



UNIVERSIDADE D
COIMBRA

Aymen Boudebouz

**COMMUNITY DEVELOPMENT IN URBAN
REGENERATION PROJECTS: THE CONTRIBUTION
OF PARTICIPATORY PROCESSES**

Doctoral thesis in the Program of Spatial Planning, supervised by Professor Anabela Salgueiro Narciso Ribeiro and Professor Isabel Maria Fernandes Ribeiro Breda Lacerda Vazquez and presented to the Department of Civil Engineering, Faculty of Science and Technology of the University of Coimbra

November 2021

"Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education".

Franklin D. Roosevelt

ACKNOWLEDGEMENTS

First, I would like to express my sincere gratitude to my supervisor Professor Anabela Salgueiro Narciso Ribeiro for her continuous support all these years. Before being a great mentor, she is an incredible person, I owe her a lot for her incredible patience with me, her constant motivation, and her immense knowledge. Her guidance helped me throughout the research and in all stages of writing this thesis. I could not have imagined coming this far without her immense support. I could not ask for a better supervisor and mentor for my PhD.

I would also like to thank my supervisor Professor Isabel Maria Fernandes Ribeiro Breda Lacerda Vazquez whose immense expertise was valuable in formulating my research ideas and methodology. Your insightful feedback has made me sharpen my thinking and take my work to a higher level.

I would also like to thank my doctoral program coordinator, Professor António Pais Antunes, for his valuable guidance during my studies. You provided me the tools I needed to choose the right direction and complete my studies. My gratitude also goes to one of the most knowledgeable professors whom I respect and admire very much, Professor Paulo Manuel Neto da Costa Pinho, who sparked my interest in a completely new field of knowledge that became my research focus.

Apart from my supervisors, I do not want to forget to thank the rest of the team, my second family, my colleagues in the Department of Civil Engineering of the University of Coimbra and Porto, for the perfect working environment in which they all played an important role in refining my skills as a researcher and making it possible to become who I am today.

I would like to extend my gratitude to everyone who supported me during my case study in Lyon, France, one of the most challenging times of my life, which would not have been possible without the support of the people in the neighborhood of La Duchère, I will never forget your sincere welcoming and daily guidance.

I am also very grateful to the FCT, the Portuguese National Funding Agency for Science, Research and Technology, for funding my studies and allowing me to focus exclusively on my research for four years. Thanks also go to the University of Coimbra, with whom I started this journey, and to the CITTA research center, who welcomed me as a team member and provided me with the necessary materials and tools during my research period.

I am deeply grateful to my family for their love, support, and sacrifice. Without them, this thesis would never have been written. I dedicate this work to my mother and father, whom I have missed greatly during this journey. You are indeed my heroes. Thank you for believing in me from day one. I know very well the sacrifices you have made, and all the roller coaster rides you have gone through to make this possible for me and to be here and make my dream come true. Thank you for your honest daily prayers, thank you from the bottom of my heart.

ABSTRACT

In general, public participation is considered an essential and guiding principle of democratic governance that requires the engagement of all affected stakeholders. Furthermore, studies argue that a successful process contributes to improving the overall quality of decisions and thus the quality of projects.

More specifically, public participation is central to achieving the objectives of urban regeneration initiatives by achieving sustainable improvements in the economic, physical, environmental, and social aspects of projects. However, the latter role of participation as a potential enabler of social change and a trigger for community development remains elusive.

Although there is a widespread agreement that public participation is related to community development, the dynamics related to this association have not been adequately explored. This research emphasizes the social relevance of participation and questions the extent to which meaningful participatory processes can act as an end goal in regeneration initiatives and as a positive social change agent that could lead to community development, and how the development of more comprehensive evaluation frameworks can contribute to achieving more desirable outcomes and thus better participatory processes.

Therefore, the main focus of this thesis is to explore the contribution of public participation to community development in urban regeneration projects through the development of a more comprehensive evaluation framework that can enhance this relationship and lead to the achievement of positive social outcomes for disadvantaged communities.

To achieve these objectives, this research followed a theoretical and practical approach.

First, a theoretical conceptualization was established to further explore the social dimensions of public participation and its impact on communities in urban regeneration initiatives by applying a conceptual confrontation method to enhance our understanding of how participation can contribute to community development.

These theoretical assumptions relate to the need to evaluate participation processes as they often fail to achieve their intended objectives and hinder the overall objectives of development initiatives. In this thesis, the argument is that the evaluation of public participation has evolved to overcome such ambiguities, avoid future failures, and promote optimal outcomes. Therefore, this study aims to develop an innovative approach to developing and implementing a comprehensive public participation evaluation model that addresses more effectively all three main dimensions of evaluation, context, process, and outcomes. We argue that this framework is an essential step to achieve a more effective evaluation process and participation processes and make a more significant contribution to community development in urban regeneration projects.

Secondly, a practical approach based on the proposed comprehensive evaluation model was proposed to evaluate a case study on citizen participation conducted in a regeneration project of La

Duchère, Lyon, in France. The evaluation framework was implemented to assess the effectiveness of achieving a set of social outcomes. Experts and officials were asked to rate the importance of contextual and process dimensions (factors) contributing to the effectiveness achieved. The case study showed that participants achieved positive social benefits, indicating success in achieving the intended objectives.

The influencing factors identified by officials in the Lyon case study were confronted with the results of a second expert-based approach, through which a number of independent experts were invited to assess the degree of influence of each of the factors on each social outcome.

The results show that two main factors have a greater influence on the achievement of positive social outcomes in participation, namely the influence of institutional support for the public participation process and the influence of participatory mechanisms with a high level of citizen empowerment in decision-making.

To conclude the research, a final confrontation approach was made between the theoretical and practical results. This shows the compatibility between the established factors identified from two approaches that relate to the same social dimensions of community development. Furthermore, this association provides evidence of the relevance of the identified factors and their influence on achieving the social outcomes of citizen participation, consequently the related dimensions of community development.

This work provides a better understanding of the relationship between public participation and community development and its influencing factors and ways to improve it by proposing an innovative, comprehensive approach to evaluating public participation. Globally, in the long term, this research has the potential to provide a guide for creating the necessary framework to enable the transition to social sustainability in regeneration initiatives.

RESUMO

Em geral, a participação pública é considerada enquanto princípio essencial e orientador da governança democrática que requer o envolvimento de todas as partes interessadas. Além disso, diversos estudos argumentam que um processo bem-sucedido contribui para melhorar a qualidade geral das decisões e, portanto, a qualidade dos projetos. Mais especificamente, a participação pública é fundamental para alcançar os objetivos das iniciativas de regeneração urbana, alcançando melhorias sustentáveis nos aspectos econômicos, físicos, ambientais e sociais dos projetos. Finalmente, o papel da participação pública na potenciação da mudança social e no desenvolvimento das comunidades envolvidas permanece indefinido. Embora seja do consenso geral que existe uma relação entre participação pública e desenvolvimento comunitário, a estrutura e a relevância dessa associação não foram ainda devidamente explicadas.

Esta pesquisa enfatiza a relevância social da participação e questiona até que ponto os processos participativos significativos podem constituir um objetivo final nas iniciativas de regeneração e como um agente de mudança social positiva que pode levar ao desenvolvimento da comunidade. Da mesma forma, o desenvolvimento de estruturas de avaliação mais abrangentes pode contribuir para alcançar resultados mais desejáveis e, assim, melhores processos participativos. Portanto, o foco principal desta tese é explorar a contribuição da participação pública para o desenvolvimento da comunidade em projetos de regeneração urbana, por meio do desenvolvimento de uma estrutura de avaliação mais abrangente que pode melhorar essa relação e levar à obtenção de resultados sociais positivos para as comunidades desfavorecidas.

Para atingir esses objetivos, esta investigação seguiu uma abordagem simultaneamente teórica e prática.

Em primeiro lugar explorando ainda mais a conceptualização das dimensões sociais da participação pública e seu impacto nas comunidades em iniciativas de regeneração urbana, através do desenvolvimento de um método de confrontação entre os conceitos de participação e de desenvolvimento da comunidade. Esses pressupostos teóricos estão relacionados com a necessidade de avaliar os processos de participação, pois muitas vezes estes não conseguem atingir os objetivos pretendidos e dificultam os objetivos gerais das iniciativas de desenvolvimento. Nesta tese, o argumento central é que a avaliação da participação pública deve evoluir para superar essas ambiguidades, evitar falhas futuras e otimizar resultados. Portanto, este estudo teve como objetivo desenvolver uma abordagem inovadora para desenvolver e implementar um modelo de avaliação de participação pública abrangente que aborda de forma mais eficaz as três dimensões principais dos processos de avaliação: contexto, processo e resultados. Esta metodologia é um passo essencial otimizar os processos de avaliação e os processos de participação, tornando-os mais eficazes e dando uma contribuição mais significativa para um desenvolvimento comunitário em projetos de regeneração urbana.

Em segundo lugar, uma abordagem prática baseada no modelo de avaliação abrangente proposto foi desenvolvida na avaliação de um estudo de caso sobre a participação dos cidadãos no projeto de regeneração urbana de La Duchère, Lyon, em França. A estrutura de avaliação foi implementada para avaliar a eficácia na obtenção de um conjunto de resultados sociais. Alguns especialistas e funcionários colaboraram na avaliação da importância das dimensões (fatores) contextuais e de processo que contribuem para a eficácia alcançada. O estudo de caso mostrou que os participantes alcançaram benefícios sociais positivos, indicando sucesso no alcance dos objetivos pretendidos.

Em terceiro lugar, os fatores mais influenciadores destes benefícios assim identificados no estudo de caso de Lyon foram confrontados com os resultados de uma segunda abordagem baseada em especialistas, por meio da qual vários especialistas independentes foram convidados a avaliar o grau de influência de cada um dos fatores para cada resultado social específico.

Os resultados mostram que dois fatores principais têm uma maior influência na obtenção de resultados sociais positivos na participação, a saber, a influência do apoio institucional para o processo de participação pública e a influência de mecanismos participativos com um alto nível de empoderamento do cidadão na tomada de decisões.

Para concluir a investigação, foi feita uma abordagem final de confronto entre os resultados teóricos e práticos, demonstrando-se a compatibilidade entre os fatores estabelecidos assim identificados a partir das duas abordagens que se relacionam com as mesmas dimensões sociais do desenvolvimento comunitário. Esta confrontação evidenciou a relevância dos fatores identificados e sua influência na obtenção dos resultados sociais da participação do cidadão, conseqüentemente as dimensões relacionadas com o desenvolvimento comunitário.

Esta investigação garante uma melhor compreensão da relação entre a participação pública e o desenvolvimento da comunidade e os fatores que mais influenciam esta relação, propondo igualmente formas de melhorar continuamente estes processos, através de uma abordagem inovadora e abrangente de avaliação dos processos de participação pública. Globalmente esta investigação tem o potencial contribuir com linhas orientadoras para a criação da estrutura necessária que permita a sustentabilidade social em projetos de regeneração urbana.

INDEX

1	INTRODUCTION.....	13
1.1	RELEVANCE AND SCOPE OF THE TOPIC	13
1.2	BACKGROUND AND MOTIVATION OF THE RESEARCH	13
1.3	RESEARCH QUESTIONS AND OBJECTIVES.....	17
1.3.1	<i>Main Objective and Research Questions.....</i>	17
1.3.2	<i>Specific objectives.....</i>	18
1.3.3	<i>Thesis structure in addressing the objectives: a methodological approach.....</i>	20
2	LITERATURE REVIEW ON PUBLIC PARTICIPATION	24
2.1	THE EMERGENCE OF PUBLIC PARTICIPATION IN PLANNING.....	24
2.1.1	<i>The shifts towards communicative planning.....</i>	24
2.1.2	<i>Public participation in the shift from government to Governance</i>	24
2.2	PUBLIC PARTICIPATION IN THE SOCIAL SUSTAINABILITY OF URBAN REGENERATION	26
2.2.1	<i>Towards the goals of sustainable regeneration</i>	26
2.2.2	<i>The social potentials of public Participation in Regeneration projects</i>	27
2.2.3	<i>Community Development as a consequence in Urban Regeneration</i>	31
2.2.4	<i>Policy discourses on participatory governance in regeneration projects</i>	34
2.3	THE ROLE OF PARTICIPATION DYNAMICS IN ITS EFFECTIVENESS.....	35
2.3.1	<i>Participatory Mechanisms.....</i>	35
2.3.2	<i>The deficiencies in Participatory Mechanisms.....</i>	36
2.3.3	<i>Effectiveness of participation methods</i>	37
2.3.4	<i>The need for public participation processes evaluation</i>	41
2.3.5	<i>The Evaluation Criteria in Public Participation</i>	43
2.3.6	<i>Public Participation Evaluation Frameworks.....</i>	48
2.4	DISCUSSION AND CONCLUSION	53
3	PUBLIC PARTICIPATION CONTRIBUTION TO COMMUNITY DEVELOPMENT IN URBAN REGENERATION PROJECTS: A CONCEPTUAL APPROACH FROM RESEARCH AND POLICY PERSPECTIVES.....	57
3.1	INTRODUCTION.....	57
3.2	METHODOLOGICAL APPROACH FOR CONCEPTUALIZATION - LITERATURE REVIEW	59
3.2.1	<i>Main Aspects.....</i>	59
3.2.2	<i>Linking concepts through different dimensions.....</i>	60
3.2.3	<i>Public participation and community development.....</i>	61
3.2.3.1	<i>Public participation objectives, from a research perspective</i>	61
3.2.3.2	<i>Public participation objectives, from policy guidelines perspective.....</i>	62
3.3	THE RELATIONSHIP BETWEEN PUBLIC PARTICIPATION AND COMMUNITY DEVELOPMENT	68
3.4	CONCLUSION AND FURTHER WORK	72
4	SOCIAL OUTCOMES IN PUBLIC PARTICIPATION. TOWARDS MORE COMPREHENSIVE EVALUATION FRAMEWORKS.....	75
4.1	INTRODUCTION.....	75
4.2	TOWARDS A COMPREHENSIVE EVALUATION OF PUBLIC PARTICIPATION – LITERATURE REVIEW	77
4.2.1	<i>The lack of comprehensiveness in evaluation frameworks</i>	77
4.2.2	<i>Overcoming inefficiency - Towards a more comprehensive evaluation</i>	79
4.2.3	<i>Participation expected social outcomes from a research perspective.....</i>	80
4.2.4	<i>Participation expected social outcomes from a policy perspective</i>	80

4.2.5	<i>Synthesis - Suggestions for a more comprehensive evaluation of public participation</i>	81
4.3	PROPOSED METHODOLOGICAL APPROACH.....	82
4.3.1	<i>Introduction</i>	82
4.3.2	<i>Context</i>	82
4.3.3	<i>Process</i>	85
4.3.4	<i>Outcomes</i>	87
4.4	A PRACTICAL APPROACH TO EVALUATING PUBLIC PARTICIPATION.....	89
4.5	CONCLUSION AND FUTURE RESEARCH.....	91
5	ASSESSING THE SOCIAL EFFECTIVENESS OF PUBLIC PARTICIPATION, CASE STUDY OF LYON, FRANCE.....	95
5.1	INTRODUCTION.....	95
5.2	BACKGROUND AND CONTEXT.....	96
5.2.1	<i>Literature review</i>	96
5.2.2	<i>The participatory process of la Duchère project</i>	99
5.3	METHODOLOGICAL APPROACH.....	101
5.3.1	<i>Presenting the evaluation model</i>	101
5.3.2	<i>Data collection main characteristics</i>	104
5.4	CASE STUDY CHARACTERIZATION, EVALUATION, AND RESULTS.....	106
5.4.1	<i>Specificity of the case study</i>	106
5.4.2	<i>Sample characterization</i>	108
5.4.3	<i>Scoring the factors and results interpretation</i>	109
5.5	CONCLUSION AND FUTURE RESEARCH.....	115
6	IDENTIFICATION OF INFLUENCE FACTORS ON ACHIEVING COMMUNITY DEVELOPMENT IN PUBLIC PARTICIPATION.....	119
6.1	INTRODUCTION.....	119
6.2	LITERATURE REVIEW – FACTORS INFLUENCING SOCIAL OUTCOMES OF PARTICIPATION IN COMMUNITY DEVELOPMENT.....	120
6.2.1	<i>Theoretical approach</i>	120
6.2.2	<i>Methodological approach</i>	137
6.3	PRACTICAL APPROACH AND RESULTS CONFRONTATION.....	139
6.3.1	<i>Applying the scoring grid by the independent experts</i>	139
6.3.2	<i>Data interpretation</i>	140
6.3.3	<i>Results confrontation and comparison: independent experts and experts of case study of la Duchère</i> 143	
6.4	SYNTHESIS, CONCLUSION, AND FUTURE RESEARCH.....	147
7	DISCUSSION AND CONCLUSIONS.....	151
7.1	DISCUSSION.....	151
7.1.1	<i>Global summary</i>	151
7.1.2	<i>Results synthesis</i>	153
7.2	CONCLUSIONS.....	159
7.3	FUTURE RESEARCH.....	161
8	REFERENCE.....	162
9	APPENDIX.....	180

LIST OF FIGURES

FIGURE 1: GLOBAL APPROACH IN ACHIEVING THE GENERAL OBJECTIVES IN RELATION TO THE CHAPTERS	22
FIGURE 2: PARTICIPANT SELECTION MECHANISMS (FUNG, 2006)	37
FIGURE 3: THE LADDER OF PARTICIPATION (ARNSTEIN 1969).....	39
FIGURE 4: CATEGORIZATION APPROACH OF CONCEPTS	61
FIGURE 5 - THE EVALUATION FRAMEWORK DESIGN	91
FIGURE 6: CONDUCTION OF THE EVALUATION PROCESS	105
FIGURE 7: NUMBER OF PARTICIPANTS PER AGE CATEGORY	107
FIGURE 8: AVERAGE SCORES OF FACTORS BY PARTICIPANTS.....	112
FIGURE 9: AVERAGE SCORES PER AGE RANGE	114
FIGURE 11: TOTAL PERCENTAGE OF PARTICIPANT BY PROFESSION.....	140
FIGURE 12. THE SIGNIFICANCE OF INFLUENCE FACTORS TO PARTICIPATION SOCIAL OUTCOMES.....	142
FIGURE 13: EXPERTS SCORES FOR INFLUENCE FACTORS.....	143
FIGURE 14: COMPARING INFLUENCES FACTORS: CASE STUDY EXPERTS AND INDEPENDENT EXPERTS.....	145

LIST OF TABLES

TABLE 1: PARTICIPATION LEVELS FORMULATED BY THE URBAN DISTRICT AND HOUSING ASSOCIATIONS SOURCE (URBAN DISTRICT EAST ,2009)	30
TABLE 2: A TYPOLOGY OF PARTICIPATION IN PROGRAMS AND PROJECTS (SOURCE: JONES, 2003)	40
TABLE 3: PROCESS AND OUTCOME EVALUATION CRITERIA USED IN PUBLIC PARTICIPATION EVALUATION STUDIES SOURCE: (BROWN, 2013)	45
TABLE 4: INDICATORS FOR MEASURING THE QUALITY OF A PARTICIPATION PROCESS (SOURCE: SCHROETER, 2016)	46
TABLE 5: SYNTHESIS OF PUBLIC PARTICIPATION ASSOCIATED OBJECTIVES	64
TABLE 6: CATEGORIZATION OF COMMUNITY DEVELOPMENT SPECIFIC DIMENSIONS AND ITS INFLUENCE FACTORS	66
TABLE 7: CORRELATING CONCEPTS AND FACTORS IDENTIFICATION.....	71
TABLE 8: EVALUATION FRAMEWORK - CATEGORY OF CONTEXT	84
TABLE 9: EVALUATION FRAMEWORK - CATEGORY OF PROCESS	86
TABLE 10: EVALUATION FRAMEWORK - CATEGORY OF OUTCOMES	88
TABLE 11: THE PUBLIC PARTICIPATION EVALUATION MODEL IMPLEMENTED FOR THE CASE STUDY OF LYON.....	102
TABLE 12: EXPERTS AND RESIDENTS AVERAGE SCORES OF FACTORS (5/5)	110
TABLE 13: FACTORS THAT INFLUENCE TO SOCIAL CHANGE DIMENSIONS.....	135
TABLE 14. SCORES OF THE IMPACTS OF FACTORS ON SOCIAL OUTCOMES	141
TABLE 15: INFLUENCE FACTORS OBTAINED FROM THE CASE STUDY OF LA DUCHÉRE AND EXPERT’S GRID.....	143
TABLE 16: CONFRONTING THE INFLUENCE FACTORS: THEORY APPROACH (1) AND CASE STUDY APPROACH (2).....	156
TABLE 17: CONTEXT AND PROCESS EVALUATION BY PROJECT EXPERTS AND ACTORS	181
TABLE 18: OUTCOMES EVALUATION BY PARTICIPANTS	184
TABLE 19: EXPERTS SCORING GRID FOR IDENTIFICATION OF INFLUENCE FACTORS ON SOCIAL OUTCOMES IN PUBLIC PARTICIPATION.....	187

LIST OF ABBREVIATIONS

ABIS.....	AREA BASED INITIATIVES
CAB	CITIZENS ADVISORY BOARDS
COVID-19.	CORONAVIRUS DISEASE 19
CSFS	CRITICAL SUCCESS FACTORS
DETR	DEPARTMENT OF THE ENVIRONMENT, TRANSPORT, AND THE REGIONS
EPA.....	ENVIRONMENTAL PROTECTION AGENCY
GPV	GRAND PROJECT DE VILLE
NDC.....	THE NEW DEAL FOR COMMUNITIES
NGO	A NON-GOVERNMENTAL ORGANIZATION
ODPM	OFFICE OF THE DEPUTY PRIME MINISTER (UK)
OECD.....	ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT
PDV	POLITIQUE DE LA VILLE
UK	UNITED KINGDOM
UNDESA	UNITED NATIONS DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS
UNDP	UNITED NATIONS DEVELOPMENT PROGRAMME

CHAPTER I

INTRODUCTION

1 Introduction

1.1 Relevance and scope of the topic

"The more people participate in a democracy, the more democratic it becomes" (Alexis de Tocqueville, 1835, translated by Harvey C. Mansfield, 2000). As simple as it may seem, the participation of citizens in the decision-making process reasonably and efficiently is an ultimate manifestation of democracy, giving people the power to make decisions that affect their lives and the lives of future generations. However, some may call this democratic goal a utopia, a fairy tale, or even a folk theory, arguing that citizens lack the appropriate skills, knowledge, and resources to make meaningful decisions in public participation.

Although, there is agreement that 'meaningful' participation, with the right resources and political support, is beneficial to society and the community. However, it is not yet entirely clear what 'meaningful' participation is and how it should be defined, and on what criteria it is based. However, it is recognized that factors influence this process contribute to positive outcomes and move closer to a 'meaningful process.'

Enabling positive social outcomes for citizens through different types of participation in public decision-making will, in the long run, help societies acquire the necessary skills and capabilities that will, in turn, benefit future democratic forms of citizenship.

In this sense, the path to democracy can be seen as an interconnected circle of causal factors. It is essential to dissect its chains and understand the dynamics involved. Citizen participation is seen here as an end point as well as a starting point of this connected path towards democracy. Focusing in this work on the societal outcomes as milestones on this path, influenced by various factors, to potentially contribute to the development of disadvantaged communities in urban regeneration projects.

1.2 Background and motivation of the research

A number of forces originating in the transnational capitalist system threatens democracy. They force policy makers to behave in a certain way, regardless of what the population wants or believes (Dryzek, 1996). Instead of promoting solidarity and social-civic values among citizens, these forces, states, and markets promote militant individualism. They compromise democratic values and contribute to a more profound structural economic ideology under which business rules and people compete as consumers and producers rather than individuals.

Dismantling social democracy means a broader gap between elites and voters, between what people want and what the market expects. Even with the efforts of civil society and social movements to provide authentic and tangible popular empowerment through various forms of democracy, we are still far from the principles of 'power to the people.'

Public participation is one of the ultimate and most manifest forms of democracy, a ritual in which people raise their voices and proclaim loudly that they can affect change and that it exists. For decades, people have demanded justice, equality, and the right to speak and decide. However, it was never obvious how this could be achieved by political regimes that did not believe in people as decision-makers or partners for change. People always belonged to society as consumers or producers, but the role of decision-making was assigned to the elites of that society.

For various ideological, religious, or political reasons, this was the norm. Still, the divide was vast, a relationship of distance rather than partnership, leading to societal fragmentation and a long-lost trust that affected all interactions between governments and citizens.

It is only in the last three decades that citizen participation has been brought into the debate as a response to these imbalances, as part of a broader shift in the way the state interacts with its citizens, moving from government to governance to a bottom-up power relationship. Thus, to restructure social reforms, regain the lost trust, and build a community that shares responsibility for making decisions.

The commitment to public participation was reiterated in Agenda 21 Action Plan for Sustainable Development at global, national, and local levels (United Nations, 1992b). The objective was to promote active citizenship and civic participation as one of the keys to fostering sustainable communities, improving the quality of life of individuals and groups, and outlining policy responses to social justice and inclusion issues with urban regeneration objectives (Mannarini, 2013).

Public participation in urban regeneration is seen as an integral and central part of the whole planning process and can determine the success or failure of a completed plan. It is addressed through partnership processes to pursue the legitimacy of these planning practices (Lin & Hsing, 2009).

In addition, it is expected to help solve multi-faceted problems, foster partnerships, and communication, improve decision-making, contribute to community empowerment, reduce conflict, and provide sufficient resources for the development of urban regeneration projects. Thus, studies suggest that effective public engagement is strongly associated with achieving sustainable urban regeneration goals (Zheng, 2014; Layson, 2015).

Although public engagement in disadvantaged neighborhood regeneration is seen as a mean to achieve neighborhood change, however, studies suggest that it can be seen as a goal itself, contributing to community development and bridge the gap between disadvantaged communities and society. It is also argued that participation provides opportunities for residents to gain skills and knowledge (Lawson and Kearns, 2010).

The ideals of democracy and sustainable communities in regeneration initiatives are reflected in this context by achieving the public interest through participation, by providing opportunities for

the community to enhance their own capabilities through involvement in the decisions made. As a result, communities with skills are confident, organized, cohesive, influential, and satisfied, with solid and trust-based relationships with agencies and governments. Which ultimately drives them towards democratic citizenship and leads to a sustained realization of public values (Fung and Wright, 2003; Nabatchi, 2010).

The most common barriers lie in the undefined forms that lead to different expectations among the community and professionals, the lack of commitment from the authorities, and the lack of trust between the other sides, which ultimately leads to undesirable outcomes and blocks the way to achieving the goals of a successful participation process.

It is recommended that these participation processes be conducted in a meaningful and transparent manner. Engagement should be reflected in the outcomes of these processes in response to the participants' views, perspectives, and contributions. Consequently, these effective participatory processes help straighten communities, build capacity and commitment for ongoing contributions (Bryson 2013), and thus further bridge the gap between disadvantaged communities and society.

Public participation and the resulting social outcomes among affected participants are less prioritized in research (Layson, 2015), which hinders effective planning, implementation, and achievement of the goals of urban regeneration initiatives (Jarvis, 2012).

Yet, unfortunately, the practice of public participation and its evaluation is still in its infancy. Modest progress has been made in evaluation frameworks and criteria that are more routinely and consistently applied (Abelson, 2006; Laurian, 2009; Brown, 2013; Schroeter, 2016).

The literature continues to pay close attention to public participation in planning practice and research. Yet, the field of participation evaluation lags behind and knowledge of its actual benefits is still limited (Selin et al. 2000, Buchy and Race, 2001; Halvorsen, 2003; Abelson et al. 2004; Abelson and Gauvin, 2006). The precise gains or effects that can be expected from public participation mechanisms have yet to be defined (Martineau-Delisle, 2010).

The field lacks definitions and success criteria for participation and methods for evaluating participation processes (Laurian, 2009).

"...there is a striking imbalance between the amount of time, money and energy that governments in OECD countries invest in citizen and civil society participation in public decision-making processes and the amount of attention they devote to evaluating the effectiveness and impact of such efforts." (OECD, 2005).

Challenges in evaluating public participation include the impact of the process on the community, which is a significant concern for decision-makers and governments, but about whose actual benefits we know little. Factors that may lead to the failure of public participation processes are related to the impact on participants, such as discouragement, dissatisfaction, and distrust of

authority by participants for reasons that they cannot see the benefits of their participation in the exercise of deliberation (Feahnle, 2013).

The theoretical and scientific interest in evaluating public participation aims to describe, explain, and predict human behavior and social processes (Rowe and Frewer, 2004). It is argued that the importance of involvement lies in the strength that comes from engaging citizens in decision-making processes and participating in meaningful decisions that affect them and their community (André P, 2012).

Studies that point to the benefits of participation in community development support the fact that evaluating the social impact of participation is critical to the success or failure of these initiatives. However, studies conducted to assess these outcomes are divided, with others arguing that positive effects can be identified (Gastil, 2000; Mendelberg, 2002; Ostrom, 1998), while others have disagreed with the positivity assumed (Berry, 1993; Tyler and Mitchell, 1994; Abelson, 2006).

Other relevant findings by several authors have shown that the ability to identify the type of social impact of a participatory action is by no means unambiguous, but highly dependent and contextual (Delli Carpini, 2004; Rowe, G., & Frewer, L. J, 2000; Marzouki, 2017).

From a personal perspective, the research idea was triggered by the tension that arose in evaluating public participation as part of a final master's project. It was expected that the outcomes of the participatory process would positively influence participants in desirable ways in terms of social impact. However, the results showed that the participatory process did not affect participants in desirable ways, and the outcomes were elusive. It was not possible to identify the usefulness or worthiness of the participatory outcomes on participants and in general.

The importance of this subject is reflected through the outcomes of regeneration projects and their implication on the ground, even though it is not the focus of this work, however, studies suggest that inadequate community involvement in sustainable urban regeneration projects makes it more challenging to achieve desired project outcomes and less likely to attain overarching social, economic, environmental, and institutional goals.

The focus of this work is on social impacts of participatory processes in urban regeneration projects, through which the hypothesis is that a successful community engagement within these projects has the potential to contribute to the social development of these communities, which can be enhanced and potentially achieved through developing and implementing more comprehensive and effective evaluation frameworks of participation processes.

The next part is presented to further clarify the focus of this thesis in relation to the identified challenges through defining a global vision and main objective, and accordingly identifying a set of questions and the outlined specific related objectives and the methodological approach proposed to achieve it.

1.3 Research Questions and Objectives

1.3.1 Main Objective and Research Questions

According to the presented background and the discussed ideas, this work carries on a vision beyond the traditional debate on urban regeneration and public participation in planning. The goal goes far to consider public participation as an investment in the human factor, which in return will carry democratic values to the next level in partnership with its leaders. Through this research, the presented argument is that public participation can be considered as an investment in the society, a lever of citizenship and civic values that will help improve all community sides.

A capable community is an organized, competent, united, and educated society that knows what it wants and where it is going next, moving towards the true values of democracy, away from all kinds of traditional unilateral leadership. By doing this work, the aim is to embrace these values of citizenship that come through public participation.

In this sense, the main objective is to address the assumption that a meaningful and effective participation can help achieve desirable social outcomes within regeneration initiatives, through implementing and conducting more effective and comprehensive evaluation of these participatory processes, leading to more social positive outcomes of regeneration initiatives in underprivileged neighborhoods.

To address this global objective, a central question of this thesis is presented, "how can public participation and its evaluation contribute to community development in urban regeneration projects?". In this sense, a set of methodological linked and consecutive questions are defined through the different chapters of this thesis.

- How can an empowered citizen through successful public participation contribute to the project's implementation and the social goals in urban regeneration projects?
- In theory, to what extent does a good public participation process (that leads to positive outcomes on participants and on the project implementation) contribute to community development?
- What are the barriers that hinder achieving good public participation that contributes to community development? And how developing and implementing more comprehensive evaluation framework contribute to enhance its social outcomes?
- In practice, can public participation in urban regeneration projects lead to positive social outcomes for citizens, and what are the dynamics involved concerning social, cultural, economic aspects?
- Finally, to what extent these assumptions are valid (theoretical factors and evaluation framework) in the practice of public participation? Based on this, how can future participatory approaches achieve its social objectives on communities?

Although this research is focused on the participatory processes in urban regeneration initiatives as a general focus, the ultimate objective moves away from the traditional understanding of the

standard role of participation in the success of regeneration projects and the processes that enable them to be translated into desirable regeneration outcomes. In the next part, the specific objectives in relation to the raised questions and the initial global objective are defined.

1.3.2 Specific objectives

Under the global objective presented in the previous part, the specific objectives given below are proposed concerning the defined research questions; they represent milestones to be achieved through the seven chapters of this thesis (every chapter represent a research paper). In this section, these objectives are presented in relation to the consecutive order of the chapters of this thesis.

The field of public participation is broad and can be associated theoretically with a variety of disciplines. However, this diversity of potentials, in theory, is not fully translated into practice as one might expect. Therefore, participation needs more empirical research to keep pace with its theoretical potential.

Globally, this study aims to explore the following:

- **Objective 1:** Clarify a broad understanding of effective citizen participation by analyzing the potential social impact of a successful participation process.
- **Objective 2:** Identify the potential links between public participation processes and community development dimensions in urban regeneration projects.
- **Objective 3:** Develop a more comprehensive evaluation and effectiveness of public participation through focusing on the importance of context, process, and outcomes, ultimately enhancing the social outcomes of public participation.
- **Objective 4:** Identify empirically the social outcomes expected from public participation and the factors that influence them.
- **Objective 5:** Confront theoretical and practical findings and define the contribution of public participation to community development and ways to achieve and improve this link in future processes.

The first objective outlined in this thesis is to explore to what extent participation can be considered a lever for communities' social development when implemented with the proper methods and resources in urban regeneration projects.

The hypothesis is that effective participatory processes are not only seen as tools to increase accountability, transparency, democracy, and the quality of development projects but they can also be implemented to achieve positive social benefits for citizens, leading to the development of these communities. However, the achievement of these goals is hindered by various barriers, which often results in not delivering the expected social outcomes, which raises the need for the evolution of this practice as a potential solution. To address this, a literature review is conducted to examine how successful participation can be achieved and how and why the evaluation of this practice can lead to its improvement.

The second objective focuses on building a theoretical conceptual framework to provide a basis for the assumptions on the causal relationship between public participation and community development. The conceptual framework is developed based on an extensive literature review and the gaps found in previous research. The framework aims to identify the social goals of public participation from research and policy perspectives in different contexts. In addition, to link these goals to dimensions of community development, through a theoretical conceptualization approach whose ultimate goal is to define the factors that may influence this relationship in a theoretical approach.

The third objective is to implement the theoretical insights presented in this thesis to propose an innovative, comprehensive evaluation framework. The model is developed based on extensive research on the evaluation of citizen participation to address the initial hypothesis of this work. The evaluation framework aims to demonstrate whether a participation process effectively achieved its intended social outcomes through specific contextual factors and processes, in other words, by considering the context, process, and outcomes of each particular case. Thus, this evaluation model aims to assess the social impacts of participation in its three dimensions. These dimensions (context - process - results) represent the pillars of any participation exercise and based on it, this will enable a better understanding of its dynamics and how it can be further improved.

The fourth objective takes a practical approach that allows us to gather empirical evidence to support the assumptions of this thesis by applying the comprehensive framework developed earlier to evaluate a case study. This particular case was selected based on its relevance in relation to the social focus implemented in its participation process. The purpose of conducting the case study as a field application of the evaluation framework is to provide data on the assumed social impacts of public participation and the factors that impact them. This stage is critical to the research. It provides insights into the dynamics that occur in public participation in relation to the context and process that enable the achievement of the intended outcomes and how these dynamics (aspects) could be implemented in future processes.

The fifth objective is to intersect the findings from the theory and site-specific work. In this way, it is possible to support empirical findings. This approach used a panel of experts selected based on their expertise. The aim is to confront the findings from a practitioner's perspective and the empirical results of the case studies with the theoretical findings. It will provide a solid foundation for the findings obtained. The final factors identified through this process can be implemented in future approaches to public participation to ensure social effectiveness, leading to community development in the long term.

1.3.3 Thesis structure in addressing the objectives: a methodological approach

This thesis is divided into seven chapters, where each of the chapters is related to the next chapter in sequential order, each is meant to address one of the five objectives outlined in the premises of this study (see figure 1). As mentioned previously, each chapter represents a research paper that is structured with an introduction, literature review, methodology, findings, and conclusions.

The first chapter introduces the research and emphasizes the relevance of the topic under discussion. It presents the main objective and the specific aims defined to answer a series of research questions. Finally, it describes the thesis structure and how the different objectives were addressed throughout the research.

The second chapter provides a detailed description of public participation in urban regeneration projects through an extensive literature review that outlines the role of public participation as a potential enabler of social change and the potential limitations in achieving this goal. It also demonstrates the importance of the evaluation of participation processes in overcoming these limitations and how it can be improved.

The third chapter presents the research within a theoretical framework by providing a background based on an extensive literature review. Beginning with an attempt to improve the understanding of the relationship between two theoretically vague concepts (public participation and community development), this was achieved through a process of conceptual categorization that was created as a result of an extensive literature review. This theoretical conceptualization enabled us to identify a number of significant factors (human, cultural, financial, and political) that are thought to be associated with achieving the social goals of public participation in urban regeneration processes.

The fourth chapter presents an evaluation framework developed for the specific objectives of this research. A comprehensive evaluation aims to show whether a participatory process effectively achieved its intended outcomes in terms of the particular context, process, and outcomes. In other words, it is about empirically understanding the dynamics in the existing relationship between effective participation and social change as an outcome.

The fifth chapter presents the research case study. The aim is to explore if participation achieved its social outcomes on participants and the factors that contribute to it by applying the evaluation framework developed in the previous section to a case study carried out in Lyon, France. In this way, the aim is to improve the understanding of what potentials and barriers are associated with the success of these processes, whether on a political, social, financial, or cultural level.

The sixth chapter aims to provide more empirical findings on the influence factors through the expert-based approach. In addition, the factors will be compared with the expert's evaluation of factors for the previous case of Lyon, in combination with the existing theoretical discussions, to strengthen the assumption about the level of influence of each of the factors on the social benefits of citizen participation and its causal relationship with community development.

The seventh section discusses in general and in detail the issues raised in this thesis and identifies the different steps to achieve them in line with the specific objectives initially defined. This section aims to provide conclusions based on linking the findings identified in each chapter, which is also carried out by contrasting the influencing factors identified from the theoretical and experts-based approach.

In the same chapter, main conclusions are highlighted, and final results are identified, the potential future application of the results as part of future urban strategical instrument and as support for better policies and the design of socially effective public participation processes, and the possible implications of this social effectiveness for future urban regeneration projects. In conclusion, a number of guidelines are suggested for future research that are still fertile and need further exploration.

The proposed methodological approach is structured to address the hypothesis of this work through connecting the findings of the seven chapters, i.e., that a meaningful citizen engagement could contribute to community development, which could be achieved through introducing more efficient and comprehensive evaluation frameworks that can contribute to achieving better processes, thus, contribute to delivering positive social outcomes on disadvantaged communities in urban regeneration projects. And promote the overall social sustainability of projects.

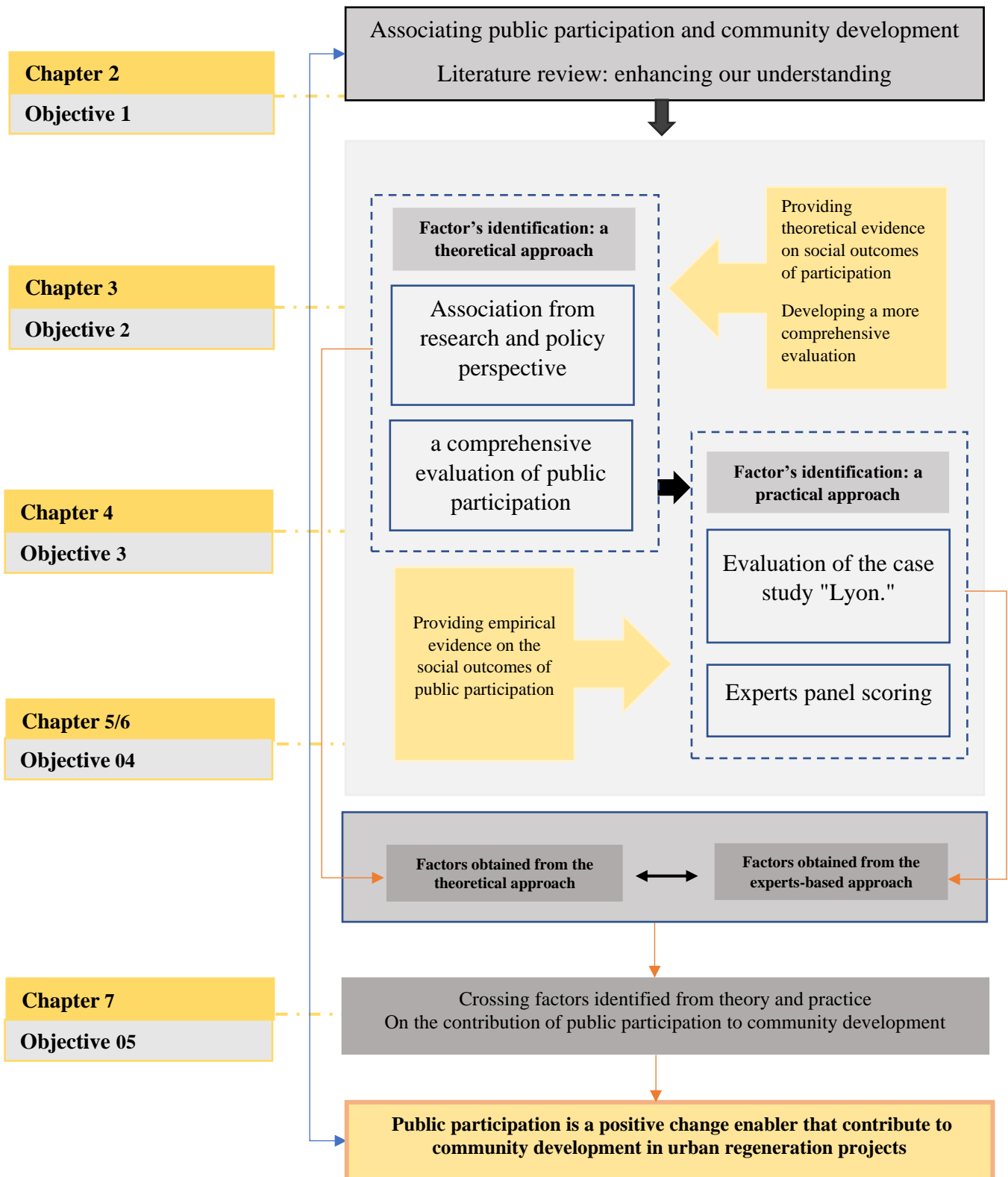


Figure 1: Global approach in achieving the general objectives in relation to the chapters

CHAPTER II

LITERATURE REVIEW ON PUBLIC PARTICIPATION

2 Literature review on public participation

2.1 The emergence of public participation in planning

2.1.1 The shifts towards communicative planning

In the last three decades, theories of urban planning processes have undergone a major shift, a shift that produced a new vocabulary in planning and a shift in the planner's role. Harvey (1989) referred to this as a shift from managerialism (bureaucratic forms of urban management and planning) to entrepreneurialism (the practices which use public resources to pursue profit-earning), where partnerships between the public and private sectors came to the fore in new urban development and regeneration. Especially from the 1990s to the present day, terms such as: 'communicative planning' (Agger, 2007), 'empowerment' (Andersen, 2007), 'governance' (Kristensen, 1999), and 'citizen participation' (Agger & Hoffmann, 2008) have gained prominence in urban planning. The prominence of these terms is an evidence of a shift in support for planning theories. More support is found behind a more open and transparent planning system.

Public participation in planning emerged as part of the communicative planning school in the late 1980s. Its proponents challenged the traditional rational model that dominated planning practice in the decades after World War II. Undeniably, several theories challenged the rational model before that, but communication theory was the first to have public participation as a central theme (Stiftel, 2000; Mahjabeen et al., 2008).

Since the communicative turn, planning theorists have supported more deliberative or discursive models that emphasize inclusive dialog, mutual learning, and collaborative problem solving (Beauregard 2003; Forester, 1999; Innes, 1996; Innes and Booher, 1999; Healey 1997; Laurian, 2009). Characterized by shifts towards inclusive and deliberative participation in local governance, planning practice increasingly focused on promoting partnership processes and public participation, moving from top-down government to bottom-up governance.

2.1.2 Public participation in the shift from government to Governance

Atkinson describes governance as "the processes in increasingly complex and fragmented societies through which some measure of social order is achieved, goals decided, strategies developed, and services provided" (Atkinson, 2003, p. 103). Newman speaks of the "emergence of 'negotiated self-government' in communities, cities, and regions based on new practices of coordinating activities through networks and partnerships" (Newman, 2001, p. 24).

Citizen participation and engagement have long been essential themes in both normative and descriptive forms of liberal democratic theory (Head, 2007). In particular, the reformist orientations in democratic theory have advocated the notion of 'active citizens' participating in a range of policy or institutional settings (Fung, 2006). Managerial or realist orientations in democratic theory, on the other hand, have drawn attention to the inherent elitism of professional bureaucracies and

representative governments (Hindess, 2002), making it inevitable to acknowledge the existing 'democratic deficit', i.e., the gap between democratic ideals and managerial reality.

