence of diverse people. To improve the feeling of belonging and safety in public spaces, special care should be given to lighting in the pedestrian areas, and walls or staircases that create hidden corners, and with difficult accessibility should be avoided.

### 5.1 SPATIAL VISIBILITY

#### 5.1.1 Components and vegetation

The design and location of architectural elements, street furniture, and the vegetation can obstruct an open view in the public space. This can increase the perception of insecurity through lack of control and ownership of the spaces. The lack of correct illumination increases this situation even more.

- |  | YES                      | NO                       |
|--|--------------------------|--------------------------|
| • Does a direct, visual, and accessible relationship exist between housing and the public spaces?              | <input type="checkbox"/> | <input type="checkbox"/> |
| • Does the design of the spaces, corner, and dark/residual areas prevent the visibility of the complete space? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Does the street furniture hinder visual control of the space (to see and be seen)?                           | <input type="checkbox"/> | <input type="checkbox"/> |
| • Do walls or tall, thick shrubs (greater than 1.3 m) prevent visibility?                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there clear and visible alternative routes for moving along by foot?                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are the pedestrian walkways sufficiently lit at night?   | <input type="checkbox"/> | <input type="checkbox"/> |

### 5.2 SOCIAL VISIBILITY

#### 5.2.1 Street activity

One of the characteristics that contributes to the perception of safety in public space is the presence of activities and diverse people, without exclusive schedules of use.

- |   |                          |                          |
|---|--------------------------|--------------------------|
| • Are different uses that favor continual activity on the ground floors, in a way that control and security of the space comes from the presence of people attracted by the activities during all hours of the day and night? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Does a direct and transparent visual relationship exist with doors and windows between the facilities and public space?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Does a direct visual relationship exist with doors and windows between housing and public space?  | <input type="checkbox"/> | <input type="checkbox"/> |

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| • Are projects or shared activities promoted within the neighborhood to create relationships and cultural/cooperation exchanges and help raise awareness of the value of community relationships? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Does the building density enhance street activity, and along with it, security through the presence of diverse people?  | <input type="checkbox"/> | <input type="checkbox"/> |

### 5.3 INFORMATION

#### 5.3.1 Signage

Good and correct information thanks to signage in public space is fundamental for being able to circulate through spaces confidently and autonomously. Signs with clear, legible maps of the neighborhood are necessary, along with information about where to go in case of emergency, telephones, and other facilities, etc.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Is clear information about location and address offered to allow someone orient herself in the space at all times?     | <input type="checkbox"/> | <input type="checkbox"/> |
| • Do help points or phones exist and are adequately placed along everyday life routes and related with public transport? | <input type="checkbox"/> | <input type="checkbox"/> |

### 5.4 "PROHIBITED" SPACES

#### 5.4.1 Use and appropriation

The temporary or permanent nature of a space will depend on the level of comfort we feel in it. In this sense, we can consider that a space prohibits our use and enjoyment through the negative perception or insecurity that it provokes in us.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Are there underground urban passages required to cross highways, train tracks, or others? Are there long hallways in the public transportation stations? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there abandoned, unmaintained, dirty spaces? Or are there vacant lots on the daily routes of people?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there parts of the neighborhood that lose all their activity at a certain time?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are there spaces with social conflicts (with dominant groups, delinquents, etc.) that cannot be freely enjoyed?  | <input type="checkbox"/> | <input type="checkbox"/> |

## 6. HOUSING

Space represents the social values that create it, and therefore, housing has to recognize the activities that occur in the home as well as the people living in, and offer a space that corresponds to them. Housework has to be shared, it doesn't have to be hidden or left under the responsibility of only one person.

We have to take advantage of the buildings where we live to create spaces for relationships between neighbors, proposing shared use of services and constructing space for movement between the private and public areas. It's important for the lower floors to offer varied activities in direct relationship with the public space, provided that it helps improve security and good perception of the space, at the same time that it gives life to the space.

### 6.1 RIGHT TO HOUSING

#### 6.1.1 Living in the neighborhood

People living in a neighborhood have the right to receive assistance to remain in it in the case of difficulties such as mobbing, lack of resources to become independent, or family problems like abuse or abandonment.

