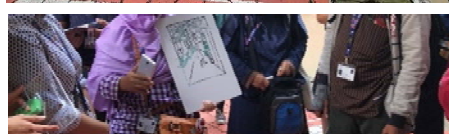




KUALA LUMPUR • 7-13 FEB 2018



# Placemaking Sandbox Studio Documentation report

Training event @WUF9  
World Urban Forum  
Kuala Lumpur Convention Center,  
Malaysia  
7-13 February 2018

## Event Background

# The placemaking sandbox studio

by Iderlina Mateo-Babiano, Cris Hernandez-Santin, Gini Lee & Joanne Taylor

On the 9th of February, the University of Melbourne, a leading internationally-focused research and training academic institution, represented by the Melbourne Sustainable Society Institute (MSSI), in collaboration with Place Agency, a multi-stakeholder consortium, and in partnership with Think City, Action for Children's Environment, Place Leaders Asia Pacific, and Slum Dwellers International, conducted a training event on teaching Placemaking to a diverse group of participants during the recently concluded World Urban Forum 09 held in Kuala Lumpur, Malaysia.

The Placemaking Sandbox, currently in development, is a capacity development tool that will train professionals and experts as well as empower the emerging workforce to develop skills and knowledge in how to do the basics of placemaking.

The Placemaking Sandbox training event attracted 70 participants, including 11 children and 16-18 grassroots women, from 28 countries representing 40+ organizations. The exercise engaged a wide range of stakeholder groups in an experiential, participatory and creative "fun and play" design thinking exercise. It focused on creating future public spaces as places that can cater for the needs of women and young people, piloting the Placemaking Sandbox methodology.

The training event was based on the Fundamentals of Placemaking Module, which is one of 10 modules currently being developed by Place Agency,

The *Place Diagram*, (figure 2) which summarises ways to articulate the many dimensions of Place, encourages diverse world views and frames the curriculum themes in the teaching modules of various participants.

## Training Event Road Map

1. **CONTEXT SETTING** – Sustainable Development Goals (SDGs), New Urban Agenda and public space targets.
2. **PEOPLE SETTING** – The importance of Gender and young people's lens.
3. **LEARN** - Key ideas about place, sense of place and placemaking.
4. **A GREAT QUESTION** - What is a child- and women-friendly public space?
5. **GAME/MODEL BUILDING** - (Individually and as a collective, create and model the answer to the question.
6. **SHARE TACTICS** - Different perspectives on placemaking.
7. **JOURNEY TO PLACE** – Travel & mobility
8. **REAL WORD PLACEMAKING** - Placemaking tactics played out in place.



- How do you make friends?
- What do you do to have fun?
- What makes nature enjoyable?
- What makes public space fun?

Figure 1: Training Event Road Map.  
(Photo Credits: Core Team)

# Transforming public spaces to future cities we love

Upon reimagining and visualizing the 5 points to answer the great question –

*How does “a place where young people/women can have fun, feel safe, and make new friends” look like?*

Each group shared to the plenary.

A common thread amongst the different groups’ discussion was the promotion of safe, inclusive, accessible, green and quality public spaces, including water features as a particular aspect of place. People expressed the lack of open space as well as the integration of natural materials and systems.

Several groups also mentioned that because it attracted a diverse audience, the diversity in each group promoted a culture of respect and equality as central to humanizing our future cities and settlements.

Children were represented from diverse sections of society including refugee children in Malaysia. Humara Bachpan, a grassroots NGO from India highlighted the critical issue of girl-child safety to the discussion of place making.

Another group expressed the need for design that would be responsive to diverse generations, designing for individuals from 9 months to 90 years old.

The group also mentioned the need to activate space at different times of the day, and the need for temporal activation also required a different approach in space activation in the morning, at midday and in the evening. public spaces in a tropical climate would require different treatment and elements as those in less warm climates, hence the need for multiple responses to make spaces more comfortable, convenient and safer for all.



(Image Credits: Core Team 2018)