Formal systems of representative government as a process of institutionalized democracy are no longer seen as sufficient by broad groups of citizens and NGO leaders (Grant, B., & Drew, J. 2017). There is an increasing emphasis on the dialog between government and citizens and deliberation between actors in deciding priorities and policies. The emergence of new participatory governance approaches is primarily aimed at emphasizing processes to engage broad constituencies and disadvantaged groups (Head, 2007).

In his study, Head (2007) explains the international trend towards more participatory governance in different scales. From a global level, first he links this shift to the new 'society centered rethinking of social democracy that emerged in the late 1980s, in parallel with the so-called 'Third Way' approaches to government-society relations and a greater openness to market decisions in services. Second, the governance phenomenon is seen in this sense as a response to globalization, which, commentators argue, has reduced the ability of nation-states to manage their own economies (Taylor, 2007).

In addition, international organizations such as the OECD (e.g., OECD, 2001) and the United Nations (e.g., UNDP 1997; UNDESA 2003) have strongly recognized the benefits of participatory frameworks as a means of good governance and achieving lasting social benefits.

At the national level, Head (2007) suggests that the adoption of the participatory approach is associated with a growing awareness of the complexity and interconnectedness of many problems and the need to share responsibility for addressing these complex social and environmental issues. It has been argued that it is a new trend that helps regions and communities identify social and economic development strategies and build their capacity and self-management.

At the local level, there is an increased awareness of the potential benefits of engaging communities to identify and contribute to solving problems. There is a belief that these new participatory approaches can help build social capital and improve community capacity at this specific level. They are believed to act as resources that can increase skills and connections between people at local and regional levels (Reddel and Woolcock, 2004).

These social benefits produced through public participation represent the essence of sustainable communities, which is one of the pillars for successful regeneration initiatives; next, the relationship and how participation can enhance regeneration through promoting more sustainable communities is explored and addressed.

2.2 Public participation in the social sustainability of urban regeneration

2.2.1 Towards the goals of sustainable regeneration

A growing body of research attempts to conceptualize the sustainability of urban regeneration sustainability in different contexts. Most studies and conceptualizations suggest that sustainable development is based on three main pillars, namely social, economic, and environmental, which is closely related to the goals of urban regeneration, which aims to solve a number of urban problems, including the deterioration of urban functions, social exclusion in urban areas and environmental pollution (Zhang, 2014). Whereas the literature suggests that urban regeneration can contribute significantly to sustainable urban development if it follows a sustainable path. Although most urban regeneration initiatives put more focus on economic aspects of regeneration rather than environmental and social aspects, this can be considered one of the major challenges in achieving sustainability in urban regeneration projects.

Evans (2008), in line with other research, suggests that the strategic objectives of urban regeneration are strongly correlated with sustainable development objectives in critical areas. For example, the reuse of neglected land and the associated transformation of deprived areas can be seen as sustainable (Couch and Denneman, 2000). It is argued that the essence of sustainability lies at the heart of the regeneration agenda and is charged with the expectation of being a panacea for creating 'better' cities.

In this sense, it is argued that achieving the goals of sustainable regeneration requires strengthening partnerships and communication between all stakeholders, while considering all dimensions necessary to achieve sustainability. Such as public participation, community, environment, equity, and economy, the complementarity of which will eventually lead to building sustainable communities (Zheng, 2014).

McDonald (2009) argues that sustainable communities are the essential components of any regeneration program. They enhance physical, economic, environmental, and social improvement. And as communities are the central concern for all new intervention policies, it is recognized that urban regeneration projects aim to create these sustainable communities. McDonald (2009) identified eight main components of sustainable communities from semi-structured interviews. In addition, he suggests that good governance, characterized by effective and inclusive public participation, is fundamental to achieving social communities and sustainable urban regeneration projects (McDonald, 2009).

Zheng (2014) suggests that partnership is a positive aspect of sustainable urban regeneration within the participatory context. However, she argues that improving partnership processes and community engagement, which are expected to solve multi-faceted problems and also bring sufficient resources for development in urban regeneration projects, remains a challenge that needs to be addressed (Zheng, 2014).

After exploring the importance of public participation in contributing to the sustainability of communities in the regeneration projects, next going further to explore how public participation is seen as a positive social change enabler for communities.

2.2.2 The social potentials of public Participation in Regeneration projects

A few decades ago, residents were generally excluded from decisions about interventions and measures in their residential environment. In the past, if residents wanted to influence interventions in their living environment, they often had to protest outside the formal state spaces to be heard and put pressure on the authorities.

As early as the 1960s and 1970s, residents were known to mobilize primarily against government decisions, through anti-gentrification movements, and against displacement (Smith, 1996; Hackworth and Smith 2001; Newman and Wyly, 2006).

In the 1990s, these forms of resistance to policies and interventions gradually decreased (Fainstein, 2010), which was not due to reducing displacement of low-income residents, which later became a real problem. According to Newman and Wyly (2006), they explained this by the displacement of residents who were part of the resistance to gentrification at the time. Another explanation comes from Bonet-Marti and Marti-Costa (2012), where they argue that residents' opposition was 'channeled' into formal participation arrangements in local decision making.

Some literature linked residents' participation in political and urban action to the new ideologies emerging at the time, particularly the neoliberal trends of the early 1980s, which saw the fragmentation and reduction of the role of the state and the reshaping of power pyramids, leading to more decentralized forms of governance and more powers for residents (Andersen and Van Kempen 2003; Van Gent, 2013).

The new decentralized modes meant a reduction in funding from national governments, leading local governments to rely more on collaboration with other actors for neighborhood renewal. Consequently, neighborhood renewal is increasingly organized through partnerships involving central and local governments, housing associations, and private developers (Teernstra, 2016). Moreover, governance subsequently became a form of governance beyond the state (Swyngedouw, 2005).

More flexible notions of power were developed, moving away from being seen as a fixed component rooted in particular institutions, which allowed for the emergence of negotiated thinking and partnerships. The resulting governance spaces have increasingly opened up to involve residents in formulating and implementing regeneration strategies (Bailey, 2010; Chaskin, Khare and Joseph, 2012).

Although the flexibility of governance spaces has significantly improved the opportunities for residents to participate in local decision-making processes. However, there are several barriers associated with achieving good practice in participation, which challenge the actual contribution

of residents to shaping neighborhood regeneration plans. Consequently, the resident involvement reality can be far from ideal (Fainstein, 2010).

Ferilli (2015) argues that the shift in discourse from classical, 'scientific' top-down approaches to inclusive, participatory bottom-up approaches, where all parts have a chance to have a say and be part, is evident and began long before the current urban renewal cycle (Camarinhas, 2011). However, he suggests a 'contradiction' between intentions and outcomes and explicitly questions the meaningfulness of participatory practices and the notion of urban renewal itself (Lawless, 2010).

Some of these limitations are related to the relationship between participation in theory and practice. For example, participation is often arranged by urban professionals who set the game rules, which requires specific knowledge and skills (Martin, 2007; Boonstra and Boelens, 2011; Parés, Bonet-Marti, and Marti-Costa 2012; Chaskin, Khare, and Joseph, 2012).

This control of rules by professionals means that regulations limit the range of participants by requiring a certain level of skills and knowledge as to who can be part of the participation process (Taylor, 2007). It is also argued that urban professionals believe in the ideal of participation but tends to have little confidence in residents' abilities and that neighborhood problems and solutions are defined differently by professionals and residents (Kokx and Van Kempen, 2010; Teernstra, 2016).

Public participation has been identified as critical to contemporary governance (Kernaghan, 2009). However, it also brings benefits to project implementation by increasing public acceptance, sense of belonging and civic pride (Lawson and Kearns, 2010; Jarvis et al., 2012), as well as improving the quality of urban planning projects (McAfee, 2013; Jarvis et al., 2012), which has been repeatedly demonstrated (Agger, 2012; Bond and Thompson-Fawcett, 2007; Ghose, 2005; Innes and Booher, 2004).

Teernstra (2016) identifies from the literature five main reasons for involving residents in decision-making processes. In all of these arguments, resident engagement in neighborhood governance can be seen as a mean to achieve change effectively and efficiently in the neighborhood.

In his arguments, he suggests that urban professionals value residents as a source of local knowledge. In parallel, he argues that participation is about 'good governance' and democratic policy-making (Lawson and Kearns, 2010; Chaskin, Khare and Joseph, 2012) by giving residents rights and responsibilities so that they become agents in the regulation of their own lives.

There are various methods and mechanisms for implementing citizen participation that addresses different levels of desired community engagement in the decision-making process (Glackin, 2016). However, Fainstein (2010) argues that a focus on participation mechanisms alone is insufficient: it is necessary to examine how participation translates into place-making decisions that reflect the community's social goals, ambitions, and priorities.

In this perspective, Serval research agree that participation in neighborhood renewal is meant to effectively achieve change in the neighborhood, with residents being a source of local knowledge and resident participation leading to better decisions about project outcomes and their social well-being.

Thus, resident participation in decision-making processes is believed to promote social cohesion and increase solidarity among residents (Dekker and Van Kempen, 2009), avoid conflict (Jones, 2003; Lawson and Kearns, 2010), and close the gap between disadvantaged communities and society (Taylor, 2007). It is also argued that participation offers residents the opportunity to acquire skills and knowledge, which is also referred to as community capacity building (Chaskin and Garg 1997; Lawson and Kearns, 2010).

In the literature on public engagement in neighborhood regeneration, authors have pointed out that this practice is not only seen as a means to achieve physical change in the neighborhood but also as a potential end in itself, encouraging participation to achieve positive community impacts and foster community development, strengthen social ties, reduce conflict, and improve trust and social capital (Jones 2003; Taylor, 2007; Lawson and Kearns, 2010; Teernstra, 2016).

Teernstra and Pinkster (2016) presented a case study in the Netherlands in Transvaal. As a result, the national government created a coalition between the municipality and housing associations and allocated significant funding for resident participation.

The goals of the coalitions were evident in the establishment of various new participatory mechanisms: new forms of formal resident representation were introduced, involving residents in specific projects, and a 'Neighborhood Initiatives Program.' Though, which where residents could develop their plan for the neighborhood (see Table 1). In addition, they put a lot of money, time, and effort into organizing participation and developed different ways of bridging the gap between formal policy and residents' knowledge and skills

The assumption was that participation would benefit both the community by promoting social cohesion and empowerment, and the housing association, by creating support for regeneration. In other words, for the housing association, the participation process was seen as both a means and an end in itself.

The coalition decided to deal with residents as co-partners in formulating the strategy and plans to achieve these goals. The results of conducting the open planning process indicated that participants were seen as active co-creators in formulating the redevelopment strategy for the housing project. As a result, 77% of residents were ultimately satisfied with the final plans.

Table 1: Participation levels formulated by the urban district and housing associations Source (Urban District East ,2009)

Level in pyramid	Role of residents	Role of government and other actors	Participation mechanism
• Information sharing	<ul style="list-style-type: none"> Resident is seen as consumer and has a passive role. 	<ul style="list-style-type: none"> Informing influencing, convincing 	<ul style="list-style-type: none"> Information meetings
• Interaction and dialog	<ul style="list-style-type: none"> Resident is seen as expert and co-owner of regeneration and actively shares information; focus is on collective connecting (instead of personal) interests. 	<ul style="list-style-type: none"> Organizing Listening Connecting 	<ul style="list-style-type: none"> Information meetings Neighborhood Regeneration Committee Resident Platform
• Partnership	<ul style="list-style-type: none"> Partnerships Resident is seen as active partner and Connecting, actively participates and shares information; focus is on building facilitating capacity and shared responsibility. 	<ul style="list-style-type: none"> Connecting stimulating Facilitating 	<ul style="list-style-type: none"> Neighborhood Regeneration Committee Open planning process
• Neighborhood imitative	<ul style="list-style-type: none"> Resident actively participates and takes initiatives; focus is on creating solutions, resident is responsible for implementation 	<ul style="list-style-type: none"> Facilitating, financing; participating 	<ul style="list-style-type: none"> Neighborhood Initiatives Program

The coalition (between the municipality and housing associations) introduced a similar program to promote better participation mechanisms, the Neighborhood Initiatives, to stimulate resident participation. These initiatives were essentially designed to empower the community rather than be invited into formal participation mechanisms. The program represents the highest level of the participation pyramid and can be classified as 'self-mobilization.

In this sense, many authors have identified the aims of public engagement in regeneration initiatives. For example, Lawson (2010) has identified some important points in his review. He argues that by involving local people in decision-making processes, they should be empowered by feeling that they have some influence over the outcomes. Community empowerment also has a broader meaning as participation in regeneration programs is also expected to 'enable residents to develop the skills and networks they need to tackle social exclusion' (Burton et al. 2004, p16; following Burns and Taylor, 2000); it can enhance the status of community organizations (Taylor

et al., 2007) and lead to the 'regeneration' of a community (Waddington, 2003). This is similar to notions of community development involving long-term development of residents' skills and confidence (Maddock, 2005) or explicit attempts at 'capacity-building' (Docherty et al., 2001).

Achieving these goals can be challenging in most cases. Although community engagement in regeneration initiatives has evolved in recent years, many tools, multiple methods, and mechanisms are used. Still, the evidence of their impact is not as strong as might be expected given its importance and its stated objectives in the literature.

On the one hand, Lawson (2010) cites a review of the literature on community involvement in regeneration initiatives which concludes that 'mixed impacts are reported' and that the 'benefits cannot be easily quantified or causally linked to particular forms of involvement' (Burton et al. 2004, p. viii). On the other hand, Lawson (2010) presents a relatively positive overview of "the benefits of civic engagement" in government programs. Also, he concludes that "the evidence base in this area is far from solid" (Rogers and Robinson 2004, p. 51).

It is also argued that inadequate community participation in sustainable urban regeneration projects makes it difficult to achieve desirable outcomes and reduces the legitimacy of one's actions, limiting the chances of achieving overall social, economic, environmental, and institutional goals. These limitations are among the first strands of the developmental plans and agendas of the new participatory governance reforms that are usually highlighted in the literature.

Next, going beyond these means to address the other angle of participatory processes. As it is addressed above, participation can be seen as an attainable goal but surrounded by limitations that are not well thought through. Therefore, there is a need to explore the extent to which participatory governance modes have promoted community development goals within these agendas.

2.2.3 Community Development as a consequence in Urban Regeneration

The intended benefits of community participation in regeneration initiatives are described as diverse in policy and academic literature. A number of objectives were identified in the work of Lawson (2010), where he sought to assess the extent to which these benefits can be achieved through participation.

He begins by arguing that community participation is an essential component of 'good governance.' It should lead to "better decisions" (DETR 2001), or "decisions that are more likely to be effective and ... Maintain legitimacy" (Burton et al. 2004, p. 16) and thus, "increase the accountability of service providers" (National Audit Office 2004, p. 7). This is said to both demonstrate democracy and contribute to democracy.

These benefits are suggested in the literature as the common goals captured in the agendas of the new reforms of participatory governance in planning systems. Scholars from the democratic

decentralization strand of the literature argue that participatory governance is critical to increasing the accountability and responsiveness of local governments (Blair, 2000; Crook & Manor, 1998; Harriss, Stokke, & Tornquist, 2004; Manor, 1999). In this sense, Speer (2012) suggests in her literature that participatory governance should increase the legitimacy of a government and prevent social exclusion from public services.

Beyond these expected benefits assumed in the literature, Lawson's (2010) research adds that these participatory processes may also have greater significance than is usually seen. These benefits are related to the notions of community development with the long-term development of residents' capacities (Maddock, 2005).

Community development, as discussed above, is seen as a way of enabling an adequate sense of community that endures beyond a regeneration program (Taylor, 2003). When a strong sense of community already exists, engagement should support that community's maintenance and prevent its fragmentation. In addition, efforts are made to achieve communities that contain and all the qualities of a 'sustainable healthy community' within regeneration initiatives (Kearns and Turok 2004; Egan 2004; Lawson, 2010).

Participatory processes, in this sense, are suggested to foster mutual support and social solidarity between groups to avoid conflict and competition for resources. In this regard, the literature suggests that it is possible to interpret these goals as part of what is broadly understood as community development, leading to a greater sense of community and socially sustainable communities (Lawson 2010; Teernstra, 2016).

In parallel with these explanations, and to further explore the literature suggestions, an analyzed the work of Jarvis (2012) was conducted in which he established a study to provide evidence of the importance of community engagement in delivering the building blocks for sustainable neighborhood regeneration. He analyzed the neighborhood of Canley as a case study where the neighborhood suffers from a lack of services and facilities, with anti-social behavior and a degraded physical environment reflected in citizen dissatisfaction about the quality of life in the area. According to the author, a key factor in Canley's decline is the long-standing lack of citizen participation. Citizens in the area have historically been known to be unwilling to work with agencies and governments, and even those who do get involved tend to feel disappointed and dissatisfied. Thus, residents' distrust of authorities and between neighbors is a central factor in Canley's historical problems (Jarvis, 2012).

In this sense, Jarvis' work supports the idea that the generation of community development is limited and ambiguous when there is a lack of social capacities and efforts and a lack of trust between the residents themselves and with authority. This can be caused by the inadequate implementation of participatory processes, resulting in these undesirable, physical, social, cultural, and environmental outcomes.

In the case of the Canley neighborhood in Coventry, UK, to overcome these failures, the authorities introduced a new structure for neighborhood management based on a public-private partnership to encourage investment and, above all, a new willingness on the part of local authorities to engage fully with residents. This shift has addressed the objectives of a sustainable community, manifested in a new partnership approach based on developing a community-led regeneration framework. Canley's experience demonstrates the importance of engaging the community and ensuring that trust and momentum are maintained.

The change has been significant, residents are now more involved in the planning process and the level of engagement has been raised. Community involvement was the trigger for authorities to identify local concerns and priorities and gave residents a bridge to social capital that connected them directly to power structures and the city.

Heath (2017) also concluded from his research that regeneration projects that consider existing social dynamics in the community could lead to better outcomes than those that ignore them. He suggests that to improve these social outcomes, regeneration programs should increase community-based initiatives and place a greater focus on social dynamics, which can translate into greater well-being, resilience, and future engagement of community members.

Coaffee (2004), cited in (Jarvis, 2012), identifies four reasons that can lead to adverse social outcomes and why confidence in such regeneration initiatives may be lacking: Firstly, residents feel that regeneration initiatives have been imposed on them or have failed; secondly, the relationship between residents and authorities is poor; thirdly, there is a conflict between community representatives, and finally, there is a risk that the development of regeneration partnerships and programs becomes institutionalized and focused on performance targets at the expense of building community capacity (Jarvis, 2012).

Teernstra (2016) suggests that participation can be seen as quite successful in strengthening the local community. However, in his research, he concluded that creating opportunities for resident engagement in neighborhood governance under the slogan of active citizenship does not necessarily deliver the desired social outcomes. It could form the new ideal, but often it proves to be a process of trial and error; the results are often elusive, not clear, and dependent on different factors (Teernstra, 2016).

Assuming that community development is a trigger for achieving effective community-based initiatives based on partnership and governance. Next part explores how participatory governance as a manifestation of partnership is reflected in three relevant European countries' policy discourse for conducting successful community-led regeneration initiatives.

2.2.4 Policy discourses on participatory governance in regeneration projects

The constraints mentioned above in the literature have been associated with the inadequacy of the participation process and its implementation in urban regeneration, varying across various planning systems and reforms. Thus, there is a need to understand the implication of these different arrangement on participation and its social goals.

In the example of the UK reforms, Brownill & G. Parker (2010) present a paradox of urban policy documents. They suggest that, on the one hand, that governance arrangements within the new planning systems emphasize the need to empower, strengthen and build strong communities through self-mobilization in decision making and limit the role of the state to that of a facilitator. But, on the other hand, the same policy documents say that "but participation cannot replace proper decision making by accountable institutions" (ODPM, 2004, pp. 5-6). Which is at odds with the goals of self-mobilization they refer to in the above government document. This changing landscape provides a backdrop to current participatory practices and creates a contradictory potential for participation that is likely to vary in time and space. (Brownill & G. Parker, 2010).

Even though these reforms were intended to open up community participation in decision-making processes in neighborhood renewal policies and interventions (Bailey, 2010; Parés, Bonet-Marti and Marti-Costa, 2012), Many studies on the reformed planning systems have pointed to the persistent gap between the rhetoric of participation and the experience on the ground (e.g., Brownill & Carpenter, 2007b).

However, various conditions and contexts have been explored around the world that gives expression and form to collaborative planning. For example, in recent years, the role of communities in neighborhood governance has gained prominence in many Western European countries as a reflection on broader discourses of communities' active citizenship.

For example, in the UK, ideas about the rights and responsibilities of residents are central to 'localism' policy (Bailey 2010; Raco and Imrie, 2000), in the Netherlands, the emphasis on civic engagement in urban regeneration areas, which reflects a broader policy discourse about the so-called "Participation Society" (Dekker et al., 2010). Also, in France, participatory democracy has existed for a long time, such as consultative referendums, "enquêtes d'utilité publique". Where nowadays, the main channel for participatory democracy at the local level in France is the "neighborhood council," which is part of the new reforms of "politique de la ville" (Sintomer, 2001).

These major differences in the conditions and contexts that shape the practice of participatory processes in different planning reforms underline the need to broaden the geographical focus of debates on participation to expand the critical perspectives that emerge from such comparisons (Watson, 2009; Brownill, 2010).

Although, communities have been a major concern for all political parties through these planning reforms and especially through urban regeneration initiatives (McDonald, 2009), Brownill (2007) argues that these shifts to increase active citizenship seen in recent waves, face another major challenge related to ideological and economic agendas that in many cases impact on the goals outlined and the ways to achieve them within participation policies.

Edger and Taylor (2000) suggest that the emphasis on community development within these initiatives can create new investment and new opportunities as the urban environment becomes full of life and enterprise once again.

"Communities are at the heart of all new intervention measures" (McDonald, 2009. p., 53). McDonald suggests that regeneration, particularly in deprived urban areas, is necessary to support the development of sustainable communities. Brownill (2007) highlight in this context the fact that these concerns of sustainable community development in deprived areas are not always compatible with other objectives of reformed planning systems such as speed and competitiveness and economic agendas, and they are not well addressed in policy documents. Causing an obstacle for practitioners in implementing clear and well-defined participatory processes (Kitchen & Whitney, 2004; Brownill & Carpenter, 2007a, b).

As observed in the analyzed studies, achieving the goals of participation is strongly associated with improving communities and enhancing social influence among them. Still, the extent to which these goals are achieved on the ground remains far from clear, as one faces various complexities and limitations due to large-scale related issues (planning reforms and policies) to smaller scale barriers related to lack of knowledge and commitment, and trust. It is also argued that there is weak evidence and a lack of findings on ways to achieve social goals within the participation.

For this reason, there is a need to explore more in-depth the dynamics through which public participation is shaped on different levels and mechanisms. There is also a need to link these dynamics to the social effectiveness of participation.

2.3 The role of participation dynamics in its effectiveness

2.3.1 Participatory Mechanisms

In terms of public participation mechanisms, there are a large variety of mechanisms that exists and still growing. Rosener (1975) listed thirty-nine different "techniques" ranging from structured procedures such as "task forces," "workshops," and "citizen referendums" to broader concepts such as "public information programs" and "citizen employment." A book entitled "Participation works!" (New Economics Foundation, 1999) describes twenty-one "techniques" (and briefly lists more than a dozen others), including uncommon mechanisms such as "citizen juries" and "action planning," along with other mechanisms that seem to be used only by certain organizations.

The mechanisms that exist for conducting participation are diverse, ranging from traditional (e.g., public meeting) to modern (e.g., consensus conference) and from mechanisms that seek responses from participants acting alone (e.g., surveys) to those that involve deliberation among participants interacting in groups (e.g., focus groups). What is certain is that the number of mechanisms has multiplied in recent years. What is less certain is their quality and effectiveness (Rowe and Frewer 2004).

Participation is organized through a variety of more or less deliberative mechanisms. Laurian (2009) presents the most relevant and widely used mechanisms at present among many.

Hearings and notices, followed by comment periods, inform the public and gather a limited number of opinions in a non-deliberative setting (Checkoway, 1981; Moote, McClaran, and Chickering 1997; Adams, 2004). However, more deliberative mechanisms are usually better suited to encourage meaningful participation (Margerum 2002; Healey 1993, 1997, 1998; Forester, 1999). Public meetings are the most common, but they vary widely in the extent to which they facilitate meaningful deliberation (Cogan 2000). Citizens Advisory Boards (CABs) are relatively newer but widely used for ongoing discussions between agencies and stakeholders (Raimond, 2001). Still, selected evaluations of CABs have shown that they do not always provide meaningful public input (Laurian, 2005).

Other deliberative mechanisms include task forces, workshops and charrettes, consensus-building processes (Innes, 1996), conflict resolution, mediation processes, and regulatory negotiations (Susskind and Field, 1996; Susskind and Cruikshank, 1987). Citizens' juries (Armour, 1995; Leib 2004), consensus conferences, and deliberation days (Fishkin, 2003) are other innovative but rarely used formats. Participation can thus fulfill several goals and take different forms.

2.3.2 The deficiencies in Participatory Mechanisms

Fung (2006) suggests in his research that the main reason for not improving citizen participation in any area of contemporary governance is that the authorized group of decision-makers (typically the elected representatives or administrators) is somehow deficient. These representatives may lack the knowledge, competence, public purpose, resources, or respect necessary to command compliance and cooperation (Fung, 2006).

The author questions whether citizen participation is able to remedy these representative deficiencies. He argues that the answer depends primarily on who participates and whether they are adequately representative of the relevant population or the general public, whether they have the information and competence to make sound judgments and decisions, and if participants are responsive and accountable to those who do not participate.

Fung (2006) relates the issue of participant representativeness and their ability to overcome it to the method of selecting participant. He identified some important selection mechanisms.

The most common mechanism is the most widespread and least restrictive, namely self-selected participants within an open process for all who wish to participate. Those who choose to participate in these cases are often not representative of the broader public. He suggests that some of the solutions to this problem are to selectively recruit participants from subgroups that are likely to be less engaged, such as encouraging engagement in low-income and minority communities.

He suggests that randomly selecting participants from the general population is the best guarantee of representativeness. Such as Deliberative Polling, Citizens Juries, and Planning Cells.

These methods contrast with other methods that are more macro, such as professional politicians and administrative experts who are assumed to represent the interests of communities when in fact, they represent the interests of the state and adopt its goals (Fung, 2006).

These selection methods can vary from very exclusive to very inclusive, as it is shown in figure (2).

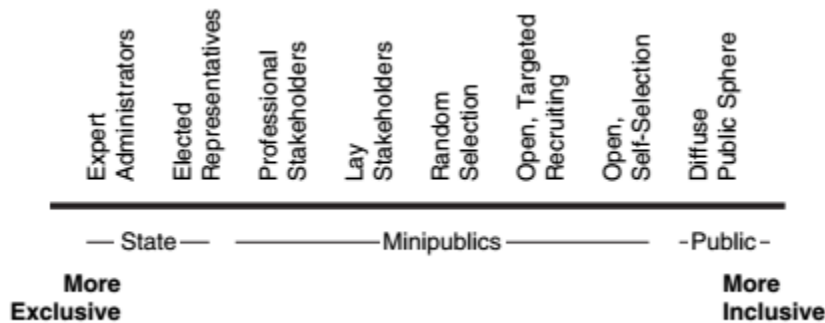


Figure 2: Participant Selection mechanisms (Fung, 2006)

2.3.3 Effectiveness of participation methods

Innes and Booher (2004, 1) write: Traditional methods of public participation in government decision-making "simply do not work." They do not achieve genuine participation in planning or decision making; they do not provide officials with meaningful information that influences their actions; they do not satisfy members of the public that they are being heard; they do not improve the decisions that agencies and officials make; and they do not represent a broad spectrum of the public (p. 1).

Shipley (2011) evaluated several studies such as King, Feltey, and Susel (1998, 323), who boldly asserted that "public hearings do not work" while Adams (2004) believed that public meetings do play a role but do not give citizens a sense of influence over decisions. Walters, Aydelotte and Miller (2000) and Halvorsen (2003) argued that current participatory mechanisms are fundamentally flawed due to a general lack of trust between public officials and citizens, an

assertion further explored by Yang (2005) who also found that public administrators do not necessarily trust citizens.

Shiple (2011) further examined approaches to conducting and facilitating participation such as workshops, consensus building, focus groups, visioning, citizen juries, and collaboration. Arguing that these methods can be interesting because of the common characteristics they share. Each of these methods assumes that participants come from different positions and with different expectations and work together towards a common solution or goal (Shiple, 2011 p. 8)

It is argued that these mechanisms of participation depend on local context, power relations among participants, cultural beliefs, and availability of resources, among other factors (Reed, 2008). In order to explore the different meanings associated with the shortcomings of 'participation' in particular initiatives, Jones (2003) argues that it is necessary to understand what 'kind' of public participation.

A number of 'ladders' of participation are therefore based on Arnstein's observation that sets out exactly what civic participation is, namely a redistribution of power, otherwise it is an 'empty ritual' (Arnstein, 1969, p. 216). Arnstein's (1969) ladder provides a checklist of what is or is not being achieved, a scheme that can be applied to a wide range of 'target' institutions.

It also raises questions about what it calls 'roadblocks' or barriers to participation.

The Ladder recognized the transition from token or manipulated participation to partnership or even delegation of power but advocated the redistribution of decision-making to underprivileged citizens (Shiple, 2011).

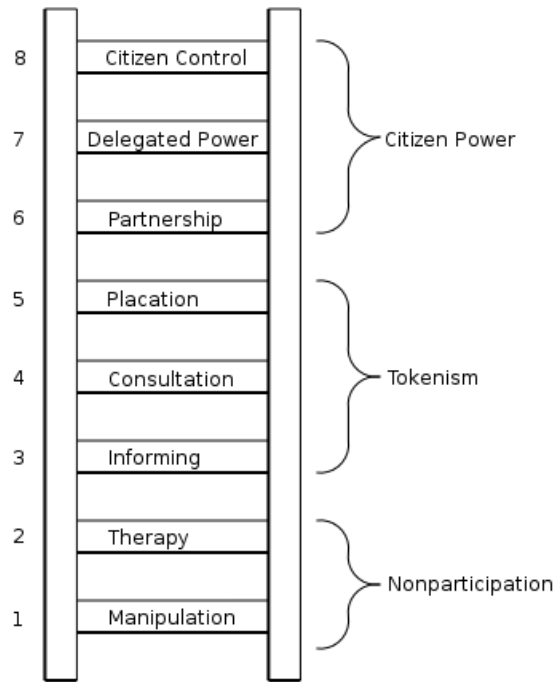


Figure 3: The ladder of participation (Arnstein, 1969)

In this context, Tritter and McCallum (2006) have offered a critique of the classical Arnstein model in their paper. They argue that Arnstein missed the fact that the value of participation lies in the act of inclusion and engagement because it focuses exclusively on the power relations in the process of civic engagement.

Jones (2003) presents a typology of participation that distinguishes a series of seven rungs on a 'ladder', shown in the following table 2.

Table 2: A typology of participation in programs and projects (source: Jones, 2003)

Typology	Characteristics of each type
Manipulative participation	Participation is merely an entitlement, with "people's" representatives sitting on official boards but having no power
Passive participation	without hearing people's answers, the information that is passed on belongs only to outside experts.
Participation by consultation	People participate by being questioned or answering questions. Do not concede a part in decision making.
Participation for material incentives	It is very common to call this participation, but people have no part in it when the incentives end.
Functional participation	Participation seen by external agencies as a means to achieve project goals, especially cost reduction. Such participation can be interactive and involve joint decision-making, but usually occurs after important decisions have already been made by external actors.
Interactive participation	Participation is seen as a right, not just a means to achieve project goals. As groups, they take over local decisions and determine how existing resources are used.
Self-mobilization	People participate by taking initiatives to change systems independently of external institutions. They establish contacts with external institutions to obtain the resources and technical advice they need but retain control over how the resources are used.

The studies analyzed above demonstrated certain level of accordance in terms of the effectiveness of mechanisms and typologies, in which participatory activities have flourished without achieving significant changes in the prevailing practices of local government (Bickerstaff and Walker, 2005; Connelly, 2006). It is argued that knowledge of their actual benefits is still limited, the actual achievements of residents in planning processes may indeed be limited (Selin et al. 2000, Buchy and Race 2001, Halvorsen 2003, Abelson et al. 2004, Abelson and Gauvin 2006; Teernstra, 2016), and the expected impacts from these participation mechanisms have yet to be defined (Martineau-Delisle, 2010).

This ambiguity of expected outcomes is argued to be related to a variety of conditions and contexts that shape the practice, such contexts, urban policy reforms, the extent to which these social goals are compatible with other policy goals, political commitment, trust between professionals and communities. Thus, this variety of complexities present demand for well-executed evaluation processes that consider different aspects and could be a possible solution to enhance future processes.

2.3.4 The need for public participation processes evaluation

The failure of certain processes in achieving their goals is often due to the lack of proper definition of participation, its dynamics, and outcomes, leading to different expectations and perceptions among, responsible, professionals and residents, in particular about the form, the extent of participation and the degree to which it is integrated into practice (Atkinson, 1999; Robinson, Shaw and Davidson, 2005; Teernstra, 2016).

Where some professionals do not discuss the need for resident participation (Crawford et al., 2008), while others see it as a difficult task that does not contribute to planning (Wesselink et al., 2011). Public bodies are sometimes seen as uncommitted to participation or unresponsive to public input and committed planners may lack experience or knowledge of local issues. Participation formats may not allow for all opinions, may be intimidating, lack fairness and transparency, or may take place too late to influence decisions. (Laurian, 2009).

A common barrier to participation is that while professionals believe in participation as a means to achieve democracy and social well-being, they tend to have little confidence in the community's abilities when they have different perspectives of neighborhood problems and solutions (Kokx and Van Kempen, 2010).

In this sense, Chaskin, Khare, and Joseph (2012) observed that public participation in three mixed-income neighborhoods in Chicago, mainly was symbolic and did not offer real empowerment to participants, as participation mainly took the form of “information sharing” only.

Huisman (2014) also reported similar findings in a study of resident participation in government-led gentrification in Amsterdam. She showed that resident participation mechanisms provided a platform for city professionals to push through redevelopment plans that were “presented as facts rather than material for discussion and influence”, resident power was marginal in this case. Their research concluded that participation mechanisms are perceived as formal, bureaucratic, and technical, giving advantages to the better-educated residents (Huisman, 2014).

Public participation can, in many cases, be carried out as a formal and symbolic act imposed on planning professionals by regulations. In these cases, the power given to the community is limited to the disclosure of information, which can ultimately lead to undesirable long-term and short-term outcomes, both in terms of achieving ultimate regeneration goals and blocking the path to

straightening out the social impacts of the community. It can prove to be a frustrating experience (Kokx and Van Kempen, 2009).

Participants can be influenced by many factors that result in discouraging them from being part of the process. Laurian (2009) argues that the process can also fail when participants are uninformed, misinformed, or manipulated by powerful interests (Zimmerman 1986; Tauxe 1995; Stokes 1998; Mansbridge 1994; Laurian, 2009) or when participants have limited influence over decisions (Dennis, and Ely 1984; Beierle and Cayford, 2002).

However, all the limitations mentioned above constitute barriers to effective public participation and consequently affect achieving its outcomes.

To overcome such barriers and improve the process and outcomes of the participation, it is important to evaluate it in order to improve practice (Chess, 2000), taking into account what constitutes an effective participation process and how beneficial the collaboration is for different parties (Rowe and Frewer, 2004).

Public participation evaluation has not settled on agreed principles or methods, which differs from other policy and program evaluation areas where the development of evaluation methods and principles is more advanced (Laurian, 2009).

Studies argue that the field lacks universally accepted criteria for assessing success and failure and lacks agreed-on evaluation methods. Carpini et al. (2004) argue that empirical research on deliberative democracy has lagged significantly behind theory (Delli Carpini, Cook and Jacobs, 2004, p. 316), while others suggest that "there is little systematic research on the nature and effects of participation in real settings..." (Mendelberg, 2002, p. 152).

Laurian (2009) points out that planning practice tends to lack evaluation of participatory processes and plans, implementation, and outcomes. She adds that cultural and political factors can also limit incentives to evaluate participation, as evaluation can harm its goals and expose it to the risk of accountability.

According to Abelson (2006), conducting an outcome evaluation can be very challenging. First, the task of defining the outcome or results of a participatory process to measure effectiveness is often unclear. Second, he adds that it can also be challenging to determine an appropriate time frame within which a public participation process is expected to impact participants.

Especially in evaluating the social impact of a process, it can take years, which is more difficult because of the cost and commitment required." (Chess, 2000).

The second challenge mentioned by Abelson (2006) is the fact that in some participatory processes, some criteria may be decisive and not others. Again, this presents a challenge in the evaluation process, raising the concerns of "according to whom participation is considered good?"

Rowe and Frewer (2004) provide an overview of the difficulties that should be considered when evaluating social participation. Complications mainly related to the lack of adequate tools and procedures for measuring aspects related to the implementation and outcomes of participation exercises.

In addition, the lack of consensus-based evaluation methods and criteria, and political commitment to evaluation, may also explain the reluctance to evaluate participation (Rowe and Frewer, 2004; Laurian, 2009; Abelson, 2006; Schach, 2000).

Although some progress has been made in developing evaluation criteria and frameworks, only a small number of these early evaluation frameworks have influenced subsequent evaluation studies (Abelson et al., 2003). Thus, there is a need to develop more enhanced frameworks that consider these challenges and difficulties.

Next, I address part of the existing challenges related to the definition of evaluation criteria, according to what and to whom these criteria can be selected, and what should be considered to achieve consensus-based criteria that lead to effective evaluation.

2.3.5 The Evaluation Criteria in Public Participation

One of the main concerns in evaluating public participation is defining what is considered adequate public participation in planning. Determining this can be a challenge: ... Effectiveness in this area is not an evident, one-dimensional, objective quality that can be easily identified, described, and then measured." (Rowe and Frewer, 2004).

The lack of formal evaluation of public participation may result from confusion about the appropriate measures for evaluation (Lowndes et al., 1998). Usually, professionals and academics lack definitions and criteria for success and methods for evaluating participatory processes (Laurian & Shaw, 2009, p. 294).

While there is no common universal format for evaluating citizen participation that is widely agreed on (Rowe & Frewer, 2004; Chess, 2000; Abelson, 2006), evaluation methods can be designed and tailored to a specific public participation context. However, without established criteria for evaluation, replication and generalizability of different case studies are problematic (Rowe & Frewer, 2004). As a result, a wide variety of methods and approaches have been used to evaluate public participation in different cases, with each evaluation based on various criteria, leading to different debates about the basis on which of these criteria should be selected and by whom.

Generally, the literature divides the criteria into three main categories, process-based, outcome-based and user-based criteria (Lauren, 2009; chess 2000; Rowe and Frewer 2000, 2004).

The process-based criteria refer to the effective design and implementation of a process, where the outcome-based criteria such as finding solutions, improving governance (e.g., legitimacy of

institutions and decisions, implementation of decisions), social outcomes such as enhancing trust, social networks within the community and social capital).

Acceptance or user-based criteria, which refer to the potential public acceptance of a process, focus on the satisfaction of participants and the public and other goals identified by participants (Laurian, 2008). Other studies include them among the outcome criteria, which are less developed in practice and literature than the previous two types of criteria.

While other authors have argued that evaluation criteria should be derived from the goal of any participatory process (Rosener, 1983), others such as Chess (2000) suggest that criteria should be theory-based, according to theoretical knowledge, and not dependent on participants.

To demonstrate the variety of criteria sources suggested in the literature, where different authors propose different sets, however, it is observed that there are certain aspects that are agreed on in different sources, Brown (2013) conducted an evaluation study of the effectiveness of public participation using Brisbane's Sherwood-Graceville Neighborhood Plan as an example. He used both process and outcome criteria in his evaluation, identifying these from the planning literature and operationalizing them in a survey of participants. He concluded from his evaluation findings that the outcome criteria were most important to participants compared to the process criteria.

Table (3) shows a set of evaluation criteria he gathered (Brown, 2013). This set includes outcomes and processes criteria, where common criteria can be found with those identified in Rowe and Frewer's (2004) research agenda.

The work of Rowe and Frewer (2004) aimed at defining effective public participation to determine which mechanism works best in which situation and why. They reviewed 30 public participation evaluation studies published between 1981 and 2004 that explicitly defined effectiveness. In all but two, effectiveness was defined using outcome criteria, while about half defined effectiveness using a combination of process and outcome criteria. In addition, two additional criteria were used in the same studies, namely universal (i.e., applicable to public participation as a whole) or local (i.e., applicable to a subset of participation mechanisms or contexts).

Table 3: Process and outcome evaluation criteria used in public participation evaluation studies Source: (brown, 2013)

Criterion	Description
Representativeness	Public participants should include a broadly representative sample of the population of the public concerned.
Independence	‘The participation process should be conducted in an independent, unbiased way’.
Early involvement	‘The public should be involved in the process as early as possible as soon as value judgments come to light’.
Transparency	The process should be transparent so that the public can see what is going on and how decisions are made’.
Resource accessibility	‘Public participants should have access to the appropriate resources to enable them to successfully fulfil their brief’.
Seeking out and involving those affected by decisions	‘Public participation seeks out and facilitates the involvement of those potentially affected by interested in a decision’.
Comfort and convenience	The time and place of the meeting should be convenient to the schedule of the participants. They should also feel comfortable during the deliberative sessions.
Deliberative quality	All participants should be given the chance to speak and provide their opinions.
Seek input from participants in how they participate	‘Public participation seeks input from participants in designing how they participate’.
Task definition	The nature and scope of the participation task should be clearly defined.
Non-technical information	The information provided to participants must be easy to understand and contain a minimum of technical language in order to avoid confusion.
Communicates influence on decision	‘Public participation communicates to participants how their input affected the decision’.
Influence	‘The output of the procedure should have a genuine impact on policy’.
Increased understanding	Public participation should build mutual understanding between stakeholders and work for the common good identified.
Consensus reached	Decisions made as a result of public participation were based on consensus and mutual understanding.
Increased trust	Public participation should build trust and lasting relationships.
Workable solutions	Public participation should create a compromise and acceptable solution.
Satisfaction	Good public participation should result in high satisfaction amongst participants.

In the same context, Schroeter (2016) tried to identify criteria based on reviewing more than 30 definitions of participation processes to find distinguishing criteria for measuring the quality of the process and the output/outcome. In the next step, he operationalized the definitions into indicators for measuring the quality of a participation process. For each characteristic, a set of sub-criteria is defined that can be used as empirical indicators to evaluate participation processes. Table (4) shows the implementation of the concept of citizen participation as indicators and sub-criteria.

Table 4: Indicators for measuring the quality of a participation process (Source: Schroeter, 2016)

Main characteristic	Sub criteria	description
Inclusiveness	Platform for communication and exchange	Participation can provide a platform for negotiation of positions that are in conflict with each other
	Equal contribution	Equal opportunity to contribute to the process or fairness within participation
Information exchange and learning	Exchange of knowledge	Empirical participation must activate both the method-guided knowledge of experts and the life-centered experience of lay people
	Common base of information	Citizens may lack expertise in complex problems and therefore be unable to contribute adequately, the need for a common pool of information on the subject available to all stakeholders.
	Transparency	Whether the process offers the opportunity to gain insight into the position and reasoning of other participants.
	Common understanding of the process	All information concerning the mandate and the various steps of the process is comprehensible and easily understood by all participants throughout the process.
Influence on political decisions	Effectiveness and efficiency	Effectiveness implies that all groups within a participatory process should have some influence on the outcome, while efficiency focuses on whether that influence was achieved with adequate resources.
	Shared understanding of results impact	To specify what impact the advice of citizens during the decision-making process will have.

These identified sets of criteria proposed by authors show that criteria should be extracted from theory based, based practice and user-based sources. In addition, effective process should evaluate process and outcomes in parallel, suggesting that criteria should emphasize the importance of the

outcomes of the process as much as for the process, believing that a poorly implemented process will eventually lead to weak outcomes. It is recommended in this sense to build a comprehensive, inclusive public participation that takes into account efficient mechanisms/processes and well-defined objectives/outcomes.

However, an efficient evaluation process of participation does not depend only on the selected set of criteria, but also on who and how these criteria were established.

The fact that there are various sides involved in the process, from the professionals, the sponsors to the participants and the various publics (or interest groups), where each side is supposed to represent a different perspective. In this case, what appears to be effective to one side may not seem so to the other side.

As it is observed in the literature, it exists a plurality of evaluation criteria, although some of the evaluation criteria identified in the planning literature are not used by practitioners (Laurian, 2009). The goal of finding common consensus on effectiveness criteria is difficult to achieve, according to studies (Abelson, 2006), which is indeed a challenging task.

Thus, the definition of what is seen as 'good' should also depend on whose judgments we take. Good participation in this sense can be understood and evaluated quite differently by those involved in the process (Santos and Chess, 2003). Webler et al. (2001) illustrate how “good or efficient” can be assessed differently depending on the relative weighting evaluators give to different criteria. However, the difference between criteria derived from the literature and those derived by participants has not been extensively studied.

