

Local Workshop Guideline and Checklist

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(supported by WG3)

Doc 01_COST_Local Workshop Guideline and Checklist

1. ABOUT THIS GUIDELINE AND CHECKLIST	2
1.1. COST LOCAL WORKSHOP FACILITATORS KIT AND ADDITIONAL DOCUMENTS REQUIRED TO RUN A LOCAL WORKSHOP	2
2. THE STRUCTURE OF THE LOCAL WORKSHOP	3
2.1. THE OVERALL STRUCTURE OF THE EVALUATION & THE INSTRUMENTS EMPLOYED IN THE LOCAL WORKSHOPS	3
2.2. MAKING CHANGES TO INSTRUMENTS OR THE LOCAL WORKSHOP FACILITATORS KIT	4
2.3. THE 4 STEPS IN A LOCAL WORKSHOP	4
2.4. HOW DO WE ORGANISE THESE STEPS IN LOCAL MEETINGS?	5
2.5. CAN WORK UNITS CHANGE THE STEPS AND THE (NUMBER OF) MEETINGS?	6
2.6. WHEN DO WE ORGANISE THE LOCAL WORKSHOP?	7
2.7. WHICH ACCESSIBILITY INSTRUMENTS ARE USED IN THE LOCAL WORKSHOP?	7
2.8. WHAT IF THE INVITED END USERS CANNOT MAKE STRATEGIES OR DECISIONS?	7
2.9. DEVIATIONS FROM THE GUIDELINES	8
3. ADAPTING AND USING EVALUATION 1. PRE WORKSHOP SURVEY	9
3.1. EVALUATION 1. PRE-WORKSHOP SURVEY – PRIOR TO PRELIMINARY CONVERSATION	9
3.1.1. Adapting Pre Workshop Survey to meet local requirements	9
EVALUATION 1. PRE-WORKSHOP SURVEY CHECKLIST	10
3.2. PRELIMINARY CONVERSATION – ESTABLISHING THE WORKSHOP PARAMETERS AND ADMINISTERING PRE WORKSHOP SURVEY 1	11
3.2.1. Timing of Preliminary Conversation	11
PRELIMINARY CONVERSATION - CHECKLIST 1.	12
PRELIMINARY CONVERSATION - CHECKLIST 2.	12
3.2.2. Post Preliminary Conversation	13
PRELIMINARY CONVERSATION - CHECKLIST 3.	13
4. FIRST PHYSICAL MEETING - (STEP 1)	14
FIRST PHYSICAL CONTACT - CHECKLIST 1.	14
5. WORKSHOP - SECOND PHYSICAL MEETING (STEP 2 – 4)	15
5.1. WORKSHOP STRUCTURE	15
5.2. EVALUATION 3. POST WORKSHOP SURVEY	15
5.3. EVALUATION 4. DEBRIEF - SEMI-STRUCTURED FOCUS GROUP?	16
5.4. EVALUATION 5. WORKING GROUP PANEL ASSESSMENT	21
6. APPENDICES	24
6.1. Glossary	25
	25
	26
	26

Doc 01_COST_Local Workshop Guideline and Checklist

1. ABOUT THIS GUIDELINE AND CHECKLIST

The following guideline and checklist is provided for Local Working Unit Members (LWUM) in order to maintain the consistency of delivery of the suite of instruments developed for the COST TU1002 - local working unit workshops.

This document incorporates the content of previous COST documents including;

- Section 2 - COST_Local Workshop FAQ
- Section 5.4 - COST_Moderator Guide for Focus Group
- Appendices - Glossary

1.1. COST LOCAL WORKSHOP FACILITATORS KIT AND ADDITIONAL DOCUMENTS REQUIRED TO RUN A LOCAL WORKSHOP

The documents and instruments required to run a COST Local workshop are available in the *COST Local Workshop Facilitators Kit*. This kit includes all the instruments that are required to complete the local workshops as well as supporting information.