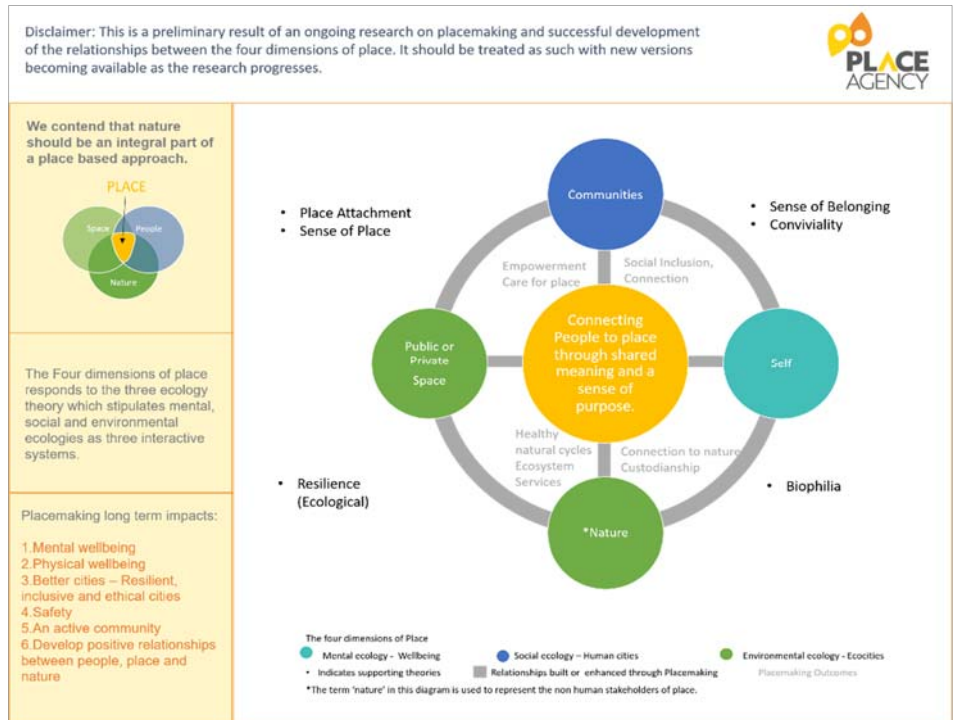


Figure 02: The four dimensions of place (Image Credits: Place Agency 2018)

One group shared:

*“We created a big, lean house because sometimes it is hot. We also proposed a children’s play area which is visible from all the rest of the house. We put in water element, the water element is sensory engagement, not some not something that we can see but we can touch, we can actually enjoy it. We also included some trees. We also include elements which provided some sort of security.”*

While another participant highlighted that public spaces should have qualities of accessibility, openness, and security. And sharing her perspective as a mother, she said, *watching her children play was therapeutic for her*, and she thinks that this is true for all mothers.

For children, *“public space is a place of social interaction with peers fostering friendships and bonds; it is critical to a sense of belonging, creates memories and identity. Children are the local knowledge bearers of their neighbourhoods and can be an asset to providing information to strengthen public space discussion and interventions,”* expressed Joyati Das, Melbourne Sustainable Society Institute’s Associate and global child rights advocate.

## The Place Diagram

We theorize that there are four critical dimensions of place: physical space, self (single individual), the community(ies) and nature\*. And that, a successful placemaking effort should consider these four dimensions and aid in developing positive relationship between them. While social theories of place attachment, and social cohesion fully support the two social and physical dimensions of our framework, ‘nature’ has been largely ignored in placemaking practice. However, research from multiple fields of knowledge has shown the benefits of nature for both physical and mental health due to the innate biophilic relationship we share with nature. Thus, contend that *nature* is critical to people’s wellbeing and their affective connections with place.



(Image Credits: Core Team 2018)

# What did people think?

## Facilitator/Participant feedback

### What worked?

- ☑ Placemaking is a “hot topic” in the New Urban Agenda discussions. From the outset, there was strong interest in the topic of creating and shaping places. The *session was fully booked* a day after it was opened for registration. There were also several walk-in participants during the training event day.
- ☑ Participants and facilitators expressed an increased awareness on placemaking. Participants felt that they have improved their collective knowledge about place/placemaking.
- ☑ Engaging through a fun and play methodology was useful in engaging individuals and groups, creating a platform where intercultural and intergenerational dialogue ensued.
- ☑ Placemaking commenced upon entry into the room. By asking the participants to rearrange the seating configuration of the room, it became an act of placemaking.
- ☑ Becoming a placemaker for the collective, requires the effort to understand different and often diverse views and perspectives. Each group accommodated individuals from different backgrounds, countries/cities and sectors to create a shared vision made meaningful by the involvement of a wide range of stakeholder groups – grassroots women and leaders, practitioners and placemakers, and children, which showed that everyone has a role to play in the New Urban Agenda.
- ☑ Anyone has the capacity and capability to make places. You do not need to be a designer to be a placemaker, but working with designers can simultaneously lead to quality space and collaborative programming to empower communities.