Blackstock (2012) distinguishes between internal (derived from participants) and external (derived from the literature) criteria for assessing the success of citizen participation. He argues that there is an overlap between internal and external criteria regarding the influence of public opinion, political attitudes, and social and economic considerations. Although the internal criteria raised issues that were not a priority in the literature, the literature equally suggested criteria that participants did not have.

The results of his research illustrated the value of including a wide range of participants in setting the criteria and providing data for the assessment. However, (Blackstock, 2012) suggests that it is useful to combine internal and external perspectives to draw attention to gaps in future research.

Rosener (1981) in his seminal work, proposed the User-Based Evaluation approach, which defines success from the perspective of participants and other stakeholders. Thus, unlike previous studies where mediators and researchers defined success, proponents of User-Based Evaluation view that successful public participation should also be based on participants' perception of what they see as desired processes and outcomes and not only professionals (Samaddar, 2015).

These user-based evaluation frameworks have the advantage of addressing what the theory-based approach does not. For example, the case of social program evaluation, in which it was observed that, when participants select criteria, the process tends to have positive impacts on them, such as increased cooperation with the evaluation process and use of the results (Guba, E., & Lincoln, Y, 1989; Santos and Schach, 2003). Therefore, it has been suggested that the user-based approach can increase the potential for enhancing the legitimacy evaluation processes.

However, this approach has disadvantages. The selection of criteria by participants can place norms and values of some parts over others (Webler, 1995). In this case, it is recommended to include consensus-based criteria.

Several studies suggest that the most fundamental condition for the success of the practical impact of a process is the desire of decision-makers to consider the beliefs and opinions of different groups and individuals. In this way, the process can be decentralized, and decisions can be more solidly justified (Appelstrand, 2002).

In this perspective, the authors suggest that an evaluation process that considers all the identified criteria can be considered of high quality, as it combines different derived sets of perspectives from different parts, and thus can be considered meaningful by the different groups that participate in it (Schroeter, 2016).

In light of these studies, the User-Based Evaluation framework is supposed to represent the core values of participation by engaging participants in all the decision-making phases and increasing the collaboration among all affected parts within the evaluation process. (Santos & Chess, 2003). Which will result in increasing the legitimacy of evaluation (Samaddar, 2015).

After exploring the literature suggestions in terms of the definition of effectiveness criteria, In the next section, an in-depth examination is conducted in terms of the literature suggestions on what constitutes an efficient evaluation framework, derived from the directions of the most recognized and cited leading authors in the field of participation evaluation.

2.3.6 Public Participation Evaluation Frameworks

2.3.6.1 Analyzing relevant evaluation frameworks

In this part, an analyze is established concerning different perspectives and recommendations from relevant studies in presenting an efficient evaluation framework through their contributions in elaborating evaluation models that are considered most recognized in evaluating participation.

The analysis is initiate with the first and widely accepted framework in the literature, developed by Sherry Arnstein (1969), the Ladder of Participation. Arnstein set up a simple diagram in the form of a ladder, a "scale" in which each rung of the scale represents the extent of citizens' power in determining the final product. The highest rung, i.e., "partnership," "delegated power," and "citizen

control," is where public empowerment is at its best and true public participation is achieved. As one descends to the lowest levels, citizen control becomes less and less, to the point of non-participation. So, the criterion for the success or effectiveness of a public participation program is simple. The higher a public participation program ranks on the ladder, the greater the power given to the public and the more efficient.

Arnstein's work influenced many studies in the development of similar evaluation frameworks. According to the literature, Rosener's (1978) framework was the first detailed and comprehensive framework developed specifically for evaluating public participation activities at that time. (Abelson & Gauvin, 2006; Chess, 2000; Laurian & Shaw, 2009; Rowe & Frewer, 2000; Rowe et al. 2004; Yang & Pandey, 2011).

The evaluation framework proposed by Rosener (1978) suggested that attention should be paid to viewing the participation approach as either a "means to an end" or, alternatively, as an "end in itself," i.e., focusing on process or outcomes, arguing that process is relatively easy to evaluate compared to outcomes, which require a greater focus on the causal relationship between the participation program and the desired outcomes.

Rosener's suggests, "1) There would need to be an agreement on goals and objectives; 2) and an indication of whose goals and objectives these are 3) There would also have to be relatively complete knowledge of a cause-and-effect relationship between a particular participation program; 4) and the achievement of the agreed-upon goals or objectives (p. 459-460).

The work of Beierle and Cayford (2002) was the next major step in the development of public participation evaluation and remained a trusted reference to this day, with several studies continuing to use his framework and findings (Layson, 2015; Wastchak, 2013; Ambrose, 2013; Charnleya, 2005; Halvorsen, 2003).

Beierle conducted 239 case studies of public organizations divided into three main categories (context, process, and outcomes). He argues that despite the considerable number of research and evaluation studies, there has not yet been a change in what Rosener refers to as a lack of consensus on evaluation methods since the 1980s (Laurian, 2009; Ambrose, 2013; Charnleya, 2005), which they believe is due to differing views on the very purpose of public participation.

The work of Beierle and Cayford (2002) suggested that there are three main approaches to evaluating public participation:

- Those that evaluate how successful public participation is in democratizing agency decision-making.
- Those that evaluate how successful the program is in achieving the specific goals of one or more participants.

- Those who evaluate how successful public participation is in achieving a set of broad societal goals.

Wastchak (2013) cites the research of Beierle and Cayford (2002), where he identifies five broad social goals for public participation against which successful participation can be evaluated:

- The incorporation of public values into decisions.
- Improving the substantive quality of decisions.
- Resolving conflicts between competing interests.
- Building trust in institutions
- Educating and informing the public.

Wastchak (2013) further argues that Beierle's contribution goes a step beyond evaluating the typical process and outcome by including "context" as an important determinant of success.

According to Beierle, the context here refers to "all the characteristics of a given situation faced by a public participation process," which the authors divide into the subcategories of (a) nature of the issue, (b) pre-existing relationships, and (c) the institutional environment (2002, p. 10).

For Beierle and Cayford, the participation mechanism is the most important element of the process in determining success because it is related to "how participants are selected, what types of people participate, what types of outcomes participants produce and whether participants seek consensus" (p. 12).

In Beierle and Cayford's framework, the "success" of public participation is defined as the extent to which the five previously mentioned social goals are achieved. These goals are identified according to the results of the conceptual model of public participation they developed, which is based on three components: Context, Process, and Outcomes.

The outcome component is assessed in terms of results, "the extent to which public values have been incorporated into decisions and whether the substantive quality of decisions has improved"; "the extent to which conflicts between competing interests have been resolved and trust in the lead agency has been built"; and capacity building, "whether the public has been better educated and informed about environmental issues" (Wastchak, 2013).

Charnleya (2005) examined how successful a citizen participation program EPA (Environmental Protection Agency) meets the agency's goals for the program by using Beierle's social goals evaluation framework and examining the overlap between the agency's goals and the goals of affected participants.

The results showed that community members who were the most informed and involved in the project were also the most satisfied with participation and project outcomes. Consequently, the participation process was considered successful in achieving its goals.

The use of social objectives as an evaluation framework to assess the effectiveness of citizen participation, following the first evaluation framework used by Beierle, is widely accepted and recognized by many studies. Indeed, evaluation based on social goals in this sense is supported by further research suggesting that participation can be seen as a tool to achieve a range of desirable social outcomes and contribute to community development.

As explored in this section, studies associated good and successful public participation with the impact on participants, proving that considering social goals as a key criterion for success can help achieve the goals of high-quality public participation in which all parts are satisfied.

In the next part, the aim is to explore the extent to which these social goals are achieved in various public participation case studies by examining the social impact of these deliberative exercises on participants and whether they achieve the intended outcomes among participants. This will provide insight into the dynamics of success in participation.

2.3.6.2 The social outcomes in Participation evaluation frameworks

Among several studies, Laurian (2009) insists on focusing more on evaluating the outcomes on participants as a key point, including focusing on social learning, social networking, community empowerment, and capacity building.

Indeed, the social impacts have been the focus of several theoretical studies that have established effectiveness criteria for evaluating these outcomes. Criteria that assess institutional capacity building, resilience, increased trust in planning agencies, mutual understanding among participants, social capital, sense of citizenship, improved outcomes for the most disenfranchised, and satisfaction (Laurian & Shaw, 2009; Halvorsen, 2001; Butterfoss, 2006).

The importance of evaluating social outcomes is strongly related to the overall goal of the participation, which is to promote satisfaction, comfort, mutual consensus, a sense of belonging, social cohesion, and capital, and possibly to facilitate the resolution of conflicts within society (Gerasidi et al., 2009).

Participant satisfaction and acceptance are routinely used as a measure of success, despite the problems associated with its interpretation, as it can be highly contextual and associated with expectations and should be used in combination with the public's views (Abelson, 2006).

In the literature, it exists a considerable content on the social impact of the process on the citizens, where different perspectives could be identified. For example, some of the studies suggested participation could deliver positive social, while other studies suggested identifying fewer desirable outcomes.

In this sense, Jon Gastil (2000) conducted a series of case studies of real-world deliberative initiatives, including qualitative research at Kettering Foundation National Issues Forums. His results showed that the initiative achieved positive outcomes, where deliberation developed coherent collective interests and strong bonds among citizens. He assumes that deliberation can increase self-efficacy and a sense of community identity (Jon Gastil, 2000).

An experimental study conducted by Mendelberg (2002) suggests that speaking and communicating in the form of revealing participants' ideas and contributions enables members to demonstrate their genuine willingness to cooperate (Bornstein & Rapoport 1988, Kerr & Kaufman-Gilland 1994; Orbell et al., 1988).

However, other studies on participation processes did not produce the expected desirable outcomes. Layson (2015) studied the social outcomes of citizen participation in relation to citizen satisfaction in urban renewal projects. The study was conducted in Kariakoo, Dar Salaam, Tanzania, in which 292 respondents were interviewed about their perceptions of redevelopment satisfaction. The study results showed that citizen participation in this urban renewal project did not influence or generate positive social outcomes among the participants. That is, the social objectives were not achieved, and participants were not generally satisfied.

Layson adds that the guidelines for citizen participation were not clear. He suggests that the chances of the community being involved in the planning process and being part of the decision-making were low due to the weak adopted mechanism of participation and the level of awareness of participants, and the institutional context that showed a lack of commitment to participation.

Abelson (2006) reviewed several real-world studies to assess the impact of participation on citizens and concluded that these cases tended to yield negative results regarding the social consequences of participation. For example, her initial review of Berry's (1993) study of efforts to increase citizen participation in policymaking in 5 U.S. cities found that it failed to increase citizen participation rates.

Another study by Taylor (1994) concluded that citizens who believe they have the ability to influence government have less positive attitudes toward that institution (Tyler 1994; Tyler and Mitchell, 1994; Tyler 1994; Tyler and Mitchell, 1994; Abelson, 2006), which means that participants are more likely to be disappointed with the results of their participation, as they thought they had the opportunity to contribute to decision-making, but the results of the process were not satisfying as they expected, so they lost trust in the authorities, which is likely to make them unwilling to participate in future occasions.

Delli Carpini (2004) used a theory-based approach to review the impact of a particular public participation process on participants and outcomes for the general public.

The review uses a theory-based evaluation approach to assess the following theoretically expected benefits of public deliberation: 'Citizens become more engaged and active in civic affairs,' 'Citizens' tolerance for opposing viewpoints increases,' 'Citizens' understanding and ability to reason about their preferences improves,' 'Community social capital is increased through deliberative experiences'.

In this perspective, (Charalabidis, 2010) referred to the importance of considering the priorities of communities while implementing participatory processes, "the issues discussed were sometimes far removed from people's daily problems and priorities, so that substantive contributions from non-experts were inhibited" (p.2). The author suggests: "the basis for effective public participation processes is an accurate analysis of the context." (Bryson, J. M., Quick, K. S, 2013; Marzouki, 2017).

Marzouki (2017) cites Rowe, G., & Frewer, L. J.'s (2000) argument that considering citizens' context (when designing public participation processes) can help organizations meet citizens' real problems and priorities. Marzouki concludes from her research that a contextual approach is an attempt to address better the needs and goals of both citizens and organizations. These findings confirm Carpini's (2004) finding that the impact of deliberation is complex and contextual and does not ensure citizen satisfaction or government responsiveness.

As suggested in the literature, the social goals are considered as an effective approach for assessing the quality of public participation, and this is consistent with relevant findings (e.g., Beierle, 2000), in which the literature links the achievement of a broadly defined social goal with the accomplishment of successful participation practices.

However, the literature argues that specific social outcomes, such as increasing trust in agencies, willingness to participate, increasing mutual respect, reducing conflict between participants and agencies, mutual learning and awareness, building institutional and community capacity, and incorporating public values into decision-making, are the results of the extent to which these social goals are incorporated into the process, through the selected criteria used for evaluation, the mechanisms of involvement, and the contextual factors that might have an impact on the final outcomes for participants and the general public.

The findings have shown that when these social impacts are not clearly defined, it leads as a consequence to undesired impacts, on participants, on the project implementation, and on the community as a whole, which puts the effectiveness of participation in question.

2.4 Discussion and Conclusion

In this research, the premise is that 'good' participation has the potential to go beyond its formal role as a tool to implement better plans and interventions. The literature suggests that participation can be seen as a potential end-goal when it is conducted properly with the right resources, it has

the potential to acquire participants with positive capacities. It can contribute to developing communities. Indeed, it is argued that engaging citizens in decision-making processes in a meaningful way can bring positive results not only to the project implementation but also for the community.

Even though, studies have shown that these benefits have been so far not clear and lacking empirical evidence. Governments and agencies have attempted to address these shortcomings through planning reforms and new urban policies. However, addressing these social objectives is complex and requires resources, and efforts, which is not always compatible with different ideologies and systems related to speed, competitiveness, and economic agendas.

The evaluation of this practice is suggested to overcome these complexities to ensure better processes and outcomes, which by its turn a challenging practice. Although it exists a large set of criteria derived from either theory, practice, or participant goals, defining what is 'effectiveness' is still unclear (representing a consensus on what constitutes a compelling set of evaluation criteria).

By focusing on positive social outcomes and community development as an end goal of participatory processes, as uncovered in the literature, the social goals were considered imperative and widely used as a reference for the effectiveness. The literature has linked good quality and successful public participation with its impacts on communities.

Such evaluation frameworks that consider the community as a key reference for success and failure have been recognized and used by several studies following the initial work of Beierle (2002). These studies recommended focusing more on the use of social goals and outcome evaluation frameworks that consider different aspects of factors that can affect the effectiveness of participation, such as social conflict, power and financial interests, lack of trust in authority, political systems, and the context of participation practices.

These evaluation frameworks, which consider social goals as expected outcome of participation, are supported by studies that consider successful and meaningful participation as a potential end itself to be achieved, however, there is a lack of practical frameworks that address the critical existing gaps (as identified in the literature), and models that are proven to be effective on the ground and can be specifically designed to evaluate participation as a tool for community development.

Within these propositions and from different research perspectives, an analysis is conducted and explicitly examined the social impacts of participation. A variety of conclusions that go in different directions were observed. Demonstrating that the evaluation of the participatory process based on the social goals is complex and context-dependent and related to various factors.

Thus, the literature suggests it is not yet clear to what extent participation could act as a community developer and the dynamics involved in this process, and the factors influencing these outcomes.

However, the evaluation of these processes is suggested to contribute potentially to the enhancement of the expected outcomes. The failure in achieving positive results often costs governments and decision-makers and all concerned parts considerable effort, resources, time, and, most importantly, ineffective participation processes that could affect the overall project objectives. It is leading to hinder the goals of creating better conditions for communities and achieving democracy and sustainable interventions.

Accordingly, it is suggested to address community development as an ultimate objective of participation by pursuing desirable social impacts. Therefore, based on the accumulated knowledge from the literature, it is recommended to focus more on developing more comprehensive and innovative participation evaluation frameworks, in which building consensus for more effective evaluation criteria, and considering the contextuality of public participation, and defining desirable expected outcomes that are related to community development as a central pillar.

Ultimately, the objective is to contribute to building a fair, transparent, and consensus-based process. That will enable to improve the project implementation and emphasize the social development in the regeneration projects.

Through this research, to address these gaps, two approaches are going to be established through conceptualization to evaluation and then confrontation; a theoretical approach (conceptual approach) and a practical approach (evaluation of case study and experts scoring), as an attempt to provide a more relevant base on the relation between participation and community development and contributing to enhancing this relationship by identifying the influence factors based on crossing theory and practice findings.

This research goes through seven chapters to achieve five main objectives, as outlined in methodological approach in the introduction (see Figure 1). In each chapter, state of the art has been presented. An appropriate methodological approach has been developed to address the identified gaps and achieve the specific objectives, and conclusions have been drawn at the end of each chapter based on the results obtained in relation to the objectives initially outlined.

The objectives are fundamentally linked; they have been broken down under the global objective of relating citizen participation to community development in urban regeneration and how this can be improved through better evaluation frameworks.' Thus, the findings presented in each chapter are linked, representing a key phase in this study, consistent with the global objectives of the thesis.

CHAPTER III

PUBLIC PARTICIPATION CONTRIBUTION TO COMMUNITY DEVELOPMENT IN URBAN REGENERATION PROJECTS: A CONCEPTUAL APPROACH

3 Public participation contribution to community development in urban regeneration projects: a conceptual approach from research and policy perspectives

3.1 Introduction

This chapter presents an innovative theoretical approach, different but complementary of the previous chapter, to explore and demonstrate the potential relationship between public participation and community development and the associated dynamics. A relationship that is elaborated through the specific social objectives framework of public participation and the related dimensions of community development.

Public participation can be viewed from different perspectives, depending on how much control citizens have been given by government or other external bodies. Often it is seen as a tool to legitimize projects and decisions. More often, this practice becomes merely a passive process where physical outcomes are a large part of the intended development goals (Cornwall, 2008).

However, more meaningful participation can be seen as an end goal (Teernstra, 2016; Michels & Graaf; 2010, 2017) where people are involved more directly in shaping, deciding, and participating in the development process. Furthermore, through this process, they feel empowered to participate in physical development and thus adopt social outcomes that develop their community and social environment. This latter aspect of citizen participation is secondary to policy makers. However, recent policy initiatives have shifted their discourses to a more socially oriented policies by recognizing the pending concerns and challenges faced by governments under the new demands of urban initiatives. This will help meet the needs and potential outcomes for communities and urban development processes that policymakers and government agendas have given relatively less emphasis than other development interventions.

Therefore, it is important to understand the new orientations for social change embedded in public participation in relation to the broad dimensions of community development emphasized by theoretical and policy narratives in different contexts. Community development primarily intends to empower people to create, change, and define themselves, independent of any influence from others (de Certeau, 1986). As Giddens explains, "to be able to intervene in the world, or to refrain from such intervention, with the effect of influencing a particular process or condition." Giddens (1984, p. 14). These statements clarify that the ultimate goal of community development is to give people the power to change and actively engage in the system in which they live, thereby creating autonomy and agency. These goals demonstrate the important relationship between empowering people through participation and developing these communities. In this context, public participation has been considered as a factor that can influence community development processes (Samah & Aref, 2011; Taylor, 2007).

The concept of community development has been associated with participatory action from many perspectives, but particularly in terms of its social dimensions (Abbott, 1995; Lackery and

Dershem, 1992; Goulet, 1989; Oakley and Marsden; 1984; Gilbert and Ward, 1984; Smith, 1981; Galjart, 1981a and 1981b; Wandersman, 1981; Taylor, 2007; Teernstra, 2016; Lawson, 2010). Although studies have not yet fully addressed the points of connection and how to improve and optimize this relationship for better outcomes, it is nevertheless agreed that improving one can positively influence the achievement of the other; in other words, there is a reciprocal influence relationship between public participation and community development.

However, such high theoretical expectations are the subject of much debate and must be amenable to rigorous evidence. Some extension occurs when these measures are translated from theory to practice (Mannarini, 2014; 2017), which requires a better understanding of the factors that might influence their effectiveness (Pagatpatan, 2018). The literature does not address this relationship in a way that allows us to understand how or why these concepts are related, nor does it explain the factors and dimensions that make this possible.

Addressing this gap in the literature can be challenging and combining two broad concepts such as 'community development' and 'citizen participation' into one vessel is considered a theoretical challenge. These complications are mainly caused by the different interpretations given to the two concepts. Having a clear definition, as a consequence, will influence one's orientation when initiating an urban development program (Robinson, 1989, p. 14).

As Bhattacharyya (2004) clearly states, community development is an unenclosed field, and enclosure poses a risk of exclusivity. Bhattacharyya (2004) justifies his assumptions by stating that they are conceptually vague and tend to confuse place with community (Bhattacharyya, 2004). Checkoway (2013) supports this by assuming that "no single framework exists for all community development approaches, and the key is to adapt the framework to the situation" (Checkoway, 2013, p. 481). Moreover, public participation is applied but not well understood, the field still lacks adequate definitions and criteria for success (Bhattacharyya, 2004; Laurian & Show, 2009), and knowledge of its actual benefits remains elusive (Buchy and Race, 2001; Halvorsen, 2003; Abelson and Gauvin, 2006; Martineau-Delisle, 2010).

There are two theoretically vague concepts, and knowledge about their outcomes is still limited. For this reason, trying to understand the assumed existing relationship is challenging. In this chapter, therefore the aim is to set out to improve the understanding of how this theoretical and practical breadth can fit into the same purpose, framework, and methodology. Therefore, the question here is to what extent community development and public participation are conceptually related, how this relationship can be demonstrated through a better evidence base, and how this can be clarified and demonstrated methodologically. Exploring this relationship will enable us to identify the link between community development and public participation, as a result it will help us to optimize future participation practices and their outcomes on urban development and communities.

3.2 Methodological Approach for conceptualization - Literature Review

3.2.1 Main Aspects

Given the breadth of the concepts of community development and participation and the task of fitting them into a specific dimension in terms of purpose and methodology, this approach suggests that a theoretical conceptualization of these concepts within a specific theoretical context (which in this case, the social change through participatory processes in regeneration projects), this is assumed to contribute to clarifying the understanding of this relationship and the factors that might influence it.

However, it is recognized that the concepts and dimensions associated with community development can be broad and interdisciplinary, encompassing social and economic, political, and environmental factors. Therefore, in order to narrow the circle that includes public participation and its social goals, it is proposed to establish a theoretical link between factors related to achieving the dimensions associated with community development and the specific goals of public participation - as described in the literature - in relation to the development of disadvantaged neighbourhoods. According to current research and policy, to understand the existing relationships, there is a need to identify the objectives of public participation and the related aspects of community development in the same social framework.

Using a theoretical analysis based on the existing multidisciplinary literature on community development and public participation, the conceptualization process involved identifying the influencing factors in each of the listed related dimensions of community development that are assumed to be associated with the specific goals of public participation within the proposed conceptual framework.

It is suggested that the public participation objectives that form the first pillar of the conceptual framework are diverse, and it is not clear to what extent these objectives are representative. This diversity stems from different views, academic perspectives, planning ideologies and government agendas. There is a danger of conceptualizing participation goals exclusively in one particular direction (e.g., social justice), which would limit the concept to a particular agenda and/or particular academic perspectives. Therefore, an effective participation process that includes different perspectives should be adopted.

The academic perspective shows the importance of this practice in research and theory, as well as in relevant international experiences that have made the difference in participation practice, particularly in France, the UK and Holland. These countries have brought new insights into the notions of participation and community empowerment through their policy agendas and their implication on the ground. Incorporating these perspectives into research and policy should normalize the goal of participation and make it an effective process, different from the existing ambiguity in many processes.

In this sense, community development is the second pillar of the framework. Theoretically, considering that the concept is vague, and has no boundaries, in addition, it is not well researched. Therefore, following Bhattacharyya's suggestion, community development must meet two conditions: It must be distinctive in its objective and methodology and universally applicable (Bhattacharyya, 2004 p. 9). These two conditions were adopted in order to fit the concept into the framework and overcome its broadness. In this sense, it is proposed to differentiate the desired community development goals in terms of critical actions such as empowerment, social resilience, social entrepreneurship, social agency, social adaptability, social innovation and social justice. The selection of such social actions/dimensions is theoretically linked to the social objectives of citizen participation. The identified dimensions/actions cover different disciplines related to the notion of community development. They, therefore, do not limit it, fulfilling the conditions of conceptualization within the specific objective of the conceptual framework.

3.2.2 Linking concepts through different dimensions

From the literature, two main categories appeared to be significantly associated with achieving the social outcomes to categorize public participation.

In this sense, studies have suggested that these outcomes can be citizen-related outcomes, which are the outcomes achieved through the citizens, individually and collectively (e.g., knowledge, skills, and learning; social networks (Brownill, 2010, 2007; Brownill & G.Parker, 2010)). Moreover, institution-related goals are the outcomes of participation achieved through the interrelated entities (e.g., increasing support for policies and fostering democratic proximity) (Michels; 2010; de Graaf, 2007; Sintomer, 2007).

In order to categorize community development, different studies have used different labels to describe the dimensions and factors involved. For example, Magis (2010) refers to them as resources (e.g., natural, built, human, cultural, social, political, and financial). Berkes and Ross (2013) use the term 'strengths,' while Roberts and Townsend (2015) use 'capitals.'

However, regardless of the terminology used in the literature, these factors are addressed in similar ways in various references. Therefore, a categorization was adopted in which the factors associated with the concept of community development are often classified based on their resources to reflect the interdisciplinary nature of the concept: Human, Financial and Political, and Cultural resources. This categorization of dimensions and goals (as shown in Figure 4) is an essential step in the conceptual correlation process and narrowing down the identified dimensions of community development. Accordingly, the factors are organized into three main categories related to the major components of the community development process: Human Resources, Political Resources, and Cultural Resources.

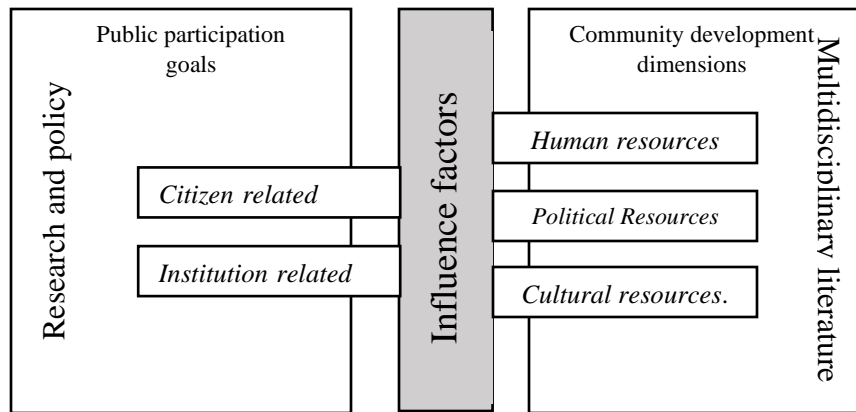


Figure 4: Categorization approach of concepts

Next, a conceptualize of the notion of public participation is established by briefly examining what is considered successful participatory practice from a scholarly and policy perspective and identifying its standards of success in different social change contexts in regeneration initiatives. This conceptualization is informed by an extensive literature review, which is presented below.

3.2.3 Public participation and community development

3.2.3.1 Public participation objectives, from a research perspective

It is argued that participatory governance is crucial to increasing local governments' responsiveness (Blair, 2000; Laurian & Shaw, 2009). By improving the accountability of the decision-making process, the long-term sustainability of the project and the benefits to the community (Zheng et al. 2014), participatory governance is expected to increase the legitimacy of a government and prevent social exclusion from public services (Speer, 2012).

However, Lawson (2010) as well as many other scholars (Taylor, 2007; Teernstra, 2016, Waddington, 2003; Michels et al., 2017) point out that participatory processes can also have greater significance in planning processes. It is also expected that their involvement in regeneration programs will help 'enable residents to develop skills and networks they need to tackle social exclusion', which can strengthen the status of community organizations (Taylor, 2007; Teernstra, 2016) and lead to the 'revitalization' of a community (Michels et al., 2017). These benefits have been associated with broad notions of community development, with the long-term development of skills, knowledge, and capacity building (Docherty et al., 2001). This can create a compelling sense of community that lasts beyond a regeneration program (Taylor, 2003). It is suggested that participation prevents community fragmentation (Taylor, 2007).

Therefore, participatory processes are thought to promote mutual support and social solidarity between groups and help prevent conflict and competition for resources between residents. This creates a greater sense of community and socially sustainable communities (Lawson 2010; Teernstra, 2016). Jarvis (2012) concluded that a critical factor in social decay in neighbourhoods

is the long-standing lack of community engagement, which has increased distrust between agencies and residents and the unwillingness to work together.

As a result, agencies see community engagement as a starting point for identifying local concerns and priorities. In addition, it allowed residents to bridge social capital by connecting them directly to the structures of power for the first time and allowing them to develop trust and agency (Jarvis, 2012). This leads to "decisions being more likely to be effective and ... Gain legitimacy" (Burton et al. 2004, p. 16) and thus "increase accountability of service providers" (National Audit Office 2004, p. 7), which both demonstrates and contributes to democracy.

Gerasidi (2009) notes that participatory action aims to promote satisfaction, well-being, mutual consensus, a sense of belonging, social cohesion, and capital, and possibly facilitate the resolution of conflicts within society (Gerasidi et al., 2009). In addition, Laurian & Shaw (2009) argue that participants are expected to benefit from social learning, social networks, and community empowerment, confirming the suggestions of several previous studies that evaluate participation based on its expected impacts.

These benefits include institutional capacity building, resilience, increased trust in planning authorities, mutual understanding among participants, social capital, a sense of citizenship, improved outcomes (for the most marginalized), and higher levels of satisfaction (Laurian & Shaw, 2009; Halvorsen, 2001; Butterfoss, 2006). Teernstra (2016) suggests that participation can be seen as a relatively successful way of strengthening the local community. However, he concluded that creating opportunities for resident engagement in neighborhood governance under the slogan of active citizenship does not consistently deliver the expected results.

Next, a conceptualization of the goals of citizen participation is established from the perspective of three key European reference countries, the Netherlands, France, and the United Kingdom. Selected because of the strong emphasis these governments' place on establishing socially-oriented urban policies, promoting community empowerment, and collaborative decision-making in urban planning processes.

3.2.3.2 Public participation objectives, from policy guidelines perspective

The Netherlands is one of a number of Western European countries that have paid increasing attention to expanding citizen participation and influence on policy decisions (Hendriks et al., 2011). Aspects of urban governance are evident in new urban regeneration policies, emphasizing social mixing through the diversification of housing types and the reduction of poor-quality housing. Other relevant urban policies that shaped Dutch government programs were the 'Big Cities' policies, whose main objectives were socio-economic in nature and which particularly targeted disadvantaged areas (Dekker & van Kempen, 2004). The Netherlands has gained extensive experience with strategies referred to as 'interactive policy making' (Hendriks et al., 2011). This is a communicative form of policy development in which the (national) government involves citizens,

businesses, and organized interest groups in the collaborative development and implementation of policy at an early stage (Tatenhove, 2010).

Michels (2010) believes that the main argument for policy makers involving residents in policy decisions at an earlier stage, rather than consulting them just before implementation, could create stronger support for policy decisions. This would give more legitimacy to government decisions (de Graaf, 2007; Michels, 2010). It also helps to gain public confidence in government decisions, improve the quality of democracy and increase citizen empowerment (OECD, 2001: 11). Through these initiatives, Dutch policymakers assume that participatory politics can increase democratic legitimacy, narrow the gap between citizens and government, improve problem-solving capacity, increase support for politics, and improve the quality of politics.

The French *Politique de la Ville* [City Policy] (PDV), on the other hand, began to take shape in the 1980s as a discourse filled with terms such as "dialog," "participation," "citizenship," "partnership," and "contracts." These terms referred to the essential social focus of French urban policy. It is suggested that the French Urban Policy (PDV) should be considered as one of the most innovative policies of the last two decades in France (Sintomer, 2007). Its objectives were achieved in terms of the degree to which social goals were met.

The focus was on participatory processes and democratic proximity in order to strengthen social ties and cohesion and to improve the efficiency of the administration by moving from a logic of trusteeship to a logic of contracts between the state and the other partners. Moreover, since "participation" was a crucial element in the discourse on the *Politique de la Ville* from the beginning, it was argued that by engaging in the discussion of public policies, citizens would expand their civic culture and sense of responsibility, and politicians and local administrators will become less distant from the people.

Like the '*Politique de la Ville*' in France and the 'Big Cities' policy in the Netherlands, the UK had its own significant revolutionary urban policy reforms between 1998 and 2010. Within these reforms, the New Deal for Communities (NDC) is one of the most intensive area-based programs England has ever known in terms of regenerating deprived neighbourhoods. The policy agendas of the NDC undertook to increase citizen engagement in urban regeneration initiatives (Lawless, 2010). They believed that the democratic path could be enhanced through the participatory approach by reducing the distance between citizens and official agencies and administrations, thereby helping to bring about positive social change for individuals and communities alike.

In this context, Bailey (2010) argues that "this helps to revitalize civil society and local democracy, drive improvements in service delivery and enable civil society organizations and social enterprises to promote social change" (Bailey, 2010, pp. 322-323). Lawless (2012) agrees with Andrews (2009) that this should enhance these communities and develop their capacity, which will help to achieve a range of positive outcomes. These outcomes include promoting collective action for the good of the area, providing skills to individuals to improve personal development, strengthening

social capital within communities, creating communities with stronger internal resources, and creating resilient communities (Lawless, 2012; Andrews, 2009). (Table 5 summarizes these findings)

Table 5: Synthesis of public participation associated objectives

Perspective	Objectives	Reference
Policy	Citizen related <ul style="list-style-type: none"> - Give individuals skills to enhance personal trajectories - Create communities with stronger internal resources - Create a resilient community - Enhance social capital - Promote dialogue and the formation of a collective identity - Strengthen civic capacity - Build public trust in government - Strengthen existing citizen dynamics - Expand civic culture and sense of responsibility - Revive civic society and local democracy, drives forward improvements in service delivery - Enable civic organizations and social enterprises to promote social change - Enlarge the problem-solving capacity - Provide the necessary conditions for citizen mobilization 	(Brownill, 2010, 2007; Brownill & G.Parker, 2010; Bailey, 2010; Parés, Bonet-Marti, and Marti-Costa 2012; Brownill & Carpenter, 2007b Barnes et al., 2008; Defilippis, 2004; Taylor, 2007; Anderson & Van Kempen, 2003; Cornwall, 2008; Lawless, 2010; Hendriks, 2011; Tatenhove, 2010; Michels; 2010; de Graaf, 2007; Sintomer, 2007)
	Institution related <ul style="list-style-type: none"> - Promote broader support for policy decisions - Improve the quality of the decisions, - Raise the quality of democracy - Encourage local enterprise and innovation - Narrow the gap between citizens and government - Foster social cohesion through repressive or socio-economic policies - Increase democratic proximity - Increase trust in local institutions, and boosting the “subjective empowerment - Empower citizen councils 	
Research	Citizen related <ul style="list-style-type: none"> - Avoid the fragmentation of the community - Bridge social capital, - Enhance knowledge, skills, and networks - Increase sense of belonging and attachment - Empower disadvantaged neighbourhoods - Promote social mix and cohesion - Promote the satisfaction of community members - Increase self-efficacy - Increase sense of community identity - Increase willingness to cooperate - Incorporate public values into decisions - Promote community empowerment - Foster equality and justice - Enable an effective sense of community and belonging 	(Speer, 2012; Lawson, 2010; Taylor, 2007; Teernstra, 2016, Waddington, 2003; Michels et al, 2017; Jarvis, 2012; Docherty et al, 2001; Gerasidi,2009; Laurian, 2009; Halvorsen, 2001; Butterfoss,2006; Teernstra, 2016; World Bank, 2003)
	Institution related <ul style="list-style-type: none"> - Increase accountability and responsiveness of local governments - Increase the legitimacy of government capacity-building - Identify local concerns - Avoid conflicts and competition for resources - Increase transparency - Improve the substantive quality of decisions - Promote conflict resolution between competing interests - Build trust in institutions - Promote mutual consensus and understanding - Build institutional capacity 	

- | | |
|---|--|
| <ul style="list-style-type: none"> - Promote agency mobilization - Promote spatial equality and services distribution | |
|---|--|

3.2.3.3 Conceptualizing community development dimensions

Here the conceptualization of community development is carried out by providing a dimensional categorization of the concept, including primary forms that illustrate how community development functions through different objectives. The literature on community development is vague and quite broad, as it is associated with a wide range of concepts and practices. A conceptualization of the concept may therefore be necessary to provide an accurate understanding of the specific dimensions of community development, as well as to distinguish the links between different disciplines that involve a relationship with the concept (Green & Haines, 2008; Taylor, 2007; Theodori, 2007).

Bhattacharyya (2004) quotes from Denise & Harris (1990, p. 7), "This concept [community development] is as diverse in definition as those who profess to practice it.". According to many academics and professionals, to define the concept is to limit it to a specific field of action or specific goals or professionals, which puts the purpose of community development in danger of being exclusive and limited. It was, therefore, suggested that the concept must be distinctive in its purpose and methodology. Moreover, it must be universally applicable: 'it must apply to all kinds of social formations' (Bhattacharyya, 2004).

The present categorization is a way of breaking through this complexity. It is undertaken from two different research perspectives (see Table 2). A first perspective focuses more on relating the concept to more specific social aspects, such as social capital, capacity, and social adaptability. A second perspective focuses on broader social aspects, such as community attachment, social enterprise, resilience and, innovation.

The literature has defined some of the most relevant core dimensions associated with community development interventions that attract the interest of social workers and practitioners. Many authors have focused on finding a correlation between these dimensions and community development, and it is possible to identify a number of the key concepts that are commonly discussed. Dimensions such as 'social capital' and 'social capacity,' as Mattessich and Monsey (2004) argue, describe the ability of citizens to mobilize their resources to achieve consensually defined goals (Mattessich and Monsey (2004): cited in Phillips and Pittman, (2009)). Phillips and Pittman, (2009) suggest that both dimensions (capital formation and capacity building) work as a preparatory process to achieve community development, where the goal of capacity building is to develop community agency and thereby contribute to social capital for community change (Phillips and Pittman, 2009).

However, in addition to these dimensions - social capital (Onyx, 2010; Hanna et.al 2009; Phillips and Pittman, 2009) and social capacity (Matarrita-Cascante and Edwards, 2016; Chaskin, 2001; Marré and Weber, 2010) - recent studies have found other significant social aspects that have been argued to be strongly linked to the concept of community development (see Table 6).

Table 6: Categorization of community development specific dimensions and its influence factors

Community Development Dimensions	Influence factors			References
	Human resources	Financial and Political resources	Cultural resources	
Social enterprise and Social innovation	<ul style="list-style-type: none"> • Knowledge development, • Agency skills and energy • Local community engagement • Organizational capacity • Strong leader (leadership) • Partnerships, • Agency power • Public awareness and communication • The satisfaction of human needs • Changes in social relations • Access to resources 	<ul style="list-style-type: none"> • Attractiveness and clarity of innovative concept • Business planning and marketing • Short and long-term benefits management • Risk management • Distribution of resources • Social practices from the origins of the invention to its diffusion • Increasing socio-political capability • Actors' ability to change rules 	<ul style="list-style-type: none"> • Strong commitment to community concerns • Strong sense of place and the attachment to values • Ethnic diversity, religious diversity • Identities and culture • Social interactions • Relational ties • Actions and behaviours of the individual actors 	<ul style="list-style-type: none"> • Dacin, Dacin, and Matear; 2010; • Srivetbodee,2017; • Healey; 2015, Ayob, 2017; Bailey, 2012; (Kerlin, 2009; Salamon et al., 2004; Mason, 2012, pp. 123-130; Di Domenico, Haugh and Tracey, 2010 • Edwards-Schachter, 2017; Cajaiba-Santana, 2014; Moulaert (2005, 2010, 2013; Nicholls, 2015; Dawson and Daniel 2010; Turker 2017; Hämäläinen 2007,
Social capital and Social capacity	<ul style="list-style-type: none"> • Organizational efforts in community life • Trust as a key factor • Social network support • Skills, knowledge, and learning • Critical reflection • Asking why • Community structures • Ability to solve problems 	<ul style="list-style-type: none"> • Organizational building blocks such as neighbourhood associations • Structural resources • Role of external support • Resource mobilization • Functions strategies • Trusted professionals and the variation of capable stakeholders 	<ul style="list-style-type: none"> • Shared values. • Sense of a common purpose • Personal Relationships • Sense of community • Understanding of community history • Community power and values • Level of commitment among community members 	<ul style="list-style-type: none"> • Onyx, 2010; Hanna et.al 2009; Phillips and Pittman, 2009; Putnam 2000; Foster; 2017 • Matarrita-Cascante and Edwards, 2016; Chaskin, 2001; Marré and Weber; 2010; Matarrita-Cascante, 2017; MacLellan-Wright et al. 2007
Place attachment and Social adaptability	<ul style="list-style-type: none"> • Developing social ties • Readiness and capacity to mobilize, structure, initiate, refine, and sustain an organized response • Strength of social networks • flexibility in resource use • Social learning • Developing spatial habits 	<ul style="list-style-type: none"> • Levels of security • Limited chances to move to deprived neighbourhoods • Stability of residence (turnover) • Government support • Imagination, innovation and creativity • Access to technology and information • Effective governance • Economic exchanges with people outside the community 	<ul style="list-style-type: none"> • Long residence (developing sense of familiarity) • Average levels of education • Social ethnical mix (ethnic groups often express slight preference to reside with co-ethnics) • Traditional knowledge and skills of communities • Connection with the place and place attachment 	<ul style="list-style-type: none"> • Bailey, 2012; Wacquant, 2008; Putnam,2007. Giuliani, 2003; Uzzell et al., 2002; Livingston et al., 2010 • Abedin et al. 2014; Amundsen, 2015; Matarrita-Cascante, 2017; Carroll, and Williams 2009

Social resilience and agency	<ul style="list-style-type: none"> • Leadership; and a positive outlook • Including readiness to accept change • Equality/equal access to resources • Active agents/leaders • Community competence/agency • Strong and meaningful social relations and connections • Ability to learn and work together flexibly and creatively • Voluntariness of community • Justice 	<ul style="list-style-type: none"> • Engaged governance (involving collaborative institutions) • Diverse and innovative economy • Community infrastructure • Robust and diverse state of the local economy • Infrastructure and services • Efficient mechanism of communicating • Responsive governance, system, and institutional arrangements • An environment that fosters democratic interaction and purposive dialogue 	<ul style="list-style-type: none"> • People-place connections • Values, beliefs, and disposition • Community Levels of attachment • Willing to be socially positive 	<ul style="list-style-type: none"> • Kuir-Ayius, 2016; Berkes and Ross; 2013; Wilson, 2012; Magis, 2010; Davidson, 2010; ; Butler, and Cullen 2010; Maclean, Cuthill, and Ross, 2014; Matarrita-Cascante and Trejos, 2013; Kulig, Hegney, and Edge, 2010 • Matarrita-Cascante, 2010; 2017; Davidson, 2010; Eversole, 2011; Newman and Dale, 2005; Flint et al., 2008.
Social justice and the just city	<ul style="list-style-type: none"> • Self-awareness, • Social awareness, global awareness • Equity, diversity, and democracy • Gender, ethnicity, or homelessness • Level of engagement of resident 	<ul style="list-style-type: none"> • Equitable distribution of goods in society • Spatial management • Distribution of both material and nonmaterial resources 	<ul style="list-style-type: none"> • Cultural justice, • Associational justice (full participation of marginalized) 	<ul style="list-style-type: none"> • Connolly, 2017; Singh, 2011; Dantley and Tillman, 2010; Young, and Moll, 2010; Blackmore, 2009; Fainstein, 2010; Roberts, 2003.

The dimensions agreed upon by these recent studies include: social enterprise (Dacin, Dacin and Matear; 2010; Srivetbodee, 2017; Healey, 2015, Ayob, 2017; Bailey, 2012), social innovation (Edwards-Schachter, 2017; Cajaiba-Santana, 2014; Moulaert (2010, 2013), social and place attachment (Bailey, 2012; Wacquant, 2008; Putnam, 2007), social adaptability (Abedin et al. 2014; Amundsen, 2015; Matarrita-Cascante, 2017), social resilience (Kuir-Ayius, 2016; Berkes and Ross; 2013; Wilson, 2012), social agency (Matarrita-Cascante, 2010; 2017; Davidson, 2010; Eversole, 2011), and social justice and the just city (Fainstein, 2010).

Based on these findings, this work proposes to regroup the main dimensions that have been associated with the contribution to community development through social practices and to include the factors that were suggested to be associated with the achievement of each of these dimensions. This information is presented in Table (6). Understanding the dynamics of community development and social change requires an approach that values the diversity of disciplinary insights within a combined approach, which is crucial to relate the dimensions and aspects that have been shown to be related to the different approaches to community and social change.

3.3 The relationship between public participation and community development

A theoretical overlap between the two concepts is proposed through the conceptual categorization established, as a result of the theoretical insights presented in the previous sections related to public participation and community development, this proposal aims to provide a significant basis for future developments.