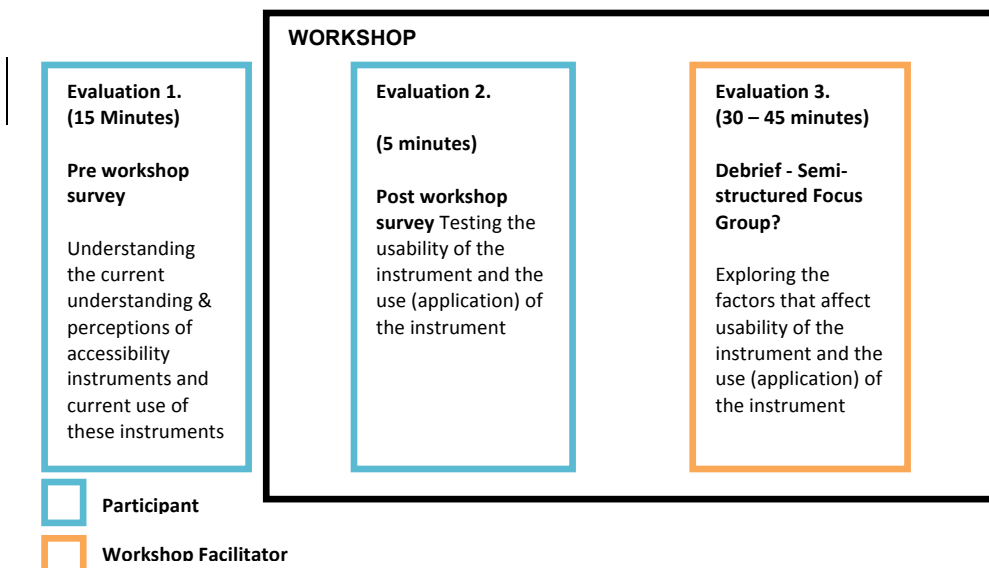
The documents in the *Local Workshop Facilitators Kit* include;

- [Doc 01_COST_Local Workshop Guidelines and checklist](#)
- [Doc 02_COST_Pre Workshop Survey Template](#)
- [Doc 02A_COST_Pre Workshop Data Entry Template](#)
- [Doc 03_COST_Post Workshop Survey Template](#)
- [Doc 03A_Cost_Post Workshop Data Entry Template](#)
- [Doc 04_COST_Working Group Panel Assessment](#)
- [Doc 05_COST_Working Group Panel Assessment](#)

2. THE STRUCTURE OF THE LOCAL WORKSHOP

2.1. THE OVERALL STRUCTURE OF THE EVALUATION & THE INSTRUMENTS EMPLOYED IN THE LOCAL WORKSHOPS

A total of 4 evaluations will need to be employed in the local workshops. The framework used for the local workshops is as follows.



Evaluation Number	Evaluation Name	Evaluation Timing	Relevant documents
Evaluation 1.	Pre-workshop survey ((Online) preliminary conversation)	Completed by workshop participants 6 weeks prior to the workshop	DOC 02 – 02A
Evaluation 2.	Post-workshop survey	Completed by workshop participants immediately following the workshop	DOC 03 – 03A
Evaluation 3.	Debrief - Semi-structured focus group	Facilitated by the Working unit immediately following the Post workshop survey	Doc 04
Evaluation 4.	Working Group panel assessment	Completed by the Working unit after the workshop	DOC 05

2.2. MAKING CHANGES TO INSTRUMENTS OR THE LOCAL WORKSHOP FACILITATORS KIT

In order to maintain administrative and data consistency in each of the local workshops, a custodian of the Local Workshop Facilitators Kit will make any adjustments required and will distribute revised kits through the COST network.

2.1. THE 4 STEPS IN A LOCAL WORKSHOP

The Local Workshop is set up in the form of a short typical (four step) planning exercise to mirror real planning practice. The aim is not to develop strategies, but to play with the instrument in a next-to-real exercise.

STEP 1: Conceptualizing accessibility in the light of wider economic, social and spatial goals

The end users have to agree on a (strategic) planning question and discuss how indicators from the accessibility instrument can support them in exploring this planning question. Questions that need to be answered are; how can the problem be translated into accessibility terms (e.g. accessibility to what, which what modes, within what travel time) and how should the indicator be presented (e.g. thematic maps, tables, numbers). This needs to be done within the limitations of the used instrument(s). The goal of this step is to translate individual thinking on the planning question into a shared language of accessibility.

Examples:

- If the planning goal or problem deals with *strengthening of economic clusters*, this may be translated into accessibility needs in terms of e.g. access to jobs, markets (inhabitants, firms), knowledge (people, companies, institutions), other economic clusters, mainports (harbor, airport), and supplies (goods etc.).
- If the planning goal or problem deals with *restructuring of the existing urban areas*, this may be translated into accessibility needs in terms of e.g. multimodal access to jobs and (daily) services (education, health care, shops, recreation) on a local level (lower-income groups) and on a regional level (higher-income groups).
- If the planning goal or problem deals with *preserving openness of the landscape*, this may be translated into accessibility needs in terms of e.g. number of inhabitants with access to open space, direct access with bicycle and accessibility to entry points with public transport and car.
- If the planning goal or problem deals with *enhancing integration of immigrants*, this may be translated into accessibility needs in terms of e.g. access by slow modes to jobs, education, local services sporting clubs, and social clubs, and regional access by public transport to higher education.