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| • Are there concrete housing policies and actions in the neighborhood that respond to the needs of people that live in it?                          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Does a special policy for rehabilitation and adaptation of old housing exist to improve their habitability?                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| • Is there access to credit or special help for groups with difficulty (youth, women, seniors, people at risk for exclusion, etc.)?                 | <input type="checkbox"/> | <input type="checkbox"/> |
| • Does a park exist for affordable rental units for young people, single-parent households, single women, or seniors?                               | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are other solutions proposed to resolve access to housing, such as women's cooperatives, urban ownership of housing by working on rehabilitation? | <input type="checkbox"/> | <input type="checkbox"/> |

### 6.2 LOCATION

#### 6.2.1 Everyday relationships

To facilitate the completion of everyday life tasks, the location of housing has to be related and close to public facilities, basic retail stores, as well as the modes of public transport that connect to the rest of services.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Is housing located in an environment that allows for the development of everyday life, not only tasks related to caring for the home but also people, leisure, and work? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are businesses that serve basic needs such as a pharmacy, bakery or food found within a ten-minute walk?   | <input type="checkbox"/> | <input type="checkbox"/> |

- |  | YES                      | NO                       |
|--|--------------------------|--------------------------|
| • Are public facilities such as schools, health centers, or social/cultural centers located within a ten-minute walk?      | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are paid work locations (factories, offices, workshops, etc.) located within ten-minutes by walking or public transport? | <input type="checkbox"/> | <input type="checkbox"/> |

#### 6.2.2 Services

We have to take advantage of the residences to create spaces for relationships between neighbors and propose shared use of services for economic and energy savings.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Are there designated community spaces chosen by members of the community?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • If the building has a covered area, was it considered that this place be a community space for leisure activities or services?         | <input type="checkbox"/> | <input type="checkbox"/> |
| • Do other activities take place in the building besides residential ones?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Is there a space available for storage of strollers, shopping carts, bicycles, or other large elements that are used in everyday life? | <input type="checkbox"/> | <input type="checkbox"/> |

#### 6.2.3 Intermediate spaces

The spaces of transition between private and public spaces help improve the relationships between people, provided that they create zones for everyday interaction that are close by and secure.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| • Does the building provide clear, visible, and well-illuminated access?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Do spaces inside the building or in the immediate surroundings exist that help neighbors interact?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Do the passageways of the building have access points, hallways, and landings that are larger than the minimum requirements that can be used by children as a meeting place for playing? | <input type="checkbox"/> | <input type="checkbox"/> |

### 6.3 PRIVATE SPACES

#### 6.3.1 Social values in the space

A society that recognizes the importance of giving attention to the home and its members will create adequate spaces for their tasks, starting from the idea that they don't have to be hidden, but rather that they have to be shared responsibilities.

- |   |                          |                          |
|---|--------------------------|--------------------------|
| • Do housing units have specific spaces for domestic chores (cooking, washing, storing clothes, eating, etc.)?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are the spaces dedicated to domestic chores like cooking, washing, and childcare related to the other spaces of the house?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • If not the case in the interior of housing, does the building provide community spaces that provide the ability to carry out everyday life tasks (clotheslines, play areas for children, etc.)? | <input type="checkbox"/> | <input type="checkbox"/> |

### 6.3.2 Diverse families and the stages of life

- Do diverse types of housing exist in the same building and in the neighborhood according to the different types of families?
- Are the houses adaptable to the different stages of life (youth, senior, etc.)?

YES NO

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Any other questions?

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## RECOMMENDATIONS OF NEEDED MATERIALS

**Camera:** it will be useful for recording the activity and results (photographs of lists and maps, board with results, etc.)

**Chalk or markers for the board:** It is convenient to use different colors to be able to mark diverse aspects or elements. As a minimum two colors should be used to identify favorable and unfavorable points.

**Chalk/White board and big sheets of paper:** If there is not a board available we can construct one using big sheets of paper. The benefit of this is that we will have a record of the results of the activity on paper.

**Computer for viewing and saving images:** it's necessary when we complete the photo walk to combine images, view them, and continue the activity. Let's not forget that we will need the accessories to download the images from the camera to the computer.

**Computer with Internet connection:** it's necessary to be able to watch the audiovisual resources. If we don't have a connection, one of us will be in charge of downloading them from the Internet and saving them in order to show them on the computer.

**Copy of the DUG for each participant:** this is the questionnaire that we find at the end of the guide. We should remember to have several printed copies to hand out on the day of the activity, if it is possible have one for each participant.