Through several studies, the literature has shown that the two concepts are related in a broader sense and that they are mutually influenced. In one sense, the conduct of a meaningful public participation process is expected to achieve a number of goals that have been shown to be related to the broad concept of community development. In addition, addressing community development in its dimensions is seen as a way to improve participatory processes. To achieve this, a conceptual approach is proposed based on the theoretical foundation of this work. As a certain subjectivity is expected through this approach due to the multidisciplinary social nature and the breadth of the concepts, a categorization approach was established for the aim to limit the multidisciplinary nature of the concepts without risking restricting them to a specific political agenda and/or academic perspective(s). It also provides an opportunity to show the importance of some factors in a narrower perspective.

First categorisation: community development was categorized in relation to three main groups:

- Human resources: related to the relational and social characteristics of community members.
- Political resources: related to material, non-material benefits and political arrangements that influence community development.
- Cultural resources: related to the individual and collective identities, beliefs, and behaviors of community members in relation to each other and place of living.

Second categorization: civic participation goals; the findings of several studies were adopted, suggesting that the outcomes are viewed from two main perspectives:

- Citizen-related goals: Outcomes achieved by community members individually and collectively, as effects of the engagement of these citizens.
- The institutional goals: Outcomes achieved by institutional units, as the result of a collaborative decision-making process.

Based on this categorization, the next phase intends to make theoretical connections through the established conceptual framework. This phase consists of three steps:

1. Step one: to identify the main dimensions related to the broader concept of community development in order to overcome the ambiguity surrounding its definition and scope.
2. Step Two: The identified dimensions were found to be associated with a number of factors (within the three main resources) that could be a trigger for achieving these dimensions. These factors represent significant critical aspects that the researcher believes are important in achieving each of the above dimensions and thus contributing to the overall concept of community development.

The factors may be broad and multidisciplinary, encompassing several areas that may also be related to community development. For these reasons, a critical correlation is essential to attain a better defined and narrower vision about the research objectives, i.e., the relationship between community development and citizen participation.

3. Step Three: Theoretical relationship between established community development categories and precise proposed public participation goals. This is a critical step that helps to identify a number of critical factors that are closely related to the achievement of public participation goals (see Table 7).

The third step is a critical stage in which the crossing of factors of the dimensions of community development related to the specific objectives of public participation is based on theoretical knowledge. Therefore, a conceptual approach is adapted for this process.

This latter categorization makes it possible to show that (public participation) can be linked to the previous categorization (community development) through multiple perspectives.

To develop this methodologically, a final conceptual linkage between the defined categories was established, where the connecting process had two levels of relationship (see Table 7):

Directly related factors: in grey, referring to the existence of a causal and strong relationship between the linked factors and dimensions (e.g. outcomes on citizens from the research perspective such as; bridging social capital, enhancing knowledge, skills and networks and increasing sense of belonging and connectedness are strongly related to the social enterprise and innovation dimension through its human resources; knowledge development, agency skills and energy, meeting human needs, changes in social relationships. These latter human resources, linked to a specific dimension of community development, could help to achieve citizen-centred goals).

Indirectly related factors: in light grey refers to the existence of a relationship, however, less significant in terms of influencing the dimensions.

This method was used to simply visualise the relevance of different factors (through the three resources) in relation to different goals in a qualitative approach, making it possible to define significant/non-significant relationships based on the dominance of the colours created by linking the factors. In this way, it is possible to select broader categories of factors that encompass a range of actions, rather than defining individual practises, in order to save the process of correlation from the risk of subjectivity.

According to the research and policy, as shown in table (7), the importance (dominance of colours) of certain categories represented in grey and light grey shows that factors related to human resources were associated with all categories of public participation objectives. On the other hand, factors in the category of financial and political resources were relatively least associated among the other factors. This could be because the concept of community development is more associated with the human-social aspects than the financial and political aspects in terms of participation objectives. However, financial and political resources were found to be strongly associated with

the institutional goals of participation due to the emphasis of financial and political resources on the institutional and governmental capacities of participation (e.g., increasing socio-political capabilities, responsive governance and systems, and institutional arrangements).

Table 7: Correlating concepts and factors identification

Community dimensions		Citizen related		Institution related	
		Research	Policy	Research	Policy
Social Enterprise and innovation	HR*				
	ER*				
	CR*				
Social capital and capacity	HR				
	ER				
	CR				
Place attachment and adaptability	HR				
	ER				
	CR				
Social resilience and agency	HR				
	ER				
	CR				
Social justice and the just city	HR				
	ER				
	CR				

*HR: Human resources; *ER: Economic resources; *CR: Cultural resources Direct relation Indirect Relation

A relatively weaker association of cultural factors is observed comparing to the other two factors from the policy perspective. This can be explained by the lower consideration of cultural resources and government agendas, and policy guidelines. In addition, cultural factors are considered complicated and highly dependent on contextual and personal criteria (e.g., values, ethnicity, beliefs, and attachment to the place of residence), making it difficult to plan effective strategies in policy agendas.

These findings show that the concepts of public participation and community development are strongly related in both research and policy perspectives. According to the findings, the relationship is demonstrated by three resources that have been associated with specific factors and objectives. Results show that cultural, human, financial, and political resources have an important influence on the achievement of the social goals of public participation, as is commonly assumed, and thus can contribute to community development.

Results suggest that cultural resources should be better considered in policy and government guidelines, as these factors are critical to urban regeneration initiatives and are influenced by

several characteristics. These are expected to impact the achievement of community development goals and, in particular, on the mechanisms of participation and their effectiveness.

3.4 Conclusion and further work

This conceptual association and theoretical, qualitative correlation enabled us to identify, through a categorization process, a number of significant factors are believed to be associated with the achievement of the social goals of citizen participation in urban regeneration processes.

This work provides a basis for the propositions found in the literature. It supports the assumption that public participation is seen as an enabler of social change contributing to community development. This contribution and mutual relationship consist of the interaction between different dimensions, in relation to different perspectives (research and policy), under the influence of a number of specific factors.

The conceptual association was subjected to rigorous literature review, which included theoretical and practical findings.

This association aims to improve the understanding of the potential links between participation and community development and the factors/aspects that influence it, such as human, cultural, financial, and political aspects.

Based on these findings, this work propose that the concepts of public participation and community development are linked by a number of dimensions and are influenced by human, cultural, financial, and political factors. These factors influence the outcomes of public participation and institutional involvement from both research and policy perspectives, demonstrating the strong link between the two concepts. Community development resources and the associated human, cultural, financial, and political factors hold great potential for influencing the way community members act and react in relation to each other, to regeneration initiatives, to policy, and to relationships with officials, whether as a group or as an individual, which as a result affects participatory processes and their outcomes.

The set of factors identified based on the theoretical approach plays a critical role in how communities as groups and individuals engage with policymakers and community outreach, particularly in participatory processes, thus influencing the effectiveness of these processes and their outcomes for community development and citizens' well-being.

The factors related to this theoretical association include:

- Human factors (e.g., knowledge development, connections to others, equity/equal access to resources, the ability to learn and collaborate flexibly and creatively, and the ability to problem solve).

- Financial and political factors (e.g., resource mobilization, access to services, government support, robust and diverse state of the local economy, and an environment that fosters democratic interaction and purposeful dialog).
- Cultural factors (e.g., a strong commitment to community issues, sense of common good, and good rapport with people) play a role. e.g., a strong commitment to community concerns, sense of place and attachment to values, ethnic diversity, religious diversity, shared values, sense of common purpose, and understanding of community history).

Communities today are large, complicated and diverse, and it is therefore necessary to consider individual differences, rather than just focusing on an overall vision of a community, it is important to address the different resources for community development as they target different needs, issues and processes. Therefore, it is important to identify the ways in which each dimension could help improve community actions such as public participation and, more importantly, how such actions benefit the community.

In future research, there should be a focus on providing more insights into the factors influencing community development within participatory processes by developing a more comprehensive understanding of the crucial role of these factors in relation to different aspects of public participation. It is recommended to use empirical approaches to define more specific influencing factors that can be associated with the social goals of public participation. This can further underpin the theoretical assumptions and provide a stronger evidence base. In addition, it is recommended that a more comprehensive conceptual framework based on practical applications (case studies) be developed to assess the extent to which these processes have achieved their intended outcomes and what the facilitating factors have been. This will help improve future public participation processes and ensure their effectiveness, leading to community development and better regeneration initiatives.

CHAPTER IV

SOCIAL OUTCOMES IN PUBLIC PARTICIPATION. TOWARDS MORE COMPREHENSIVE EVALUATION FRAMEWORKS

4 Social outcomes in public participation. Towards more comprehensive evaluation frameworks

4.1 Introduction

This chapter is a continuation of the previous findings on the association and contribution of public participation to community development in urban regeneration, this part specifically contributes to the field of evaluating public participation by proposing and developing an innovative and comprehensive approach to evaluation, that is assumed to overcome the existing gaps in evaluation frameworks and help implement more efficient processes, and thus contributing to achieving more desirable outcomes of participation that are more susceptible to contribute to community development.

Public participation in urban regeneration has received much attention in recent decades (Liu, 2018), with a considerable number of definitions and expected benefits.

Within democratic regimes, public participation processes have been associated with the new government's reforms and its thinking on decision-making processes in urban planning initiatives. These new orientations have opened up new opportunities for active citizen participation. This increased social empowerment for communities and individuals promotes equity and justice as never before, reinforcing democratic ideologies and recognizing the importance of the citizen in the decision-making process.

Public participation is seen as the best manifestation of such democratic values as a common tool for decision-making in neighborhood governance and as an enabler of positive social change for communities (Bailey, 2010; Teernstra, 2016). However, these benefits have always provided fertile ground for skeptics who question whether it makes a positive contribution to the project and the citizen, or whether it is a legitimizing tool for governments to increase their accountability and popularity.

To date, there seem to be few studies on the implementation of citizen participation in urban regeneration projects, how it can be improved, and what can be expected from it (Zheng et al., 2014; Liu, 2018).

Scholars have argued that participatory governance is critical to increasing the responsiveness of local governments (Crook & Manor, 1998; Manor, 1999) and improving the accountability of decision-making processes and the long-term viability of the project. It could also enhance the legitimacy of a government, prevent social exclusion, and strengthen the community (Zheng et al. 2016; Speer, 2012).

It has been suggested that participation not only acts as a democratization of bureaucratic decision-making and helps residents to participate in shaping their habitat for the benefit of their own needs (Chaskin and Garg 1997; Lawson and Kearns, 2010). Authors have considered the implementation of citizen participation as a tool and as an end goal itself, a way to empower communities by

strengthening their social skills and capabilities (Teernstra, 2016). It is believed that by influencing neighborhood regeneration interventions, residents acquire a range of social benefits through which their individual and collective condition can be positively affected.

More specifically, participation could act as a positive change agent to provide opportunities for disadvantaged members of society in the least fortunate neighborhoods. Residents facing harmful social behaviors and lack of opportunities require both social and physical interventions, which should be embedded in a holistic approach to regeneration.

Participation could be a platform for these social interventions by addressing social exclusion/inclusion, social cohesion, acquiring new skills, improving employability, job accessibility and generally promoting positive life chances and change. Participation involves residents in community work, which increases social inclusion and reduces self-segregation. It is thought that it could help less advantaged residents develop networks they need to strengthen their individual and collective identities. It could also enhance the status of community organizations and reduce the gap between these disadvantaged communities and the rest of society (Taylor et al., 2007; Lawson, 2010; Teernstra, 2016).

However, as the practice of participation involves a degree of ambiguity, it is best to confront such theoretical expectations with strong empirical evidence (Mannarini, 2014; 2017) by evaluating the practice (Busse & Schneider, 2018). Unfortunately, this practice is not as efficient as one might expect, as planners rarely conduct formal evaluation of participation, and the planning literature has not adequately addressed evaluation in practice (Laurian & Shaw, 2009).

Several factors can cause ineffective evaluation; some are related to the lack of commitment of planners, professionals, and authorities, the mutual distrust between residents and officials, and the lack of confidence in citizens' abilities. In addition, it is also related to the failure to establish standards of success and methods for evaluating such practices (Laurian & Shaw, 2009). In other words, there is no universal framework for evaluating citizen participation that can be widely applied (Chess, 2000; Brown, 2013).

A comprehensive evaluation aims to show whether a participation process effectively achieved its intended outcomes through specific contextual factors and processes, in other words, by considering the context, process, and outcomes of each specific case.

These three dimensions are considered crucial as they include various factors that influence success in practice. However, their effectiveness and efficiency are not yet well understood (Pagatpatan et al., 2018). Therefore, defining success factors that enable effective and efficient participation is essential to address the ambiguity and reach a consensus on evaluation criteria according to the different desirable outcomes through specific processes and contexts.

Next, a literature review that addresses the lack of comprehensiveness in evaluation frameworks is conducted to propose more comprehensive frameworks.

4.2 Towards a comprehensive evaluation of public participation – Literature review

4.2.1 The lack of comprehensiveness in evaluation frameworks

The literature frequently mentions the benefits of evaluation as it is seen as a necessary practice (Rowe & Frewer, 2004; Bryson et al., 2013) whose importance is highlighted: a) helps to know whether processes are working; b) identifies their strengths and weaknesses; c) contributes to accountability and the judicious use of resources; d) reduces conflict between stakeholders; and, e) is seen as crucial in providing evidence for theoretical discussions (Busse & Schneider, 2018).

However, despite the extensive literature on public participation evaluation (Chess and Purcell, 1999; Rowe & Frewer, 2000; Webler and Tuler, 2001; Rowe et al., 2004; Charnley and Engelbert, 2005; Edwards et al, 2008; Laurian & Shaw, 2009; Beierle, 2010; Beste, 2013; Stephens and Berner, 2011; Schroeter, 2016), the goal of reaching consensus on evaluation criteria still seems elusive (Abelson et al, 2006). This is mainly due to the different purposes of public participation in urban projects (regeneration), which makes it challenging to create a universal framework that can consider all possible criteria given many factors and contexts.

Although there has been tangible progress in terms of methods and tools in evaluating policies and programs, public participation evaluation has not yet settled on agreed principles (Laurian & Shaw, 2009). Several frameworks for evaluating participation can be found in the literature, with similar aims (Hassenforder, Smajgl & Ward, 2015), but tend to focus on the process and/or its outcomes, lacking complete and comprehensive approaches (Laurian & Shaw, 2009).

Of the commonly accepted evaluation frameworks cited in the literature, the one developed by Sherry Arnstein (1969), the Ladder of Participation, is a seminal work in this matter. Arnstein set up a simple diagram in the form of a ladder or scale, with each step on the scale representing the extent of citizens' decision-making power. The study assumed that citizen control was the highest rung on the ladder and consequently where valid public participation was achieved.

Arnstein's work influenced many studies to develop similar assessment frameworks. Rosener's (1978) framework was - at the time and according to the literature - the first detailed and comprehensive framework developed specifically for evaluating public participation. (Rowe & Frewer, 2000; Chess, 2000; Abelson et al, 2006; Laurian & Shaw, 2009; Rowe et al, 2004; Yang & Pandey, 2011). Rosener's (1978) framework is mainly based on the outcome approach, which focuses on the goals defined by the organizer and the participants and evaluates how these goals have been achieved. Rosener believes that participation formats and evaluation criteria should be derived from each participatory process's goal(s) (Laurian & Shaw, 2009).

In line with this, Beierle's (2010) framework defines the success of citizen participation as the extent to which the practice achieves five specific social goals. The model focuses on the outcome, not just the process itself. Beierle's evaluation framework focuses on identifying the strengths and weaknesses of participation techniques by measuring the extent to which these outcomes can be achieved. Webler's (1995) framework focuses on fairness and competence as goals, with fairness

referring to the equitable distribution of change in all aspects of the participation process and competence referring to the actual content of the process (Webler, 1995). Critics of Webler's framework point out that it does not correctly address the critical issues of operationalizing and measuring the achievement of these goals, which would result in producing broad results (Abelson et al., 2006).

Innes and Booher (2003) focus on institutional capacity and resilience as the main criteria for evaluating collaborative processes. Rowe & Frewer (2004) build the structure of participatory process evaluation around two main categories of criteria, process, and acceptability, proposing an evaluation framework only for the participatory process and not for implementing the final decision. Hendricks (2009) uses six main principles of engagement (integrity, inclusion, influence, capacity, deliberation, and sustainable decisions). Based on these, he assesses how well these specific criteria are met in a particular engagement process, depending on the different parties involved (stakeholders, process implementers, decision-makers, or participants). Finally, Papadopoulos and Warin (2007) used five dimensions for evaluation: openness-access, quality of deliberation, efficiency-effectiveness, publicity, and accountability.

In a different direction, Geissel (2012) opted for input-legitimacy, democratic process, effectiveness, and political education. Brown (2013) conducted an evaluation study of the success of public participation using criteria for both process and outcomes identified from the planning literature and operationalized in a survey of participants. He concluded from his evaluation results that outcome criteria were more important to participants than process criteria, possibly because they were more tangible.

These contributions highlighted some of the existing gaps due to which the evaluation of the participation process still lacks efficiency (Laurian & Shaw, 2009). In light of this, it is important to explore deeper insights on the existing evaluation frameworks and examine what might be causing this inconsistency.

Many of these frameworks consider variables that share many commonalities, weakening the potential of a generalizable evaluation framework (E. Hassenforder, A. Smajgl, 2017). These frameworks mainly focus on specific criteria that limit the potential of participation (both in terms of process and outcomes) without including the context in the evaluation process. Therefore, the context approach - clearly defining the context - is essential to achieve success. According to studies, the lack of efficiency in the evaluation process is can be caused by the lack of a prior robust definition of success and evaluation methods (Brown, 2013; Rowe & Frewer, 2004).

Pagatpatan et al. (2018) state that there are three main problems in the practice of public participation that cause the complexity of the evaluation process. The first problem is the diversity of purposes and forms of participation methods used worldwide, which hinders reaching consensus on what can be considered effective. The second problem relates to effectiveness, whose (or which group's) perspective should be considered when defining success criteria by which to evaluate

public participation. And the final issue is the practical complexity of identifying the outcomes of public participation in order to measure its potential success (Pagatpatan et al., 2018).

Therefore, next, a review of a number of relevant conceptual frameworks, dimensions, and criteria is conducted to provide better insight into the existing ambiguity and complexity that need to be addressed more rigorously. By presenting an analysis of the current debate on what constitutes a comprehensive conceptual framework through its dimensions and criteria, focusing on its social outcomes.

4.2.2 Overcoming inefficiency - Towards a more comprehensive evaluation

As the literature suggests, the reasons for the lack of effectiveness of participation evaluation lie mainly in the variety and different purposes that the practice may have, so that several different outcomes can be expected, which in turn are also influenced by a number of factors related either to the process itself or to other independent factors.

This study focuses on the social goals associated with community development as outcomes achieved through effective public participation processes. More specifically, public participation can help urban regeneration initiatives by enabling residents to develop the necessary skills and networks to address social exclusion. In addition, it can strengthen the status of community organizations, leading to their revitalization (Taylor et al., 2007). These social outcomes relate to the broad notion of community development and should be created and consolidated beyond a regeneration program (Teernstra, 2016).

However, very few studies have focused on providing empirical evidence of the impact of citizen participation in contributing to community development, which has weakened the practical emphasis of governments and stakeholders in implementing socially-oriented initiatives by questioning the actual effectiveness of such assumptions on the ground. Therefore, this research agrees with studies that emphasize the importance of providing evidence on the actual contribution of public participation to community development (Chess and Purcell 1999; Webler and Tuler 2001; Rowe & Frewer 2000, 2004; Beierle, 2010; Edwards et al. 2008; Beste 2013; Stephens and Berner, 2011).

In this sense, it is important to have a clear definition of what constitutes an effective participation exercise, based on which participation organizers should define what possible outcomes are most desirable and design interventions accordingly (Rowe & Frewer, 2004). Thus, in this work, it is argued that considering "specific desirable outcomes" of participation as a reference for effectiveness is the first step in addressing the ambiguity in criteria selection and overcoming the lack of consensus that typically occurs in evaluations. To address this further, a brief review of the expected social outcomes of participation in regeneration initiatives is established by combining the research perspective with a variety of government policies and guidelines in three European contexts (France, the UK, and the Netherlands). This combination is fundamental to developing a comprehensive theoretical and practical perspective on effective participation that brings about positive social change in deprived neighborhoods through regeneration projects.

Next section consists of presenting a separate identification of desirable outcomes from the two perspectives (research and policy) intended to provide a narrower definition of standards of success but comprehensive in perspective.

4.2.3 Participation expected social outcomes from a research perspective

Jarvis (2012) focused on the relationship between participatory action and community development. He conducted a study to show the importance of community engagement in creating the building blocks for sustainable neighborhood regeneration.

Lawson (2010) agrees with other scholars (Beierle, 2010; Taylor et al., 2007; Michels et al., 2017) that involvement in regeneration initiatives helps 'enable residents to develop skills and networks they need to tackle social exclusion.' It can enhance the status of community organizations, foster trust, empowerment, and shared values, revitalize communities, and thus contribute to broader community development.

Empirically, the extent to which public participation has contributed socially to community development is not yet clearly established. Recent findings by Teernstra (2016) suggest that participation is a successful way to strengthen the local community. However, he concluded that creating opportunities for resident engagement in neighborhood governance under the slogan of active citizenship may not consistently deliver the intended desirable outcomes.

4.2.4 Participation expected social outcomes from a policy perspective

From a policy perspective, it is crucial to recognize the variations of different arrangements in the new participatory governance reforms to promote more democratic change, support active citizenship and strengthen communities socially.

In different contexts in Europe, the wave of new reforms has seen a range of measures shifting from government to governance. In the UK, there was a significant revolutionary urban policy between 1998 and 2010. In 1998, a new area-based policy initiative was introduced, with the New Deal for Communities (NDC) being one of the most significant (ABI) ever introduced in England, an excellent example of how the government sought to improve citizen engagement in regeneration initiatives (Lawless, 2010). With three main aims of enhancing social capital, increasing trust in local institutions, and promoting 'subjective empowerment' (CLG, 2011), it is considered one of the most intensive area-based regeneration programs for deprived neighborhoods ever launched in England.

Bailey (2010) argues that 'this helped revitalize civil society and local democracy, it drove improvements in service delivery and empowered civil society organizations and social enterprises to promote social change' (Bailey, 2010, pp. 322-323).

Another example that emerged with recent changes in European policy reforms is that of the Netherlands, with a visible focus on social mix and housing policies with socio-economic objectives for deprived areas. The Dutch government launched a series of programs under the

Metropolitan Policy, which is considered one of the most significant initiatives to incorporate broader objectives into urban regeneration projects (physical, economic, social, and environmental). The government sees such strategies to provide broader sources of information, perspectives, and possible solutions and improve the quality of decision-making. In addition, the government believes that these strategies could help increase public trust in government, enhance the quality of democracy, and strengthen civic capacity (OECD, 2001; Michels et al., 2010).

Since the 1980s, France has been rich in participatory policies. The discourse on the *politique de la Ville* (PDV) (policy of the city) brings new buzzwords to regeneration policies such as "dialog," "participation," "citizenship," "partnership," and "contracts." These terms underline the new shifts towards social policy in France (Sintomer, 2007). The creation of 'citizens' councils' under the *Loi de Programmation pour la Ville et la cohésion urbaine* (Law on Programming for the City and Urban Cohesion) was an important step. This law aims to put residents at the heart of this policy, with these councils aiming to strengthen existing civic dynamics. The French urban policy, *Politique de la Ville* (PDV), has been considered one of the most innovative policies of the last two decades in France. The achievement of its goals was related to the degree to which its social objectives were met, focusing on participatory processes and democratic proximity to create social bonds and cohesion while improving administrative efficiency (Sintomer, 2007).

In summary, research, and policy examination of the goals of public participation has shown that the practice of public participation is more important today than ever before, not only as a way to improve urban renewal projects physically and economically but also as a way to realize the full social potential for residents and communities on a personal and collective level in the short and long term.

Based on the findings of this analysis, it is suggested that evaluation frameworks are still to some extent neither comprehensive nor effective due to the indeterminacy of participation and its high dependence. Therefore, future conceptual frameworks should consider more appropriate and desirable participation outcomes, considering the diversity of factors involved. The different perspectives analyzed, both from the research and policy sides, allow us to identify a group of propositions that is argued to help develop a more comprehensive evaluation framework for public participation processes.

4.2.5 Synthesis - Suggestions for a more comprehensive evaluation of public participation

Based on the theoretical research conducted in this work and the suggestions of relevant studies, a set of the following recommendations are proposed as guidelines to improve and develop future evaluation frameworks for public participation.

- All stakeholders should be involved in evaluation and criteria selection: Evaluation frameworks should take into account the views of all concerned/interested parties involved in the participation process. Inclusion should be at the level of selection of success criteria

and evaluation process. Exclusion of any part could lead to weakening the legitimacy of the evaluation process and the results achieved.

- Precise desirable outcomes must be defined upfront: "Did the project achieve its specific outcomes?" is a question that must be at the heart of any evaluation process; this could be addressed by clearly defining what it means for citizen participation to be effective.
- The policy perspective of experts and officials must be taken into account when selecting criteria: Evaluation criteria should not only be derived from theory-based sources, but government policies are also relevant sources of criteria. These policy objectives should provide a broader view of what effective participation is, according to governments' experiences and agendas.
- The contextuality of any participatory process must be taken into account: Evaluation frameworks should take into account the specificity of the context, with evaluation methods being appropriate or "fit for purpose" by relating participation outcomes and processes to the context.
- The framework must consider multiple contexts to promote its applicability: Evaluation studies - almost invariably - analyze a single case study; the results of such studies are less identifiable, and the evidence is considered weak. Looking at multiple contexts with various factors is an efficient way to create a robust, comprehensive, and empirical platform to guide future research and project implementations.
- The facilitating factors need to be clearly identified: Future evaluation studies should focus on the facilitating factors, i.e., causal mechanisms and contexts. Here, there seems to be a lack of critical success factors in community development participation processes. Yet, these factors are essential to better future evaluations and better participation processes.
- These critical analyzes and the resulting suggestions lead us to a more detailed methodological approach divided into three main dimensions: context, process, and outcomes. Based on this, in the next part, we present the methodological approach in which all defined dimensions and sub-dimensions are included

4.3 Proposed methodological approach

4.3.1 Introduction

The combination of context, process, and outcomes dimensions represents the participation exercise in each specific case study to be evaluated, analyzed, and discussed. These dimensions have sub-dimensions drawn from theoretical findings and previous evaluation models adapted to the specific research objectives. In addition, each sub-dimension contains a list of evaluation criteria drawn from literature, research, and policy. These criteria define the importance of each dimension of this framework and the participation process in each case.

4.3.2 Context

A growing consensus in the literature suggests that methods must be appropriate to the particular context or "fit for purpose no matter how participation is designed. Furthermore, they must be

equally appropriate for different types of problems or challenges that require different solutions. (Bryson et al., 2013), suggesting that the context needs to be "more rigorously evaluated" (Murphy-Berman et al., 2000; Petts 2001; Rowe & Frewer, 2000, 2004; Bickerstaff and Walker, 2005; Burgess and Chilvers, 2006; Abelson et al., 2006; Petts 2007; Bull et al., 2010; Bryson et al., 2013; Chaskin, 2012; Marzouki, 2017; White, 2006 cited in Midgley et al., 2013).

However, the importance of context in the success or failure of participatory practices is still understudied, and many evaluation studies in the field of citizen participation neglect context (Abelson et al., 2006; Busse and Schneider, 2018). Therefore, evaluation design should be based on concrete variables that can distinguish the importance of context.

To further develop the context dimensions, following the framework of Beierle (2000), who considers information about local characteristics as relevant for decision-makers and widespread practice, defining the context dimension as all the characteristics of a given situation faced by a public participation process.

This dimension includes four sub-dimensions and a large number of criteria, of which this work adapted three sub-dimensions from Beierle's framework to ours (see Table 8): the nature of the issue, the pre-existing relationships between members of the public, between the public and the lead government agency, and the Institutional Context (Beierle & Konisky, 2000), while the fourth sub-dimension was adopted from studies suggesting the importance of participants' understanding of the issue and their knowledge of the system (Hassenforder et al. 2015).

The first selected sub-dimension addresses "the type of issue" from which this research used (in this category) more specific sub-dimensions that are assumed to be relevant:

It includes the policy-level or narrow site-specific issues, such as the extent of implied impacts and the extent to which it affects the public as a whole; the site-specific issues that involve a single site or geographic feature that affects more specific stakeholders; and the clarity of the issue criterion, which focuses on the extent to which the issue under discussion is clear to the affected parties.

The second sub-dimension, "pre-existing relationships". Includes criteria that assess the nature and quality of the relationships among the affected parties in the participation process, where these relationships impact the process and outcomes (Beierle & Cayford, 2002; Beierle & Konisky, 2000; Webler & Tuler, 2002).

The third sub-dimension evaluates the conflicts between the participants, distrust in government; the relationship between the agency and the public; social networks, and relationships.

In addition, the following selected sub-dimension Institutional settings: includes all factors related to the level of government and agency roles in each specific case; it includes the following criteria, political commitment of agencies, the level of commitment of the lead agency, the level of engagement and ensuring the success of the process, and the capabilities and capacities of the government and agencies.

The final sub-dimension adopted to the context dimension is the participant understanding, defined as participants' knowledge, morals, and ethical values that may influence their willingness and motivation to engage in the process. It will be assessed through the following criteria: willingness to share values and culture, understanding of the project and its elements, the degree of accessibility to cooperation and volunteering, self-perception.

The contextual dimension in an evaluation process is considered essential to assess the relevance and specificity of each context; this provides a universal format of the framework. Moreover, it increases the potential to achieve its objectives. Table (8) provides a more detailed description of the attributes.

Table 8: Evaluation Framework - Category of Context

Dimension	Sub-dimension	Criteria
Context	A - Type of issue	1. Policy level vs site-specific
		2. Topical category
		3. Clarity of issue
	B - Preexisting relationships	4. Conflicts among participants
		5. Mistrust in government
		6. The agency and public, relationship
		7. Social networks and relational ties
	C - Institutional settings	8. Political commitment
		9. Lead agency level of engagement
		10. Government and Agency skills and energy
	D - Participants' understanding	11. Willingness and shared values and culture
		12. Understanding of the project
		13. The facility of collaboration and volunteering
		14. Self-awareness

4.3.3 Process

The dimension of the process (see Table 9) is the actual act of participation. Thus, some may see the process as the mechanism of participation, but the process includes several features that may vary in different contexts.

Two of the sub-dimensions in this dimension are "the types of mechanisms" and "process characteristics" that assess characteristics related to the technical process. Beierle (2010, p.12) points out that the choice of mechanism usually determines several other process features. Therefore, the framework includes an additional criterion broadly treated by several studies (the most cited is Arnstein, 1969). The third subdimension refers to the state of the participants (several studies refer to criteria related to this subdimension). Again, it includes criteria that assess the individual state of participants (e.g., representativeness, retention rate, level of engagement, and motivation Fung, 2003, 2006; Beierle & Konisky, 2000; Annese & Traetta, 2012).

The first defined sub-dimension is "the types of mechanisms," which includes the following criteria selection of participants, evaluation of the appropriateness of the selection process; the quality of the outputs of the process and the degree of consensus; the type of output participants produces (mapping, written proposals).

The second sub-dimension is "the process characteristics": Under this sub-dimension it includes: responsiveness of the lead government agency and the quality of deliberation as the main components of participatory processes. The level of engagement can measure these through communication with participants. In this way, engagement and effective communication are strongly associated with successful processes:

the responsiveness of the agency to the needs of the participants, which is considered a key characteristic of the success of a participatory process as it increases trust between participants and organizers; the quality of deliberation, which refers to the quality of communication between participants; it measures the quality of this communication and dialog, including the ability to challenge assertions and assumptions through the degree of sincerity of participants; the degree of public control refers to the extent to which participants control the initiation, design and implementation of the public participation process; the number of participation sessions (Fung, 2006) refers to the number of participation events organized, with more opportunities giving participants better chances and a louder voice to gain more empowerment; efficiency of methods and access to tools within each participation process; this includes access to information and technology, innovative methods, among a variety of typologies.

The final sub-dimension; "state of participants," includes criteria related to the category of participants (e.g., Crosby et al., 1986; Petts, 1995, 2001; Rowe & Frewer, 2000; Rowe et al., 2004); the size of a group (Annese & Traetta, 2012); the degree of trust (e.g., Fung, 2003, 2006; Beierle & Konisky, 2000); and the degree of motivation; the degree of engagement or commitment, that measure the extent to which participants remained constant or changed over the different stages of participation.

Table 9: Evaluation Framework - Category of process

Dimension	Sub-dimension	Criteria
Process	E - Types of mechanism	15. Selection of participants
		16. Type of output
		17. Degree of consensus
	F - Process features	18. Responsiveness of the agency
		19. Quality of deliberation
		20. Degree of public control
		21. Number of participatory sessions
		22. Access to technology and information
	G - State of participants	23. Representativeness of participants
		24. Size of the group
		25. Degree of retention
		26. Degree of confidence
27. Degree of motivation		

4.3.4 Outcomes

Outcomes are the results of a participatory process in a particular context. It may be related to many factors and may vary from case to case, depending on the designers' desired goals and expressed in the process phase.

Because of the importance of achieving these planned outcomes, studies have focused on the evaluation of the process, assuming that evaluation has the potential to determine whether the process has produced the intended effects of the program, such as influencing public policy, and whether the process has produced social learning (Abelson et al., 2006; Chess, 2000). To build the evaluation framework, a set of desired outcomes was defined in line with the aims of this research, i.e., closely aligned with the social outcomes desired by participants. These specific outcomes were derived from research propositions, including those related to government policies and directions. Under this sub-dimension, a set of criteria has been selected from research and policy to assess the extent to which participation has achieved the intended social outcomes. It includes criteria that relate to the expected social impact on participants, assessing the extent to which the participation process has socially influenced those participants in positive or negative ways.

Public participation, as with any policy instrument, is expected to produce a range of results (outcomes) that can be seen in institutional decisions and in how these instruments can produce higher-quality policies, plans, and projects (Forester 1999; Healey 1997; Innes and Booher 2010; Bryson et al., 2013). These outcomes are summarized by the literature review conducted in this work, which captured the social goals of a participatory process. They include positive impacts that benefit the community at individual and collective levels in the short and long term and lead to improved skills, abilities, and capacities in those individuals. The overall effect is to promote community development and the success of future initiatives, whether social, physical, economic, or political.

The following table (10) summarizes the outcome dimension, its sub-dimensions, and the criteria taken from the literature and used as an evaluation criterion for the possible social outcomes of participatory processes.

Table 10: Evaluation Framework - Category of Outcomes

Dimension	Sub-dimension	Criteria
Social outcomes	H - Citizen related outcomes	28. Providing communities with stronger internal resources
		29. Enhancing social capital
		30. Promoting dialogue and the formation of a collective identity
		31. Strengthening civic capacity
		32. Building public trust in government
		33. Expanding civic culture and sense of responsibility
		34. Enhancing knowledge and skills
		35. Avoiding the fragmentation of the community
		36. Increasing a sense of belonging
		37. Empowering disadvantaged residents
		38. Enhancing social mix and cohesion
		39. Fostering equality and justice among the public
		40. Increasing the satisfaction of community members
		41. Enhancing a sense of community identity
		42. Increasing self-efficacy
43. Empowerment of citizens councils		
44. Attachment to space and territory		
45. Increasing awareness of neighborhood physical change		

4.4 A practical approach to evaluating public participation

The distinctive feature of the developed model presented in the previous chapter is the combination of the three dimensions (context, process, outcomes), together with the consensus-based selection process of the evaluation criteria, as well as the purposefully defined results and the identification of the critical success factors of the participation process. This work suggests that these suggestions will limit the ambiguity found in participation evaluation frameworks.

Also, through this proposal it is suggested that effective evaluation should provide a better understanding of how participation-specific objectives (X) achieve desired outcomes (Y) for participants in a defined context and through a defined process (results in Table 11). This could be achieved by planning what (X) and (Y) are in a participation initiative early on, and thus having more rigorous and precise expectations of outcomes in an effective evaluation.

In addition, this proposal suggests that evaluation and participation process can be improved by focusing on the factors that enable success, which has very rarely been addressed in studies. Defining success-enabling factors will improve our understanding of the relationship between participation and social change and positively enhance it.

It is argued that the associated dynamics to participation social success are theoretically valid, but the extent to which this has been empirically demonstrated is still weak and needs further evaluation and evidence. Thus, enabling factors could help explain this influential relationship how these desired outcomes might be achieved, what contexts are more fertile for success, and what processes and mechanisms are more conducive to such outcomes.

This evaluation framework aims to assess the extent to which a participatory process for an urban regeneration project in a deprived neighborhood might contribute to achieving positive social outcomes for participants. What factors might influence this contribution? The evaluation process is divided into three main parts:

1- The comprehensive selection of criteria

The selection of criteria is considered one of the most critical stages of an evaluation process. For this model, the criteria are selected based on two main sources.

The first one refers to the theory and practice-based sources. A list of criteria has been extracted from various relevant findings from studies and existing frameworks and policy guidelines provided in official documents and policy instruments in different European contexts.

The second refers to user/participant-based sources in a selection process that was based on users' perspectives on the criteria provided by theory and practice, which meant creating a more adaptable and comprehensive list of criteria to give more legitimacy and consensus to the evaluation criteria.

2- Evaluation of the process

The evaluation process consists of the assessment of the selected criteria. The process turns to two types of evaluators; one is a panel of experts who evaluate the context and the process dimensions of the participation, the second is the participants (residents) who evaluate the participation social outcomes.

The experts are selected based on their knowledge of and involvement in the project and the participation process. These experts include representatives from City Hall, members of planning agencies, city project managers, participation organizers, members of neighborhood councils, and government representatives.

The role of experts is to evaluate the context and process of each of the cases. A five-point Likert scale (Likert, 1932) is used to rate each criterion (1 - 5).

Participants (residents) give points for each of the criteria in the outcome category to evaluate the participation process according to their experience as participants and the degree of social change they observed after participation.

3- Evaluation of the degree of effectiveness.

The development of a scoring method is proposed to quantify the effectiveness of the entire participation process. This will allow each sub-dimension to be evaluated individually in relation to its overall contribution to the process, taking into account the criteria included.

By using a Likert scoring method, a mean score is calculated for each criterion, and the criteria are scored based on the mean responses, where mean scores between 1 and 2.8 have been classified as "poor," between 2.8 and 3.2 as "mixed," and between 3.2 and 5 as "good" (Brown, 2013).

Subsequently, all mean scores from the three categories (context, process, and outcomes) are aggregated to provide an overall score for the effectiveness of participation.

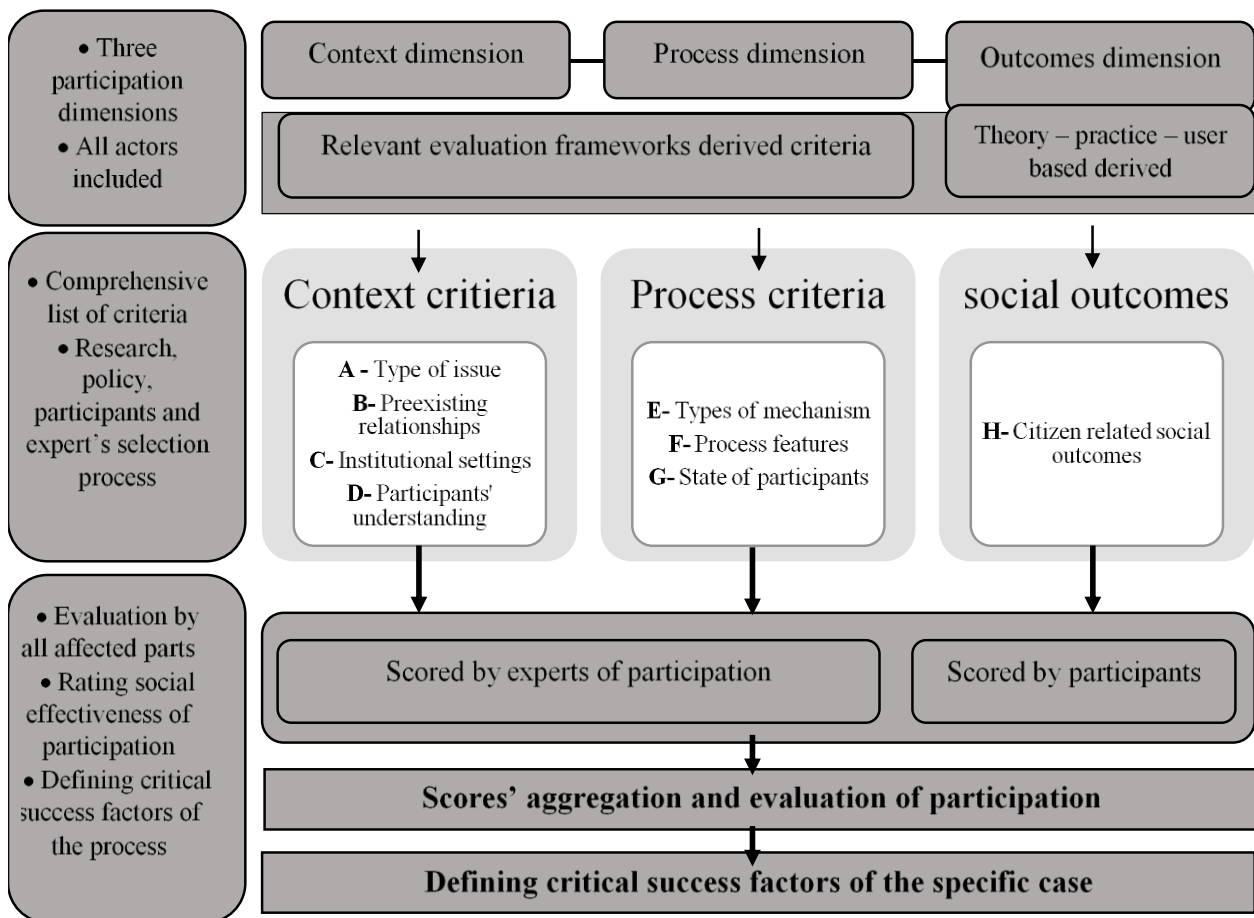


Figure 5 - The evaluation framework design

4.5 Conclusion and future research

A considerable number of debates have addressed the actual value of participation, ranging from policy-driven agendas to project development-related benefits. In addition, more limited debates have viewed participation as an end in itself, making an effective participation process a goal to be achieved, arguing that effective citizen participation in the project will contribute to the development of individuals on many levels. The result will be more significant benefits to the community as a whole.

However, the evidence for the latter assumptions is still weak and elusive. Therefore, this paper proposed an empirical approach to provide a basis for these theoretical assumptions.

The aim, then, was to empirically provide an understanding on the dynamics affecting the existing relationship between effective participation and social change (community development) as an outcome. Therefore, an evaluation of public participation practice was deemed crucial and necessary to provide more certainty and a robust finding to support these assumptions.

However, despite the plethora of evaluation frameworks, the field of participation evaluation still lacks consensus and efficiency to understand these dynamics and provide more substantial evidence.

This paper represents an attempt to develop a comprehensive conceptual evaluation framework that addresses the specific aims of this study and provides a better understanding of the social benefits of participation. Therefore, it can help overcome the current complexity in evaluating citizen participation.

Based on the analysis conducted in this thesis, a number of relevant contributions were identified to support the development of a more comprehensive and effective evaluation framework:

- The definition of three dimensions: 'context', 'process' and 'outcomes'. This is critical as these are the three main dimensions that underpin the definition of the effectiveness of a participatory process.
- Build a comprehensive effectiveness benchmarking of participation. Evaluation criteria should include theory-practice-based criteria and user-participant-based criteria from the perspective of research findings and policy and government guidelines.
- Criteria selection. To have a consensus-based criterion, selecting these criteria should include all parties affected by the participation process.
- Selection of desirable outcomes. The scope of the evaluation criteria can be controlled by defining precise desirable outcomes expected from the participation process, which subsequently leads to more appropriate evaluation criteria.
- Defining the context evaluation. This is crucial as the framework needs to be adapted to the context and the outcomes and processes of participation are the results of these contextual factors.

Identifying the facilitating factors is key to a more efficient future evaluation process and, consequently, more successful public participation processes.

The above propositions are intended to guide and be used to develop more innovative and comprehensive future conceptual frameworks. Thus, for this research's objectives, it was adopted to evaluate the effectiveness of public participation processes in achieving their societal benefits.

The expected findings are critical to developing more effective participation processes and thus to the generation of positive social change within disadvantaged communities that will benefit from improved opportunities in the short and long term.

Governments and policy makers will use these findings to strengthen their urban policies and better consider social strategies within regeneration initiatives. In this regard, participation processes in the hands of decision-makers are seen as a tool to initiate physical change and positive social dynamics in targeted neighborhoods.

In terms of future work, it is proposed to implement evaluation frameworks that help define critical success factors. Empirical studies should be used in which multiple studies are examined and analyzed in different contexts. The results could be used to identify the factors that might influence the intended social dynamics in citizen participation initiatives.

CHAPTER V

ASSESSING THE SOCIAL EFFECTIVENESS OF PUBLIC PARTICIPATION, CASE STUDY OF LYON, FRANCE

5 Assessing the social effectiveness of public participation, Case Study of Lyon, France

5.1 Introduction

Public participation has been more present than ever in political discourse and government agendas in recent years to overcome the crisis of legitimacy between citizens and their representatives. However, this crisis has widened the gap between the less fortunate, the underclass, the disadvantaged citizens, and the rest of society due to their lack of socialization and integration, reinforced by various causes.