STEP 2: Collectively mapping, measuring, interpreting and analyzing the *conception* of accessibility

The developers of the accessibility instrument produce the desired accessibility output (e.g. maps, tables, numbers) and present this to the end users. In this presentation they have to explain to the end users what they see and what kind of consequences for the planning question can be drawn from this. The goal is to create a shared understanding of the current accessibility situation and of ways to intervene in this.

Doc 01_COST_Local Workshop Guideline and Checklist

Critical questions for the developer of the accessibility instrument are:

- How can the accessibility problems or goals, identified in step 1, be interpreted and represented appropriately (in terms of mapping, calculations, statistics etc.)?
- Do all of the workshop participants understand these representations? How can the accessibility model be made sufficiently simplistic and crystallized without sacrificing the necessary qualities of the model as a representation of the complex urban system?
- Are the necessary data and modeling technology and skills available?

Example: “Strengthening the knowledge cluster in the Rotterdam The Hague area. Accessibility is measured by combining:

- Firms in the field of creative industries within 15 min by bicycle
- Cultural and catering services within 15 min by bicycle
- Higher education and knowledge institutions within 30 min by car and 45 min by public transport
- Labor with high education within 45 min by car and 60 min by public transport
- Rotterdam Harbor and Schiphol Airport within 45 min by car and 60 min by public transport

STEP 3: Understanding changes in accessibility as a result of *interventions*

The end users are invited to develop (different sets of) planning interventions to improve or maintain the accessibility situation as presented in step 2. This can be done as a plenary group or in smaller groups. Each group can also choose between finding the optimal planning intervention(s) or in diverging into extreme planning interventions. The developers of the accessibility instrument then present the effects of these interventions on accessibility to them. The goal of this step is to develop a shared understanding of the sensitivity of the accessibility situation for planning interventions. The accessibility instrument is used as a tool in probing collectively different intervention scenarios in terms changes in accessibility that they bring. The instrument thus serves to enhance understanding of the accessibility dimension of different planning alternatives.

STEP 4: *Designing* integrated solutions/strategies

Based on the shared understanding of the accessibility situation and sensitivity to planning interventions, the group of planners can agree upon (a set of) interventions for the planning question in step 1. The goal is to let the end users internalise the accessibility language into their individual understanding of the planning question.

The production and use of accessibility indicators must be seen as a collective learning process, in which all participants should be involved. Accessibility measures should directly relate to both policy issues or goals and to actual travel and location behavior. The aim of the workshop is to stimulate policy design processes, for which it is crucial to

Doc 01_COST_Local Workshop Guideline and Checklist

develop shared insight in changes in accessibility as a result of changes in the transport and land-use system.

If a Local Work Unit is not able to organise such an experiential learning exercise, they could choose to organise only one meeting with potential end users in which they present their instrument in general terms and then ask the end users to fill in the usability surveys. Reflections from such a simplified set up will be much less rich, but still usable for the COST Action.

Should you require any further information, please contact a member of Working group 3 by email.

Doc 01_COST_Local Workshop Guideline and Checklist

2.2. HOW DO WE ORGANISE THESE STEPS IN LOCAL MEETINGS?

We will first describe the most desirable organisation of the Local Workshop, before going into the options to simplify this to meet local context characteristics. This consists of an online or telephone conversation with the end users, followed by two meetings of half a day.

(Online) preliminary conversation – (PRE STEP 1)

After an end user has accepted to participate in the Local Workshop, he/she will be contacted by a person of the Work Unit (by phone or e-mail). In this contact (in which also the pre-workshop survey can be deployed) the end user is introduced to the accessibility instrument. Also, he/she is asked what kind of accessibility oriented planning question he/she is interested in. Based on that, the end user then has to express an opinion on a number of fundamental choices within the accessibility instrument (i.e. modes, travel times, activities included). This information will be collected for each end user and will form the input for the first physical meeting. For instance, when there is conflict, the instrument developer can choose to show different types of output that correspond to the most dominant choices.

First physical meeting – (STEP 1)

About four weeks before the workshop with the same group of end users. In this meeting the first step is performed: the end users have to agree on a relevant planning question and on how the available accessibility instrument(s) and indicators have to be setup and presented to support them in exploring this question.

Second physical meeting – (STEP 2 – 4, WORKSHOP)

About four weeks after the first physical meeting (depending on how fast the accessibility instrument can be adapted to the wishes of the end users), the second and most important meeting will be organised. In this meeting output of the accessibility instrument (Maps, tables etc) is presented to the users and based on that planning interventions are developed. After the effects of these interventions are presented, the end users have to agree on planning interventions for the planning question.