*“The designers of the place took into consideration community participation in the design and process of implementation (which gives the people in the community a feeling of ownership and responsibility).”*

- ☑ Reflections of each group validated the four dimensions of place (Figure 3), particularly the central role played by the natural environment in shaping and transforming places.
- ☑ Placemaking has the potential to inspire new generations to become key actors in the reshaping their cities.
- ☑ The Place Diagram after the discussion proved to be a useful framework for facilitators and people to better understand placemaking, increasing the interest of the group.
- ☑ Placemaking simulation helps reimagine/create place out of placelessness.
- ☑ Onsite immersion into placemaking initiative(s) was well-received

*“It is not just an internal workshop but also it has a tour to see a great example of implementing placemaking.”*

### What can be improved?

- ☑ Managing expectations. Clearly communicate the Placemaking Sandbox is in development to manage participant expectation for the completed Toolkit to be provided.
- ☑ Venue and Logistics. Room layout was not within the Team’s control, and perceived to be cramped and restrictive, especially as the workshop was so popular.
- ☑ Time duration. Workshop program required more than the allocated hours including the site visit. The 3-hour training event became a 6-hour long session when expanded to transporting to and working on site.
- ☑ Flexibility in program design. There was a need for more time for model building and placemaking discussions as considerations in program design.
- ☑ Refreshments. It is essential to provide participant refreshments in a timely manner.
- ☑ Appropriate space. While positive outcomes came out of mixing young people and adults in groups, programs must consider the provision of a creative space for an all children group.

### PARTICIPANT FEEDBACK

What was your biggest 'aha' moment?  
 When we went out of the pasar and directed toward the square we were wondering what is place was created for, and then we realized it's a public space. Also we were surprised that it was done by women.

What was your biggest 'aha' moment?  
 • When we got the chance to practice ur/ in design in the simplest way possible. ☺  
 • the small space that we visit, how can it change into small interventions.

What was your biggest 'aha' Moment??  
 Was this workshop useful? YES!!!  
 • Applicative  
 • Inspirative  
 • We can feel the "spirit" of public space  
 • We can get many perspective about function and benefit of the public space from the others  
 • Even, we can get so many 'idea' to design the better public space  
 • There are so many various "idea" from everyone.  
 • even a woman or a child have an imagination for their better space  
 — not only an architect.

What did you like/enjoy?  
 \* It's not just an internal workshop, but also it has a tour to see a great example of implementing what we have discussed in the workshop.  
 \* The designers of the place took in their consideration The community participation in the design and the process of implementation. (which gives the people in the community a feeling of ownership and responsibility)

What did you like/enjoy?  
 • It was very sweet of the team to arrange for food & travel. It was great to meet the think city team.  
 • to visit KL, to see the river, the market, the square.

# Way forward

## RECOMMENDATIONS

Recommendations / ways forward from the discussions/ action-oriented proposals for the Implementation of the New Urban Agenda.

- ☑ **Placemaking Tool Development and pilot testing.** Completing the placemaking training modules (Place Agency project) in the first instance.
- ☑ **Placemaking week.** Organise, support and encourage participation in the Placemaking week to ensure continuous dialogue with different stakeholders and groups (planned in May).
- ☑ **Placemaking Summit.** Organise and encourage participation of various stakeholders in the Placemaking Summit (planned in October).
- ☑ **Creating and Sustaining partnerships.** Several potential partnerships have been identified and engage in collaborative discussions as a way forward.
- ☑ **Place Certification.** Place Agency and Place Leader Asia Pacific developing a Place Certification. A tool that can allow us to 'rate' a place for its ability to evoke the positive relationships it seeks.

## IMPACT

Which impact or dynamics in the implementation of the New Urban Agenda have been identified in your event?

- ☑ Increase access to the final placemaking tool as a means of sharing creative to build and develop skills and capacity.
- ☑ Implement, evaluate, monitor pilot projects using the placemaking tool to test its feasibility and viability in different project scenario.
- ☑ Encourage meaningful participation and engagement as well as ensure continuous dialogue amongst different actors/sectors, both vertically and horizontally, to build inclusive partnerships.
- ☑ Enable a shift in mindset through sustained communication, dissemination and advocacy in/across different projects/ activities to partners.
- ☑ Strengthen focus on creating age and gender responsive environments

## TOWARDS SDG ACHIEVEMENTS

How can these recommendations support the achievement of the Sustainable Development Goals? Which specific SDG?

- ☑ The Placemaking Tool Development supports skills development and knowledge creation will help build individual capacity and supports the goal of increasing the capacity for participatory, integrated and sustainable human settlement planning and management.
- ☑ Supporting and organising Placemaking events is well-aligned with the goal of raising awareness and enhancing collective knowledge on placemaking as a strategy to address urban development challenges.
- ☑ Collaborating on several planned activities is aimed at building inclusive partnerships and strengthening relationships with potential partners both in Australia, in Asia (e.g. Hong Kong and Malaysia) and globally.

## ACTION – NUA IMPLEMENTATION

Which concrete actions towards the implementation of the New Urban Agenda have been identified in your event? At a national level? Subnational? Regional? Global?

- ☑ Localize the implementation of the placemaking tool in small, acupuncture projects as a strategy to implement NUA;
- ☑ Establish and collect baseline information of participants: contact, socio-demographic profile, affiliation;
- ☑ Create mailing list of all participants and groups after the event as a way to keep in touch with each other, disseminate information and knowledge sharing of information on future activities;
- ☑ Requesting for comments and feedback to feed into how the next iteration of the event can be improved.