Deliberative processes were at the heart of the new reforms, which moved from top-down representative government to more democratic bottom-up government. This new ideological shift was reflected in the new urban policy through the urban renewal initiatives by promoting equity, justice, and citizen empowerment.

Public participation is seen as a key mechanism in urban renewal projects, believed to contribute to the implementation of economically, socially, environmentally, and physically efficient projects.

Within urban regeneration projects, participation is expected to ensure both bottom-up and top-down interaction between representatives and citizens and produce a consensus-based decision that satisfies all parties' interests or can minimize conflict. Implementing an appropriate process that ensures a high level of citizen participation is believed to have positive effects on citizens and their relationship with participation representatives (Taylor et al., 2007; Lawson, 2010; Teernstra, 2016).

In this sense, it is suggested that effective citizen participation can serve as a way to legitimize decisions and increase trust in government and as an enabler of social change if appropriately implemented with the deployment of the appropriate human and financial resources.

Reasons that can hinder the achievement of such impacts are often related to the lack of commitment of politicians and planning agencies and their distrust in people's knowledge and skills, leading to a decline in mutual trust and motivation of residents in working with the authorities. Other reasons that may lead to failure in achieving participation goals include lack of appropriate methods, lack of awareness, and to some extent, lack of financial and human resources.

In mainstream academic debates, the political will and the commitment of planning authorities are seen as critical to the success or failure of these practices, suggesting that there needs to be more institutional support from urban policies to frame the process and ensure the effectiveness of its outcomes.

Based on these assumptions, it is argued that providing a strong intuitional frame that enforces professional and policy bodies' commitment will lead to socially effective participatory processes.

The aim here is to improve the understanding of what are the barriers that usually hinder success and at what level these barriers were perceived, either political, social, financial, or cultural.

Therefore, in this chapter, an analysis explores the factors that contribute to the success or failure of certain participation practices in achieving their social goals by exploring deeper insights through a case study of a regeneration project of la Duchère in Lyon, France, in a disadvantaged neighbourhood. This neighbourhood experienced strong social dynamics, mainly driven by political powers since the 1960s, and recently underwent an ongoing urban renewal project with a strong focus on promoting social mix and civic engagement.

5.2 Background and Context

5.2.1 Literature review

Public participation has been narrowly viewed as a tool used by officials to legitimize projects, increase accountability, and improve the quality of development projects in general. In recent years, however, public participation's social benefits have been brought to the fore, and attention has recently been drawn to a broader perspective that views successful participation as a goal to be achieved.

Indeed, it has been suggested that effective public participation is seen as a potential enabler of positive social change (Taylor et al., 2007; Laurian & Shaw, 2009; Lawson, 2010; Teernstra, 2016), and it can ultimately be seen as contributing to community development (Samah & Aref, 2011).

The literature suggests that an effectively established participatory process is able to promote mechanisms and institutions that enable marginalized and disadvantaged groups to be included in the decision-making process and reduce divisions in society by bringing excluded groups into the mainstream of society and the community (Stewart, 1996). These targeted categories of citizens can also acquire new information and knowledge through these processes to contribute to the specific interests of a member of the community and the overall decisions made (Burton et al., 2004).

Effective public participation is expected to lead people to take a more active role and greater responsibility, contributing to active citizenship, within which citizenship is a political concept that, when promoted, is able to combine responsibilities and rights.

Active citizenship is itself a goal to be achieved, leading to forming a wide range of formal and informal partnerships and new groups and associations that continuously support future participation activities.

In this sense, participation is seen as a tool that allows individuals to test new orientations in order to change their behavior and encourage involvement in decisions that lie within the public community.

Indeed, there is strong evidence that people involved in local governance and collective activities through participation contribute to increased social capital and develop greater trust

in each other and the authorities (Tylor 2007; Robinson 2005; Burton et al., 2004). In addition, they are expected to develop a greater sense of responsibility and attachment to their habitat as a result of increased trust and positive social interactions between participants and community members who share common interests and responsibilities.

However, the achievement of such social goals through public participation is still elusive. It lacks evidence (Abelson, 2006), and the relationship between public participation and community development is still not clear in research and practice due to the breadth of concepts and the difficulty of having a broad definition capable of encompassing all important concepts (Selin et al. 2000; Buchy and Race, 2001; Halvorsen, 2003; Abelson and Gauvin, 2006; Martineau-Delisle, 2010).

Several studies have presented the role of public participation as a potential enabler of social change within urban development projects, arguing that participatory processes can, to some extent, act as a foundation for long-term community development (Taylor et al., 2007; Laurian & Shaw, 2009; Lawson, 2010; Samah & Aref, 2011; Teernstra, 2016). However, such theoretical assumptions have been suggested to be elusive and far from clear (Abelson, 2006), and a more substantial evidence base is needed to understand better the potential social dynamics generated and, as a result, be able to harness them to improve the effectiveness of participation initiatives and optimize their positive impact on citizens.

Studies have suggested evaluating participatory processes to increase understanding of the inherent complexity that can arise from these processes.

Evaluation is frequently mentioned in the literature, with reference to evaluation as a necessary practice (Rowe and Frewer, 2004; Bryson et al., 2013). Professionals and decision-makers often use evaluation to understand whether the process has worked and identify the strengths and weaknesses to monitor the appropriate resources. It is also considered a solution to avoid conflicts between stakeholders (Busse & Schneider, 2018).

Theoretically, the concepts of "public participation and community development" are interrelated, as demonstrated by an abundance of literature. However, an understanding of the dynamics and factors influencing this relationship is still partly lacking. Several studies have considered the whole process to be highly dependent and contextual (Rowe, G., & Frewer, L. J., 2000; Marzouki, 2017). Several factors can affect the success or failure of public participation, factors related to the process itself, its environment, and interrelated dynamics, be it institutional, spatial, social, cultural, financial

In addition, recent research suggests that context can be critical to the effectiveness of participation. Authors have argued that each participatory process could lead to different outcomes due to many factors related to the mechanisms and contextual factors. In any case, these processes should be adapted to the context in which they are conducted to address complexity. (Rowe & Frewer, 2000, 2004; Warburton et al, 2007; White, 2006 cited in Midgley et al, 2013; Bryson, 2013; Champion & Wilson, 2010; Chaskin, 2012; Marzouki, 2017).

Different types of problems or challenges require different responses (Bryson, 2013). Context is perceived from a different perspective by different researchers. Webler and Tuler (2001) see

context as the actual context in which the participation process is implemented. Petts (2004) sees it as the broader factors and dimensions surrounding participation, such as the institutional, cultural, and technical aspects of deliberative engagement.

Chaskin (2005, 2012) highlights the importance of context regarding the local factors related to community members, namely human and financial resources, education, experience, and connection networks. Referring to the importance of issues related to racial disparities, for example, could further complicate these processes by not providing equal opportunities for all

Other factors that were hypothesized to be related to contextual characteristics include participants' understanding and willingness to collaborate and their shared values and cultural background (Beierle, 2002).

In addition to factors related to context, attention has been paid to the mechanisms of the process. By process, it refers to the mechanism of participation, which includes several features that may vary from case to case.

The choice of mechanism determines other features of the process, such as selecting participants, the participant's contribution, and how that participation leads to outcomes.

Other factors related to the characteristics of the process are the quality of deliberation, and the role of the body directing the process, as the personal characteristics of the participants and the degree of control given to them are also fundamental.

The third dimension is the outcome category, which results from contextual factors and process-related factors, including short- and long-term, social, environmental, or economic outcomes.

These theoretical insights were implemented to create an evaluation framework structured on the basis of three main dimensions: context, process, and outcomes. Combining these three dimensions represents the dynamics that structure the processes of participation (Beierle & Konisky, 2000).

These dimensions/factors define the significance of each dimension of this framework and the participation process of each case.

However, when considering public participation in practice, it is important to recognize many limitations that stand in the way of active participation. For example, the public participation that takes place can be far from ideal (Fainstein, 2010).

Since citizens' recommendations may influence policy, citizens are not expected to be formally educated through these processes (Mannarini, 2017).

Therefore, the focus is on how public participation outcomes translate into resident empowerment (Laurian and Shaw 2009; Bryson, 2012).

Therefore, the practice of public participation is seen as ambiguous, and the outcomes are to some extent, elusive. Therefore, it is important to include various dynamics related to social, territorial, and cultural factors and understand how incorporating these dynamics into

evaluating the public participation process can help understand their concrete social implications.

In presenting a case study of an ongoing participatory process in France, the La Duchère project is considered an exemplary governance model where the decision-making process is shared and respected by all parties involved.

However, when public participation in practice is addressed, it is important to understand that the field is surrounded by many constraints and barriers that challenge active engagement. Thus, public participation can be far from ideal (Fainstein, 2010). This leads to participation being 'hardly' and 'rarely' a way to inform the 'policy-making process', with the consequence that citizens cannot be expected to be formally empowered through these processes (Mannarini, 2017).

With this in mind, in this chapter, the focus is on how participation can potentially empower citizens and contribute to community development goals (Laurian and Shaw, 2009; Bryson, 2012).

However, achieving this is seen as ambiguous and elusive due to the multitude of factors and dimensions that arise within different dynamics, social, economic, spatial, intuitional, and cultural.

This chapter intends to address this ambiguity by creating a better understanding of the social dynamics that emerge in participatory processes and the possible related factors contributing to these dynamics. First, through a case study of an ongoing participatory process in France, considered an exemplary governance model through which the decision-making process is shared and respected, empowering citizens.

5.2.2 The participatory process of la Duchère project

This study was carried out in the context of a case study in France, in a neighborhood that has had a strong social focus over the last 20 years, as part of an urban renewal project of the "La Duchère" neighborhood in the city of Lyon. The renewal project is implemented under the French urban policy guidelines adopted since the 80s, notably in the famous "politique de la Ville" reforms framework. This innovative policy introduced new terms into the urban discourse, such as "dialog", "participation", "citizenship", "partnership" and "contracts". Globally, these terms point to the important social focus of French urban policy (Sintomer, 2007).

The Politique De la Ville [PDV] (Policy of the City) promotes a new conception of public action that involves multiple levels of partnerships in elaborating and implementing urban policies. The aim was to increase the democratic proximity between citizens and official bodies by creating neighborhood councils that increase the capacity of the public sector to meet the needs of social demands.

It is considered one of the most innovative policies of the last two decades in France, as its objectives were linked to the degree of achievement of social objectives. The policy focuses

on participatory processes and democratic proximity to strengthen social ties and cohesion and improve the efficiency of administrative initiatives (Sintomer, 2007).

Indeed, PDV has successfully strengthened these neighborhood councils as the voice of disadvantaged neighborhoods and as intermediaries between communities and the administration, exerting pressure on decision-makers and contributing to the political process.

In this sense, the La Duchère project represents a manifestation of the ideals of this policy in terms of its objectives and vision. It is one of the most ambitious initiatives in France in terms of urban regeneration projects and participatory approaches.

Among the strengths of the La Duchère project as a model project of participation, first and foremost is the strong will of the public authorities - and the innovative approach proposed by the managers and administrators of "Grand Project de Ville" (GPV) to ensure the success of this deliberative process towards the project mission - which motivated its choice for this study. This. The elected representatives committed to achieving 60 engagements through the GPV, and to ensure that these commitments were met, a participatory monitoring committee was established. This committee was made up of elected representatives, technicians, and residents. The committee has to ensure that the 60 commitments are met and decides on the issues discussed later.

In this sense, the residents of Duchère are considered as protagonists of the urban regeneration project to guarantee its success and feasibility. This is reinforced by the integration of a specific approach to the social development of a neighborhood in a significant change in the form of multiple initiatives.

These initiatives manifested themselves through consultative bodies, networks of exchange, and reflection between residents and other project actors (the team responsible for the governance of the GPV and the contract of social cohesion in the city, the Citizens' Council, and the Neighborhood Council). Studies have shown the specificity of this project (Enquêtes écoute habitats, 2017), where:

- 49% of the Duchère respondents believe that their neighborhood has improved.
- 71% are satisfied with the work done in their neighborhood.
- 37% of Duchère respondents say they are willing to participate in groups or meetings and engage about projects (Enquêtes écoute habitats, 2017).

The Duchère project can be seen as a social and urban model based on participation with residents, a project that not only aims to improve the urban image of the neighborhood but also the socio-cultural image.

This governance model reflects the innovation of French urban policy in terms of focusing on participatory processes and democratic proximity to straighten social ties and cohesion and improve the efficiency of management.

While conducting this analysis, it was possible to understand better the balance of power between officials, professionals, and citizens and its impact on participatory processes and community empowerment, and how this affects outcomes.

In addition, analyzing the specificity of this French case study and what has made it significant to current debates will help to provide insights into the importance of the context of public participation. Furthermore, this will provide a more specific answer to the question of why participation often fails to deliver the intended social benefits, in addition to the common reasons.

Next, the methodological approach adopted is presented in evaluating this case study by using an evaluation model developed specifically for this research purposes to assess the social impact of public participation in urban regeneration projects on participants and understand the factors that might influence these outcomes. Finally, this evaluation model is briefly explained in the methodology.

5.3 Methodological approach

5.3.1 Presenting the evaluation model

The evaluation model implemented in this approach was developed through an extensive literature review on the evaluation of citizen participation in relation to its social outcomes. The model addressed the suggestions of the literature and the existing gaps, consequently developing an innovative and more comprehensive approach of what constitutes an effective participation process through the three main dimensions of "context, process and outcomes". This process of analysis will allow us to define the extent to which participation has achieved its intended social objectives and what factors have contributed to this.

In order to overcome the gaps identified in the literature in terms of practical evidence of the relationship between public participation and community development, and bearing in mind that evaluation is fundamental, in this thesis, a post-participation evaluation is conducted as an approach to address the dynamics that have emerged within participation.

The public participation evaluation in this study is understood as a detailed analysis that examines the different aspects related to the success or failure of a given process, whether the project achieved its objectives, and the factors and dimensions involved in the different stages of this process. This analysis can provide a deeper understanding of the interrelated dynamics in different contexts.

The three main dimensions, "Context, Process, and Outcomes, as presented in table (11)" include sub-dimensions that have been gathered from relevant studies of evaluation models and adapted to this specific research' objectives.

Each sub-dimension contains a list of evaluation criteria drawn from the literature and based on research and policy. These criteria (dimensions) define the meaning of this framework as a specific and adaptive model.

The analysis of these dimensions includes factors that provide insight into the contribution to achieving specific social outcomes for participants, which differs from the goals of other studies that focus on defining the broad and general long-term outcomes of public participation.

The evaluation process was applied through the case study over three-months period, starting in April 2019, in the la Duchère neighborhood regeneration project in Lyon, France.

The criteria of the model are as follows:

In terms of developing the model used as a tool to evaluate the survey results, a specific approach to evaluation, through a specific conceptual model, developed through an extensive literature review on the social objectives of public participation, from the perspective of research and policy. The model consists of three sections, and each section represents a salient dimension of public participation, through which the effectiveness of the process is evaluated.

The first and second categories criteria (context and process) were assigned for experts and official stakeholders (expert-based approach), while the third category criteria (outcomes) were assigned for residents (participants). The distinction was made based on the different levels of expertise and their level of engagement in the process, and also, the type of the intended output.

The model aims to address this research's objective by evaluating the outcomes dimension, which is to assess the extent to which a participation process of a regeneration project in a deprived neighborhood might contribute to the achievement of positive social goals and what factors might influence this contribution.

In addition, by evaluating context and outcomes by experts, the objectives are to define the factors that influence these social outcomes. However, these results will be discussed in the next chapter.

Table 11: the public participation evaluation model implemented for the case study of Lyon

Dimension	Sub-dimension	Questionnaires
Context	A - Type of issue	1. The issue is affecting the public and territory, as a whole to a fewer specific actors and territory
		2. The participatory approach has had a relevant impact on the project
		3. The concerted subject was clear to all participants
	B - Preexisting relationships	4. There were no conflicts between the different actors of the project
		5. There was a trust between participants and other project stakeholders (decision-makers, operational and agents)
		6. There was a good relationship of proximity / distance between participants, policymakers, operational and agents
		7. There was a strong relationship among all parts
	C - Institutional settings	8. The project participants were determined to ensure the success of the participatory approach
		9. The responsible actors in this process were willing to be constantly active
		10. The skills of each actor were visible

	D - Participants' understanding	11. Participants showed a willingness to be proactive
		12. Participants know the project details
		13. The participatory approach was easy to follow for everyone
		14. The participants were aware of the importance of their commitments
Process	E - Types of mechanism	15. Participation was open to everyone equally
		16. Quality of the results of the process
		17. The project participants all agreed on final project decisions
	F - Process features	18. Policymakers, operational and agents have shown optimal responsiveness to the needs of participants
		19. The participants were actively engaged in the process of speaking
		20. Participants had control over final decisions
		21. The number and pace of meetings were organized suitable
		22. Technological support was provided to participants
	G - State of participants	23. The participants represented the majority of the population of Duchère
		24. The attendance rate of participants in each session was high
		25. The participants came to the meetings with regular frequency
		26. There was a relationship of trust between participants, policymakers, business and agents
27. The participants were motivated to engage		
Outcomes (social outcomes)	H - Citizen related outputs	1. The development of your knowledge and individual experiences (knowledge and know-how)
		2. How do you and others identify you in your neighborhood?
		3. Developing your social skills (your ability to live and work with others)?
		4. Your trust in other project actors (decision-makers, operational staff and agents)?
		5. Your ability to take on collective responsibility?
		6. Your social connections with other participants?
		7. Your sense of belonging and attachment to your neighborhood?
		8. Your decision-making ability?
		9. Your ability to accept cultural and ethnic diversity?

	10. Your ability to express yourself in a group in a fair and just manner?
	11. Your satisfaction with the final decisions?
	12. Your belief that you can make a significant change?
	13. Public participation has affected the identity of this community
	14. Participation increased the social homogeneity and mix between residents
	15. The process Induced the empowerment of the less fortunate parts of the neighborhood
	16. The process helped the empowerment of the citizens council
	17. Your willingness to engage in neighborhood changes and neighborhood community?
	18. Your ability to manage and reduce conflict?

5.3.2 Data collection main characteristics

All steps followed in conducting the evaluation process, from building the model, selecting participants, questionnaires, to the scoring process and final results, results from an extensive literature review on participation evaluation, and the gaps and suggestions identified through it (see Figure 5).

The evaluation process was structured into four main parts (see Figure 6), where the model was implemented in the case study through a set of criteria converted into questionnaires. Then, these criteria were used for evaluation, these criteria were extracted from the literature, research, and policy, with a specific approach to ensure its generalization.

In the first phase, the process included two groups of respondents:

Group A) Participants (residents): includes (54) randomly selected neighborhood members through extensive fieldwork, through attaining the largest possible number of meetings of all kinds, social, cultural, educational, religious, political events, and all other places, in which it was probable to meet residents, active members of society, members of associations, members of citizen's council, neighborhood council, official bodies, professionals, and technicians.

Among these residents, (70) members were randomly selected and found to be non-participants in any previous participation processes in the neighborhood. However, they were also interviewed; "Have you participated in a participation process before? If yes, have you maintained the frequency? If no, why do you no longer participate, what would make you want to be active again, and what would you change about the process to make it more attractive to you and others?"

In this work, It is argued that understanding the reasons that prevented or did not encourage residents to participate is also very important to this research's objectives.

Group B) Experts (Practitioners): (09) experts have been invited, mainly City council representatives, members of the planning office, people in charge of the urban projects, organizers of participation, neighborhood council head members, and government representatives.

In a second phase, the two groups of respondents (residents and experts) were asked to define the comprehensibility of each question. Based on this, it was possible to eliminate the questionnaires that were not clear and irrelevant to the study. This step was taken to involve participants in selecting a consensus-based set of criteria and contributing to more efficient evaluation process.

This second phase of defining a more limited set of questionnaires enabled the reduction of the questionnaires from 45 to 37. In addition, 14 questionnaires were designated to residents (Group A) and 23 were designated for practitioners and experts (Group B).

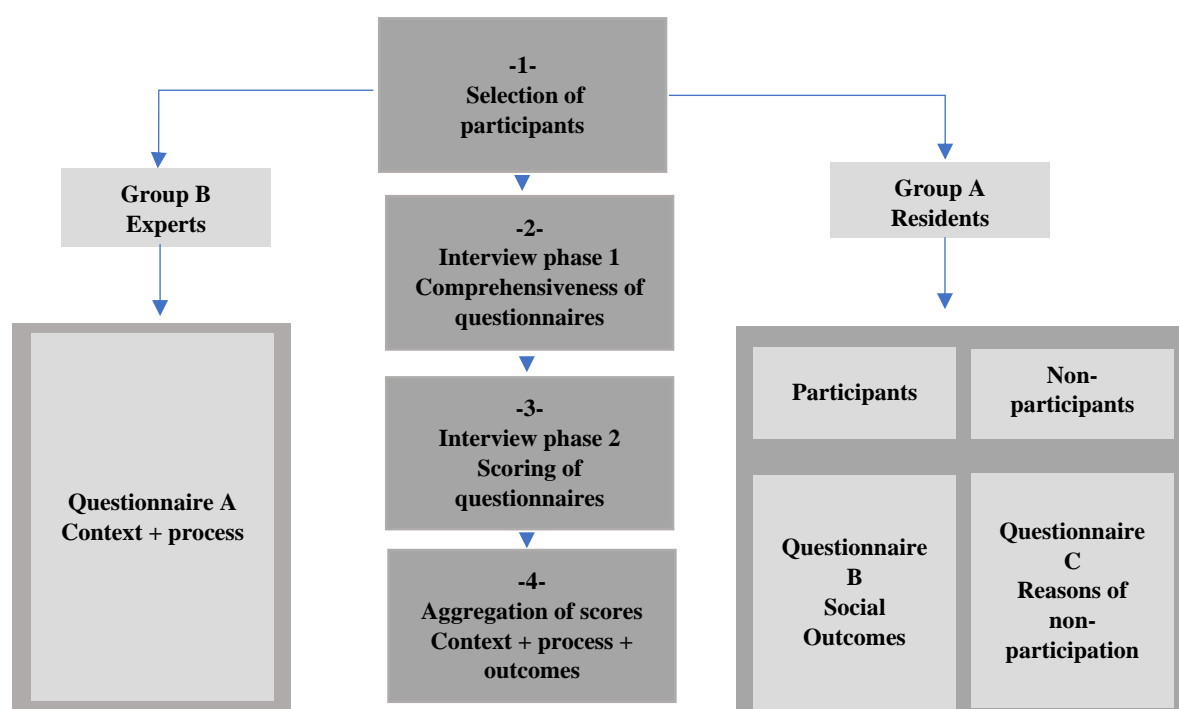


Figure 6: conduction of the evaluation process

In a third phase, experts (practitioners) and participants (residents) were interviewed at the same time, with experts asked to evaluate the context and process of participation based on their expertise (23 questionnaires). Participants were asked to evaluate the social impact of participation on them based on their previous participation (14 questionnaires).

A face-to-face survey was conducted with each of the respondents, asking them to rate a list of criteria from one to five based on their experience with public participation.

Each survey took 10 to 14 minutes, in which every respondent gave their score for each of the criteria from low to very high ((1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly agree)).

The final phase was to assign a mean score for each attribute; the criteria were rated based on the mean responses, with mean scores between 1 and 2.8 classified as "poor", between 2.8 and 3.2 as "mixed", and between 3.2 and 5 as "good" (Likert, 1932).

This aggregation of scores is intended to facilitate the analysis and interpretation of each category based on its importance to the overall process.

The results of the respondents based on the scoring model, combined (qualitatively) with the responses of the non-engaged residents and the interviews conducted with the official stakeholders, are interpreted. And based on this, conclusions were drawn reflecting a specific approach to a specific case study. These discussions provide a better understanding of how and why participation often fails or succeeds in delivering the intended social benefits and the possible factors involved.

In addition, the presence in the neighborhood, through meetings and workshops, has provided observations that is believed to be very important complement to the results provided by respondents.

5.4 Case study characterization, evaluation, and results

5.4.1 Specificity of the case study

As mentioned above, the case study was characterized by intense political support from public authorities within the city's 'politique de la ville' policy, which places a strong emphasis on community involvement as a pillar of the decision-making process of regeneration projects. And to ensure the success of this particular consultation process, a committee has been set up to ensure that involvement is respected.

French urban development policy calls for establishing citizens' councils, chosen at random from a list of residents, to work with officials and professionals as community representatives.

In the La Duchère project, however, the citizen council's composition appears to be representative for several reasons. The selection process was random, did not favor citizens belonging to a particular area of the community, was characterized by different age groups, and composed of different origins (French, African, and Asian).

Nevertheless, the Civic Council was relatively active in organizing meetings and workshops aimed at networking with residents and creating some social integration and cohesion within the community.

With all the efforts made for this process, whether from the official site or civil society and various local associations, it was observed that the number of frequent participants and citizens interested in community work was not as high as expected. It varied between 20 and 30 participants in each session. This relatively low to medium number was the subject of interest in the study.

In addition, the age range of participants and walk-ins attending these regular meetings was mainly limited to residents who were between 35 and 60 years old, with a high predominance of participants who were over 50 years old.

Again, this raises the question of what prevents younger people from being part of the deliberative process and community activities in general from which they were absent.

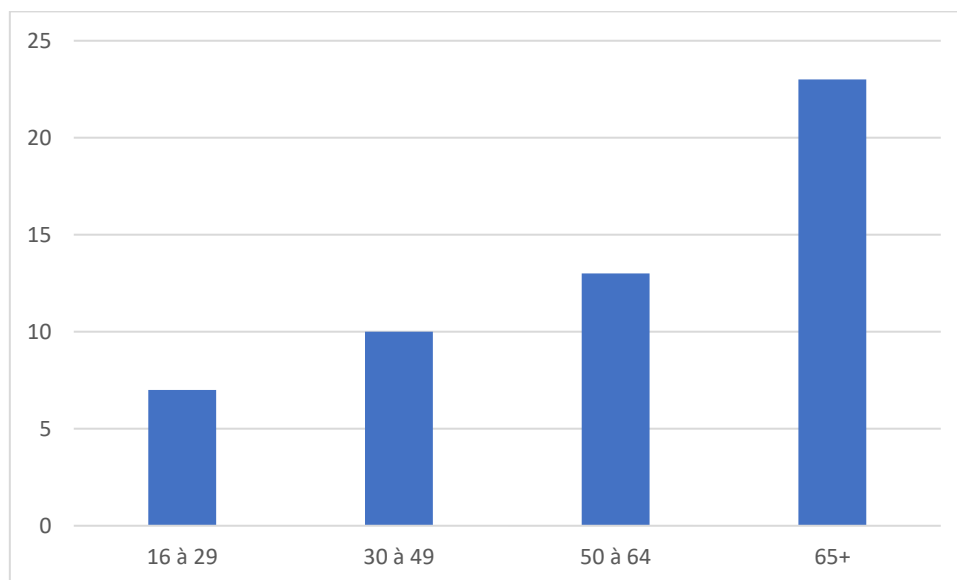


Figure 7: Number of participants per age category

Youth constitutes an essential part of community work. The absence of specific age categories can be a sign of more significant issues, whether related to the distrust of the youth towards the officials, the disinterest of the youth in these activities, or the lack of attachment to the community.

Another crucial feature that characterizes this case study is the high ethnic diversity in the neighborhood. Many residents are originated from North Africa, they have been residents of the neighborhood for several generations and immigrated from the former French colonies in the 1960s and 1970s.

Although most have lived in France for many decades, there are still distinct cultural differences that are reflected in the way they integrate into the general community. The immigrant community often forms ethnic groups belonging to the same religious or cultural background.

This self-segregation creates difficulties for both sides (residents and officials) integrating into community activities, including participation events. However, it is important to say that the neighborhood is characterized by a relatively high level of social cohesion, integration, ethnic diversity, and acceptance between all cultural and ethnic backgrounds. On many occasions this fosters an appropriate environment for engagement and mutual trust between neighbors that can be developed in favor of better participation practices.

This case study represents a specific dynamic created by the existing French urban policy, which implies a higher level of commitment from decision-makers to ensure a formal

empowerment process for citizens. It is common in the literature for participation processes to fail due to the lack of commitment from professionals and decision-makers. In this case, participation faced rather different challenges due to the contextual significance that characterizes this case study.

5.4.2 Sample characterization

In group A, this group has a total of 124 respondents, including two types of respondents, participants, and non-participants, 54 out of 124 were participants, they were asked to rate from (1) no impact (2) low impact (3) medium impact (4) high impact and (5) very high impact participants to the extent to which they acquired positive social outcomes following their engagement in a participation process.

In Group B, experts were asked to give scores to a list of criteria assessing the context and process of participation: (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Again, practitioners participated in the surveys.

This expert-based evaluation aims to define the context and process dimensions (factors) that influence social outcomes.

In the first group (A), based on the fieldwork, an average of 15 to 20 people frequently attended the participation meetings, which is relatively average to low. According to the residents, it was due to various reasons, mostly related to lack of interest, lack of time, and lack of trust in the officials.

Residents expressed that it was not worth sacrificing their weekend evenings and rest-time during the week to attend these meetings. This explains that 43% of the participants were retired citizens who had much more free time for community work, which explains the dominance of this age group in the participation process.

This question of priority can also be applied to the younger residents who gave similar answers, clarifying that they were not interested in discussing these issues and spending time in these events.

According to the Citizens' council members, people in general lack motivation and a sense of responsibility, "they do not care enough about the common good," Madeleine Muhlstein, representatives of the Citizens' council, have stated.

Residents of different ethnic backgrounds were also not strongly represented, which many believe may be due to communication problems (language), low intellectual abilities, and feelings of discomfort and embarrassment.

Some residents even stated that they were invited personally by the organizers to participate but they prefer to not attend such events. For example, an employed housewife who originated from North Africa indicated that she feels she does not belong there and feels uncomfortable attaining these meetings, which she believes is due to her cultural background where participation is not typical for her. Another woman from an African country said she feels shy

because she often does not understand what to do, which she believes is due to her limited education.

Another common challenge that was present for many residents is the distrust in the decisions that are made after their engagement. Residents were to some degree pessimistic about the final results of the project.

Antoine, a resident of la Duchère for more than 30 years, shares many residents' opinions. He explained that at the beginning of the project, they were excited about the idea of participation and how they could be part of the renewal of their neighborhood.

However, after the first phase of participation was completed and the final plans were presented to the public, Antoine expressed his disappointment with what he called a "different project." He did not see any of their proposed ideas on the plans, except for some superficial implantations.

These first impressions, disappointing to the residents, were reflected in the next stages of the project, where people lost confidence in the planners and the organizers and lost interest in the process of participation.

From the initial reading from the fieldwork and the interviews with the participation organizers that one of the main obstacles frequently encountered was the lack of commitment and interest in engaging a large number of residents; based on this, it can be argued that many of the challenges to achieving a successful process were not only related to the officials and professional lack of engagement. However, it encompasses these reasons to a broader complexity.

However, the participation officers have a different perspective on this matter. They explain that the plans were made in collaboration with the citizens, where they could influence the final decisions. The great disappointment of the citizens might have been a result of their previous high expectations. According to the organizers, the technicians had to bring their knowledge as professionals in combination with the citizens' wishes to reach a consensus on the final decisions that would satisfy all parties.

5.4.3 Scoring the factors and results interpretation

The evaluation of criteria results shows relevant findings related to the impact of deliberative processes on participants, experts, and participants rated a set of criteria based on their contribution. Experts rated the overall effectiveness process, and residents rated the extent to which participation added social value to them.

The scores shown below in Table 12 are calculated by averaging the scores given by respondents to each question (criterion).

Each question is given a final score from 1 to 5, which is calculated by dividing the total score for a question by the number of respondents (54 residents and 9 experts).

Mean = sum of all data scores assigned by participants / number of participants.

The table represents the scores obtained from the questionnaires, from experts and residents, conducted simultaneously. Experts were asked to score the context and process category questionnaire (criteria), In parallel, residents were asked to score the set of 'outcomes' questionnaire, and the scores are presented in Table 12.

Table 12: Experts and residents average scores of factors (5/5)

Dimension	Sub-dimension	Questionnaires	Scores
Experts' evaluation criteria for context	A - Type of issue	1. The participatory approach has had a relevant impact on the project	3,44
		2. The concerted subject was clear to all participants	3,33
	B - Preexisting relationships	3. There were no conflicts between the different actors of the project	2,33
		4. There was a trust between participants and other project stakeholders (decision-makers, operational and agents)	3,11
		5. There was a good relationship of proximity / distance between participants, policymakers, operational and agents	3,67
	C - Institutional settings	6. The project participants were determined to ensure the success of the participatory approach	3,56
		7. The skills of each actor were visible	3,78
	D - Participants' understanding	8. Participants showed a willingness to be proactive	3,78
		9. Participants know the project details	3,0
		10. The participatory approach was easy to follow for everyone	3,11
		11. The participants were aware of the importance of their commitments	3,67
Experts' evaluation criteria for process	E - Types of mechanism	12. Participation was open to everyone equally	3,89
		13. Quality of the results of the process	3,11
		14. The project participants all agreed on final project decisions	3,67
	F - Process features	15. Policymakers, operational and agents have shown optimal responsiveness to the needs of participants	3,44
		16. The participants were actively engaged in the process of speaking	2,44
		17. Participants had control over final decisions	3,56
		18. The number and pace of meetings were organized suitable	2,89

		19. Technological support was provided to participants	2,22
	G - State of participants	20. The participants represented the majority of the population of Duchère	3,67
		21. The attendance rate of participants in each session was high	3,67
		22. The participants came to the meetings with regular frequency	3,75
		23. There was a relationship of trust between participants, policymakers, business and agents	3,78
		24. The participants were motivated to engage	3,56
Residents' evaluation criteria for the outcomes	H - Citizen related outcomes	1. The development of your knowledge and individual experiences (knowledge and know-how)	3,58
		2. How do you and others identify you in your neighborhood?	3,79
		3. Developing your social skills (your ability to live and work with others?)	3,62
		4. Your trust in other project actors (decision-makers, operational staff, and agents?)	3,28
		5. Your ability to take on collective responsibility?	3,36
		6. Your social connections with other participants?	3,87
		7. Your sense of belonging and attachment to your neighborhood?	4,13
		8. Your decision-making ability?	3,36
		9. Your ability to accept cultural and ethnic diversity?	3,83
		10. Your ability to express yourself in a group in a fair and just manner?	3,75
		11. Your satisfaction with the final decisions?	3,23
		12. Your belief that you can make a significant change?	3,21
		13. Your willingness to engage in neighborhood changes and neighborhood community?	3,83
		14. Your ability to manage and reduce conflict?	3,34

The next part of the analysis looks at the impact of the participation processes on citizens who participated in one or more sessions. Through the quantitative results and in confrontation with the qualitative findings obtained, we will be able to provide a deeper insight into the specificity of the La Duchère project and the dynamics it has created.

The first reading of the scores received from resident participants (Table 12, Figure 8) shows relatively positive scores. Most respondents gave scores between 3.2/5 and 5/5 on the proposed questions, reflecting an overall positive mean score for the process (Likert scale).

Initially, it was assumed that the overall participation process was successful according to the defined success measures, with an overall mean rating of 3.2/5 from both practitioners and residents.

The ratings of the residents interviewed indicate that they have achieved positive social outcomes. However, it is important to note that in addition to the overall positive scores, a relatively small number of respondents gave low scores (between 1/5 and 3/5), which is still to be expected in studies such as this to have a variety of perspectives on success based on personal experience. However, it is important to understand these differences and the related dynamics and what might have caused them.

The low scores could be related to the challenges described in the qualitative interviews with respondents regarding trust in officers and the lack of knowledge that prevents them from clearly understanding their roles during participation sessions, which affected participants' sense of ability.

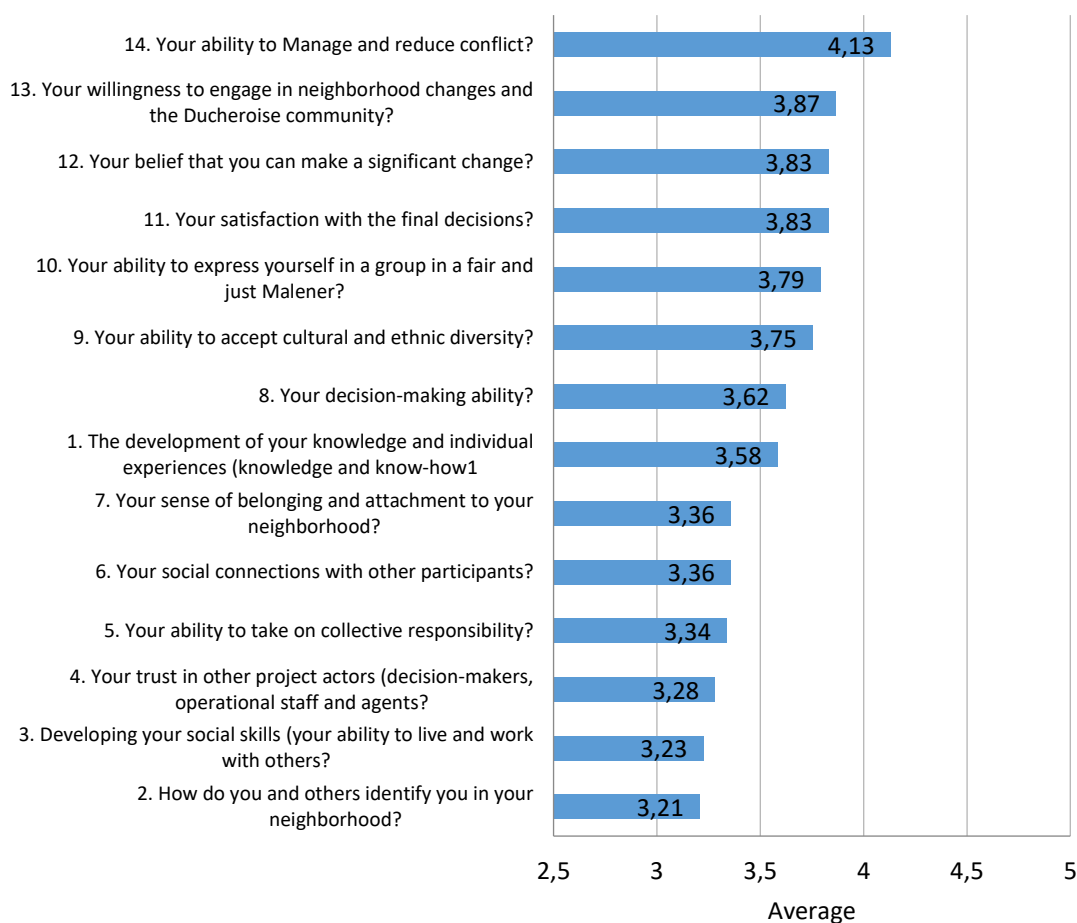


Figure 8: Average scores of factors by participants

In addition, the residents who did not participate in the project expressed their dissatisfaction with the final results of the urban project. In parallel, the participants' ratings also reflected this through the low scores of the project-related criteria

- Your belief that you can make a significant change?
- Your satisfaction with the final decisions?
- Your trust in other project stakeholders'.

These three criteria are seen as crucial to the overall participation process and represent the purpose of participation concerning the project objectives, with a lack of trust in those in charge, dissatisfaction with the final outcomes and questioning one's own ability to make a change through participation calling into question the effectiveness and legitimacy of participation.

However, the highest scores awarded by participants were attributed to five main outcomes:

- The attachment and a sense of responsibility to the neighborhood,
- Social connection with other participants,
- The willingness to participate in future neighborhood change and community service,
- The level of acceptance of ethnic and cultural differences.
- The level of collective identity of the participants.

The points awarded for the five outcomes are related to the type of participants who were part of the process and their level of engagement with community work. The five outcomes are to some extent related to the perceived importance of the engagement to the participants.

These five outcomes are criteria that define the level of active citizenship of the engaged participants and their commitment to neighborhood change and overall community interest.

Participants developed positive qualities through participation in the participatory activities. Based on the fieldwork and interviews conducted with different types of participants (in terms of ethnicity, age, occupation), it can be argued that these qualities are related to the level of citizenship they developed after participating in civic participation on different occasions over the years.

This assumption is based on the results obtained by the ratio of age to score, where it can be observed that the highest scores were obtained by participants aged between 50 and 65 years, which is the most active category of residents in terms of active associative work and neighborhood change (see Figure 9). The results show that these participants have increased their awareness of the community and their general interests.

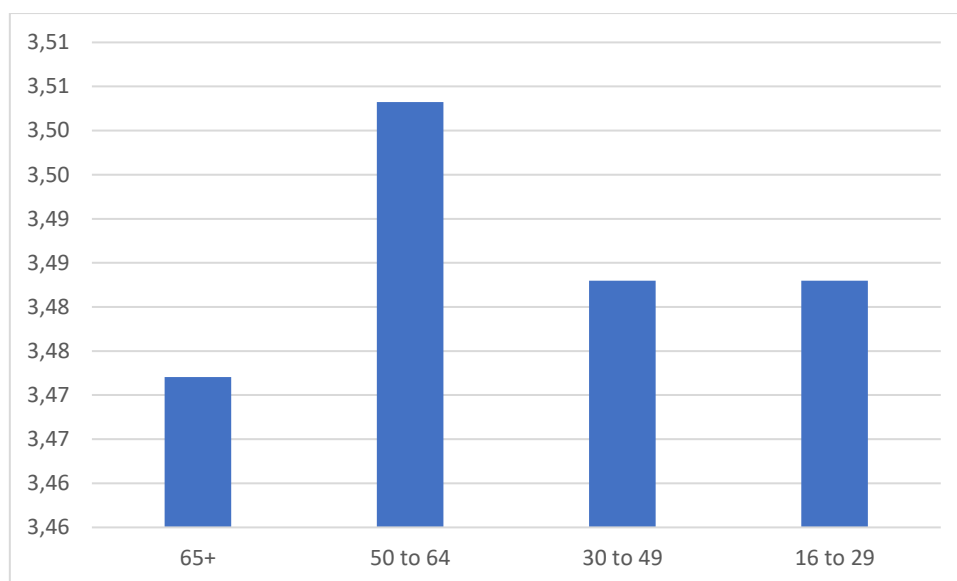


Figure 9: Average Scores per age range

Regarding the age range's dominance (see Figure. 9) of the participants (+50 years), it is observed that these frequent participants have acquired skills and abilities through previous personal experiences, whether through their participation in frequent associative and community work or their intellectual level. This allowed them to be more appropriate and acquire new qualities that participation promises to offer.

The age range of participants was relatively important in relation to attributed values. The results show that participants between the ages of 50 and 64 reported higher importance than other age categories. This may confirm this works' assumptions that participants between the ages of 50 and 64 represent the majority of associations and community workers, enabling them to be active citizens with higher positive social skills than other categories of participants.

Based on the results of an expert-based approach, the context and process contributed positively to social outcomes (Table 12) with an overall score of 3.4/5. However, the results obtained from experts are meant to identify the influence factors (among context and process) on achieving the social outcomes, which will be the focus of the next chapter.

On the other hand, residents rated the process with a score of 3.6 / 5, which shows their interest and recognition of collective responsibility, as contributing to neighborhood attachment, awareness of the general interest of the community, willingness to be an active citizen in the future change of the neighborhood.

Therefore, it is possible to assume that this specific participation process contributed positively to increasing the participants' social skills, with the average results expressing an average of "3.5 / 5".

Participation often fails due to the lack of responsibility of the professionals and organizers of participation. In this particular case, it was noted that despite the high commitment of those responsible for the implementation and the achievement of effective participation, citizens have less control over their contribution to the success of participation. Assuming it could be for

reasons often related to the weak level of trust between those responsible and citizens, the lack of interest in the collective work in the neighborhood, and, to a lesser extent, and the lack of knowledge and experience of residents. This lack of trust leads to compromise the achievement of some social objectives of participation, such as increasing the level of citizenship of residents and overcoming the existing trust problems.

5.5 Conclusion and future research

The political will and positive intentions of officials and the commitment of professionals and decision-makers are critical to achieving public participation outcomes. However, participants also play an essential role, influenced by various dynamics and factors that are subsequently reflected in the delivery of the social benefits of participation.

This chapter aimed to help understand the dynamics related to achieving specific social outcomes of participation in urban regeneration projects by evaluating a case study conducted in Lyon, France. An evaluation model that was developed and applied based on previous research to assess the overall participation context and process in achieving these social outcomes, with a set of criteria assessed by participants based on their personal experiences in the participation process.

The case study examined a range of dynamics observed during the participation process based on information gathered from experts, stakeholders, residents, members of active civic associations, and members of the general community. The data collected from this evaluation process provided important insights that helped us better understand the existing relationship between participation and community development.

The overall rating given to the participation process is 3.5/5 on the Likert scale, which is considered positive. The results obtained from evaluating the three dimensions of participation, both by the experts and the residents, signify a relatively positive process in its three dimensions (context, process, and results) and have achieved the intended social outcomes.

The mean scores of each outcome showed that five social outcomes were rated significantly higher than the rest.

- The attachment and sense of responsibility to the neighborhood,
- Social connectedness with other participants,
- Willingness to participate in future neighborhood change and community outreach.
- The level of acceptance toward ethnic and cultural differences.
- The participants' level of collective identity.