2.3. CAN WORK UNITS CHANGE THE STEPS AND THE (NUMBER OF) MEETINGS?

The four step structure is based on a well-established body of literature on learning and knowledge management. A Work Unit can choose to simplify the structure (in agreement with Workgroup 3), but this means that a loss of richness of the usability findings. There are a number of ways to simplify the structure to meet local demands;

- When your instrument(s) is not able to quickly calculate the effects of interventions within a single meeting, include step 3 in the first meeting. Present the outcomes (step 2 and of step 3) as a starting point in the first meeting.

Doc 01_COST_Local Workshop Guideline and Checklist

- When the group of end users is not able to meet for two meetings, perform step 1 (and step 3) via an online (or telephone) conversation with the end users.
- If there is no group of end users willing/able to actively use the accessibility instrument as described above, present the instrument then to them in general terms and then let them fill in the usability surveys.

If you cannot fit your local workshop into one of these options, contact a member of Workgroup 3 as soon as possible with an alternative solution.

2.4. WHO DO WE HAVE TO INVITE TO THE LOCAL WORKSHOP?

Each local Work Unit has to invite a small group of end users to join the workshop. This is because the COST Action is explicitly focused on a structured dialogue to establish an idea about the current usability of your instrument for them and ways to improve this.

- It is **strongly advised** that the group consists of local planning actors that deal with (urban) planning and strategy making on a daily basis (professionals, agencies, advocacy groups, citizen), since most of the accessibility instruments aim to support their planning practices.
- It is **strongly advised** to invite users from different disciplinary backgrounds (at least two disciplines). We want to test the usability of accessibility instruments as a professional language between planning disciplines (i.e. land use, transport, environmental planning). As is argued in the MoU of the COST Action, this is where we expect the highest added value of our instruments.
- The group of invited end users is **strongly advised** to be between four and eight persons, ideally evenly distributed over the planning disciplines that are involved. This group size guarantees a diverse view on the usability of the instrument while it also limits the complexity of observing and organising the meeting.

If you think that your Local Work Unit cannot comply with these recommendations, please contact a member of Work Group 3 as soon as possible with an alternative solution that approaches the advice as close as possible.

2.5. WHEN DO WE ORGANISE THE LOCAL WORKSHOP?

The workshop protocol and workshop kit will be tested in Pilot Workshop Munich in February 2013. This means that Local Workshops can be started from that date onwards. All Local Workshops have to be finished before October 2013 to enable us to analyse and report the overall findings on time. We advise to organise the meeting as soon as possible. This allows you to go back to the participants when needed or even get together a second time to discuss findings.

2.6. WHICH ACCESSIBILITY INSTRUMENTS ARE USED IN THE LOCAL WORKSHOP?

In principle, the COST Action wants to collect usability reflections on all instruments that were introduced by each Work Unit. This means that we expect that in each Local Workshop at least the local accessibility instruments will be used. It is however possible to (also) use another accessibility instrument from within the COST Action. If you consider this, please first contact the respective developers to inform yourselves about the possibilities and constraints and contact Workgroup 3 to discuss this option.

2.7. WHAT IF THE INVITED END USERS CANNOT MAKE STRATEGIES OR DECISIONS?

The steps in which the end users have to work on a planning question are just an exercise that is used to get the end users to interact with the instrument in a next-to-real planning process. The outcomes do not have to be translated or communicated to outside this group: there should explicitly be no search for formal agreements or negotiations between the end users since this hampers the potential learning.

The organisers and end users need to be aware that this is free environment in which they can experiment with accessibility and learn how this professional language can (or cannot) help them in their daily planning work. **The only goal of the Local Workshop is to (experientially) reflect on the usability of the instrument, not to develop planning outcomes.** Make sure that this is clearly communicated and understood by all users.

2.8. CAN WE DEVIATE FROM THE GUIDELINES?

In the Local Workshop the developer of the accessibility instrument (often the local Work Unit) is actively engaging with a selected group of (potential) end users. To structure this workshop, we offer here a number of workshops standards and guidelines. All of these guidelines are based on earlier experiences and should be considered as strong advices to the Work Units. Being aware of the large variety of local contexts, the Work Units are allowed to make (well-reasoned) adaptations to them.

Some of these possible deviations are also discussed. As a general rule, each Work Unit that wants to deviate from a guideline should argue to Workgroup 3 why they choose to do so. Workgroup 3 will then decide on accepting this deviation.

3. ADAPTING AND USING EVALUATION 1. PRE WORKSHOP SURVEY

The following section provides the detail required to successfully administer the instruments developed for the local workshops. By following and contributing to these guidelines, each working unit will assist in the development of data sets that demonstrate a good degree of integrity suitable for comparisons.