All these activities support **Sustainable Development Goal 11** of making cities and human settlements inclusive, safe, resilient and sustainable, supporting the call for an increase in quality public spaces such as sidewalks, cycling lanes, gardens, squares and parks.

The proposed Placemaking Sandbox is designed to encourage everyone in taking ownership of our shared urban future: one policy, law, plan, design, or project at a time. By partnering globally, and developing cities/countries, it supports least developed countries in building sustainable and resilient buildings and utilizing local materials.

# The placemaking collaborative

Place Agency is a collaborative project focused on the theory and practice of placemaking. The project aims to build capacity, test theory, experiment with processes and identify methods to evaluate placemaking decisions to create vibrant, citizen engaged 'places' and ultimately, better cities. This project aims to transform placemaking teaching by combining theory and practice throughout a series of 'sandbox' studios where students get to actively engage in the art of making places by actively engaging with the community, asking for their feedback and designing to respond to the local needs, opportunities or assets. Simultaneously, we are expanding beyond the boundaries of the academic world and the interactions with our students to engage with industry and grassroots community groups enabling them to initiate the act of creating place, and discovering their own power (agency) to create change through place.

The Place Agency project, is an ongoing project exploring what we know about placemaking and what we think we know

To achieve our objectives, we have created a consortium composed of five universities and 16 practitioner partners who are developing a series of modules that take our students and workshop attendees through a series of content and exercises to develop their placemaking skills (Figure 2).

As we find new ways of presenting information, it is important to trial it both inside the classroom and outside, observing how different groups respond to the ideas presented. During this training event at WUF9, we engaged you and other workshop attendees in a trial of the placemaking fundamentals module being developed by the University of Melbourne.

The trial worked in two ways: the content presented and the facilitation strategies (the way in which it was presented). Please continue reading to discover what we learned through the workshop. In previous efforts to categorise and understand placemaking, the answer to 'What is placemaking?' or what 'What is a great place?' has been answered through the physical features that the place must have to constitute a quality place (i.e. accessibility, uses), where the place is located (form), the process used to achieve it (i.e. participatory, informal, formal) the image and marketing.

## Place Agency Methodology

Overview of how different lectures connect towards building place agency

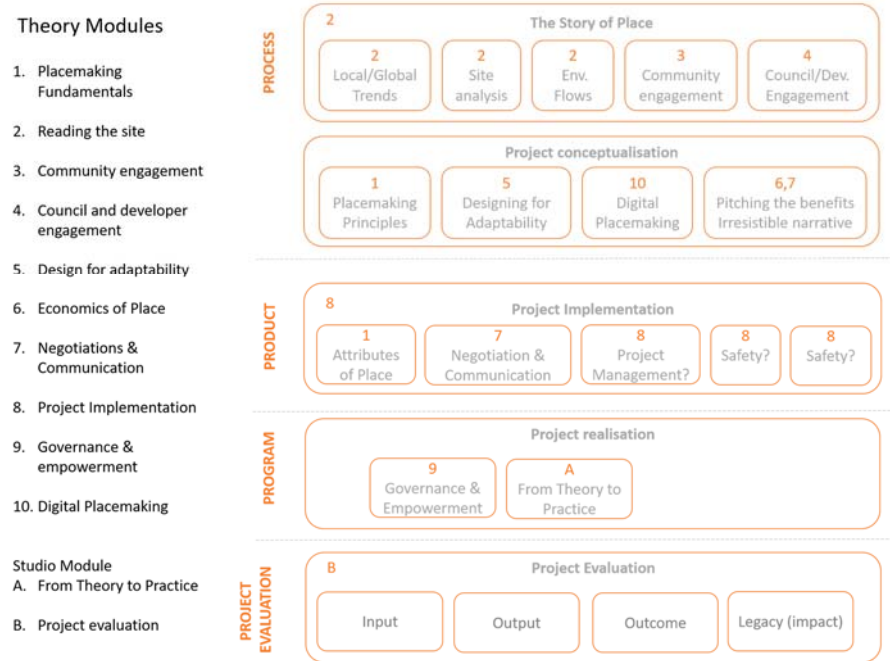


Figure 3: Place Agency Methodology

of the place or the intensity of use (Project for Public Spaces (Pancholi et al. 2017). While we support these previous work, the purpose of placemaking is to create meaningful relationships between users and spaces and to improve people's quality of life according to their needs and desires through the process meaning-creating (Cilliers and Timmermans 2014, Trudeau 2016). This definition of placemaking emphasizes importance of developing relationships for a place to be successful.