These five social criteria that scored the highest relate to the participants' characteristics as citizens, community members, and the relationship of these members to their neighborhood and place of residence.

The data collected to characterize the participants showed that most participants (43%) are citizens over the age of 65, thus scoring the highest among the rest of the participants.

The study shows that citizens aged 50 to over 65 years represent the vast majority of participants who participate most frequently compared to the other age groups. They also scored the highest in terms of social outcomes.

Interpretation of these data might suggest that a large proportion of participants who scored positively were actively engaged in various neighborhood activities (including public participation), whether as members of associations or as members of the neighborhood citizens' council or as citizens. This was reflected in their characteristics as active members of the community, with a number of positive social qualities.

The less rated criteria are mainly three:

- Degree of trust in government,
- personal belief in meaningful change.
- Satisfaction with decisions ultimately made".

These factors have least to do with the social impact on participants, but rather with project decisions and the relationship between officials and citizens.

However, the individual and collective condition of the participants, such as the level of education and knowledge, the level of responsibility towards the common good, the level of integration in society, and the level of satisfaction, are more likely to influence the achievement of the social outcomes of participation.

These later results provide a relevant contribution to the literature on public participation. We assume that participation depends on the participant's state and his commitment, which affects the achievement of the desired outcomes, not only the context, the process of participation, which is the case in this research.

In this sense, it can be assumed that La Duchère case study was generally successful in transmitting positive social qualities to participants. Therefore, it is seen as a possible enabler of positive social change, a trigger for the community to develop skills and capacities.

However, this specific process had a lesser impact on qualities related to particular outcomes regarding trust issues and satisfaction with the final implementation of the regeneration project.

The experts' findings show that the participation process and mechanisms were adequate to deliver overall successful participation, also, results show that the official stakeholders of participants maintained positive intentions and a good level of commitment by establishing a well-structured process to achieve effectiveness and the outlined social goal of participation.

Thus, it can be concluded that positive social outcomes of participation do not necessarily lead to the achievement of the global goals of participation as a decision-making tool. But this depends on other factors that should be investigated in future research.

Future research should use empirical methods to define critical success factors that influence participation processes in different contexts. This will help better understand how to achieve more effective participation processes that provide citizens with individual and collective social qualities, promoting community development and neighborhood change.

Future research should explore how both socially effective citizen participation and an overall effective participatory process are interrelated and how one can lead to the other. And what are the factors that influence this relationship. This will ensure an effective approach that successfully achieves all the intended goals of public participation.

CHAPTER VI

IDENTIFICATION OF INFLUENCE FACTORS ON ACHIEVING COMMUNITY DEVELOPMENT IN PUBLIC PARTICIPATION

6 Identification of influence factors on achieving community development in public participation

6.1 Introduction

In more traditional planning contexts, questions of impact on the social context remain to some extent unexplored. Still, the increasing engagement of communities in planning decisions highlights the need for a more careful and detailed examination of these projects in a holistic approach by addressing their key dimensions - the economic, the environmental and the social.

The social dimension is the least researched and included compared to the other two aspects, despite its importance in development projects. Larsen et al. (2011) point out that facility management needs social theoretical knowledge to play an essential role in urban development.

In addition to the importance of social factors in the sustainability of communities in the short and long term, increasing social interaction, social cohesion, equality, and social capital. These impacts are related to the broader goals of social sustainability and community development.

Participation is a key feature of a democratic and civil society, a key concept in social sustainability discourse, and an integral part of a sustainable society's political system. It is considered one of the most critical drivers of social cohesion, social network integration, and social capital (Littig and Griessler, 2005; Murphy, 2012). It is seen as an enabler of social change through its impact on communities, reflecting in parallel the overall outcomes of urban regeneration projects.

Achieving these goals has been the subject of recent debates questioning the effectiveness of participation and how to achieve them. In theory, however, authors have provided a solid basis to these assumptions by presenting the benefits of public participation as a legitimizing tool for projects and a trigger for positive social change to strengthen communities.

Authors have linked public participation to community development (Tylor, 2007) through a mutually influential relationship, whereby improving one leads to positive outcomes on the other.

In this chapter and the existing theoretical discussions, the aim is to provide a more empirical approach that helps strengthen the assumption about the factors that influence the social outcomes of public participation and its causal relationship with community development.

This approach is based on an evaluation model developed specifically for this research's purpose to assess the extent to which participants can contribute to community development goals. Based on the model and the evaluation results obtained, the objective of this approach is to identify factors that influence the achievement of these outcomes (achieving community development through participation).

These influencing factors will help to enhance future participation processes to ensure more effective and efficient participation that potentially led to positive social change within disadvantaged communities, consequently contributing to community development goals.

However, before conducting the practical approach to define these factors, in the next part, a literature review is conducted concerning the possible factors that might contribute to achieving the dimensions of community development and the goals of participation as a result. The identified factors through this review will be contrasted in later stage with the factors defined based on the (empirical) experts-based approach to determine its significance.

6.2 Literature review – factors influencing social outcomes of participation in community development

6.2.1 Theoretical approach

6.2.1.1 Introduction

The benefits of public participation have been the subject of debate for many years. It has been associated with many other different disciplines related to people and development initiatives such as tourism development (Aref, 2009), community development, and community work (Abbott, 1995; Lackery and Dershem, 1992; Goulet, 1989; Oakley and Marsden, 1984; Gilbert and Ward, 1984; Smith, 1981; Galjart, 1981a, and 1981b; Wandersman, 1981). Social policy (Richardson, 1983; Croft and Beresford, 1992) and community planning (Moser, 1989; Wandersman, 1979).

More specifically, the idea of participation is seen as fertile terrain for social development (Eversole, 2010), considering that social change is no longer seen as a task confined to higher institutions and structures but that it is now believed that anyone can create change. It is achieved by reshaping public participation, transforming the interaction between communities, professionals, and policymakers into a truly participatory space (Eversole, 2010).

These potential social changes are still elusive and not supported by solid evidence in practice. Because of their importance, several studies have explored the associated dimension of social change that could be linked to the concept of participation and the broader idea of community development.

In this review of literature, a detailed overview was developed concerning the potential social changes that arise from the dynamics of citizen involvement in decision-making processes, in what is seen as the recommended practice of public participation that could contribute to positive community impacts and future processes of participation.

These changes are related in purpose but different in terms of their influencing factors. It is hypothesized that these factors will lead to the achievement of these dimensions.

The factors identified through this review are considered theoretical assumptions. However, in this work, a practical approach was followed. With this in mind, two phases were conducted. In the first phase, a case study was conducted in the previous chapter to confirm the participant's achievement of the social goals. In a second phase, which is the subject of this chapter, a number of specialized professionals and experts were invited to identify the influencing factors based on their expertise.

In this context and as an initial step of the second phase, a number of the relevant core dimensions of social change were presented that are suggested to relate community

development with public participation, each of which is influenced by a number of factors. These factors are further elaborated in the identification process carried out in this paper.

Understanding the dynamics created by participation as a form of potential social change requires an approach that values this practice's diversity and multidisciplinary. Therefore, it is crucial to dissect the dimensions and aspects associated with this deliberative exercise.

6.2.1.2 Social innovation

The literature on social innovation remains fragmented, disjointed, and scattered across different fields such as urban and regional development, public policy, management, social psychology, and social entrepreneurship (Cajaiba-Santana, 2014).

The term has become 'overdetermined,' or its definition is avoided or ignored in most cases (Edwards-Schachter, 2017). This ambiguity 'caused some scholars to drop it as a scientific concept' (Moulaert et al., 2013, p.13).

The term "social innovation" has had two meanings in academic literature. In its earliest scholarly use, mainly in sociology, it was used to refer to new patterns of human interaction, new social structures, or new social relationships. The second focuses on innovations that aim to address a social or environmental problem or meet a specific social market failure or need (Nicholls, 2015).

Moulaert (2005, 2010, 2013) was among the authors who brought to light relevant clarifications of the term. According to Moulaert, communities are the enablers of citizenship in social life, the nexus between the search for a democratic state that guarantees fundamental rights on the one hand and the continuous reinvention of social life on the other; they are the drivers of social innovation.

Cajaiba-Santana (2014) defines social innovation as "new social practices that emerge from collective, intentional and purposeful actions that aim to bring about social change by reconfiguring the way social goals are achieved." People develop and implement social innovations as collaborative responses to these social challenges in their environment (Dawson and Daniel, 2010).

The European Commission (2013, p.6) guide to social innovation suggests that "social innovation can be defined as the development and implementation of new ideas (products, services, and models) to meet social needs and create new social relationships or collaborations".

A more precise definition has been proposed by Moulaert (2009: 12), where it is stated that social innovation "involves the transformation of social relations in space, the reproduction of place-based and spatially exchanged identities and culture, and the establishment of place-based and scale-based governance structures ... encompasses. Social innovation is often either locally or regionally specific or/and spatially negotiated between actors and institutions with a solid territorial affiliation (Moulaert (2009: 12).

Despite different approaches (Pol and Ville, 2009), social innovation is usually described as a significant change in social structures that improve economic and social performance (Turker 2017; Haemaelaenen, 2007).

Moulaert (2005) made one of the first attempts to broaden the debate on the meaning of social innovation in an introductory article for *Special Topic in Urban Studies* by Moulaert et al. (2005). He identified leading narratives at SI in management science, arts and creativity, territorial development, political science, and public administration.

He focused on the interacting dimensions of social innovation that he considers relevant concerning spatial development and proposed three main dimensions. Interaction: 1) satisfaction of human needs that are currently unmet; 2) changes in social relations, and 3) empowerment dimension in the form of increasing socio-political capacity and access to resources (Moulaert et al., 2005).

According to Cajaiba-Santana (2014), social innovation is associated with three main approaches that can be analyzed by:

- An agent-centered approach, which analyzes the actions and behaviors of individual actors.
- The structural perspective, which defends that social innovation occurs as a result of contextual factors.
- The approach combines both approaches and tries to shape the interaction of the actor and the context (Cajaiba-santana, 2014).

Edwards-Schachter (2017) considers innovation as a learning-based process and relates it to three main aspects:

- The emphasis on social interactions as forms of relationality between a variety of actors and social practices.
- The innovation process involves a potential institutionalization of social practices that situates actors' ability to change rules, relational ties, or resource distribution.
- Social practices span the different stages of any innovation, from the origins or sources of the invention to its diffusion.

6.2.1.3 Community social enterprise

Social enterprises have attracted a growing number of scholars, but no consensus has yet been reached in defining the concept (Srivetbodee, 2017). However, the concept is increasingly referred to as a potential driver of social change by transforming the system or creating entirely new solutions to pressing social needs (Jacobi, 2017).

Social enterprise is commonly defined in the literature as an organizational movement that adapts market-based strategies to achieve social change, Dacin and Matear (2010) define social enterprise according to the four main elements: (1) forged by an individual with discrete characteristics and motivations to change society (Seelos and Mair, 2005), (2) established as a new enterprise or operated within existing organizations (Zahra et al. 2009), (3) conducts social wealth creation activities over economic wealth creation activities (Mair and Marti, 2006), and,

most importantly, (4) focuses on developing social value rather than generating economic returns as an end result (Mair and Marti 2006).

According to Srivetbodee (2017), the emergence of social entrepreneurship and entrepreneurs is linked to the formulation of organizations that improve employee well-being and develop community and society (Lincoln 2003; Shaw 2004; Billis 2010; Ridley-Duff and Bull, 2016; Srivetbodee, 2017).

Within academic circles, there has been more focus on linking social entrepreneurship to the production of social value, suggesting that social entrepreneurship is characterized by the production of social value, income generation from the sale of goods, entrepreneurial adaptation, community and stakeholder engagement, and partnerships (Mair and Marti 2006; Kickul and Lyons 2012; Srivetbodee, 2017). Moreover, according to Srivetbodee (2017), social value is defined as a value that improves people, communities, and societies (Stevens, Moray, and Bruneel 2014; Srivetbodee, 2017).

Other authors, such as Patsy Healey (2015), use the term civil society enterprise to refer generally to enterprises and projects that develop from the sphere of civil society rather than from the state or business. Although Healey considers it a form of social innovation, Moulaert (2010) uses the term referring to experimentation with alternative ways of creating public value and governance work.

Despite the ambiguity surrounding the term and its conceptual features, studies have identified several dimensions that they assume are related to enhancing social entrepreneurship and social value creation as a result.

Some studies have found that four dimensions can be associated with this concept: individual social entrepreneurs, their sector of operation, the processes and resources used by social entrepreneurs, and the primary mission and outcomes associated with social entrepreneurs (Dacin, Dacin, and Matear, 2010; Dacin, Dacin, and Tracey, 2011).

Others have linked civil society, government, market, and international aid to variance in social enterprise (Kerlin, 2009; Nicholls, 2006; Nyssens, 2006). In addition, other factors in this context have been identified, such as specific socio-economic conditions (Kerlin, 2009) and the geographical context for social enterprise, which has been suggested to influence its occurrence (Salamon et al., 2004).

Healey (2015) in her study, questions what creates and sustains such community enterprise initiatives, and she suggests that building organizational capacity is considered a key factor. Other related factors that have been suggested are an agency that contributes to the creation of a culture of community among residents. This culture includes an entrepreneurial attitude, a willingness to challenge and experiment, and flexibility in relation to changing opportunities and threats.

Knowledge development, empowerment, and energy were also important to harnessing what Healey described as a structural opportunity. In parallel, a solid commitment to community concerns and effectiveness, a strong sense of place and attachment to values were seen by

Healey as important, not only in terms of material needs, but also on a spiritual level Healey (2015).

Martin & Osberg (2007, p. 35) suggest that social entrepreneurship is associated with three main elements:

First, the entrepreneurial context, which includes the social factors that lead to social problems such as poverty and exclusion. Second, the entrepreneurial characteristics include the actions and movements taken by organizations and social entrepreneurs as solutions to communities' issues and the application for such actions.

The third element is the entrepreneurial outcome, which is the social change that has occurred due to the innovative solutions and the new context, leading to improved well-being and quality of life and socio-economic growth (Martin & Osberg, 2007, p. 35).

Various scholars (Sharir & Lerner, 2006, p. 7-15; Boyer, Creech & Paas, 2008, p. 118-132; Mason, 2012, p. 123-130; Di Domenico, Haugh & Tracey, 2010, p. 691-697; Wronka, 2013) have proposed a number of success factors related to social enterprises, they have proposed eight main factors that contribute to the success of social enterprises.

- Strong leader (leadership): engaged in the enterprise's management and coordination, with high justification and appropriate qualifications.
- Partnerships: the ability to negotiate and maintain a range of relationships for the benefit of the business, particularly with local public sector institutions.
- Triple bottom line planning: a balance sheet that measures economic benefits but also captures the impact of the organization on people and the planet. The triple bottom line is a way to express a company's impact and sustainability on both a local and global level.
- Attractiveness and clarity of the innovative concept: the product proposed to customers should show that a new idea has market potential.
- Business planning and marketing: either the company's leaders have business and marketing skills or have access to these skills among their key partners.
- Short- and long-term benefits management: the company should demonstrate how it will provide both short- and long-term benefits to its stakeholders to retain and engage them.
- Local engagement: the company's success depends on the successful engagement of local stakeholders and beneficiaries.
- Risk management: planning activities to avoid risks and impacts of extrinsic factors.

Ayob (2017) examined the effects of ethnic and religious heterogeneity and trust as moderators on social enterprises in 22 countries. He concluded that ethnic diversity favors greater social enterprise engagement. In parallel, he found that religious diversity, although interfaith trust, seems to mitigate the negative effect of religious diversity on social enterprises (Ayob, 2017).

Other studies have found that awareness-raising, local knowledge, public awareness as well as communication, local wisdom, and locality (because without these, social enterprises cannot get support from the community) have been found to be necessary for the development of social enterprises (Shaw 2004; Hasan 2005; Nyssens, 2010; Srivetbodee, 2017).

Authors such as Bailey (2012), Healey (2015) argue that civil society enterprises' development and contribution need much more attention from the planning research community.

6.2.1.4 Social justice and the just city

Defining social justice is not easy (Jean-Marie, Normore, & Brooks, 2009). The complication of social justice is that it is considered an umbrella term with several complicated concepts underneath.

Blackmore (2009, p. 7) notes that social justice "encompasses a range of terms, some of which are more meaningful than others, such as equality, equity, inequality, equal opportunity, affirmative action, and, more recently, diversity," and that furthermore, each term "takes on different meanings in different national contexts" (p. 7).

In the literature, a find particular attention to the social justice approach to leadership and education, highlighting the importance of social justice as a support for the underrepresented and undereducated within schools and how it is about "addressing and eliminating marginalization in schools" (Theoharis, 2007b, p. 223).

Many other studies in the literature focus on leadership and education, which may appear to be a strongly related concept to social justice (Singh, 2011; Merchant & Shoho, 2010; Theoharis, 2007b).

In community development, social justice is seen as a concept that seeks to address and focus on the broader collective rights for groups and communities while recognizing that the individual's rights should not be negated or ignored by the collective (Gormally, 2013).

In this sense, the concept of social justice is seen by Gewirtz and Cribb (2002) as a concept that can have three main facets: distributive, cultural, and associative: distributive justice concerns the equitable distribution of goods in society, cultural justice refers to the absence of both cultural dominance and 'non-recognition of cultural groups, and associative justice refers to the full participation of marginalized groups in decision-making.

According to Weil (2004), social justice within a society should promote equal human rights, distributive justice, and a structure of opportunity rooted in a representative and participatory democracy. (p. 8).

Within the literature, a little focus is given to the spatial dimension of social justice. For example, Roberts (2003) argues that adopting a more comprehensive and powerful spatial management approach can help achieve social inclusion and social justice. He argues that social justice benefits can be achieved if a more advanced form of spatial management is developed (Roberts, 2003).

Ginwright et al. (2002) have used a social justice approach to youth development. The authors suggest that the way to promote practice with youth within communities is to address three primary levels of awareness:

Self-awareness refers to recognizing issues related to individual differences such as race, gender, and identity. It refers to the abuse of power and Global Awareness - where empathy for other oppressed people worldwide is encouraged.

However, it is difficult to arrive at a clear identification of social justice dimensions as it is linked to many areas and aspects ranging from health, sustainability, politics, human rights, education, and economics, making it difficult to arrive at a conventional interpretation of the concept.

Some of the dimensions that link with the concept are related to the pressures of global economic agendas and policies that affected the format of societies and the values and identified that was the structure of the community system. Other factors that can be associated with the provision of goods and services affect the lives of these disadvantaged communities (Roberts, 2003).

However, the concept of social justice has been the focus of several important authors in urban policy and planning. Susan Fainstein is one of the principal authors dedicated to developing the concept of the just city, their research since the 1970s focused on the contemporary history of urban planning.

Fainstein believes that "forcing decision-makers to make justice a major consideration in urban policy would be more than a marginal change" (Fainstein, 2010: 6). Instead, she argues that the path to social justice would be possible by adopting her definition of the components of the concept of the just city.

In terms of addressing the concept of the just city, the term encompasses a broader scale and dimensions. It cannot be limited to the social problems of communities nor community development outcomes. Although it is deeper and more complicated, it is related to articulating the urban theory of justice, political economy, and communicative rationality. Fainstein's (2010) just city was based on three main criteria of justice: equality, diversity, and democracy, using these indicators to evaluate three case studies New York, London, and Amsterdam, and she presents her framework for planners according to her definition of the just city.

According to Fainstein, the Just City framework is defined as "a distribution of both material and non-material benefits resulting from public policy that does not favor those who are already better off, to begin with, it does not require that each person be treated the same but rather that treatment is appropriate" (Fainstein, 2010: 36).

In this sense, urban policy is required to set requirements for new development, housing that is permanently affordable to less fortunate people; minimal displacement of existing populations; economic development tools that support local small businesses.

For the diversity criterion, Fainstein's perspective that people are not "excluded based on characteristics such as gender, ethnicity, or homelessness" is the basis for taking "seriously the value of the lives of others, including interest in the practices and beliefs that give them meaning" (Fainstein, 2010: 174-175).

This criterion suggests that urban plans and policies are measured by the extent to which households are not forced to move; zoning is inclusive; boundaries between zones are permeable (allowing for easy movement and barely visible transitions); there is abundant open space where many types of people can interact; there are often areas of mixed land use; and public authority is used to increase access for historically excluded populations (Connolly, 2017).

Fainstein's democracy criterion does not imply that the democratic process leads to equitable outcomes; instead, the focus is on advocacy along with groups that are not yet well represented. Resident engagement is key to achieving democratic representation, but without valuing the act of participation itself.

Therefore, according to Fainstein's framework, incorporating the three concepts of equality, diversity, and democracy into urban policy will lead to moving towards what she calls the just city as an outcome that achieves the notion of social justice-oriented policies and plans.

6.2.1.5 Social Capital

The concept of social capital has gained popularity in the community development literature in recent decades. The debate on this concept began many years ago, starting from the initial works of theorists such as Bourdieu (1986), Putnam (1993), Coleman (1988), where they addressed the issue of social capital from different perspectives.

Putnam (1993) defines social capital as "those features of social organization, such as trust, norms, and networks, that can improve the efficiency of society by facilitating coordinated action. Putnam (2000) believes that social capital can be seen not only as a social process that benefits individuals and groups, but instead as a social process that benefits the entire community, through the skills and experiences individuals have gained to develop trust-based relationships that create bonds among all members of the community. Such bonds are reflected in more positive outcomes such as active citizenship, social networks, and neighborhood relationships (Putnam, 2000).

Bourdieu (1986) defined an alternative concept of social capital as a potentially substantial sum of resources in networks. At the same time, Coleman (1988) described social capital as anything that facilitates individual or collective action and is created through networks of relationships, reciprocity, trust, and social norms (Coleman, 1988).

Much of the discussion about social capital revolves around the difference between "bonding" and "bridging" social capital (Putnam, 2000). While bonding, social capital appears to be characterized by dense, multifunctional ties and localized solid trust. Bridging social capital seems to be represented by weak ties, such as impersonal trust from strangers (ONYX, 2010).

In this perspective, Onyx (2010) has defined from the research factors that she considers relevant in relation to bonding and bridging social capital.

In relation to bonding social capital, five key interrelated factors were identified:

- Association density within the community; community-based organizations and associations (including economic, social, and environmental enterprises) can facilitate

effective responses to change within communities. Engagement in such organizational efforts can lead to individual and collective empowerment by promoting creative, resource-efficient efforts to achieve community goals.

- Participation in community life includes formal and informal engagement in community tasks and organizing individual willingness to contribute.
- Shared Values. A sense of common purpose and coming together to develop community priorities can motivate sustained collaboration.
- Trust, a key factor, can be achieved through mutual comfort through personal relationships, affecting how individuals deal with conflict and differences between them.
- Agency consists of communities taking the initiative for their development by mobilizing the social networks to active actions and using the experiences to improve knowledge and learning.

In terms of bridging social capital, Onyx (2010) suggested that critical factors such as physical, human, and financial resources can play an important role.

- Trusted professionals and a variation of capable actors promote better opportunities for an effective resource development process.
- Active engagement within this variation of networks of actors and individuals can also increase the chances of success.
- As the available skills, knowledge, and capacities that an individual has, human capital is an important factor in controlling his or her various social, professional, and information networks to make better use of available resources.

However, most studies address the importance of such factors related to human capital, such as trust, connections, and social ties in a social perspective, but the discussion of spatial effects on social capital remains limited (Rutten, Westlund and Boekema 2010; Westlund, Rutten and Boekema 2010).

Few others, such as Foster (2015), suggested that these resources should be addressed in terms of a spatial and geographically distanced perspective, arguing that location and distance matter for accessing social capital resources in everyday life. Distance has always been an essential factor in structuring relationships between people and the resources they use (Foster, 2015).

However, Foster (2015) concludes that while long commutes limit face-to-face interactions within neighborhoods, he postulates that geographic dispersion may have less of an impact than once thought.

These effects due to such spatial factors may vary between positive and negative. For example, studies have found that increased distance to work and places of public participation can negatively impact the development of social capital as a result of sprawl (Putnam, 2000; cited in Foster, 2015).

Other studies found that commuting to religious places has positive effects on social capital. For example, Putnam and Campbell (2010) argue that individuals who tend to go to church are more likely to create social ties through interaction.

Studies have focused on the importance of organizational building blocks such as neighborhood associations and how such associations act as promoters of social capital and

facilitators of social interaction and feelings of belonging, safety, and familiarity. In this manner, Van Houwelingen (2012) has explored these assumptions in Japanese society. The study concluded that neighborhood associations are an essential part of Japanese civil society and play an important role in maintaining Japan's stock of social capital. These neighborhood associations make it very easy for neighbors to interact with each other.

He suggests that neighborhood associations provide opportunities for neighbors to meet, cultivating a sense of familiarity and security at an elementary level, which is a trigger for success at the individual and collective levels (Van Houwelingen, 2012).

For their part, the OECD has made some significant advances to define further social capital for better international comparative measures in the future (OECD, 2013). They have proposed a conceptual framework in which they have defined four main aspects: they argue that these dimensions cover all relevant factors related to social capital.

- Personal relationships refer to the "structure and nature of people's relationships". This dimension is characterized by its sources (context of interaction), its composition: bridging ties, the size of people's networks, the diversity of relationships, the nature of contact and frequency of communication with each other, and the quality of these relationships.
- Social Network Support refers to "the number of resources or supports a person can draw from their relationships."
- Characterized by the support people believe they can draw, different types of resources a person can receive from others, the support provided, frequency of support received or provided.
- Civic engagement refers to "the actions and behaviors that can be seen as making a positive contribution to the collective life of a community or society." It is characterized by: Formal volunteering with an organization or association, political engagement, the frequency of formal volunteering and political engagement, civic attitudes, and beliefs.
- Trust, and Cooperative Norms refer to the trust and cooperative norms or shared values that shape how people behave toward each other and as members of society. Characterized by trust in institutions, trust in others, social values of cooperation, such values include solidarity, helpfulness, honesty, generosity, courtesy, equality, tolerance, and non-discrimination towards different individuals.

6.2.1.6 Community Capacity

The term "community capacity" has recently gained prominence in social research and community development, explicitly referring to disadvantaged and disempowered communities.

Matarrita-Cascante and Edwards (2016, p. 15) define community capacity as a process in which residents, non-profit organizations, government institutions, and for-profits (interested in community development) work together to secure and mobilize local extra-local resources intended to solve existing community problems.

Chaskin (2001, p. 5) suggested in his work that community capacity is the interaction of human capital, organizational resources, and social capital that exist within a given community and can be harnessed to solve collective problems and improve or sustain the well-being of a given community.

Research has divided the concept of community capacity into two perspectives. According to Marré and Weber (2010), such a desired state is seen as a static condition. In this sense, capacity can be achieved by obtaining a set of assets and resources that contribute to a local ability to solve problems. For Lyons & Reimer, (2006), the second perspective can be seen when capacity is seen as a dynamic process. In this sense, capacity can be achieved depending on the community's social networks and communicative skills to invest in resources and assets through these networks.

Thus, as Matarrita-Cascante (2017) suggests, community capacity requires structural resources and the ability of residents of a place to mobilize these resources to solve local problems (Mendis-Millard & reed, 2007; Matarrita-Cascante 2017).

Studies have attempted to identify factors that may be associated with the achievement of such community empowerment. Goodman et al. (1998) listed participation and leadership, skills, resources, social and inter-organizational networks, sense of community, understanding of community history, community power, community values, and critical reflection as factors that lead to community capacity (cited in Matarrita-Cascante, 2017).

Maclellan-Wright et al. (2007) pointed to nine domains of community capacity in the context of community health, including participation, leadership, community structures, asking why, mobilizing resources, connections to others, the role of external support, skills, knowledge, and learning, and sense of community.

Earlier research by Chaskin (2001), suggested some factors associated with the achievement of community capacity building, Chaskin (2001) argues that four main factors can be agreed from the literature:

- The presence of resources (from individuals' skills to the strength of organizations to access to financial capital).
- Networks of relationships (sometimes emphasized in affective, sometimes in instrumental terms).
- Leadership (often vaguely defined).
- Support mechanisms or processes of community member participation in collective action and problem-solving.

In addition to these general factors, Chaskin's research went deeper to define how this capacity can be built through community capacitation by building a relational framework that describes five interrelated dimensions. The dimensions are essential characteristics (such as sense of community, level of community engagement, ability to solve problems, and access to resources).

The levels of social action (e.g., the individual level concerns the human capital and leadership qualities and individual skills of individual residents) can also be at the organizational level, which concerns organizations that contribute to the production of goods and services. The network-level concerns the social structure between all community members of a social agency),

Functional strategies (which may intentionally promote community capacity). That includes residential stability, which increases social networks and supports a sense of social cohesion. On a larger scale, economic factors may produce an unequal distribution of resources among less fortunate communities) Chaskin (2001).

6.2.1.7 Community Resilience

The term "resilience" has been gaining ground in academic circles as a new concept that has been revisited in recent years to address new changes and how to deal with them (Matarrita-Cascante, 2017). The focus has long been on ecological change and climate change issues, but recent research has focused more on resilience in social and community change. As a result, resilience has become a powerful concept that transcends both the natural and social sciences and is increasingly used to inform policy decisions (Wilson, 2012).

It is essential first to provide a conceptual clarification of the term community resilience. Despite a large amount of research that has addressed the concept over the years, the conceptual definition is still confusing. Due to many factors, this confusion is the complex set of characteristics inherent in the term: Resilience is multiscale and nested, multidimensional, and interdependent, and a multifaceted concept explored by multiple fields (Matarrita-Cascante, 2017).

However, in its social extension, the concept of resilience represents the willingness of communities to take responsibility and control over their development by developing responsive strategies in the face of change (Wilson, 2012).

Researchers agreed that resilience is a concept that should be conceptualized in a state of change rather than static (Hall & Murray, 2008). Others, such as Magis (2010), addressed the resilience concept as a disruption system, meaning that it can bring significant changes to local structures, functioning, and identity within a community.

In this sense, Kuir-Ayius (2016) defined the concept of community resilience as the ability of communities to respond and adapt after a disruption through learning and collaboration with all relevant stakeholders and strategic planning at local and national levels to maintain, measure, and strengthen community capital to achieve sustainability.

In the literature, an emphasize on the type of stressor that can lead to this change is conducted. Stressors can be human-caused or natural factors. In this sense, the context is important to understand the difference, varying from one stressor to another.

These effects and impacts are also associated with different factors which have different names. Berkes and Ross (2013) refer to these factors as strengths, where community strengths are the connections between people and place, values and beliefs, knowledge, skills and learning, social networks, engaged governance (involving collaborative institutions), a diverse and innovative economy, community infrastructure, leadership, and a positive attitude, including a willingness to embrace change, which according to Berkes and Ross (2013) contributes to the resilience of these communities.

Other authors such as Magis (2010) refer to these factors as "resources", he mentions equality/equal access to resources, active agents/leaders, community competence/agency, Norris et al. (2008); Magis (2010); Davidson (2010); Matarrita-Cacante and Trejos (2013) Kulig et al. (2013) among others.

Pfefferbaum (2008) speaks of capacities that include economic development, social capital, information and communication, and community competence.

Matarrita-Cascante (2017) presented a summary list of factors associated with community resilience and the desired condition to achieve it through the literature.

- Stability of economic development; robust and diverse state of the local economy.
- Infrastructure and services; numerous and functioning built physical assets and related services in a community.
- Social capital and networks; strong and meaningful social relationships and connections.
- Information communication and knowledge/skills; available information and knowledge and effective mechanisms to communicate and share it.
- Community competence and agency; existing capacity to learn and collaborate flexibly and creatively for the overall good of the community.
- Equity and equal access to resources; existing ability of all community members to access and use community resources.
- Active stakeholders and leaders; presence of numerous, diverse, and responsible individuals and organizations that lead efforts.
- Participation/collective action; existing and broad participation of community members.
- Values, beliefs, and dispositions.
- Governance and local institutional arrangements; robust, responsive, and adaptive governance.
- System and institutional arrangements

6.2.1.8 Community Adaptability

There is a multidisciplinary academic debate around the concept of adaptation, both in the natural and social sciences. However, it is found that there is more focus on this topic in the climate and environmental sciences. More recently, however, the social sciences have focused on considerations of the term concerning communities and social outcomes of human dynamics in neighborhoods and societies.

In the social sciences, and specifically in the field of community development, community adaptive capacity reflects a community's ability to respond to change, whether by anticipating changes that are coming or by responding to changes that have already occurred through a creative and innovative process.

Reading this later definition from Matarrita-Cascante (2017), attention is drawn to the concept of "social innovation" mentioned by Moulaert (2010), which is also defined as contributing to social dynamics through creative ways and processes.

This specific concept is associated with various dimensions and factors that could have an impact on its implementation. Ford et al. (2006, 2008) believe that adaptability comes from

confronting new experiences with traditional knowledge and skills of communities. Therefore, it depends on knowledge and culture.

For Goodman et al. (1996, p. 36), the key dimensions of a community's adaptive capacity are "its willingness and ability to mobilize, structure, initiate, refine, and sustain an organized response." In addition, factors such as the strength of social networks, flexibility in resource use, government support, acceptance of and experience with uncertainty, social learning, and economic exchange with people outside the community (Matarrita-Cascante, 2017), are all important factors that support community adaptive capacity in the face of social and urban change.

Adaptive capacity is associated with the ability of people to be mobilized to maintain their well-being and strength through any ongoing changes in new ways, which needs knowledge capacity, networking, and recognition of change. Abedin et al. (2014) found this latter factor adaptation in a two-step process, recognition and then responding to change through adaptation.

Imagination, innovation, and creativity (Buckle, 2001), local knowledge, culture, especially of the affected young generations (Carroll and Williams 2009), access to technology and information as a way to improve self-organized effectiveness (Paveglio et al., 2009; Blewitt, 2008), effective governance are also factors that improve adaptive capacity (Loring et al., 2011).

Another important factor has been identified by Amundsen (2015), where he argues that people are motivated to act because of their connectedness to place, suggesting that connectedness to place may provide a better starting point for adaptation.

6.2.1.9 Community agency

Community agency is not a new term; it has been around in academic circles for the last decade, it has been associated with many disciplines such as psychology, economics, political science, and social science.

The emergence of community agency referred to the interactions created between residents and their organizations, which aimed to improve overall well-being (Wilkinson, 1991). It means constructing local relationships that increase people's adaptive capacity within a common locality; such agency reflects residents' ability to be mobilized to improve and manage the available resources (Matarrita-Cascante, 2010).

Matarrita-Cascante, (2017) identified two main components in addressing the concept of community agency, "purposeful action" and "ability."

Purposeful action refers to the community's voluntariness and its proactive action rather than being forced to be active and engaged (Davidson, 2010; Eversole, 2011; Matarrita-Cascante, 2010). The second component, capacity, refers to the capacity produced due to resident interactions and engagement (Davidson, 2010; Eversole, 2011; Matarrita-Cascante, 2010).

Community agency is a process for achieving synergistic outcomes in which the community acts with greater efficiency than the sum of its members' individual agency (Iuloff & Swanson, 1995).

Matarrita-Cascante et al. (2010; 2017) defined community agency as "a process of building relationships that increase the capacity of local people to unite, act, and adapt to changing conditions, and is a way to ... identify common needs and the means to meet them."

Authors have identified participation and engagement in seeking solutions and positive change as the cause and effect of a community agency (Cole, 2006; Matarrita-Cascante et al., 2010), where improving participation needs agency and achieving agency needs the participatory processes.

In terms of factors associated with achieving and improving community agency, an environment that promotes democratic interaction and purposeful dialogs between community members is listed as a priority in difference literature (Matarrita-Cascante et al., 2010; 2017; Newman & Dale, 2005), community levels of attachment can also be an important factor, which many authors believe is an essential motivational purpose for being proactive and socially positive, social ties and bonds, community participation, and equity have also been commonly identified in relation to achieving community agency (Brennan & Iuloff, 2007; Matarrita-Cascante et al., 2017).

6.2.1.10 Community and place attachment

Sense of place refers to "a positive affective bond or association between individuals and their residential environment" (as cited in Baily, 2011; Shumaker & Taylor, 1983, p. 233). It can be seen as an umbrella term for the subjective meaning of place, attachment to place, place identity, belonging, awareness and knowledge of place (Cresswell, 2004).

Agnew (2005, p. 89) considers it as the "identification of place as a unique community, landscape and moral order". It is generally seen as good for people and for places, providing a source of security and identity for the former and cohesion and stability for the latter, it has benefits for individual well-being and health (particularly mental health) through its relationship to social identity and self-esteem (Bailey, 2011).

High levels of attachment have been associated with organized communities (Sampson & Groves, 1989) and have been associated with participation and social capital (Kleinhans et al., 2007). However, authors have found differences in the extent to which people may be connected to their neighborhoods, with suggestions made about how attachment may be vulnerable in deprived neighborhoods compared to better neighborhoods (Wacquant, 2008).

In terms of the drivers that might lead to individuals' attachment, many factors have been suggested to be related to age, marital status, and gender, with women being more attached than men. However, the most common findings suggest that long residence in a neighborhood is a key influence (Giuliani, 2003), Bailey (2011) identified three main reasons for this argument: First, long residence leads to the development of familiarity and a sense of predictability, and thus feelings of safety and security; second, the development of spatial

habits by associating the tasks of daily living with the place of residence; and third, the development of social ties with other neighbors.

Bailey (2011) identified factors associated with attachment to a deprived neighborhood, listing three characteristics of neighborhoods: Deprivation or socio-economic status, population fluctuation, and social mix.

Concerning socio-economic status, studies found a positive relationship between individual attachment and average educational attainment in an area rather than economic status, suggesting that cultural factors are more influential than financial factors.

Another factor was related to safety and crime levels in disadvantaged neighborhoods (Bailey 2011) argue that these affect attachments directly and possibly indirectly by encouraging withdrawal from social interaction. (Sampson, 1988; Woolever, 1992; bailey, 2011).

Authors have also argued that in cases where people have been forced or have had limited opportunities to move to deprived neighborhoods, lower attachment levels emerge in the short term (Livingston et al., 2010).

Another important factor is residence stability within a neighborhood, where high population turnover can affect attachment by reducing social networking and bonding.

The third and final factor mentioned by Bailey (2011) is the social mix. Putnam (2007) argued that people who live in more mixed communities "tend to withdraw from collective life [and] distrust their neighbors" (p. 150). It is argued that all ethnic groups express some preference for living with co-ethnics. Ethnic groups feel more comfortable living with their similar ethnic neighbors, which fosters positive social interaction and capital and generates neighborhood attachment (Dekker & Bolt, 2005 cited in Bailey, 2011).

Table 13: Factors that influence to social change dimensions.

Social change dimensions	• Factors contributing to change
Social innovation	<ul style="list-style-type: none"> • Social interactions • Ability of actors to change rules, relationship ties, or distribution of resources.
Community Social enterprise	<ul style="list-style-type: none"> • Strong leadership • Partnerships • Triple bottom line planning • Attractiveness and clarity of the innovative concept • Business planning and marketing • Short- and long-term benefits management • Local community engagement
Community Social justice	<ul style="list-style-type: none"> • Equity, diversity, and democracy
Community Social capital	<ul style="list-style-type: none"> • Shared values. A sense of common purpose • Trust, a key factor

	<ul style="list-style-type: none"> • Agency consists of communities taking the initiative for their own development by mobilizing social networks to active actions. • Trusted professionals and variation of capable actors promote better opportunities. • Active engagement within this variation of networks of actors and individuals. • Human capital as the available skills, knowledge, and capacity that individuals possess • Frequency of formal volunteering and political engagement, civic attitudes, and beliefs • Solidarity, helpfulness, honesty, generosity, courtesy, equality, tolerance, and non-discrimination towards different individuals.
Community Social capacity	<ul style="list-style-type: none"> • Sense of community, level of engagement among community members, ability to solve problems, and access to resources. • Residential stability, which strengthens social networks, supports a sense of social cohesion, and, to a greater extent, economic factors that may cause an unequal distribution of resources
Community Social resilience	<ul style="list-style-type: none"> • Robust and diverse state of local economy. • Infrastructure and services • Social capital and networks • Information, communication, and knowledge/skills. • Local authority and capacity to act • Equity and equal access to resources. • Active stakeholders and leaders • Broad involvement of community members • Robust, responsive, and adaptive administration
Community Social adaptability	<ul style="list-style-type: none"> • Willingness and ability to mobilize, structure, initiate, refine and sustain an organized response. • Confronting new experiences with traditional knowledge and skills of communities it comes down to knowledge and culture. • Access to technology and information as a means to increase self-organized effectiveness. • Connection with place
Community Place attachment	<ul style="list-style-type: none"> • Social mix • Stability of residence within a neighborhood

These factors (Table 13) are assumed to have impacts on achieving community development social dimensions. These impacts have been related to public participation through the extensive literature review conducted in the context of this study. Consequently, these factors are considered theoretical findings solid in empirical terms and need to be supported by field studies.

In this sense, in this chapter, we suggest a methodological approach that addresses these concerns. First, based on the empirical results obtained in the previous chapter, from the case study of la Duchère, Lyon. Second, the empirical findings obtained from the independent experts scoring grid will be conducted in this chapter. Finally, a comparison between these two empirical findings shows the significance of the results and validates the final influence factors. The methodological approach proposed is presented next.

6.2.2 Methodological approach

6.2.2.1 Main aspects

Following the objectives set out in this thesis's premises, defining the influence factors on achieving the social outcomes in public participation (in urban regeneration projects). Therefore, a methodological approach was adopted to address these objectives.

The approach is based on relating the different findings obtained throughout this research to eventually define results compatible with theory and practice (literature review and field case studies). In this sense, this research has acquired through its phased two types of results:

The first findings from the literature show that the association between public participation has been theoretically proven, and factors were identified.

The second findings are the empirical findings identified from two evaluation studies. **Experts-based approach** assessing context and process factors, the participation in Lyon's case study, and the **independent expert's grid** (this chapter) assessing the degree of impact of each factor on each social outcome.

Literature findings have already been conducted in a previous chapter (chapter 3), while the case study of Lyon also has been conducted (chapter 5). Thus, the focus of this chapter will be conducting a second fieldwork, which consists of developing an expert scoring grid that will be complementary to the case study of Lyon in terms of factors identification.

To further explain the methodological approach, a reminder is providing on the case study conducted in France, Lyon, selected due to the relevance of the neighborhood renewal project's participation process and the significant political support dedicated to this process.

In the case study of Lyon, an evaluation framework was implemented to assess the effectiveness of achieving the social outcomes. The experts and officials were asked to assess the significance of dimensions of context and process in contributing to the achieved effectiveness.

In the same case, participants were also asked to evaluate the social outcomes achieved after participating in the process. This evaluation defined that the process of participation in la Duchère successfully achieved its social goals through its specific contexts and processes.

This chapter focused on confronting the results obtained from the experts engaged in the case study of la Duchère with results obtained from the expert-based approach results of this chapter through the independent experts.

6.2.2.2 Experts-based identification of influencing factors: two field results

This section represents a key phase of this work, which consists of identifying the influence factors based on the impact on achieving social outcomes in participation.

In this sense, two field results will be confronted and compared to define the potential significance of some factors over other factors.

The first field results represent the factors identified from the case study of Lyon based on the experts' and official's evaluations. These factors are the sub-dimensions of the evaluation framework (the seven sub-dimensions of context and process). These factors were rated from (1 to 5) based on the level of influence on achieving the social outcomes through participation in the residence of la Duchère.

The second field results represent the factors identified from the independent experts invited in this chapter to rate a range of factors based on the influence on achieving a range of social outcomes through participation in the regeneration projects.

In this chapter, a set of independent experts was invited to rate the relevance of each of the factors on each social outcome on a scale of 1 to 5 depending on the degree of influence (one is no impact, three medium impacts, and five strong impacts).

This approach is an expert-based scoring of the existing relationship between factors and outcomes based on the experience of experts. In doing so, they relate the variables according to their knowledge and use a scoring grid to show the significance of this relationship.

According to their expertise in the field, the results obtained from this process show the factors that could potentially contribute to achieving a range of social outcomes in public participation.

The scoring grid represents an evaluation process of a list of criteria belonging to two attributes: influence and social outcomes. Each of the sub-variables performs the intersection of these attributes under each attribute.

The initial grid contained 21 items. 14 items represent the social impacts of citizen participation in urban regeneration. 7 items represent the factors (the frameworks sub-dimensions of context and process) that influence the achievement of these social outcomes.

However, to build a compact, practical, and holistic grid, the final form was converted into a total of 15 items due to altering the initial 14 social outcomes into 10 social outcomes and the 7 factors into 5 final influence factors.

This conversion was conducted based on the qualitative and quantitative results of the case study of La Duchère, in which the relevance of items was reflected through the scores given by experts and participants. In addition, the conversion was supported from the findings of relevant studies (Bierle, 2000; Taylor, 2007; Laurian, 2009; Teernstra, 2016) addressed in this work.