3.1. EVALUATION 1. PRE-WORKSHOP SURVEY – PRIOR TO PRELIMINARY CONVERSATION

3.1.1. Adapting Pre Workshop Survey to meet local requirements

Related documents / files;

[\[Doc 02_COST_Pre Workshop Survey Template\]](#)

Zipped File: [\[COST PARTICIPANT WORKSHOP KIT\]](#)

EVALUATION 1. PRE-WORKSHOP SURVEY CHECKLIST

Survey instrument

- Using [\[Doc 02_COST_Pre Workshop Survey Template\]](#) as a working document, translate the survey questions into the local language;
- Save a copy to the zipped file [\[COST PARTICIPANT WORKSHOP KIT\]](#) to enable easy emailing to participants.
- Save a copy of anything else that you require the participants to receive prior to the Local workshops to enable easy emailing to participants;

This zipped file is now ready to send to workshop participants when required prior to conducting the face to face / telephone survey.

Doc 01_COST_Local Workshop Guideline and Checklist

3.2. PRELIMINARY CONVERSATION – ESTABLISHING THE WORKSHOP PARAMETERS AND ADMINISTERING PRE WORKSHOP SURVEY 1

There are two primary aims of the first contact with local workshop participants;

- Provides an opportunity to arrange the administration of Evaluation 1. Pre-workshop survey.
- Provides the context of the problem / parameters to be used in the accessibility model that will be the focus in the Local Workshop

3.2.1. Timing of Preliminary Conversation

Preparations for the Preliminary Conversation should commence 6 weeks prior to the workshop. In essence, the information should be collected from the participants leaving enough time for the Instrument Developer to respond to the specifics of the case study being used in the Local Workshop.

The survey should be completed at least 4 weeks prior to the Local Workshop.

Schedule time for the preliminary contact with workshop participants for a phone / face to face / or email conversation regarding the Local Workshop and Pre Workshop Survey.

[Related documents / files;](#)

[Zipped File: \[COST PARTICIPANT WORKSHOP KIT\]
\[COST_Pre Workshop Survey\]](#)

Doc 01_COST_Local Workshop Guideline and Checklist

PRELIMINARY CONVERSATION - CHECKLIST 1.

- 6 weeks prior to Local Workshop, arrange preliminary contact and decide if the pre-workshop survey will be completed by phone or face to face at the time of preliminary contact;
- 1 week prior to Preliminary contact, email the participants the Zipped File: [\[COST PARTICIPANT SURVEY KIT\]](#) so that participants have a copy of the questions prior to the telephone / face to face meeting.

PRELIMINARY CONVERSATION - CHECKLIST 2.

Pre Workshop Survey

- Administer the pre workshop survey by phone / face to face.

Local Workshop

- Introduce participant to the specific accessibility instrument that will be used in the local workshop;
- Find out 'what kind' of accessibility orientated planning question the participant is interested in;
- Gain the participants opinion on a number of fundamental choices within the accessibility instrument (i.e. modes, travel times, activities included). Record this information as it will be used in the first physical meeting.

Other locally specific participant information

- Arrange an appropriate time (4 weeks prior to workshop) for first physical meeting.

Doc 01_COST_Local Workshop Guideline and Checklist

3.2.2. Post Preliminary Conversation

There are two primary tasks post the preliminary conversation.

- Data entry and validation for Evaluation 1. Pre-workshop Survey
- Deciding on the parameters of the Local Workshop based on the conversation.

Related documents / files;

[\[Doc 02A_COST_Pre Workshop Data Entry Template\]](#)

PRELIMINARY CONVERSATION - CHECKLIST 3.

Data Entry

Enter pre workshop survey data into [Doc 02A_COST_Pre Workshop Data Entry Template](#); Send a copy of the data to the COST Data Custodian; marco@accessibilityplanning.eu

Store an additional copy of your data for your own use and as backup.

Local Workshop

List the various kinds of accessibility orientated planning question the participants have shown interest;

Gain the participants opinion on a number of fundamental choices within the accessibility instrument (i.e. modes, travel times, activities included). Record this information as it will be used in the first physical meeting.

In order to maintain data consistency in each of the local workshops, a custodian of the Local Workshop data will collect and validate Evaluation 1. Pre Workshop data. By sending your data set to the custodian as soon as it becomes available, any apparent issues can be identified, and follow up can occur without delay.

Marco te Brömmelstroet; marco@accessibilityplanning.eu

Doc 01_COST_Local Workshop Guideline and Checklist

4. FIRST PHYSICAL MEETING - (STEP 1)

There is one primary aim of the first contact with local workshop participants;

- To translate individual thinking on the planning question into a shared language of accessibility.