### ACKNOWLEDGEMENT

The authors would like to acknowledge the support of all those who assisted with the implementation of the Placemaking Sandbox training event, particularly our co-facilitators Sudeshna Chatterjee and Joyati Das, our partner organisations, and for the financial support of Melbourne Sustainable Society Institute and Thrive Hub. We are especially grateful for all the participants who attended, participated and engaged in the event, most especially the children and their guardians, the grassroots women and SDI as well as all other participants who came all the way from 28 different countries worldwide, without whom the event would not have been a success.

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### PHOTO CREDITS

Page 1 photos provided credits: Core facilitator team  
 Figure 2. Designed and provided by PlaceAgency  
 Figure 3. Design and provided by PlaceAgency

# Who were involved?

## Facilitators

**Cris Hernandez Santin.** Program Manager, Thrive Research Hub



**Derlie Mateo-Babiano.** Convenor, Future Cities, Melbourne Sustainable Society Institute; Senior Lecturer, University of Melbourne



**Gini Lee.** Professor of Landscape Architecture, University of Melbourne



A network for people in place



**Joanne Taylor.** CEO, Place Leaders Asia Pacific



**Joyati Das.** Associate, Melbourne Sustainable Society Institute

**Sudeshna Chatterjee.** CEO, Action for Children's Environments

## Organizations

**Melbourne Sustainable Society Institute's** Future Cities cluster is a whole-of-university research group seeking to investigate and generate best-practice, policy-relevant evidence to respond to the challenges facing urban environments.

**PlaceAgency.** a consortium of 5 Australian universities and placemaking consultants developing 10 Placemaking modules.

**Thrive Research Hub.** Leads a collaborative project focused on the theory and practice of placemaking.

**Action for Children's Environments.** Offers a cross-sectoral urban expertise including policy, planning, and design expertise to make cities more child friendly and livable for all.

**Plan International.** An independent development and humanitarian organisation which works in 71 countries across the world to advance children's rights and equality for girls.

**Place Leaders Asia Pacific.** An organisation for the promotion of leadership among place shapers, makers, activators and managers working in Australasia and the Asia-Pacific region.

**Slum Dwellers International.** A network of community-based organizations of the urban poor in 33 countries in Africa, Asia, and Latin America.

**Think City.** A community-focused urban regeneration organisation that aims to create more liveable, resilient and people-centric cities

# **Appendix 1 – Placemaking Training event presentation**


**WORLD URBAN FORUM 9**  
 Placemaking Sandbox Toolbox Training event  
 09 February 2018 | 11AM-2PM | Kuala Lumpur, Malaysia

  
 THE UNIVERSITY OF MELBOURNE

# Welcome Placemaking Sandbox

**Derlie Mateo-Babiano**  
 University of Melbourne

## OUR PARTNERS

  
 MELBOURNE SUSTAINABLE SOCIETY INSTITUTE

  
 thrive | PEOPLE BUILDINGS ECOSYSTEMS

  
 SUSTAINABLE DEVELOPMENT GOALS

  
 sdi.

  
 ACE  
 Action for Children's Environments

  
 thinkCITY

  
 Place Leaders  
 Asia Pacific

2

## OUR FACILITATORS

  
 THE UNIVERSITY OF MELBOURNE

- Cris Hernandez Santin** – Thrive Research Hub
- Derlie Mateo-Babiano** – University of Melbourne
- Gini Lee** – University of Melbourne
- Gunashekar Mulayman** – Slum Dwellers International
- Joanne Taylor** – Place Leaders Asia Pacific
- Joyati Das** – Melbourne Sustainable Society Institute
- Sudeshna Chatterjee** – Action for Children's Environments
- Theresa Carampatana** – Slum Dwellers International

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# Place setting: SDGs, New Urban Agenda and Public space

**Joyati Das**  
 Melbourne Sustainable Society Institute



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# Placemaking: Sense of Place

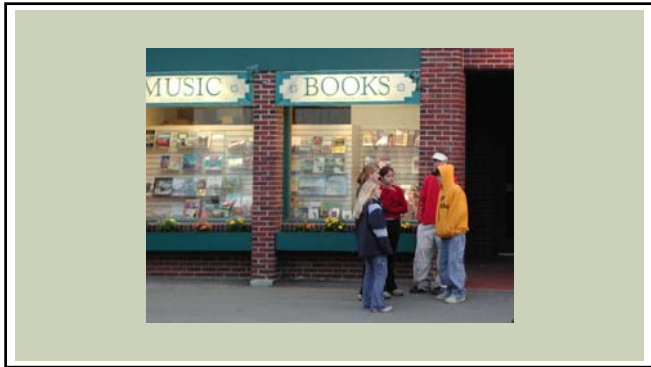
**Gini Lee**  
 University of Melbourne

**Sudeshna Chatterjee**  
 Action for Children's Environment



**PLACEMAKING : A SENSE OF PLACE**  
 SUDESHNA CHATTERJEE AND GINI LEE





**WHO'S WHO**

### 'Cars have too much space'

**TransHackney** meets the transport campaigners who are helping to make Hackney's streets safer using speed cameras and flowerbeds - and generalise their very different choices with them.