The final set of salient factors and social outcomes are:

List of social outcomes:

- **DIVERSITY:** Increased acceptance of ethnic and cultural diversity
- **DECISION:** Increasing decision-making capacity]
- **JUSTICE:** An increased feeling of justice/equity
- **SATISFACTION:** Increased satisfaction with processes and results
- **TRUST:** Increased trust in authorities
- **RESPONSIBILITY:** Increased sense of duty of civic participation

- **LEARNING:** Increased knowledge
- **INTERACTION:** Increased capacity for social interaction
- **CHANGE:** Increased ability to make a significant change
- **BELONGING:** Increasing the feeling of belonging to the place

List of Factors:

- The impact of projects of great territorial and/or political importance on the social characteristics of the community
- The impact of pre-existing relationships between community and authorities
- The impact of institutional support for the public participation process
- The impact of social, economic, and cultural characteristics of individuals and the community at the beginning of the public participation process
- The impact of participation mechanisms with a high level of citizen empowerment in decision making.

After this step, the two sets of factors identified (from case study experts and independent experts) are confronted and compared to define some factors' significance and potential importance over others.

The independent experts' evaluation of the factors that impacted the social outcomes is presented in the next section.

6.3 Practical approach and results confrontation

6.3.1 Applying the scoring grid by the independent experts

For the scoring process, the grid was presented as a questionnaire (see annex) which was distributed to a set of independent experts. The questionnaire elements (factors and outcomes) are derived from the developed evaluation framework used to evaluate Lyon's case study.

The purpose of the scoring process is to provide a more substantial basis for the empirical findings resulting from the evaluation of the participation case study of la Duchère. The assessment is conducted by a list of experts and practitioners who have knowledge about the dynamics of participation and its implications in urban planning.

A list of 23 experts was invited from different professions related to the field of public participation in urban regeneration to rate the influencing factors, using a scale from 1 to 5 points to rate the core dimensions in terms of their degree of impact on achieving a set of social outcomes. The higher the score attributed to each of the two crossed variables, the higher the causal relationship, that is, the influence of each factor in achieving each of the social outcomes.

The questionnaire (see annex) was made available through a link posted on various online platforms for two months (11-2020 to 01-2021). Informed consent was displayed on the first page of the questionnaire, and only fully completed were accepted. No personal data was collected within the questionnaire or on the platform Google Forms. Google Forms generated a spreadsheet of questionnaire responses. The data contained in this spreadsheet was used for the analyzes without any manipulation or correction.

6.3.2 Data interpretation

The collected data shows that a total of (23) participants were valid to be used in the study, among which (39%) are technicians in public administration and (26%) are university professors. The rest are researchers, managers, and practitioners (see Figure 11). Thus, all invited participants have knowledge/experience in public participation and are directly and indirectly related to community participants.

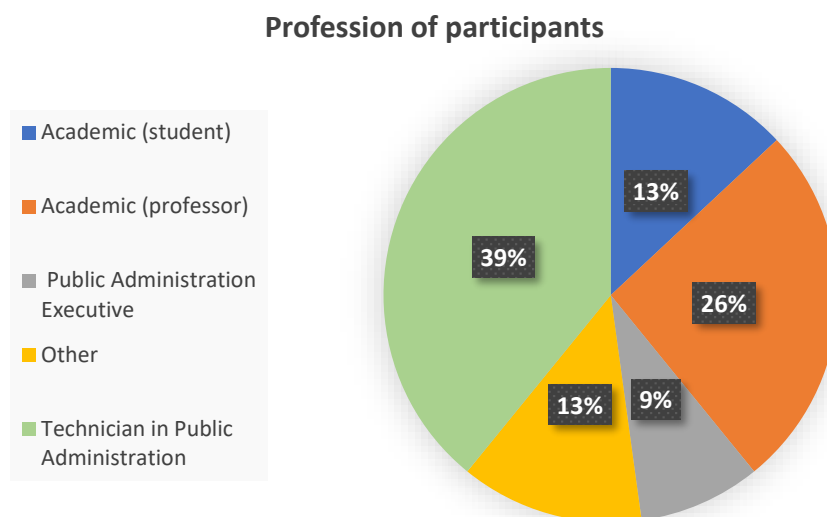


Figure 11: total percentage of participant by profession

The data collected are presented in the following table (Table 14), where the experts rated each of the factors based on the degree of influence it has on the achievement of each social outcome with scores ranging from (1 -no influence- to 5 -very strong influence-). The scores were averaged by adding the sum of the scores for each factor and dividing by the number of respondents. The average scores indicate the extent to which the importance of the factor contributes to the achievement of each of the social outcomes from the perspective of practitioners and experts of citizen participation.

The five influence factors are:

- Factor 1: The impact of projects of great territorial and/or political importance on the social characteristics of the community
- Factor 2: The impact of pre-existing relationships between community and authorities
- Factor 3: The impact of institutional support for the public participation process
- Factor 4: The impact of social, economic, and cultural characteristics of individuals and the community at the beginning of the public participation process
- Factor 5: The impact of participation mechanisms with a high level of citizen empowerment in decision making.

Table 14. scores of the impacts of factors on social outcomes

Social Outcomes	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
DIVERSITY: Increased acceptance of ethnic and cultural diversity	3,78	3,61	3,83	3,78	4,00
DECISION: Increasing decision-making capacity	3,83	3,87	3,91	3,78	4,00
JUSTICE: Increased feeling of justice / equity	3,61	3,74	4,09	3,39	4,04
SATISFACTION: Increased satisfaction with processes and results	3,61	3,48	3,78	3,61	3,96
TRUST: Increased trust in authorities	3,87	3,61	3,65	3,48	3,83
RESPONSIBILITY: Increased sense of duty of civic participation	3,35	3,43	3,96	3,48	4,00
LEARNING: Increased knowledge	3,22	3,00	3,43	3,30	3,48
INTERACTION: Increased capacity for social interaction	3,43	3,43	3,65	3,30	3,78
CHANGE: Increased ability to make significant change	3,57	3,70	4,04	3,52	4,17
BELONGING: Increasing the feeling of belonging to the place	3,83	3,83	3,83	3,57	3,96

The results obtained show that the scores range from a minimum of 3.0/5 to a maximum of 4.17/5. In this sense, all scores are above the average (3.2/5), which shows the importance of the five selected factors contributing to social outcomes. However, some factors scored relatively higher than others, suggesting that some factors are more crucial in influencing the outcomes of citizen participation.

To better understand these differences and related reasons, Figure 12 compares the five factors in terms of their influence on each of the social outcomes.

As shown in Figure 12, two factors have the most influence compared to the others: institutional support dedicated to participation and participation mechanisms with high empowerment of participants.

Experts agree that these two factors can significantly influence the achievement of social outcomes. However, we find that the influence on one social outcome, namely "increased learning and knowledge," is relatively small. The experts believe that institutional support and participation mechanisms have a slightly lower influence on participants' knowledge.

This could be interpreted by the indirect relationship of the policymakers and the support they provide with the knowledge gained by the participants. At the same time, policy support is meant to improve participatory processes and consequently leads to more efficient mechanisms that could provide citizens with skills and learning benefits.

The experts also assigned relatively lower scores to the three factors: the territorial and political importance of the project, the pre-existing relationships between citizens and authorities, and citizens' socio-cultural and economic characteristics prior to participation.

However, these factors have relatively higher impacts on four social outcomes: increased trust in authorities, acceptance of ethnic and cultural diversity, sense of belonging to the place, and increased decision-making capacity of citizens.

Within these three factors, the influence of the territorial and political importance of the project seems to have a greater impact on increasing trust in authorities. This could be related to the fact that the greater the project's importance, the higher the committed political support and consequently more emphasis on increasing trust between citizens and authorities.

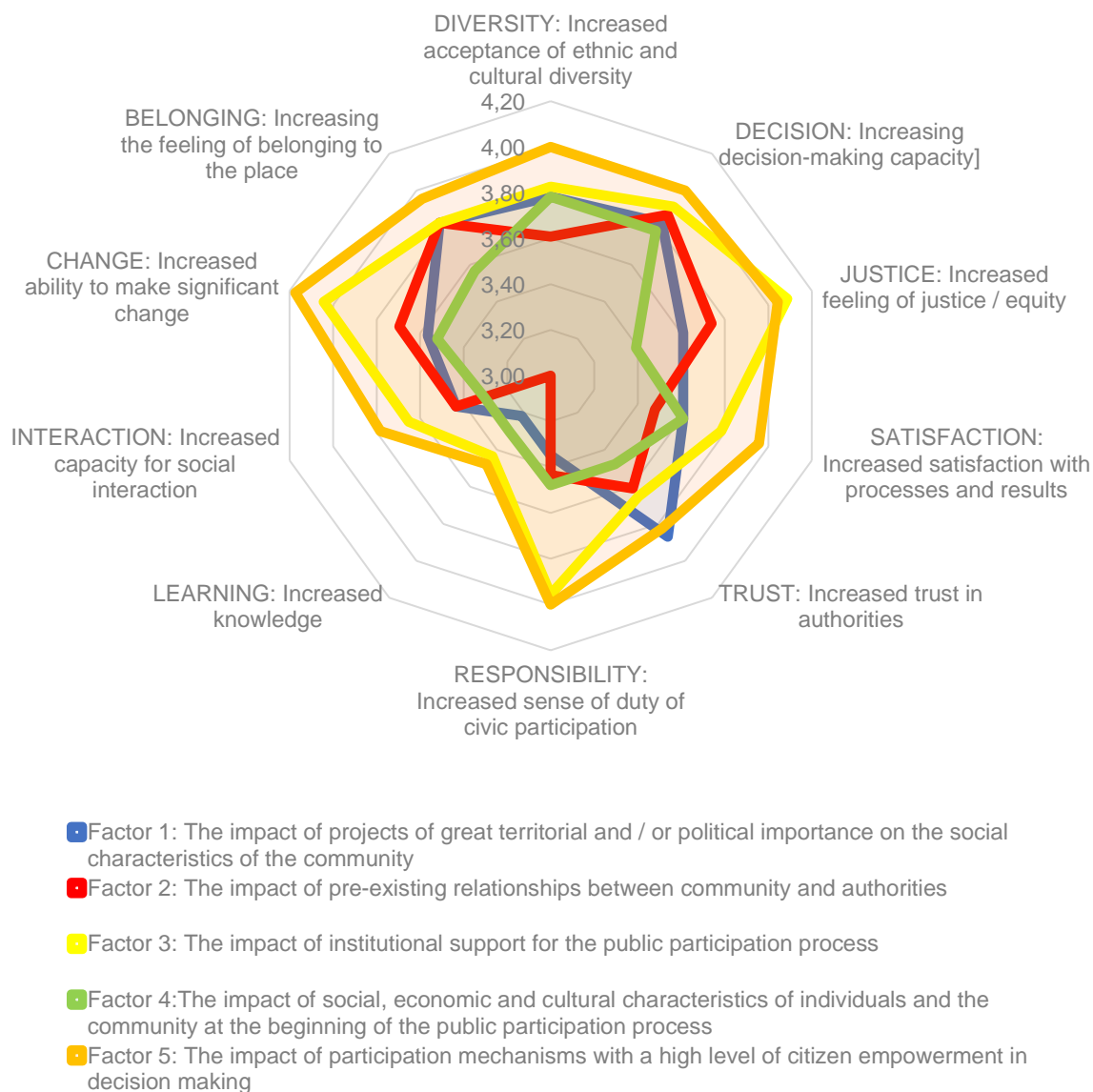


Figure 12. The significance of influence factors to participation social outcomes

Overall, the obtained data show that the five factors have a relatively high influence on the ten social outcomes, with minimal differences in scores related to the type of direct or indirect influence the factor might have on the outcome. The following figure (13) shows the significance of the influence of the factors from the highest to the lowest score.

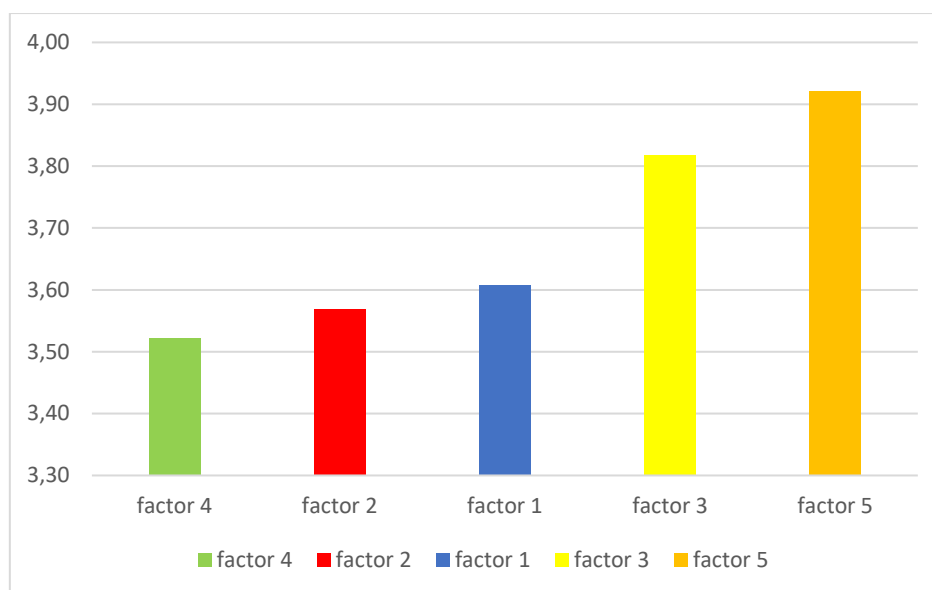


Figure 13: experts scores for influence factors

6.3.3 Results confrontation and comparison: independent experts and experts of case study of la Duchère

This phase consists of confronting and comparing the results obtained from the conducted case study of la Duchère (where the context and process factors of the framework were assessed by the experts engaged in the participation process of la Duchère) with the results obtained from the assessment conducted by the independent experts. This approach of comparing results is meant define the significance of the obtained field findings (experts of the case study and independent experts of participation).

As demonstrated in Table (15), the two set of results given to factors are confronted in relation to each category of factors.

Table 15: influence factors obtained from the case study of la Duchère and expert's grid

Category of factors	Criteria for factors identification	Case study Scores	Experts Scores
Factor 1	The impact of projects of great territorial and / or political importance on the social characteristics of the community		
Type of issue	1. The participatory approach has had a relevant impact on the project	3,44	
	2. The concerted subject was clear to all participants	3,33	
Average score		3,39	3.60
Factor 2	The impact of pre-existing relationships between community and authorities		
Pre-existing relations	3. There were no conflicts between the different actors of the project	2,33	
	4. There was a trust between participants and other project stakeholders (decision-makers, operational and agents)	3,11	

	5. There was a good relationship of proximity / distance between participants, policymakers, operational and agents	3,67	
Average score		3,04	3.57
Factor 3	The impact of institutional support for the public participation process		
Institutional setting/support	6. The project participants were determined to ensure the success of the participatory approach	3,56	
	7. The skills of each actor were visible	3,78	
Average score		3,67	3.82
Factor 4	The impact of social, economic, and cultural characteristics of individuals and the community at the beginning of the public participation process		
Participant's characteristics	8. Participants showed willingness to be proactive	3,78	
	9. Participants know the project details	3	
	10. The participatory approach was easy to follow for everyone	3,11	
	11. The participants were aware of the importance of their commitments	3,67	
	12. The participants represented the majority of the population of La Duchère	2,22	
	13. The attendance rate of participants in each session was high	3,67	
	14. The participants came to the meetings with regular frequency	3,67	
	15. There was a relationship of trust between participants, policymakers, business and agents	3,67	
	16. The participants were motivated to engage	3,78	
Average score		3,40	3.57
Factor 5	The impact of participation mechanisms with a high level of citizen empowerment in decision making.		
Type of mechanisms And Process features	17. Participation was open to everyone equally	3,89	
	18. The project participants all agreed on final project decisions	3,11	
	19. Policymakers, operational and agents have shown optimal responsiveness to the needs of participants	3,67	
	20. The participants were actively engaged in the process of speaking	3,44	
	21. Participants had control over final decisions	2,44	
	22. The number and pace of meetings were organized suitable	3,56	
	23. Technological support was provided to participants	2,89	
Average score		3,29	3.92

Factor 1: The impact of projects of great territorial and / or political importance on the social characteristics of the community

Factor 2: The impact of pre-existing relationships between community and authorities

Factor 3: The impact of institutional support for the public participation process

Factor 4: The impact of social, economic and cultural characteristics of individuals and the community at the beginning of the public participation process

Factor 5: The impact of participation mechanisms with a high level of citizen empowerment in decision making

While figure 14 demonstrates a comparison between the scores given to the five factors from the case study experts and the independent experts. An initial visual comparison shows the independent experts gave relatively higher scores to factors compared to the case study experts. In other words, the independent experts give more significance to these five factors that are significant to achieving social outcomes than case study experts.

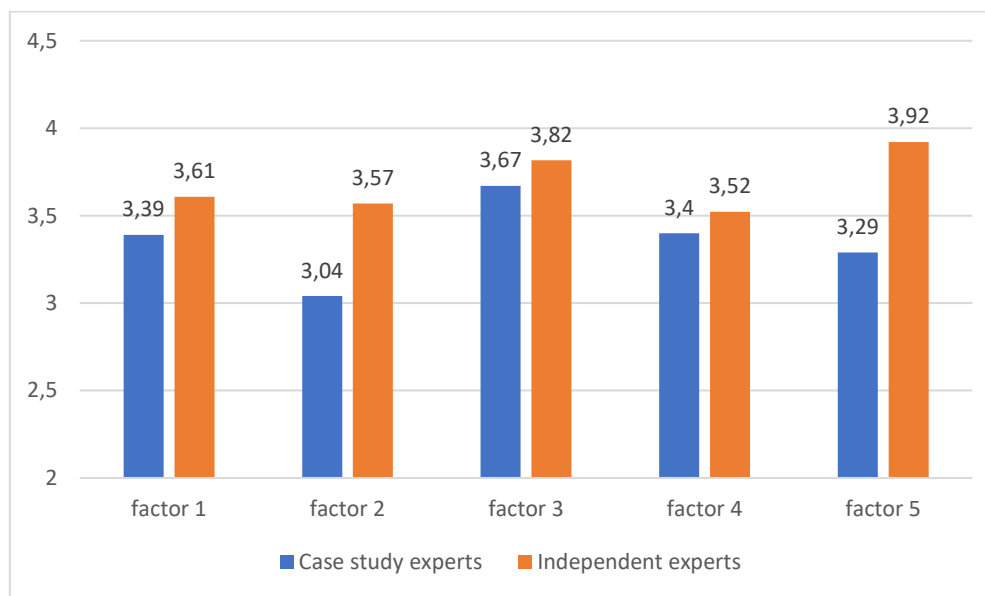


Figure 14: comparing influences factors: case study experts and independent experts

Based on the obtained scores from experts, factor (5) - The influence of participatory mechanisms with a high degree of citizen involvement in decision making - scored the highest in terms of degree of influence on social outcomes, which is compatible with the results obtained from the theoretical findings (literature review). While la Duchère' case study findings show that the institutional framework and political support surrounding the project (La Duchère regeneration project) made it possible to achieve an efficient participant process that delivered positive social outcomes for the participants. These results are reflected on the ground (the project) through la politique de la ville urban policy that emphasizes the importance of social goals in participation.

The project agency also believe that the participants' social, economic, and cultural characteristics were crucial in achieving positive outcomes (see Table 15) (the results showed a high willingness and motivation to be proactive and make changes in the neighborhood).

However, according to the experts' scores, this specific factor (social, economic, and cultural characteristics of the participants) was rated as the least relevant of the five factors. This difference could be explained by the contextuality of citizen participation and the neighborhood's social, economic, and cultural characteristics.

In cases such as the project in La Duchère, where the neighborhood is characterized by a strong predominance of citizens who are socially active and always present in community work and

community activities, which allowed them to proactively engage and bring about change, the characteristics and condition of the participants may make the difference.

The experts rated the factor "the pre-existing relationships between the community and the authorities" relatively higher than the scores given by the officials in the case study. This could be interpreted by the nature of the relationships that existed in the la Duchère neighborhood, where the results obtained from the participants (see Chapter 5) show a significant lack of trust between the participants, the officials, and the participation organizers.

More specifically, the results showed a high level of conflict between the different actors of the project, which leads to hindering the collaborative process of participation, thus affecting the trust and social ties between the participants and the officials.

However, according to the experts' evaluations, the factor of pre-existing relationships between the officials and the participants has a relatively stronger influence on increasing the sense of belonging to the neighborhood and increasing the participants' decision-making capacity. What affirms that a trusting relationship could influence the participants' willingness to be active to make changes in the neighborhood's interest.

Nevertheless, this factor could have a more significant impact when combined with other critical factors, such as strong political support and effective mechanisms and processes that lead to participant empowerment.

The results show relative overall compatibility between the experts' ratings and the case study officials, indicating the relevance of the selected five influencing factors in achieving the social outcomes. The observed differences could be explained by the contextuality of each case of participation and the level of engagement of the experts in the process.

6.4 Synthesis, conclusion, and future research

Under this section of the thesis, this chapter's objective was to use an experts-based approach to identify the factors that potentially impact achieving the social benefits of public participation in urban regeneration initiatives.

Thus, and in continuation to the previous work conducted in this research, an evaluation model is applied to a case study in Lyon, France, to assess the effectiveness of the participatory process in terms of its social outcomes for participants. Based on participants perspective, it was concluded that there were a number of positive social outcomes, with five main outcomes most valued:

- Connectedness and a sense of responsibility to the neighborhood,
- Social connectedness with other participants,
- The willingness to participate in future neighborhood change and community outreach,
- The level of acceptance of ethnic and cultural differences.
- The level of collective identity of the participants.

Based on the same case study of Lyon and using the same evaluation model, it was possible to identify a set of influence factors through the evaluation of context and processes of participation. This was conducted through an experts-based evaluation, these experts were engaged in the participation process, as organizers, officials, and professionals. These defined influence factors represent the first step of the factor's identification approach.

In a second experts-based approach, through this chapter, these factors were the subject of confronting, comparing, and confirming. Again, independent experts conducted this practical approach to provide more significance to the potential influencing factors from experts' and practitioners' perspectives.

Based on the evaluation framework's sub-dimensions of context and process, a set of five factors were selected, which is assumed to impact the previously identified social outcomes.

- The impact of projects with high territorial and/or political importance on the social characteristics of the community
- The impact of pre-existing community-agency relationships
- The impact of institutional support for the public participation process
- The impact of social, economic, and cultural characteristics of individuals and the community at the beginning of the public participation process
- The impact of participatory mechanisms with a high level of citizen involvement in decision-making.

Based on the same evaluation framework, the experts assessed the extent to which each of the factors could lead to achieving each of the social outcomes:

- **DIVERSITY:** Increased acceptance of ethnic and cultural diversity.
- **DECISION:** Increased decision-making competence
- **JUSTICE:** Increased sense of justice/equality
- **SATISFACTION:** Increased satisfaction with processes and outcomes

- TRUST: Increased trust in authorities
- RESPONSIBILITY: Increased sense of duty of citizen participation
- LEARNING: Increased knowledge
- INTERACTION: Increased ability to interact socially
- CHANGE: Increased ability to effect significant change
- BELONGING: Increased sense of belonging to the place

The results have shown that the five identified factors influence the achievement of social outcomes. The degree of influence ranges from 3.5/5 as the minimum average score and 4/5 as the maximum average.

However, the factor that has the most significant influence on achieving social outcomes are two factors: “the participation mechanism with a high degree of citizen empowerment in decision making.” The experts believe that an efficient participation mechanism that leads to the empowerment of participants provides the highest social outcomes. This provides more evidence to support the theoretical findings and research propositions.

The second most important factor is the political and institutional support dedicated to the participation processes. The experts believe that this factor is an indicator of the degree of importance given to participation to ensure that it achieves its objectives, where institutional support includes an imaginative and resilient approach to participation that aims to achieve lasting benefits through the most efficient mechanisms and share this vision equally with all concerned parts.

A possible interpretation of this result is the indirect causal relationship between the multiple influencing factors and the learning outcome. The theory assumes that participants acquire capacities and skills through interaction with experts and more knowledgeable members, including participation in the decision-making phases of the projects. Therefore, this outcome might be the least achievable among the outcomes, as it depends on more external factors, such as the individual characteristics of the participants, as well as the type of resources used for the empowerment process.

The overall results show that the five identified factors could have an impact on achieving the social outcomes. However, the degree of impact of each factor depends on the degree of importance of the other factors. In other words, the factors have a higher impact when combined with other factors than when implemented individually.

In addition, social outcomes could be influenced by various other external factors that depend on the contextuality of the participation process, related to territorial, historical, or other independent influences that could change the dynamics that occur in regeneration projects and consequently on community members.

With this in mind, it can be assumed that achieving the intended social outcomes of public participation will depend on a range of factors related to the context and process of participation. Furthermore, these factors are assumed to have a more significant impact when interconnected and emphasize each other rather than being implemented individually.

While the work presented in this chapter looks at the factors that influence the social impact of participation from a practical approach based on the expertise of experts and professionals, future research should focus on using statistical methods to define the correlation between the success of public participation in regeneration projects and the achievement of positive social outcomes for citizens.

Research should also further explore the impact of achieving positive social outcomes not only on citizens but also on the delivery of regeneration projects and policy and tool development implications. In this way, it is possible to understand how effective public participation can shape the institutional and political body. In this sense, participation becomes a mutually influential tool that builds democracy and emerges through a fair and equitable decision-making process.

CHAPTER VII

DISCUSSION AND CONCLUSIONS

7 Discussion and conclusions

7.1 Discussion

7.1.1 Global summary

This thesis contributes to the field of urban planning research and practice by bringing a new innovative and comprehensive approach to evaluating the social outcomes of public participation in urban regeneration projects. It aims to help in improving participatory process and in its contribution to community development through proving a better understanding of the related dynamics and influence factors.

This research focus stems from the current need to emphasize the importance of the social dimension of development initiatives in recent planning agendas. The vision to achieve societal goals emerged as a strand of the communicative planning school, challenging the old traditional rational models that had dominated planning for decades. In the late 1980s, a new movement shifted planning toward collaborative and inclusive practices that emphasized partnerships and participation and moved from a top-down to a bottom-up governance model.

The new decentralized models meant greater reliance on local governments for urban interventions, which led to organizing partnerships among all concerned parts through deliberative processes. The resulting governance spaces have increasingly opened up to involve residents in formulating and implementing regeneration strategies.

In addition to the expected prominence of participatory practices as a tool to increase accountability and transparency of decision-making towards broader goals of enhancing democratic values, a narrower view considers the efficiency of participatory processes as a positive change agent in deprived neighborhoods.

Indeed, it is suggested that participatory practices can lead to achieving change in neighborhoods effectively and efficiently, change that may differ in means and ends. A means to improve the legitimacy and decision-making processes in urban interventions is a possible end when it becomes a goal to impact the community and promote community development positively.

Achieving such social goals can be challenging, arguing that benefits cannot be easily quantified or causally linked to particular participation forms. Hence, the evidence for such community development impacts is far from solid.

These challenges could be related to how governance modes prioritize linking social goals to participation and community development. In addition, their agendas and policies could be related to broader economic goals and ideological considerations that place less emphasis on communities and their needs.

However, public participation and its social goals have been and continue to be elusive, which is related to the existing gap between the rhetoric and experience on the ground. Thus, everyday participatory practices present a call for the need for well-executed evaluation processes.

The outcomes of citizen participation in community development goals are complex, leading to uncertainty about the process's actual benefits. This uncertainty costs governments, organizations, and decision-makers, and all concerned parts a great deal of effort, resources,

time, and ineffective consultation processes that can hinder the achievement of the outlined goals of regeneration projects, socially, economically, and environmentally, and politically.

Through this work, it is assumed that meaningful and effective participatory processes could help achieve desirable social outcomes and act as a positive social change agent for disadvantaged communities within regeneration initiatives. These outcomes are related to achieving the ultimate goals of sustainable urban regeneration, which considers the social aspect of projects as a pillar of success and bridge the gap between these disadvantaged communities and the rest of society in the long term. Thus, build more robust, capable, skilled, confident, proactive, responsible, equitable, accepting, and satisfied communities.

Under this framework, this research globally aimed to explore the extents to which public participation can be a potentially positive social change enabler in regeneration initiatives, and consequently, contribute to community development. To achieve this global objective, this research address five key objectives, methodologically subsequent and linked:

Objective 1: Expanding the understanding of effective citizen participation, furthermore, exploring the potential social outcomes of a successful participation process.

Objective 2: Identifying potential links between public participation and community development in urban renewal projects through their dimensions.

Objective 3: Addressing the evaluation of public participation and the importance of context, process, and outcomes in developing effective evaluation methods. Ultimately, in optimizing the assessment of the social impact.

Objective 4: Empirically identifying the social outcomes expected in public participation and the factors that influence them.

Objective 5: Juxta-positioning the theoretical and practical results to define the contribution of public participation to community development (and on how to achieve and improve this link in future processes).

Each of these specific objectives was explored in-depth in separate chapters.

A literature review is included in each chapter and an appropriate methodological approach is built to address the identified gaps and achieve the specific objectives. Some conclusions at the end of each chapter are based on the results obtained concerning the originally outlined objectives.

The objectives outlined in this study's premises are fundamentally linked. They have been disaggregated under the umbrella of "Better understanding of the contribution of citizen participation to community development in urban regeneration, and how this can be improved through the development and implementation of a more comprehensive evaluation framework."

The findings presented in each chapter are interconnected and represent milestones in this study, aligned with the overall objectives of this thesis.

This thesis consists of various research papers and their associated conclusions; hence, this final chapter will not recite the conclusions already contained in each paper. However, the aim is to provide conclusions based on the interconnection of findings and conclusions identified

in each chapter. Therefore, the conclusions are presented in parallel with the defined initial objectives outlined in the premises of this thesis.

This next section summarizes the relevant findings of this thesis.

By relating these findings to existing research, the aim is to provide evidence addressing the concerns raised and filling in the gaps. Moreover, to contribute to the field by going one step further to improve public participation practice and its potential impact on citizens and the community. Finally, suggestions and recommendations for future research are proposed.

7.1.2 Results synthesis

Following the objectives of this research, the association of citizen participation and community development from the perspective of social dimensions, by conducting an extensive literature review regarding the aspects related to these concepts in urban regeneration. The research in this sense is largely agreed on the relationship through empowering people by improving their social conditions. However, the understanding of the dynamics that enable this association and the factors that influence it is still limited and not clear.

This association can be challenging and complex because it involves two broad concepts, theoretically and practically broad. Because of this interdisciplinarity, proposing a clear definition of these concepts could risk limitation and exclusivity. Moreover, on the one hand, research related to community development has shown that there is no single framework for all dimensions. On the other hand, participation is still not well understood, the field lacks proper definitions and criteria for success, and knowledge about its actual benefits has not been adequately researched.

Therefore, the research suggested that the key to overcoming this complexity is to adapt the community development framework to the situation, i.e., to the produced social outcomes of public participation in urban regeneration projects. To this end, it is proposed to establish a theoretical link between the factors related to the achievement of the dimensions associated with community development and the specific objectives of public participation concerning the development of disadvantaged neighborhoods.

The proposed conceptualization process as the first phase of this work involved identifying the facilitating factors in each of the identified related dimensions of community development and conducting a theoretical association with the specific goals of public participation through a customized proposed conceptual framework.

According to research and policy, the results obtained from the theoretical association show that factors related to human resources can be associated with all categories of public participation objectives.

There is a relatively weaker association of cultural factors due to the lower consideration of cultural resources and aspects in government agendas and policies. (e.g., values, ethnicity, beliefs, and attachment to the place of residence).

These findings suggest that the concepts of civic participation and community development in both research and policy are interconnected by a number of dimensions and are influenced by human, cultural, financial, and political factors.

Human factors (e.g., knowledge development, connections to others, equity/equal access to resources); financial and political factors (e.g., resource mobilization, access to services, government support, robust and diverse state of the local economy); and cultural factors (e.g., (e.g., a solid commitment to community issues, a sense of place and attachment to values of ethnic diversity, religious diversity, shared values, a sense of common purpose). These factors play a critical role in how communities and individuals engage with policymakers and engage in community outreach, particularly in participatory processes, thus influencing the effectiveness of these processes and their outcomes for community development and citizen well-being.

However, because the practice of public participation is fraught with a degree of uncertainty, the evidence for these later assumptions remains weak and elusive. Therefore, it was essential to theoretically address the possible relationship between public participation and community development and shed light on the factors contributing to this relationship. Furthermore, it was essential for us to take the next step of translating these theoretical expectations into a more empirical application in the field to provide evidence for these assumptions.

To achieve this, in the second phase of this work, a conceptual, comprehensive, and practical approach is proposed based on building a comprehensive evaluation model for the social impact of citizen participation in urban regeneration initiatives. The proposed model aims to address the existing gaps in previous evaluation models by proposing a more comprehensive approach to evaluation. A set of fit-for-purpose criteria has been proposed that includes theory-based, practice-based, user-based, and participant-based criteria from the perspective of research findings, policy, and government guidelines. In addition, the model encompasses the three dimensions of success in public participation: Context, Process, and Outcomes.

The proposed approach aims to evaluate social outcomes of public participation more comprehensively and reliably. Furthermore, the model is implemented in this thesis as part of the outlined objectives, which define the influencing factors that affect public participation in community development.

Thus, the developed evaluation framework is implemented in a case study of public participation La Duchère Project in Lyon, France. A neighborhood that was the subject of a regeneration project with a strong focus on the social aspects and community needs and exceptional political support to achieve the intended goals of this project.

The importance of this project lies in the importance given to the participation process and the fact that it was considered a tool to achieve the project objectives and as a tool to achieve positive social outcomes for the participants.

The evaluation process was conducted by interviewing two categories of citizens: Participants who were part of the participation process during the project phases and the officers and organizers of the participation.

Officials rated criteria that assessed the context and process of participation based on their experience and engagement. Participants rated criteria assessing the social impact after participating in the process.

The evaluation results showed that the process was overall successful participation in terms of three aspects (context, process, and outcomes). Based on the initial assumption that an effective

participation could deliver a range of positive social outcomes for participants. The results showed that participants benefited from five main outcomes:

- Connectedness and a sense of responsibility to the neighborhood,
- Social connectedness with other participants,
- The willingness to participate in future neighborhood changes and community outreach,
- The level of acceptance of ethnic and cultural differences.
- The level of the collective identity of the participants.

These social outcomes are influenced by a range of factors identified through the evaluation framework implemented in the case study of Lyon (La Duchère).

For this reason, a list of experts engaged in the participation process (responsible organizers and professionals) were invited to evaluate the context and the process. Based on that, they defined the possible factors that contributed to achieving the social outcomes.

To further explore the significance of these factors, a second experts-based scoring process was conducted, inviting a second independent list of experts to evaluate each factor's degree of influence on each of the social outcomes.

This process is mainly based on using a scoring grid build based on the same evaluation framework of the previous case study of Lyon. This second expert evaluation is designed to show the relationship between the influencing factors and the social outcomes. The experts believe that all five factors have a significant impact on the outcomes. However, two factors scored relatively highest compared to the other three factors: institutional and political support dedicated to participation and participation mechanisms with high empowerment of participants.

The factor of **institutional and political support** was also suggested by the experts of the conducted case study of la Duchère in France as the most important factor influencing the social impact on participants. This is a strong indication that this factor plays a crucial role in the success of public participation practice. The factor of **participation mechanisms with high empowerment of participants** aligns with the previous studies' suggestions on the importance of process features and mechanisms and the level of engagement given to citizens.

The other three factors received higher than average scores (3.5/5) - and therefore with importance on social impact - were:

- The influence of projects of great territorial and/or political importance on the social characteristics of the community;
- The influence of pre-existing community-agency relationships, and
- The influence of social, economic, and cultural characteristics of individuals and the community at the beginning of the public participation process.

Next, a juxtaposition/confrontation of the identified influencing factors was established, based on the results of the theoretical and the experts-based approach, this has allowed to support the initial arguments of this paper about the relationship between the contribution of effective public participation in urban regeneration and community development. Table (16) below represents the final process of crossing the findings to understand better the association between public participation and community development outcome dimensions. As a result, a

better understanding of the factors influencing the strengthening of this relationship and ways to improve it is created.

Approach (1): based on a theoretical approach, the factors believed to influence civic participation through the social dimensions associated with community development.

Approach (2): based on an experts-based approach, the factors believed to impact achieving the social outcomes of public participation identified through the case study and expert perspective.

Table 16: Confronting the influence factors: theory approach (1) and case study approach (2)

Community development dimensions	Factors – Theoretical approach (1)	Factors – experts-based approach (2)
Social innovation	<ul style="list-style-type: none"> • Social interactions 	<ul style="list-style-type: none"> • The impact of social, economic, and cultural characteristics of individuals and the community at the beginning of the public participation process
	<ul style="list-style-type: none"> • Actors' ability to change rules, relational ties, and distribution of resource 	<ul style="list-style-type: none"> • The impact of institutional support for the public participation process
Community Social enterprise	<ul style="list-style-type: none"> • Strong leadership • Partnerships • Triple Bottom Line Planning • Attractiveness and clarity of the innovative concept • Business planning and marketing • Short- and long-term benefits management • Commitment to the local community 	<ul style="list-style-type: none"> • The impact of institutional support for the public participation process • The impact of participation mechanisms with a high level of citizen empowerment in decision making
Community Social justice	<ul style="list-style-type: none"> • Equity, diversity, and democracy 	<ul style="list-style-type: none"> • The impact of institutional support for the public participation process
Community Social capital	<ul style="list-style-type: none"> • Trust, a key factor • Trustworthy professionals and variation of capable players promote better odds. 	<ul style="list-style-type: none"> • The impact of pre-existing relationships between community and authorities
	<ul style="list-style-type: none"> • Common values. The sense of a common purpose. • Agency by mobilizing society's networks into active action. • Active engagement within this variation of networks of actors and individuals. • Human capital as the available skills, knowledge, and capacities that individuals have. • Solidarity, helpfulness, honesty, generosity, courtesy, equity, tolerance, and non-discrimination towards other individuals. 	<ul style="list-style-type: none"> • The impact of social, economic, and cultural characteristics of individuals and the community at the beginning of the public participation process • The impact of participation mechanisms with a high level of citizen empowerment in decision making

	<ul style="list-style-type: none"> • Civic attitudes and beliefs 	
	<ul style="list-style-type: none"> • The Frequency of formal volunteering and political engagement. 	<ul style="list-style-type: none"> • The impact of institutional support for the public participation process
Community Social capacity	<ul style="list-style-type: none"> • Sense of community, level of commitment among community members, ability to solve problems, and access to resources. 	<ul style="list-style-type: none"> • The impact of social, economic, and cultural characteristics of individuals and the community at the beginning of the public participation process
Community Social resilience	<ul style="list-style-type: none"> • Infrastructure and services • Equality and equal access to resources 	<ul style="list-style-type: none"> • The impact of participation mechanisms with a high level of citizen empowerment in decision making
	<ul style="list-style-type: none"> • Social capital and networks • Information, communication, and knowledge/skills. • Community competence and capacity to act. • Broad involvement of community members 	<ul style="list-style-type: none"> • The impact of social, economic, and cultural characteristics of individuals and the community at the beginning of the public participation process • The impact of participation mechanisms with a high level of citizen empowerment in decision making
	<ul style="list-style-type: none"> • Robust, responsive, and adaptable governance • Active agents and leaders • -Robust and diverse state of local economy 	<ul style="list-style-type: none"> • The impact of institutional support for the public participation process • The impact of participation mechanisms with a high level of citizen empowerment in decision making
Community Social adaptability	<ul style="list-style-type: none"> • Willingness and ability to mobilize, structure, initiate, refine, and sustain an organized response. • Confronting new experiences with traditional knowledge and skills of communities that rely on knowledge and culture. • Access to technology and information as a means to increase self-organized effectiveness. • Connection with place 	<ul style="list-style-type: none"> • The impact of social, economic, and cultural characteristics of individuals and the community at the beginning of the public participation process • The impact of participation mechanisms with a high level of citizen empowerment in decision making
Community Place attachment	<ul style="list-style-type: none"> • Social mix • Stability of residence within a neighborhood 	<ul style="list-style-type: none"> • The impact of social, economic, and cultural characteristics of individuals and the community at the beginning of the public participation process

Drawing on earlier findings in this thesis, where a theoretically relationship between participation and community development was established, this provided a better understanding of the dynamics of this relationship by demonstrating the importance of human and institutional resources in influencing this relationship. In delivering the benefits of participation. This also provided a set of factors associated with community development dimensions that are thought to influence the achievement of the goals of public participation.

An empirical approach was developed during the various stages of this research to further substantiate these findings by contrasting these last theoretical findings with a practical approach. An approach that was built on the findings of a case study evaluation and expert appraisal.

The juxtaposition aims to assess whether the proposed identified factors from both approaches are interconnected and would contribute in parallel to the social dimensions of community development.

To demonstrate this relationship, (Table 16) shows the confrontation between the two approaches (theoretical and practical). The table shows that the five factors identified from the practical approach (the influence of projects with great territorial and / or political importance, the influence of pre-existing relationships between the community and the authorities, the influence of institutional support for the public participation process, the influence of social, economic and cultural characteristics of individuals and the community at the beginning of the public participation process, and the influence of participation mechanisms with a high level of citizen participation in decision-making), are associated with the factors identified from the theoretical approach.

Specifically, it was found that the influencing factor "The influence of social, economic and cultural characteristics of individuals and the community at the beginning of the public participation process" is the most recurrent factor compared to the other factors in terms of association with the dimensions of community development.

This latter finding is compatible with the initial findings from the theoretical relationship between participation benefits and community development, where the results suggest that the individual and collective characteristics of community members prior to participation play a crucial role in the success of participation, and thus in its social outcomes and contribution to the dimensions of community development.

To further support this, these findings align with the results from the interviews conducted in the case study, which show the importance of individuals' social, cultural, and economic characteristics on the effectiveness of these deliberative processes and their outcomes.

The second most recurring factor among the five factors is "the impact of institutional support for the public participation process and the impact of participatory mechanisms", which is also compatible with the findings from the empirical results of the case study and the expert perspective.

Consequently, this shows the compatibility between the two sets of factors from the two approaches related to the same social dimensions of community development. This association provides evidence of the relevance of the identified factors and their impact on achieving citizen participation's social outcomes, consequently the related dimensions of community development.

Furthermore, this means that these identified factors have a significant impact on achieving the social outcomes of public participation. Moreover, these factors might contribute to social

dimensions of community development. And thus, to the broad notion of community development as a whole.

7.2 Conclusions

When addressing citizen participation as a civic duty and an acquired right, it is often confronted with the usual questions from citizens: "Why should I participate?", "They will not listen to us", "The decisions have already been made before participation, is it worth it?".

Therefore, one of the most significant achievements that governments and decision-makers can achieve, is to restore the lost trust between citizens and decision-makers. This trust has been shaken by years of political events that have rocked democratic strongholds worldwide and reflects a profound loss of trust in government. Today, citizens have the impression that their institutions are run by elites who are disconnected from the real needs of citizens or are involved in maneuvers that benefit the powerful at the expense of ordinary citizens.

Indeed, governance is complex and complicated and often not very well defined for the citizen. So, it is needed to unpack it to understand that complexity and ensure that the ordinary citizen can absorb it and then accept it as a new era of relations with the institution. There is a need to work harder to understand better what is causing these disruptions and gaps and find effective ways to bridge them.

Within this vision, the initial goals in developing this work were to rethink the ideals of public participation, from a term used excessively in governmental and institutional rhetoric to nothing more than smoke and mirrors. It gives the superficial impression of a utopian democracy where the citizen is a partner in decision-making, a more concrete social, economic, environmental, and political lever where the citizen has a voice, but not just a voice that goes nowhere, more than an echo in empty spaces.

There is a real need for citizens to feel heard, valued, and appreciated by those in power. An excellent example is a situation the world experienced during the global pandemic of COVID 19. The proliferation of exceptional measures contributed to an increase in citizen distrust. In addition, the expansion of emergency powers increased the risk of impeding citizen participation at all levels of decision-making. During these states of emergency, people expressed their despair and frustration with the extra-legal measures taken. They felt deprived of their rights, which led some to revolt and violate public rules.

This shows that people need to feel free and valued by making decisions that affect their lives and have all the rights that allow them to exercise their civil rights as they see fit. Therefore, any excessive control could lead to a breach of trust and worsen the global retreat of democracy.

In this sense, effective public participation is extremely important in maintaining the balance between institutional power and good citizenship and keeping democratic values real and acceptable to ordinary citizens. Furthermore, this will increase their willingness to work with the government to create a safe zone where all concerned parts are equally satisfied with the decisions taken, with a positive vision for the benefit of future generations.

In the long run, citizen participation should go beyond these global democratic goals. Participation in planning should transcend its traditional role as a tool to support decision-making and become a lever that adds value to the citizen and the community by improving living conditions in the long term, raising the voice of the disadvantaged, and promoting equality, justice, and social upgrading. The ultimate goal would be to build a society that knows its rights and responsibilities and proactively contributes to the community's common good by facing challenges and providing solutions, regardless of external influences.

In this sense, research needs to explore the potential applicability of participatory processes to achieve social sustainability and their impact on overall sustainability, whether economic, environmental, and political.

Integrating these sustainable development principles into the context and process of public participation is poorly conceptualized and empirically under-researched. With this in mind, this thesis proposes developing a comprehensive conceptual evaluation framework that integrates social sustainable development objectives with the context, process, and outcomes of the participatory process within regeneration projects. In addition, it suggests that evaluation methods should be inclusive, universal, and comprehensive to overcome the uncertainty and complexity.