About four weeks before the workshop with the same group of end users. In this meeting the first step is performed: the end users have to agree on a relevant planning question and on how the available accessibility instrument(s) and indicators have to be setup and presented to support them in exploring this question.

The end users have to agree on a (strategic) planning question and discuss how indicators from the accessibility instrument can support them in exploring this planning question. Questions that need to be answered are;

- How can the problem be translated into accessibility terms (e.g. accessibility to what, which what modes, within what travel time);
- How should the indicator be presented (e.g. thematic maps, tables, numbers).

This needs to be done within the limitations of the used instrument(s). The goal of this step is to translate individual thinking on the planning question into a shared language of accessibility.

5. WORKSHOP - SECOND PHYSICAL MEETING (STEP 2 – 4)

There are three primary aims of the second physical contact with local workshop participants which will be undertaken in a workshop setting;

- Present accessibility instrument output to the end user (workshop participants);
- Allow end users to 'play' with the instruments in order to create a shared understanding of the sensitivity of the outputs to planning interventions.
- Allow end users to 'internalise' accessibility language into their individual understanding of the planning question

Doc 01_COST_Local Workshop Guideline and Checklist

5.1. WORKSHOP STRUCTURE

The local workshops should be administered generally in the same manner in each local workshop. The following is the suggested format for the workshops

- 9:30 Welcome + Introduction of Participants**
- 9:45 Explanation about the workshop + research context**
- 10:00 Presentation about the local planning context**
- 10:15 Presentation about the concept of accessibility mapping**
- 10:30 Elaboration of accessibility criteria in relation to the local planning context**
- 11:00 Coffee break**
- 11:15 Plenary discussion between participants**
- 11:45 Conclusions / main insights**
- 12:00 Focus group: what have we learned?**
- 12:30 Closing**

5.2. EVALUATION 3. POST WORKSHOP SURVEY

There are two primary aims of the Post Workshop Survey;

- To understand the experience of the process (use of the accessibility instrument) from the end user.

The Post workshop survey should be completed by individually by all participants in the local workshop. The survey will take about 15 minutes to complete and provides a good transition to reflective thinking about the workshop.

[Related documents / files;](#)

[\[Doc 03_COST_Post Workshop Survey_Template\]](#)

[\[Doc 03A_COST_Post Workshop Data Entry Template\]](#)

Please address any questions regarding the Post Workshop Survey to Dimitris Milakis (milakis@mail.ntua.gr) or Roger Mellor (r.mellor@curtin.edu.au).

Doc 01_COST_Local Workshop Guideline and Checklist

5.3. EVALUATION 4. DEBRIEF - SEMI-STRUCTURED FOCUS GROUP?

There is one primary aim of the Semi-Structured Focus Group with local workshop participants;

- To provide a deeper understanding of the workshop process and the experience of the end users of the accessibility instrument.

The guidelines are based on personal experience (David Zaidel) with laypersons participants, usually recruited in early research phases of safety, health or education issues that concerned parents, road user groups or teachers. The guidelines were adapted to the special situation of participants who are all professionals and instead of being recruited they have participated together in a day-long technical workshop.

Welcome and short introduction; something like:

We are here to exchange opinions and impressions about the workshop and the accessibility instrument you learned about and practiced today. We would like to do this in a format of a Focus Group, a procedure that many of you probably know about. It is simply a somewhat structured discussion among yourselves, so that everyone has a chance to express an opinion or react to what others say.

I will moderate the discussion in the group and [my partner] will help me to listen and record the session.

There are few ground rules we have to follow: Each of you expresses a personal opinion or experience and there is absolutely no “wrong” opinion.

Participants will talk in turns, cued by the moderator and you can react in a free discussion as long as no one is interrupting / disrupting someone else’s talk and not dominating the discussion. I ask you to respect these rules and each other’s views, as well as to be active participants.

We expect the session to last about 45 minutes max.

Introducing of participants

If there were no personal self- introductions at the workshop, start by introducing yourself. This will be a model of relevant personal information.

academic- professional background,

current job description, responsibility, where, years of experience in that job,

prior familiarity with the particular accessibility instrument,

prior familiarity with other accessibility instruments,

prior experience with a project task similar to that in the workshop,



Doc 01_COST_Local Workshop Guideline and Checklist

prior experience in an equalitarian group- work, team-work, on a planning / evaluation task.

List of topics for discussion

Opinions about the planning / evaluation task

Opinions about the accessibility instrument used

Opinions about the process of the workshop

Opinions about the applicability of the instrument to their professional work

Moderator and partner should have a list in big font (sheet of paper or cards) of topics and subtopics that need to be covered in the FG, to be monitored during the session. Topics covered are check-marked. The primary role of the assistant partner moderator is to record the session (depending on skill, directly to a computer, or a paper pad; audio recording as backup if participant agree). He should also keep track of the topics covered and alert the moderator to a topic suitable for discussion at a given point.