**Diverse material to identify the group:** size and easy identification are important, because it should be visible in public space; it can be paper, a board, banners, objects related to the activity, same-color t-shirts, confetti, etc.

**Everyday objects that can help us occupy the space:** We can use chairs, tables, furniture, hammocks, cushions, umbrellas, plants, etc., wood and carton materials to represent urban furniture, paint to make murals, etc., in general, let's think of elements that will help us energize the motivation of the activity.

**Folder for each participant:** it will help contain the map or papers where we will take notes. There are special tablets, but one folder is sufficient.

**Gigantic map with references:** the size of this map should be very large, approximately 2x4 m, and it should contain the neighborhood or selected location. We will place it on the ground with plastic and tape. We will be able to walk and mark on it different aspects and elements. If we can't prepare it ourselves, it can be retrieved from the urban planning offices of the municipality; in that case, it will probably consist of various pieces to be combined together.

**Informative material to enliven participation in the party:** This is important because it will give us visibility and can share it with businesses, facilities, and public spaces and on the Internet.

**Items for support if we want to put on a show:** music, lighting, chairs, stages, or items that will help us put on the activity.

**Large map of the sector to work on:** to include the information from a lot of people, we will need a large map of the neighborhood or sector to work on. This map is not easy to get, and we will likely have to request the urban planning office to print one of size A1, or they can provide a pdf version for us to print in pieces. The map should be easy to read and contain the name of the streets and location of public facilities and spaces.

**Map of the neighborhood or municipality:** this is the basic map that the Municipality usually has, with street, basic information, and location of public facilities, spaces and some businesses. Size A3 will be enough. There will be things that aren't marked during the activity, and among ourselves we will place them on the map.

**Map of the route:** this map should be small (A4) to bring it comfortably along the journey. A digital map from the Internet can be printed, or use the map of the neighborhood that we have described. The stops along the journey will be marked on the map along with the route that we want to propose with visible lines. We should prepare a copy for each participant.

**Material to make a presentation of the final report:** Everything that has been produced in the activity can be included in the report. This can be by simply writing by hand but it is better to type it on the computer, scan maps and including photos to accompany the text with images.

**Objects to decorate and give a sense of celebration:** We can simply chose a color or mount certain objects that reference the activity that is underway such as drawings, everyday objects, etc. We can also find collaboration of artists that would like to be part of our initiative. Panels and mounting materials: This is the physical support that we need to mount material that we wish to display. These can be cardboard panels, wood or other materials available. Depending on the space that we have to display we should have panels available to us so as not have to buy additional ones.

**Pens and markers:** we will use them to write or draw on paper or maps. Choose different types and colors according to the activity.

**Plastic to cover the map:** This is useful for the giant map, not only from preventing it from rain but it also protects it when we walk on it. The written results are left on the plastic, therefore it is an excellent way to preserve it.

**Projector and screen:** we recommend watching the videos and images on the largest screen possible.

**Resulting materials from the activities:** All the material that we have produced will help us to share our experience with other people. It is important to care for the materials and keep it in good conditions.

**Sheets of paper:** whichever type of paper that we have on hand, can be sheets or notebooks. Stickers and sticky notes: we will use the stickers as points of color to show on the maps and the sticky notes to add written information. Having different colors available will help differentiate the information and make what we write easier to read and distinguish.

**Tape to attach items to pavement:** this tape should be resistant to walking on and stick to the rough, dirty ground of the street.

**Tape, thumbtacks, and scissors:** These are support materials that we can use to hang maps or paper on the wall.

**Video Camera:** if we have the possibility of getting a video camera and we know how to use it, it is a complementary and dynamic way of recording the activities.

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# WOMEN WORKING

## Urban assessment guide from a Gender Perspective

With this guide we want to thank all women's organizations with whom we have collaborated over the years: those that have participated in more than 80 workshops within the "Tools of Participation" Program of the Catalan Institute of Women; and those women from different neighborhoods with whom we have worked on diagnosis and design participatory processes. This guide is the product of the work with all of them. We hope you can use it in your neighborhoods, towns and cities and contribute to gender equality in urban planning.

Collectiu Punt 6 is integrated by **Roser Casanovas, Adriana Ciocetto, Marta Fonseca Salinas, Blanca Gutiérrez Valdivia, Zaida Muxí Martínez** and **Sara Ortiz Escalante**.