**Speed cameras** are being used to monitor traffic speeds on several roads in Hackney, including the A101, to help reduce the number of accidents. The cameras are being used to monitor traffic speeds on several roads in Hackney, including the A101, to help reduce the number of accidents.

**Flowerbeds** are being used to narrow roads and create safer spaces for pedestrians and cyclists. The flowerbeds are being used to narrow roads and create safer spaces for pedestrians and cyclists.

**Speed cameras** are being used to monitor traffic speeds on several roads in Hackney, including the A101, to help reduce the number of accidents.

**Flowerbeds** are being used to narrow roads and create safer spaces for pedestrians and cyclists. The flowerbeds are being used to narrow roads and create safer spaces for pedestrians and cyclists.

PC: Brenda Peuch





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**People Setting  
 "young people's lens"**

**Sudeshna Chatterjee**  
 Action for Children's Environment



**Securing children's right to play, recreation and leisure activities in Public Places**



PC: Ravi Kaimal




**Sudeshna Chatterjee**  
 Board Member, International Play Association  
 CEO, Action for Children's Environments

**WUF9**



Children will play wherever they are



Courtesy of: Svane Frode



**And create play spaces out of anything and everything in their environment**



**Many children across the world have to play with whatever is available in their environment.**

**They rely on their creativity and inner play to create play friendly environments around them.**





PC: Sudeshna Chatterjee

**Of course design can help make child and play friendly public places!**



PC: Svane Frode



PC: Svane Frode

**Placemaking efforts can help children play in public places everyday....**



PC: Sudeshna Chatterjee



Or on specific days and times when streets and public places get taken over for play!



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**People Setting "gender lens"**

Derlie Mateo-Babiano  
University of Melbourne

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**Gender lens**

- Public space is NOT gender-neutral.
- Sexual harassment and other forms of sexual violence in public spaces are an everyday occurrence for women and girls around the world
- 1 in 4 women in Washington DC experienced some form of sexual harassment on public transportation [1].
- Hence, the importance of gender lens

[1] Washington Metropolitan Area Transit Authority (2016). Understanding Sexual Harassment on Public Transportation, in UN Women (2017). Corporate Brief Safe Cities and Safe Public Spaces. <http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

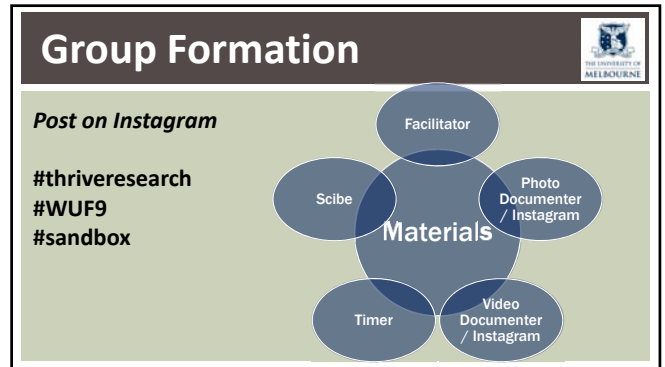
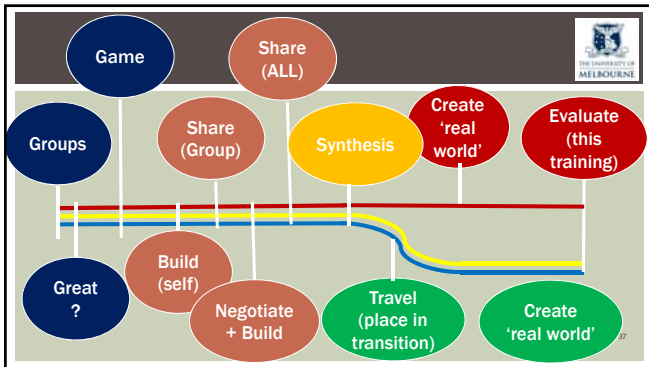
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**Training Event Road Map**

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**Icebreaker**

Cris Hernandez-Santin University of Melbourne  
Joanne Taylor Place Leaders Asia Pacific

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**Reflection game**

Cris Hernandez-Santin University of Melbourne  
Joanne Taylor Place Leaders Asia Pacific

**Reflection game**

- How do you make friends?
- What do you do to have fun?
- What makes nature enjoyable?
- What makes public space fun?