General procedure of conducting the discussion session

Start with an open general question about the workshop. Whoever wants to talk will talk and, most likely, will address some of the topics in the (hidden) list the moderator has prepared in advance. Let other people participate, react to others.

As long as discussion is flowing, relevant, without any single person dominating it, let it be.

Encourage expression of subjective experiences, feelings; not every opinion must be backed up by hard proof.

Be sensitive to use of different terms for same concept by people from different backgrounds.

When spontaneous discussion dries out, or needs to be halted, moderator will take the lead and address directly each person who has not participated so far. She might say "Michel, what is your view on what was said here?" or she could move to the next phase of the discussion.

In the second phase, the moderator picks up a specific topic from the list, and informs the participants that each of them, in turn, will address the topic and express his or her opinion / impression / suggestion. No reaction or interruption is expected.

Moderator is to help the speaking person, if necessary, to express her view more clearly, by reframing what was said (did you mean that so and so?) or a direct prompting question to clarify (e.g. and why do you think it happens?) Generally, a yes/ no kind of answer will require a prompt by moderator to elicit a more detailed response.

Doc 01_COST_Local Workshop Guideline and Checklist

After the round of opinions about a given topic was completed, moderator will ask for reactions, comments about all what was said about the topic.

It is useful to have participants discuss possible reasons for differences of opinions and experiences.

Depending on the flavour of the discussion and reactions (diversity of opinions, support, disagreement, etc.), moderator might take a vote ('how many of you think that so and so' is preferable to asking 'how many agree with Michel') or request members to come up with a summary statement that represents fairly what the participants have expressed.

Each of the remaining topics that were not addressed so far needs to be presented to the participants in the manner of phase 2. It is not necessary to stick to a rigid order of topics; natural flow of discussion and natural associations are as important.

A useful method to intervene in the event of disrupted / off-track / discussion is to signal the last speaker to stop, and reframe what he said (e.g. 'so what you mean is so and so, you made it clear now') in such a way that immediate transition to another person or to another topic can be made.

Moderator generally refrains from expressing personal opinions, but may observe that she has had similar experience, as other participants.

The last phase of the session is a request to all participants to make two summary statements, one about the workshop and one about the FG session. They can say anything they want, for about one minutes for each experience.

Moderator should also make a summary statement about the session, generally complimenting and thanking participants.

[Related documents / files;](#)

[\[Doc 05_COST_Debrief_Semi_structured Focus Group\]](#)

A scribe will be required to take detailed notes for this evaluation.

Please address any questions regarding the Post Workshop Focus Group to David Zaidel (zaidel53@bezeqint.net).

Doc 01_COST_Local Workshop Guideline and Checklist

5.4. Working Group Panel Assessment

There is one primary aim of the Working Group Panel Assessment;

- To record the observations made by the COST action Working group.

The assessment will provide a narrative for each local workshop. It should be completed by all COST members (not-participants). The discussion will use the same key points from the participant debrief and should also be moderated by the same person if possible.

NB. These are provided only as a starting point for the discussion.

[Related documents / files;](#)

[\[Doc 06_COST_Working Group Panel Assessment\]](#)

A scribe will be required to take detailed notes for this evaluation.

6. POST WORKSHOP CHECKLIST

There are three primary tasks post workshop. These include;

- Record all outputs from workshop
- Complete Data entry and write up notes from discussions
- Send a copy of all completed data / notes to COST Data Custodian from WG3. Marco te Brömmelstroet; marco@accessibilityplanning.eu

Data Entry

- Enter Post workshop survey data into [\[Doc 03A_COST_Post Workshop Data Entry Template\]](#).
- Write up complete and full notes from the evaluation 4 – debrief - semi structured focus group using the suggested questions as headings. [\[Doc 05_COST_Debrief_Semi_structured Focus Group\]](#)
- Write up complete and full notes from the evaluation 5 – Working group Panel Assessment using the suggested questions as headings.
 - Include any notes that are relevant to the outcome of the workshop. [\[Doc 06_COST_Working Group Panel Assessment\]](#)
- Store an additional copy of all your data for your own use and as backup.
- Send a copy of the data to the COST Data Custodian; Marco te Brömmelstroet; marco@accessibilityplanning.eu

[Related documents / files;](#)

[\[Doc 03A_COST_Post Workshop Data Entry Template\]](#)

[\[Doc 05_COST_Debrief_Semi_structured Focus Group\]](#)

[\[Doc 06_COST_Working Group Panel Assessment\]](#)

7. APPENDICES

7.1. Glossary

How this glossary works

In this glossary we discuss and define our common terms. This will be used as our common lexicon in meetings and surveys. The idea is that the glossary is not static but a source of continuous debate. You can leave your insights on a certain definition by leaving a reply (or read the replies of others) on the bottom of the page.