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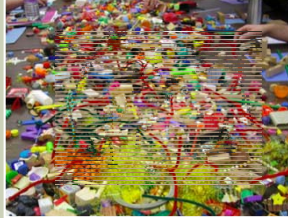
**Placemaking Sandbox**

Derlie Mateo-Babiano  
Place Leaders Asia Pacific

### Step1: Explore/Setup



Organize your materials, space, time, and attitude



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### Step2: Great Question

A great question to spark your imagination



How does “a place where young people/women can have fun, feel safe, and make new friends” look like?

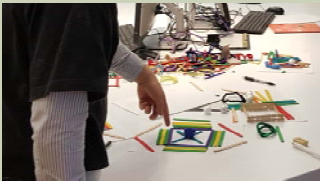
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### Step3: Loose Rules

Some general instructions and criteria



people need to build, rather than draw



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### Step4: Build (own model)

5 minutes to build YOUR OWN model



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### Step5: Share

1 minute to share what you built



47


### Step6: Build (small group model)

10 minutes to build Best of Table in the next 10minutes




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### Step7: Share (plenary)




**1 minute for each group to share**



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### Step8: Synthesis



What did the people say?

we came up with \_\_\_\_\_ great ideas...

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Youth group	Women Group	Men Group	Mixed Group

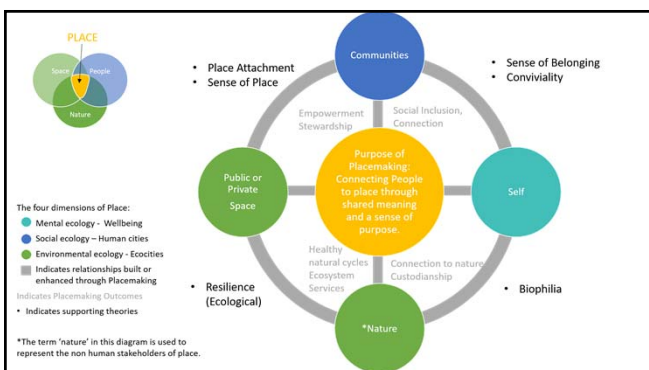


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## Place Diagram

Derlie Mateo-Babiano  
*University of Melbourne*



### Step8: Reflective dialogue



Reflect and summarise

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# Summary + Conclusion

(for those finishing at 1:00)

**Derlie Mateo-Babiano**  
 University of Melbourne



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# Travel


(for those finishing at 2:00)

**Derlie Mateo-Babiano**  
 University of Melbourne


  
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Take elevator to Concourse level of KLCC (where the aquarium is) – take the Suria KLCC shopping center to Center Court

Follow tunnel covered walkway to Center Court of Twin Towers.



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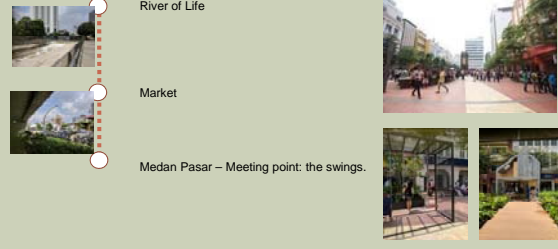
  
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Pasar Seni

River of Life

Market

Medan Pasar – Meeting point: the swings.



  
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Take elevator to Concourse level of KLCC (where the aquarium is) – take the Suria KLCC shopping center to Center Court

Follow tunnel covered walkway to Center Court of Twin Towers.




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# Create (real world)

**Derlie Mateo-Babiano**  
 University of Melbourne



**Thank you,**  
Any questions?

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## **Appendix 2 – Think City Presentation**

FORUM BANDAR SEGIUNTA  
WUF9  
WORLD URBAN FORUM 9  
Perspectives from the Placemaking Sandbox Training  
11 February 2018 | 12:30PM | Think City, KL, Malaysia  
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## Perspectives from the Placemaking Sandbox Training

**Gini Lee**  
University of Melbourne

**Cris Hernandez Santin**  
University of Melbourne

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## OUR PARTNERS

Representing the PlaceAgency Consortium

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## What are we doing today?

**PLACE**

- LEARN** – key ideas about placemaking
- DESCRIBE** – the training session
- SHARE** – different perspectives on placemaking
- APPLY** – placemaking tactics played out in place

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## Context Setting: What was this training about?

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## TRAINING OBJECTIVES

**GENERAL OVERVIEW OF PLACEMAKING AND SENSE OF PLACE**

1. CHILDRENS LENS
2. WOMEN'S LENS
3. TRIAL OF PLACEMAKING FUNDAMENTAL MODULES

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## WHAT IS PLACEMAKING

Process of creating or shaping a place

Getting to know the sense of place

Photo: Subashou Chatterjee

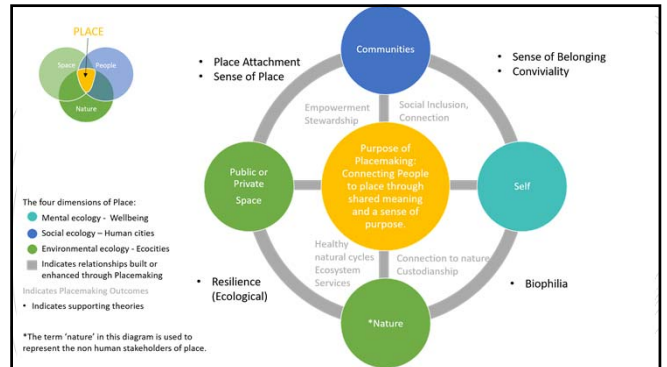
# WHAT IS PLACEMAKING

*“Creating the capacity for people to invest space with meaning.”*

PlaceAgency, October 2017



Photo: Sudebna Chatterjee



TRAINING HOURS	COUNTRIES REPRESENTED	NUMBER OF PEOPLE
3 (6)	28	~70 (52)

## Groups




Photo: Gini Lee

## Groups

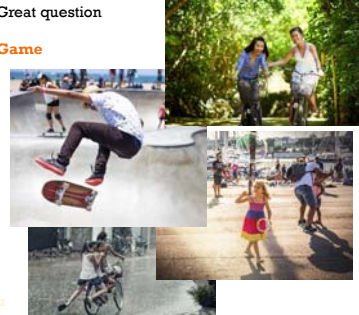
### Great question

**How does “a place where young people/women can have fun, feel safe, and make new friends” look like?**

## Groups

### Great question

### Game



- How do you make friends?
- What do you do to have fun?
- What makes nature enjoyable?
- What makes public space fun?

Groups

Great question

Game

Negotiate,  
design +build  
Synthesis




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Groups

Great question



Game

Negotiate,  
design +build,  
Synthesis

Share towards  
placemaking  
tactics

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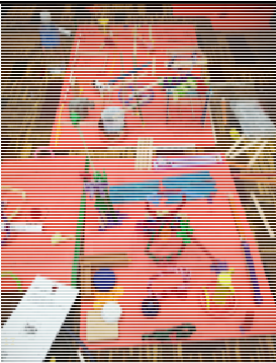

placemaking strategies

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placemaking strategies

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placemaking strategies

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Groups

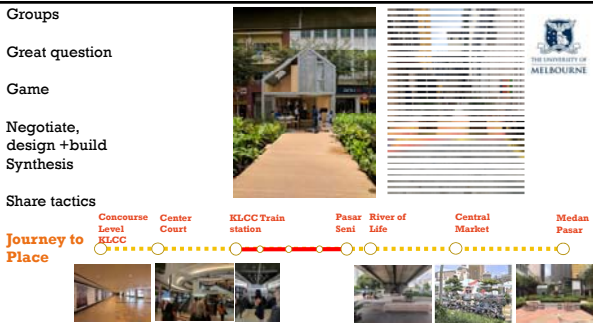
Great question

Game

Negotiate,  
design +build  
Synthesis

Share tactics

Journey to Place



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Groups

Great question



Game

Negotiate, design +build  
Synthesis

Share tactics

Journey to Place

**Real world Placemaking**





Groups

Great question

Game -

Negotiate, design +build  
Synthesis

Share tactics

Journey to Place

Real world Placemaking

**Evaluate**





1

Feedback 1

2

What did you like/enjoy?

- It's not just a virtual workshop, but also it has a tour to see a great example of implementing what we have discussed in the workshop.
- The designers of the place took in their consideration the community participation in the design and the process of implementation. (which gives the people in the community a feeling of ownership and responsibility)



2

What is your biggest 'aha' moment?

*"when we went out of the pasar and directed toward to square we were wondering what is place, was created for and then we realized it's a public space—also we were surprised it was done by women"*

4


Add feedback

5


What did you like/enjoy?

*"To visit KL, to see the river, the market, the square"*

*"It was great to meet the ThinkCity team"*




**WHAT WORKED / DIDN'T?**



+	-
'hot topic' and great question	Logistics / control of room layout or setting
Playful approach and model building	Refreshments for participants
Placemaking simulation	Needed more time for the model + placemaking discussion
Showing the place diagram after discussion and place simulation	Having an all children group in cramped space could have been included in adult group?
Immersion into a placemaking initiative(s) on site	Workshop program required more than the allocated hours including site visit

## NEXT STEPS




Further discussion and feedback to participants

Conduct a gender and a place analysis and a cultural analysis

Keep children and women focus and allow children and adults to work together

Run Sandbox trials globally



What were the key learnings from the workshop?

1. Rearranging the seating configuration of a room can be an act of placemaking.
2. You don't need to be a designer to be a placemaker, but working with designers can simultaneously lead to quality design and empower the community.
3. Becoming a placemaker for the collective, requires the effort to understand different perspectives
4. The reflections of each group validated the four dimensions of place we have developed.

## Thank you,

Any questions?




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