Academic quality/ rigour - The extent to which statements are meeting the general requirements for good scientific research. Mostly referring to positivistic values such as: internal validity (causal claims), external validity (generalisability) and construct validity (how good do we measure what we want to measure).

Accessibility - The ability to reach (or be reached by) desired goods, services, activities and destinations (together called opportunities) Based on [TDM Encyclopedia](#)

Accuracy (of a model) - The accuracy of a model takes into account whether a model fits experimental measurements or other empirical data

Competition measures - Incorporates capacity constraints of activities and users into accessibility measure (C. Curtis, J. Scheurer 2010)

Concepts - Groups of instruments that are based on specific sets of distinctive reasoning to construct the term accessibility (i.e. infrastructure-, person-, location based accessibility or space syntax)

Contour measures - Defines catchment areas by drawing one or more travel time contours around a node, and measures the number of opportunities within each contour (jobs, employees, customers, etc) (C. Curtis, J. Scheurer 2010)

Decision Support System - A computer-based information system that supports business or organizational decision-making activities. DSS serve the management, operations, and planning levels of an organization and help to make decisions, which may be rapidly changing and not easily specified in advance. (source: wikipedia)

Gravity measures - Defines catchment areas by measuring travel impediment on a continuous scale. (C. Curtis, J. Scheurer 2010)

Indicator - The way in which accessibility is expressed. This strongly relates to the concept used

Individual component - (of accessibility) The needs, abilities (depending on people's physical condition, availability of travel modes, etc.) and opportunities (depending on people's income, travel budget, educational level, etc.) of individuals.

Instrument - A tool that aims to provide explicit knowledge on accessibility to actors in the planning domain. Mostly, they consist of computer model(s) that transfers data/information about an urban structure into meaningful knowledge, and visualizes that through means of maps or values.

Interpretability - Accessibility measures can be complex, but understandable if well visualised and interpretable units are used (scaling to average/maximum, indices, money, etc.).

Land use component - (of accessibility) The land-use system, consisting of the amount, quality and spatial distribution of opportunities.

Land use planning - Encompassing various disciplines which seek to order and regulate land use in an efficient and ethical way. (Source: wikipedia)

Network measures - Measures centrality across entire movement networks. Networks can be represented by: the primal approach (networks are understood as intersections connected by

Doc 01_COST_Local Workshop Guideline and Checklist

route segments) the dual approach (networks are understood as route segments connected by intersections) (C. Curtis, J. Scheurer 2010).

Planning - The structured organizational process of creating and maintaining a plan; and the psychological process of thinking about the activities required to create a desired goal on some scale. (source: wikipedia)

Quality of data - Accuracy and precision of data. Accuracy refers to the closeness of measured values, observations or estimates to the real or true value. Precision (or Resolution) can be divided into two main types. Statistical precision is the closeness with which repeated observations conform to themselves. Numerical precision is the number of significant digits that an observation is recorded in.

Spatial separation measures - Measures travel impediment or resistance between origin and destination, or between nodes. Travel impediment measures can include: Physical (Euclidean) distance Network distance (by mode) Travel time (by mode) Travel time (by network status—congestion, free-flow, etc.) Travel cost (variable user cost or total social cost) Service quality (e.g. public transport frequency) (C. Curtis, J. Scheurer, 2010).

Statutory planning - The part of the planning process that is concerned with the regulation and management of changes to land use and development. (Source: wikipedia)

Sustainable accessibility - the amount and the diversity of activity places that people can reach within a given travel time and/or cost with as little as possible use of non renewable, or difficult to renew, resources, including land and infrastructure. [Bertolini, Le Clercq & Kapoen, 2005](#)

Temporal component - (of accessibility) The availability of opportunities at different times of the day, and the time available for individuals to participate in certain activities.

Time-space measures - Measures travel opportunities within pre-defined time constraints. (C. Curtis, J. Scheurer 2010)

Transportation component - (of accessibility) The transport system, expressed as the disutility for an individual to cover the distance between an origin and a destination using a transport mode.

Utility measures - Measures individual or societal benefits of accessibility. Indicators can include: Economic utility (to the individual, or to the community) Social or environmental benefits (e.g. social inclusion, greenhouse effects) Individual motivations of travel (by activity or travel purpose) Option and non-user benefits of transport infrastructure (C. Curtis, J. Scheurer 2010).