The evaluation model developed in this work can potentially contribute to enhance public participation and lead to community development, and consequently to the goals of social sustainability. First, the relationship that has been shown to exist between participation and community development through its social aspect provides a guide for creating the necessary framework to enable the transition to social sustainability, as it shares the same principles and ultimate goals.

Second, in developing future comprehensive evaluation frameworks for citizen participation that could be applied in different contexts for different desired outcomes, this research argues that these proposed recommendations offer relevant contributions for researchers and practitioners to adapt and apply to future evaluation objectives. It recommends focusing on the three dimensions: 'context', 'process' and 'outcomes'. This is essential as these are the three main dimensions underlying the definition of the effectiveness of a participatory process.

In order to have a comprehensive consensus-based criterion, the evaluation criteria should include theory, practice, and user-based criteria from the perspective of research findings, policy, and government guidelines. The comprehensiveness of the evaluation criteria requires a more precise definition of the desired outcomes that are expected, which leads to more fit-for-purpose evaluation criteria. In addition, the framework needs to be adaptable to the context, and participation outcomes and processes are the results of these contextual factors.

Third, this work suggests that it is important to critically confront theoretical (conceptual) frameworks with practical (field) frameworks and apply and test them by gathering empirical evidence in case studies on the ground. This confrontation could help to provide more certainty and decrease ambiguity that arises when focusing solely on theoretical approaches, thus providing a stronger evidence base.

Fourth, the defined factors that influence the achievement of social outcomes explored in this research represent a relevant step forward in improving the practice of citizen participation and its impact on disadvantaged communities in urban regeneration initiatives. These factors could be implemented in urban policy as a strategic guideline to promote the sustainability of urban regeneration and ensure the accountability of decision-makers and government officials increase trust relations that contribute to establishing a stronger social agenda that promotes transparency, openness, equity, and responsiveness. In addition, these factors are expected to increase certainty and minimize loss of time and resources.

7.3 Future Research

This work addressed the debate on the benefits of public participation in urban regeneration projects from a social perspective within a global framework of community development goals. However, this study leans toward the social and political aspects of the project more than its physical, environmental, or economic aspects, as the planning field can only be flourishing when all aspects are combined effectively and complementarily.

Thus, questions related to public participation dynamics and impacts should be decomposed according to different aspects in relation to social, economic, environmental, and political aspects of planning. This disaggregation is meant to emphasize the importance of each of the aspects and explore its potentials.

Public participation has many potentials, and future research should focus on exploring these potentials. However, some constraints might lead to blocking these processes, the same what happened during the unprecedented global impact of COVID-19, through which all sort face to face activities were not possible, putting back the efforts to mobilizing collective social and political action in planning.

In response to this, it is suggested that future research should focus on Digital Social Innovation as a step toward the future of democratic participation and engagement in planning. We live in a time of information and communication technologies that are changing and improving constantly. Thus, outdated engagement methods should improve accordantly.

The integration of new technologies with planning instruments could contribute tremendously to shift the mechanisms and methods people and governments are engaged in development projects. Indeed, the focus on enhancing virtual platforms sees a great deal of attention in different fields, these achievements should be implemented in participation and planning.

In a related context, citizens and stakeholders often consider civic duty participation rather than a civic right. Research should develop ways to make participation as desirable as possible for all populations with different backgrounds and education levels. This could be possible though the development of online planning simulators (games style) that simulate the actual project implementation phases. Through which citizens are allowed to contribute to the process in a fun, social, and desirable way, at the same time facilitating and simplifying the technical complexity of projects that citizens often face when engaging in the projects.

8 REFERENCE

- Abedin, M.A., Habiba, U., & Shaw, R. (2014). Community perception and adaptation to safe drinking water scarcity: Salinity, arsenic, and drought risks in coastal Bangladesh. *International Journal of Disaster Risk Science*, 5, 110–124. doi:10.1007/s13753-014-0021-6
- Abelson, J., & Gauvin, F. P. (2006). *Assessing the impacts of public participation: Concepts, evidence and policy implications*. Ottawa: Canadian Policy Research Networks.
- Adams, B. (2004). Public meetings and the democratic process. *Public Administration Review*, 64(1), 43-54.
- Agger, A. (2007) Communicative planning theory—new ideals for citizens’ participation in planning, in: A. Jensen, J. Andersen, O.E. Hansen & K.A. Nielsen (Eds) *Planning in Theory and Practice—a cross disciplinary perspective* (Roskilde, Roskilde Universitets Forlag).
- Agger, A. (2011). Towards tailor-made participation: how to involve different types of citizens in participatory governance. *Town planning review*, 83(1), 29-45.
- Amundsen, S., & Martinsen, Ø. L. (2015). Linking empowering leadership to job satisfaction, work effort, and creativity: The role of self-leadership and psychological empowerment. *Journal of Leadership & Organizational Studies*, 22(3), 304-323.
- Andersen, H. T., and R. Van Kempen. 2003. “New Trends in Urban Policies in Europe: Evidence from the Netherlands and Denmark.” *Cities* 20 (2): 77–86. Doi:10.1016/S0264-2751(02)00116-6.
- Andersen, John (2007): “*Empowermentperspektivet i planlægning*” in Jensen, Anne eds. (2007): “*Planlægning i teori og praksis – et tværfagligt perspektiv*”, Frederiksberg C, Roskilde Universitetsforlag.
- André, P. Avec la collaboration de P. Martin et G. Lanmafankpotin (2012). « Participation citoyenne », dans L. Côté et J.-F. Savard (dir.), *Le Dictionnaire encyclopédique de l’administration publique*.
- Andrews, R. (2009). Civic engagement, ethnic heterogeneity, and social capital in urban areas: Evidence from England. *Urban affairs review*, 44(3), 428-440.
- Annese, S., & Traetta, M. (2012). Distributed participation in blended learning communities: actors, contexts, and groups. *International Journal of Web Based Communities*, 8(4), 422-439.
- Appelstrand, M. (2002) Public participation and collaboration. Background paper for COST Action E-19 ‘National Forest Programmes in a European Context’ April 5–6, Savonlinna, Finland.
- Armour, A. 1995. Citizens’ jury model of public participation: A critical evaluation. In *Fairness and competence in citizen participation: Evaluating models for environmental discourse*, ed. O. Renn, T. Webler, and P. Wiedemann. Boston: Kluwer Academic Publishers.

- Arnstein, S.R., 1969. A ladder of citizen participation. *J. Am. Inst. Plan.* 35, 216–224 Arnstein, S. 1969. A ladder of citizen participation. *Journal of the American Institute of Planners* 35:216–24.
- Atkinson, R. 1999. “Discourses of Partnership and Empowerment in Contemporary British Urban Regeneration.” *Urban Studies* 36: 59–72. Doi:10.1080/0042098993736.
- Bailey, N. 2010. “Understanding Community Empowerment in Urban Regeneration and Planning in England: Putting Policy and Practice in Context.” *Planning Practice & Research* 25 (3): 317–332. Doi:10.1080/02697459.2010.503425 Beauregard 2003.
- Bailey, N., Besemer, K., Bramley, G., & Livingston, M. (2015). How neighbourhood social mix shapes access to resources from social networks and from services. *Housing Studies*, 30(2), 295-314.
- Bailey, N., Kearns, A., & Livingston, M. (2012). Place attachment in deprived neighbourhoods: The impacts of population turnover and social mix. *Housing Studies*, 27(2), 208-231.
- Bailey, N., Kearns, A., & Livingston, M. (2012). Place attachment in deprived neighbourhoods: The impacts of population turnover and social mix. *Housing Studies*, 27(2), 208-231.
- Barry Checkoway (2013) Social Justice Approach to Community Development, *Journal of Community Practice*, 21(4), 472-486,
- Beierle, T. C., & Cayford, J. (2001). Public Participation: Lessons from the Case Study Record, 68 79. Retrieved from http://www.iaea.org/inis/collection/nclcollectionstore/_Public/34/086/34086358.pdf
- Beierle, T. C., & Konisky, D. M. (2000). Values, conflict, and trust in participatory environmental planning. *Journal of Policy analysis and Management*, 19(4), 587-602.
- Beierle, T., and J. Cayford. 2002. *Democracy in practice: Public participation in environmental decisions*. Washington, DC: Resources for the Future.
- Berman, T. (2016). *Public Participation as a Tool for Integrating Local Knowledge into Spatial Planning: Planning, Participation, and Knowledge*. Springer.
- Berry JM, Portney KE, Thomson K. 1993. *The Rebirth of Urban Democracy*. Washington, DC: Brookings Inst.
- Beste, S. (2013). Contemporary trends of deliberative research: Synthesizing a new study agenda. *Journal of Public Deliberation*, 9(2), 1.
- Bhattacharyya (2004) Theorizing Community Development, *Journal of the Community Development Society*, 34:2, 5-34, DOI: 10.1080/15575330409490110
- Bickerstaff, K., & Walker, G. (2005). Shared visions, unholy alliances: Power, governance and deliberative processes in local transport planning. *Urban Studies*, 42(12), 2123-2144.

- Bierle, T. C. (1999). Using Social Goals to Evaluate Public Participation in Environmental Decisions. *Policy Studies Review*, 16(3–4), 75–103. <https://doi.org/10.1111/j.1541-1338.1999.tb00879>.
- Blackstock, K. L., Waylen, K. A., Dunglinson, J., & Marshall, K. M. (2012). Linking process to outcomes - Internal and external criteria for a stakeholder involvement in River Basin Management Planning. *Ecological Economics*, 77(2012), 113–122. <https://doi.org/10.1016/j.ecolecon.2012.02.01>
- Blair, H. (2000). Participation and accountability at the periphery: Democratic local governance in six countries. *World Development*, 28(1), 21–39
- Bond, S., & Thompson-Fawcett, M. (2007). Public participation and new urbanism: a conflicting agenda? *Planning Theory & Practice*, 8(4), 449–472.
- Boonstra, B., & Boelens, L. (2011). Self-organization in urban development: towards a new perspective on spatial planning. *Urban Research & Practice*, 4(2), 99–122.
- Brennan, M. A., & Luloff, A. E. (2007). Exploring rural community agency differences in Ireland and Pennsylvania. *Journal of Rural Studies*, 23(1), 5261.
- Brown, G., & Chin, S. Y. W. (2013). Assessing the Effectiveness of Public Participation in Neighbourhood Planning. *Planning Practice and Research*, 28(5), 563–588. <https://doi.org/10.1080/02697459.2013.820037>
- Brownill, S. & Carpenter, J. (2007a) Participation and planning: Dichotomies, rationalities and strategies for power, *Town Planning Review*, 78(4), pp. 401–428.
- Brownill, S. & Carpenter, J. (2007b) Increasing participation in planning: Emergent experiences of the reformed planning system in England, *Planning Practice and Research*, 22(4), pp. 619–634.
- Brownill, S., & Parker, G. (2010). Why bother with good works? The relevance of public participation (s) in planning in a post-collaborative era. *Planning Practice & Research*, 25(3), 275–282.
- Bryson, J. M., Quick, K. S., Slotterback, C. S., & Crosby, B. C. (2013). Designing public participation processes. *Public administration review*, 73(1), 23–34.
- Buchy, M. And D. Race. 2001. The Twists and Turns of Community Participation in Natural Resource Management in Australia: What is Missing? *Journal of Environmental Planning and Management* 44 (3): 293–308.
- Bull, R., Petts, J., & Evans, J. (2010). The importance of context for effective public engagement: Learning from the governance of waste. *Journal of Environmental Planning and Management*, 53(8), 991–1009.
- Burgess, J., & Chilvers, J. (2006). Upping the ante: a conceptual framework for designing and evaluating participatory technology assessments. *Science and Public Policy*, 33(10), 713–728.

- Burns, D., & Taylor, M. (2000). *Auditing community participation: An assessment handbook*. Bristol/New York: The Policy Press/JRF.
- Burton, Paul et al. (2004) What works in community involvement in area-based initiatives? A systematic review of the literature. Home Office Online Report 53/04, Home Office, London
- Busse S., Schneider S.H. (2018) Evaluation of Public Participation. In: Farazmand A. (eds) *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Springer, Cham
- Butterfoss, F. D. (2006). Process Evaluation for Community Participation. *Annual Review of Public Health*, 27(1), 323–340.
<https://doi.org/10.1146/annurev.publhealth.27.021405.102207>
- Cajaiba-Santana, G. (2014). Social innovation: Moving the field forward. A conceptual framework. *Technological Forecasting and Social Change*, 82(1), 42–51.
<https://doi.org/10.1016/j.techfore.2013.05.008>
- Camarinhas, C. T. F. (2011). The construction of modern scientific urban planning: Lisbon under French urbanisme influence (1904e1967). *Planning Theory and Practice*, 12, 11e31
- Carpini, M. X. D., Cook, F. L., & Jacobs, L. R. (2004). Public deliberation, discursive participation, and citizen engagement: A review of the empirical literature. *Annu. Rev. Polit. Sci.*, 7, 315-344.
- Charalabidis, Y., Gionis, G., Ferro, E., and Loukis, E. 2010. Towards a systematic exploitation of web 2.0 and simulation modeling tools in public policy process. In *Electronic Participation*. Springer, 1–12.
- Charnley, S., & Engelbert, B. (2005). Evaluating public participation in environmental decision-making: EPA's superfund community involvement program. *Journal of Environmental Management*, 77(3), 165-182.
- Chaskin, R. J. (2001). Building community capacity: A definitional framework and case studies from a comprehensive community initiative. *Urban affairs review*, 36(3), 291-323.
- Chaskin, R. J. (2005). Democracy and bureaucracy in a community planning process. *Journal of Planning Education and Research*, 24(4), 408-419.
- Chaskin, R., & Joseph, M. (2010). Building “Community” in Mixed-Income Developments. *Urban Affairs Review*, 45(3), 299–335. <https://doi.org/10.1177/1078087409341544>
- Chaskin, R., and S. Garg. (1997). “The Issue of Governance in Neighborhood-Based Initiatives.” *Urban Affairs Review* 32 (5): 631–661. Doi:10.1177/107808749703200502
- Chaskin, R., Khare, A., & Joseph, M. (2012). Participation, deliberation, and decision making: The dynamics of inclusion and exclusion in mixed-income developments. *Urban Affairs Review*, 48(6), 863-906.

- Chess, C. (2000). Evaluating Environmental Public Participation: Methodological Questions. *Journal of Environmental Planning and Management*, 43(6), 769–784. <https://doi.org/10.1080/09640560020001674>
- Chess, C., & Purcell, K. (1999). Public participation and the environment: Do we know what works?
- Churchman, A., & Sadan, E. (2003). Participation: Your way to make a difference. *Tel Aviv: Kav Adom, Hakibbutz Hameuchad*. [in Hebrew].
- Cogan E. (2000). *Successful public meetings: A practical guide*. 2nd ed. Chicago: Planners Press, American Planning Association.
- Coglianesi, C. (2002). Is satisfaction success? Evaluating public participation in regulatory policymaking.
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American journal of sociology*, 94, S95-S120.
- Connelly, S. (2006). Looking inside public involvement: how is it made so ineffective and can we change this?. *Community Development Journal*, 41(1), 13-24.
- Conrad, E., F. Cassar, L., Jones, M., Eiter, S., Izaovičová, Z., Barankova, Z., Fazey, I. (2011). Rhetoric and Reporting of Public Participation in Landscape Policy. *Journal of Environmental Policy & Planning*, 13(1), 23–47. <https://doi.org/10.1080/1523908X.2011.560449>
- Couch, C., & Dennemann, A. (2000). Urban regeneration and sustainable development in Britain - the example of the Liverpool Ropewalks Partnership. *Cities*, 17(2), 137-147. Doi: 10.1016/S0264-2751(00)00008-1
- Crawford, P., Kotval, Z., Rauhe, W., Kotval, Z., 2008. Social capital development in participatory community planning and design. *Town Planning Review* 79, 533–554
- Crook, R. C., Crook, R. C., & Manor, J. (1998). *Democracy and decentralisation in South Asia and West Africa: Participation, accountability and performance*. Cambridge University Press.
- Crosby, N., Kelly, J. M., & Schaefer, P. (1986). Citizens panels: A new approach to citizen participation. *Public administration review*, 170-178.
- Dacin, P. A., Dacin, M. T., & Matear, M. (2010). Social entrepreneurship: Why we don't need a new theory and how we move forward from here. *Academy of Management Perspectives*, 24(3), 37–57. doi: 10.5465/AMP.2010.52842950
- David Matarrita-Cascante, Bernardo Trejos, Hua Qin, Dongoh Joo & Sigrid Debner (2017) Conceptualizing community resilience: Revisiting conceptual distinctions, *Community Development*, 48:1, 105-123, DOI: 10.1080/15575330.2016.1248458

- David Matarrita-Cascante, Mark Anthony Brennan & A. E. Luloff (2010) Community agency and sustainable tourism development: the case of La Fortuna, Costa Rica, *Journal of Sustainable Tourism*, 18:6, 735-756,
- Davidson, D.J. (2010). The applicability of the concept of resilience to social systems: Some sources of optimism and nagging doubts. *Society Natural Resources*, 23, 1135–1149. doi:10.1080/08941921003652940
- De Certeau, M. (1986). *Heterologies: Discourse on the other* (Vol. 17). U of Minnesota Press.
- Dekker, K., & Van Kempen, R. (2004). Urban governance within the Big Cities Policy: ideals and practice in Den Haag, the Netherlands. *Cities*, 21(2), 109-117.
- Dekker, K., & Van Kempen, R. (2009). Participation, social cohesion and the challenges in the governance process: An analysis of a post-World War II neighbourhood in the Netherlands. *European Planning Studies*, 17(1), 109-130.
- DETR (Department of the Environment, Transport, the Regions). (2001). Local strategic partnerships. Government guidance summary. London: The Stationery Office
- Di Stefano, M, nedjar-guerre, A & desponds, D. (2016). La participation des habitants entre activisme et inertie : cas de l'écoquartier « la duchère » de lyon. Participation citoyenne : experiences et limites d' un ideal de democratie. Université françois-rabelais, tours, France.
- Dicicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interviews. *Medical education*, 40(4), 314-321.
- Docherty, I., Goodlad, R., & Paddison, R. (2001). Civic culture, community and citizen participation in contrasting neighbourhoods. *Urban Studies*, 38, 2225–2250.
- East, U. D. (2009). Uitvoeringsplan participatie. *Amsterdam: Urban District East*.
- Edwards, P. B., Hindmarsh, R., Mercer, H., Bond, M., & Rowland, A. (2008). A three-stage evaluation of a deliberative event on climate change and transforming energy. *Journal of public deliberation*, 4(1), 6.
- Edwards-Schachter, M., & Wallace, M. L. (2017). ‘Shaken, but not stirred’: Sixty years of defining social innovation. *Technological Forecasting and Social Change*, 119, 64-79.
- Egan, J. (2004). The Egan review: Skills for sustainable communities. London: Communities and Local Government
- Evans, J., & Jones, P. (2008). Rethinking sustainable urban regeneration: ambiguity, creativity, and the shared territory. *Environment and Planning A*, 40(6), 1416-1434.
- Eversole, R. (2011). Community agency and community engagement: re-theorising participation in governance. *Journal of Public Policy*, 51-71.
- Faehnle, M., & Tyrväinen, L. (2013). A framework for evaluating and designing collaborative planning. *Land Use Policy*, 34, 332–341. <https://doi.org/10.1016/j.landusepol.2013.04.006>

- Fainstein, S. S. (2014). The just city. *International journal of urban Sciences*, 18(1), 1-18.
- Ferilli, G., Luigi, P., & Tavano, G. (2015). Culture and Society Beyond the rhetoric of participation: New challenges and prospects for inclusive urban regeneration. *City, Culture and Society*, 1–6. <https://doi.org/10.1016/j.ccs.2015.09.001>
- Fikret Berkes & Helen Ross (2013) Community Resilience: Toward an Integrated Approach, *Society & Natural Resources*, 26:1, 5-20,
- Fishkin, J. S. (2003). Who speaks for the people? Deliberation and public consultation. *Public participation and local governance*. Barcelona: Institut de Ciències Polítiques i Socials, 65-83.
- Ford, J.D., Smit, B., & Wandel, J. (2006). Vulnerability to climate change in the Arctic: A case study from Arctic Bay, Canada. *Global Environmental Change*, 16, 145–160. doi:10.1016/j.gloenvcha.2005.11.007
- Ford, J.D., Smit, B., Wandel, J., Allurut, M., Shappa, K., Ittusarjuat, H., & Qrunnut, K. (2008). Climate change in the Arctic: Current and future vulnerability in two Inuit communities in Canada. *The Geographical Journal*, 174, 45–62. doi:10.1111/j.1475-4959.2007.00249.
- Forester, J. (1999). *The deliberative practitioner: Encouraging participatory planning processes*. MIT Press.
- Foster, K. A., Pitner, R., Freedman, D. A., Bell, B. A., & Shaw, T. C. (2015). Spatial Dimensions of Social Capital. *City and Community*, 14(4), 392–409.
- Fung, A. (2003). Countervailing power in empowered participatory governance archon fung and erik olin wright. *Deepening democracy: Institutional innovations in empowered participatory governance*, 4, 259.
- Fung, A. (2006). Varieties of participation in complex governance. *Public Administration Review*, 66(SUPPL. 1), 66–75. <https://doi.org/10.1111/j.1540-6210.2006.00667>.
- Fung, A., & Wright, E. O. (2003). *Deepening democracy: Institutional innovations in empowered participatory governance* (Vol. 4). Verso.
- Gastil, J. (2000). *By popular demand: Revitalizing representative democracy through deliberative elections*. Univ of California Press.
- Gerasidi, A., Apostolaki, S., Manoli, E., Assimacopoulos, D. & Vlachos, E. (2009) Towards the formulation of a new strategy of water resource management for urban areas achieved through participatory processes, *Urban Water Journal*, 6(3), pp. 209–219.
- Gewirtz, S., & Cribb, A. (2002). Plural conceptions of social justice: Implications for policy sociology. *Journal of Education Policy*, 17(5), 499-509.
- Ghose, R., 2005. The complexities of citizen participation through collagerative governance. *Space and Polity* 9, 61–75.

- Giddens, A. (1984). *The constitution of society*. Berkeley.
- Ginwright, S., & Cammarota, J. (2002). New terrain in youth development: The promise of a social justice approach. *Social justice*, 29(4 (90), 82-95.
- Glackin, S., & Rita, M. (2016). Land Use Policy “Deep engagement” and urban regeneration: tea, trust, and the quest for co-design at precinct scale. *Land Use Policy*, 52, 363–373. <https://doi.org/10.1016/j.landusepol.2016.01.001>.
- Grant, B., & Drew, J. (2017). *Local Government in Australia: History, Theory and Public Policy*. Springer.
- Green, G. P., & Haines, A. (2015). *Asset building & community development*. Sage publications.
- Hackworth, J., & Smith, N. (2001). The changing state of gentrification. *Tijdschrift voor economische en sociale geografie*, 92(4), 464-477.
- Halvorsen, K. E. (2001) Assessing public participation techniques for comfort, convenience, satisfaction, and deliberation, *Journal of Environmental Management*, 28(2), pp. 179–186
- Harvey, D. (1989). Capitalism from managerialism to the entrepreneurialism: in urban governance transformation. *Geografiska Annaler. Series B, Human Geography*, 71(1), 3–17. <https://doi.org/10.2307/490503>
- Hassenforder, E., Smajgl, A., & Ward, J. (2015). Towards understanding participatory processes: Framework, application and results. *Journal of Environmental Management*, 157, 84–95.
- Head, B. W. (2007). Community engagement: participation on whose terms? *Australian Journal of Political Science*, 42(3), 441-454.
- Healey, P. (1997). *Collaborative planning: Shaping places in fragmented societies*. Ubc Press.
- Healey, P. (2015). Civil society enterprise and local development. *Planning Theory & Practice*, 16(1), 11-27.
- Healey, P. (2015). Civil society enterprise and local development. *Planning Theory & Practice*, 16(1), 11-27.
- Heath, S. C., Rabinovich, A., & Barreto, M. (2017). Putting identity into the community: Exploring the social dynamics of urban regeneration. *European Journal of Social Psychology*, 47(7), 855-866.
- Hendricks, A. (2009). Evaluation Framework for Community Engagement Based on the United Nations Brisbane Declaration. 9 pp. Available at: <https://www.darzin.com/resources/the-darzin-evaluation-framework>. (Accessed March 12, 2020)
- Hendriks, F., & Karsten, N. (2010). Democratic theory and the “ anomaly ” of leadership, 1–15.
- Hendriks, F., & Michels, A. (2011). Democracy transformed? Reforms in Britain and the Netherlands (1990–2010). *International Journal of Public Administration*, 34(5), 307-317.

- Hindess, B. (2002). Deficit by design. *Australian Journal of public administration*, 61(1), 30-38.
- Houwelingen, P. van. (2012). Neighborhood Associations and Social Capital in Japan. *Urban Affairs Review*, 48(4), 467–497.
- Huisman, C. (2014). Displacement through participation. *Tijdschrift voor economische en sociale geografie*, 105(2), 161-174.
- Innes, J. E. (1996). Planning through consensus building: A new view of the comprehensive planning ideal. *Journal of the American planning association*, 62(4), 460-472.
- Innes, J. E., & Booher, D. E. (1999). Consensus building and complex adaptive systems: A framework for evaluating collaborative planning. *Journal of the American planning association*, 65(4), 412-423.
- Innes, J. E., & Booher, D. E. (2003). The impact of collaborative planning on governance capacity.
- Innes, J. E., & Booher, D. E. (2004). Reframing public participation: strategies for the 21st century. *Planning theory & practice*, 5(4), 419-436.
- Innes, J. E., & Booher, D. E. (2018). *Planning with complexity: An introduction to collaborative rationality for public policy*. Routledge.
- Irvin, R. A., & Stansbury, J. (2004). Citizen participation in decision making: is it worth the effort?. *Public administration review*, 64(1), 55-65.
- Jarvis, D., Berkeley, N., & Broughton, K. (2012). Evidencing the impact of community engagement in neighbourhood regeneration: the case of Canley, Coventry. *Community Development Journal*, 47(2), 232-247.
- Jean-Marie, G., Normore, A. H. & Brooks, J. S. (2009). Leadership for social justice: Preparing 21st Century school leaders for a new social order. *Journal of Research on Leadership in Education*, 4(1): 1-31
- Jones, P. (2003). “Urban Regeneration’s Poisoned Chalice: Is There an Impasse in (Community) Participation-based Policy?” *Urban Studies* 40 (3): 581–601.
- Joseph Paulo Layson & Xia Nankai (2015) Public participation and satisfaction in urban regeneration projects in Tanzania: The case of Kariakoo, Dar es Salaam, *Urban, Planning and Transport Research*, 3:1, 68-87, DOI: 10.1080/21650020.2015.1045623
- Journal, T. I., Work, C., & Gormally, S. (2013). A social justice approach to community development, 1–12.
- Kernaghan, K. (2009). Moving towards integrated public governance: improving service delivery through community engagement. *International Review of Administrative Sciences*, 75(2), 239-254.

- Kitchen, T., & Whitney, D. (2004). Achieving More Effective Public Engagement with the English Planning System. *Planning Practice and Research*, 19(4), 393–413.
<https://doi.org/10.1080/0269745052000343235>
- Kokx, A., and R. Van Kempen. 2010. “Joining Forces in Urban Restructuring: Dealing with Collaborative Ideals and Role Conflicts in Breda, the Netherlands.” *Environment and Planning A* 41: 1234–1250. Doi:10.1068/a4136
- Kuir-Ayius, D. (2016). Building community resilience in mine impacted communities: A study on delivery of health systems in Papua New Guinea (Unpublished doctoral dissertation). Massey University, Palmerston North, New Zealand.
- Kulig, J.C., Hegney, D., & Edge, D.S. (2010). Community resiliency and rural nursing: Canadian and Australian perspectives. In C.A. Winters & H.J. Lee (Eds.), *Rural nursing: Concepts, theory and practice* (3rd ed.). (pp. 385–400). New York, NY: Springer.
- Laurian, L., & Shaw, M. M. (2009). Evaluation of Public Participation. *Journal of Planning Education and Research*, 28(3), 293–309.
- Lawless, P., Foden, M., Wilson, I., & Beatty, C. (2010). Understanding area-based regeneration: The new deal for communities programme in England. *Urban Studies*, 47(2), 257–275.
- Lawson, L., & Kearns, A. (2010). Community engagement in regeneration: are we getting the point?. *Journal of Housing and the Built Environment*, 25(1), 19-36.
- Lehman, H. P. (2007). Deepening democracy? 44(2), 301–317.
<https://doi.org/10.1016/j.sosocij.2007.03.013>
- Leib, E. J. (2010). *Deliberative democracy in America: A proposal for a popular branch of government*. Penn State Press.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of psychology*.
- Lin, N. (2001). Building a network theory of social capital. In N. Lin, K. Cook, & R. Burt (Eds.), *Social capital: Theory and research*. New York: Aldine de Gruyter.
- Liu, B., Wang, X., Xia, N., & Ni, W. (2018). Critical Success Factors for the Management of Public Participation in Urban Renewal Projects: Perspectives from Governments and the Public in China. *Journal of Urban Planning and Development*, 144(3), 4018026.
- Livingston, M., Bailey, N., & Kearns, A. (2010). Neighbourhood attachment in deprived areas: Evidence from the north of England. *Journal of Housing and the Built Environment*, 25(4), 409-42
- Magis, K. (2010). Community resilience: An indicator of social sustainability. *Society and Natural Resources*, 23, 401–416.
- Mahjabeen, Z., Shrestha, K. K., & Dee, J. A. (2009). Rethinking community participation in urban planning: The role of disadvantaged groups in Sydney metropolitan strategy. *Australasian Journal of Regional Studies*, The, 15(1), 45-63.

- Mannarini, T., & Fedi, A. (2017). Using Quali-Quantitative Indicators for Assessing the Quality of Citizen Participation: A Study on Three Citizen Juries. *Social Indicators Research*, 139(2), 1–18.
- Mannarini, T., Rochira, A., & Talo, C. (2014). Negative psychological sense of community: Development of a measure and theoretical implications. *Journal of Community Psychology*, 42(6), 673-688.
- Manor, J. (1999). *The political economy of democratic decentralization*. The World Bank.
- Marré, A.W., & Weber, B.A. (2010). Assessing community capacity and social capital in rural America: lessons from two rural observatories. *Community Development*, 41, 92–107.
- Marshall, C., Young, M., & Moll, L. U. I. S. (2006). The wider societal challenge: An afterword. *Leadership for social justice: Making revolutions in education*, 307-317.
- Martin, L. 2007. “Fighting for Control: Political Displacement in Atlanta’s Gentrifying Neighborhoods.” *Urban Affairs Review* 42: 603–628. doi:10.1177/1078087406296604.
- Martineau-Delisle, C., & Nadeau, S. (2010). Assessing the effects of public participation processes from the point of view of participants: Significance, achievements, and challenges. *Forestry Chronicle*, 86(6), 753–765.
- Martinez, M. (2011). The Citizen Participation of Urban Movements in Spatial Planning: A Comparison between Vigo and Porto. *International Journal of Urban and Regional Research*, 35(1), 147–171. <https://doi.org/10.1111/j.1468-2427.2010.00956.x>
- Marzouki, A., Mellouli, S., & Daniel, S. (2017, March). Towards a context-based Citizen Participation Approach: A literature review of citizen participation issues and a conceptual framework. In *Proceedings of the 10th International Conference on Theory and Practice of Electronic Governance* (pp. 204-213).
- Matarrita-Cascante, D., & Edwards, M. (2016). What is community capacity and why it matters for leisure studies. *Community development: Applications for leisure*, 15-26.
- Mattessich, P., & Monsey, M. (2004). *Community Building: What Makes It Work*: Wilder Foundation.
- Mcafee, A. N. N. (2013). Tools for Change: cityplan Vancouver's Strategic Planning Process. *Built Environment*, 39(4), 438-453.
- McDonald, S., Malys, N., & Maliene, V. (2009). Urban regeneration for sustainable communities: A case study. *Technological and Economic Development of Economy*, 15(1), 49-59.
- McDonald, S., Malys, N., & Maliene, V. (2009). Urban regeneration for sustainable communities: A case study. *Technological and Economic Development of Economy*, 15(1), 49-59.
- Mendelberg, T. (2002). The deliberative citizen: Theory and evidence. *Political decision making, deliberation and participation*, 6(1), 151-193.

- Merchant, B. M., & Shoho, A. R. (2010). Bridge people: Civic and educational leaders for social justice. *C. Marshall & M. Oliva (Eds.), Leadership for social justice: Making revolutions in education*, 120-138.
- Michels, A., & De Graaf, L. (2010). Examining citizen participation: Local participatory policy making and democracy. *Local Government Studies*, 36(4), 477-491.
- Midgley, W., Danaher, P. A., & Baguley, M. (Eds.). (2013). *The role of participants in education research: Ethics, epistemologies, and methods*. Routledge.
- Moote, M. A., McClaran, M. P., & Chickering, D. K. (1997). Theory in practice: Applying participatory democracy theory to public land planning. *Environmental management*, 21(6), 877-889.
- Moulaert, F. (Ed.). (2013). *The international handbook on social innovation: collective action, social learning and transdisciplinary research*. Edward Elgar Publishing.
- Moulaert, F., MacCallum, D., & Hillier, J. (2013). Social innovation : intuition, precept, concept. *The International Handbook on Social Innovation: collective action, social learning and transdisciplinary research*, 13.
- Moulaert, F., Swyngedouw, E., Martinelli, F., & Gonzalez, S. (Eds.). (2010). *Can Neighbourhoods Save the City? Community development and social innovation*. Routledge.
- Murphy-Berman, V., Schnoes, C., & Chambers, J. M. (2000). An early-stage evaluation model for assessing the effectiveness of comprehensive community initiatives: Three case studies in Nebraska. *Evaluation and program planning*, 23(2), 157-163.
- Nabatchi, T. (2010). Addressing the citizenship and democratic deficits: The potential of deliberative democracy for public administration. *The American Review of Public Administration*, 40(4), 376-399.
- Newman, K., & Wyly, E. K. (2006). The right to stay put, revisited: Gentrification and resistance to displacement in New York City. *Urban studies*, 43(1), 23-57.
- Ng, M.K., Cook, A. & C, E.W.T., 2001. The Road Not Travelled: A Sustainable Urban Regeneration Strategy for Hong Kong. *Planning Practice and Research*, 16(2), 171-183.
- OCPM, (2010). S'appropriier la Ville : Bilan 2006-2009 des activités de l'ocpm et exemples d'ailleurs en consultation publique, Montréal, Office De Consultation Publique De Montréal.
- OECD. (2001). *Citizens as Partners: Information, Consultation and Public Participation*. Paris: OECD
- OECD. (2005) *Evaluating Public Participation in Policy Making*. OECD Publications.
- Onyx, J., & Leonard, R. (2010). The conversion of social capital into community development: an intervention in Australia's outback. *International journal of urban and regional research*, 34(2), 381-397.

- Organisation for Economic Co-operation and Development (OECD). 2013. *Excellence Through Equity: Giving Every Student the Chance to Succeed* – Volume II. Paris
- Organisation for Economic Co-operation and Development (OECD). 2013. *Excellence Through Equity: Giving Every Student the Chance to Succeed* – Volume II. Paris: OECD.
- Ostrom E. 1998. A behavioral approach to the rational choice theory of collective action. *Am. Polit. Sci. Rev.* 92:1–22.
- Pagatpatan, C. P., & Ward, P. R. (2018). Understanding the factors that make public participation effective in health policy and planning: a realist synthesis. *Australian journal of primary health*, 23(6), 516-530.
- Papadopoulos, Y., & Warin, P. (2007). Are innovative, participatory, and deliberative procedures in policy making democratic and effective? *European journal of political research*, 46(4), 445-472.
- Parés, M., Bonet-Martí, J., & Martí-Costa, M. (2012). Does participation really matter in urban regeneration policies? Exploring governance networks in Catalonia (Spain). *Urban Affairs Review*, 48(2), 238-271.
- Petts, J. (1995). Waste management strategy development: a case study of community involvement and consensus-building in Hampshire. *Journal of environmental planning and management*, 38(4), 519-536.
- Phillips, R., & Pittman, R. H. (2009). A framework for community and economic development. *An introduction to community development*, 3-19.
- Pincock, H. (2012). Does deliberation make better citizens. *Democracy in motion: Evaluating the practice and impact of deliberative civic engagement*, 135-162.
- Pinto, P. T. (2013). Social Participation in the Context of the Urban Public Space Renewal: The Case of Lagarteiro Neighborhood in Oporto. *Journal of Civil Engineering and Architecture*, 7(11), 1445.
- Planning, S., & Geogr, E. (2010). Neoliberalism and public participation in urban regeneration in Portugal Luís Mendes. *Cities*, (May), 18–20.
- Poland B. Transcription quality. In: gubriumj, holsteinj, eds. *Handbook of Interview Research. Thousand Oaks, California: Sage 2002;629–47*. Prichett & Woolcock, 2004
- Putnam, R. (1993). The prosperous community: Social capital and public life. *The american prospect*, 13(Spring), Vol. 4.
- Putnam, R. D. (1993). The prosperous community. *The american prospect*, 4(13), 35-42.
- Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. Simon and schuster.
- Putnam, R. D. (2007). E pluribus unum: Diversity and community in the twenty-first century the 2006 Johan Skytte Prize Lecture. *Scandinavian political studies*, 30(2), 137-174.

- Raco, M., & Imrie, R. (2000). Governmentality and rights and responsibilities in urban policy. *Environment and Planning A*, 32(12), 2187-2204.
- Raco, M., Parker, G. & Doak, J. (2006) Reshaping spaces of local governance? Community strategies and the modernisation of local government in England, *Environment and Planning C: Government and Policy*, 24, pp. 475 – 496
- Raimond, R. (2001). Trust and Conflict in Public Participation Divisions of Hazardous Materials and Waste Management, Colorado Department of Public Health and Environment.
- Reddel, T., & Woolcock, G. (2004). From consultation to participatory governance? A critical review of citizen engagement strategies in Queensland. *Australian Journal of Public Administration*, 63(3), 75-87.
- Reed, M. S. (2008). Stakeholder participation for environmental management: a literature review. *Biological conservation*, 141(10), 2417-2431.
- Robinson, C. J. (1989). Municipal approaches to economic development: Growth and distribution policy. *Journal of the American Planning Association*, 55(3), 283-295.
- Robinson, F., K. Shaw, and G. Davidson. (2005). “On the Side of the Angels: Community Involvement in the Governance of Neighbourhood Renewal.” *Local Economy* 20 (1): 13–26. Doi:10.1080/0269094042000313584.
- Rogers, B. M., & Robinson, E. (2004). *The benefits of community engagement: a review of the evidence*. London: Active Citizenship Centre.
- Rosener, J. (1978). Matching method to purpose: The challenges of planning citizen-participation activities. *Citizen participation in America*, 110-111.
- Rosener, J. B. (1978). Citizen participation: can we measure its effectiveness?. *Public administration review*, 457-463.
- Rosener, J. B. (1981). User-oriented evaluation: A new way to view citizen participation. *The Journal of Applied Behavioral Science*, 17(4), 583-596.
- Rowe, G. i Frewer, LJ (2005). A Typology of Public Engagement Mechanisms. *Science, Technology, & Human Values*, 30(2), 251-290.
- Rowe, G., & Frewer, L. J. (2000). Public participation methods: a framework for evaluation. *Science, technology, & human values*, 25(1), 3-29.
- Rowe, G., & Frewer, L. J. (2004). Evaluating public-participation exercises: a research agenda. *Science, technology, & human values*, 29(4), 512-556.
- Samaddar, S., Yokomatsu, M., Dayour, F., Oteng-Ababio, M., Dzivenu, T., Adams, M., & Ishikawa, H. (2015). Evaluating Effective Public Participation in Disaster Management and Climate Change Adaptation: Insights From Northern Ghana Through a User-Based Approach. *Risk, Hazards & Crisis in Public Policy*, 6(1), 117-143.

- Samah, A. A., & Aref, F. (2011). The theoretical and conceptual framework and application of community empowerment and participation in processes of community development in Malaysia. *The Journal of American Science*, 7(2), 186-195.
- Santos, S. L., & Chess, C. (2003). Evaluating citizen advisory boards: The importance of theory and participant-based criteria and practical implications. *Risk Analysis*, 23(2), 269–279. <https://doi.org/10.1111/1539-6924.00307>
- Schaeffer, K. (2015). Impacts on the social representations of urban and architectural transformations in renewed districts in France and elsewhere. In *OIKONET*.
- Schroeter, R., Scheel, O., Renn, O., & Schweizer, P. J. (2016). Testing the value of public participation in Germany: Theory, operationalization and a case study on the evaluation of participation. *Energy Research and Social Science*, 13, 116–125. <https://doi.org/10.1016/j.erss.2015.12.013>
- Selin, S. W., M.A. Schuett and D. Carr. 2000. Modeling Stakeholder Perceptions of Collaborative Initiative Effectiveness. *Society & Natural Resources* 13(8): 735–745.
- Shipley, R., & Utz, S. (2012). Making it Count. *CPL Bibliography*, 27(1), 22–42. <https://doi.org/10.1177/0885412211413133>
- Singh, M. (2011). The place of social justice in higher education and social change discourses. *Compare: A Journal of Comparative and International Education*, 41(4), 481-494.
- Sintomer, Y., & Maillard, J. De. (2007). The limits to local participation and deliberation in the French politique de la ville'. *European Journal of Political Research*, 2007, 503–529.
- Sirianni, Carmen. (2009). *Investing in democracy engaging citizens in collaborative governance*. Washington, DC: Brookings Institution.
- Smith, N. (1996). *The new urban frontier: Gentrification and the revanchist city*. Psychology press.
- Speer, J. (2012). Participatory Governance Reform: A Good Strategy for Increasing Government Responsiveness and Improving Public Services? *World Development*, 40(12), 2379–2398. <https://doi.org/10.1016/j.worlddev.2012.05.034>
- Srivetbodee, S., Igel, B., & Kraisornsuthasinee, S. (2017). Creating social value through social enterprise marketing: case studies from thailand's food-focused social entrepreneurs. *Journal of Social Entrepreneurship*, 8(2), 201-224.
- Steil, Justin and James Connolly. Forthcoming (2017). “The Just City” in Anthony M. Orum (ed.) *The Wiley-Blackwell Encyclopedia of Urban and Regional Studies*. Malden: Wiley-Blackwell.
- Stephens, J. B., & Berner, M. (2011). Learning from your neighbor: The value of public participation evaluation for public policy dispute resolution. *Journal of Public Deliberation*, 7(1), 10.

- Sue Brownill & Gavin Parker (2010) Why Bother with Good Works? The Relevance of Public Participation(s) in Planning in a Post-collaborative Era, *Planning Practice & Research*, 25:3, 275-282, DOI: 10.1080/02697459.2010.503407
- Sullivan, H., Knops, A., Barnes, M., & Newman, J. (2004). Central-local relations in an era of multi-level governance: the case of public participation policy in England, 1997-2001. *Local Government Studies*, 30(2), 245-265.
- Susskind, L., & Field, P. (1996). *Dealing with an angry public: The mutual gains approach to resolving disputes*. Simon and Schuster.
- Swyngedouw, E. (2005). Governance innovation and the citizen: the Janus face of governance-beyond-the-state. *Urban studies*, 42(11), 1991-2006.
- Taylor, M. (2007). Community Participation in the Real World: Opportunities and Pitfalls in New Governance Spaces. *Urban Studies*, 44(2), 297–317.
- Teernstra, A. B., & Pinkster, F. M. (2016). Participation in neighbourhood regeneration: Achievements of residents in a Dutch disadvantaged neighbourhood. *Urban Research & Practice*, 9(1), 56-79.
- Theodori, G. (2007). Preparing for the future: A guide to community-based planning. *Starkville, MS: Southern Rural Development Center*.
- Theoharis, G. (2007b). Social justice educational leaders and resistance: Toward a theory of social justice leadership, *Educational Administration Quarterly*, 43, 221-258.
- Tocqueville, A. d., Mansfield, H. C., & Winthrop, D. (2000). *Democracy in America: Translated, edited, and with an introduction by Harvey C. Mansfield and Delba Winthrop*. University of Chicago Press.
- Tritter, J. Q., & mccallum, A. (2006). The snakes and ladders of user involvement: moving beyond Arnstein. *Health policy*, 76(2), 156-168.
- Turker, D., & Altuntas Vural, C. (2017). Embedding social innovation process into the institutional context: Voids or supports. *Technological Forecasting and Social Change*, 119, 98–113.
- Tyler, T. R., & Mitchell, G. (1993). Legitimacy and the empowerment of discretionary legal authority: The United States Supreme Court and abortion rights. *Duke LJ*, 43, 703.
- Uitermark, J., & Duyvendak, J. W. (2008). Civilising the city: populism and revanchist urbanism in Rotterdam. *Urban Studies*, 45(7), 1485-1503.
- Uitermark, J., and J. W. Duyvendak. (2008). “Citizen Participation in a Mediated Age: Neighbourhood Governance in the Netherlands.” *International Journal of Urban and Regional Research* 32 (1): 114–134.
- United Nations Human Settlements Programme. (2009). *Planning Sustainable Cities: Policy Directions: Global Report on Human Settlements 2009*. UN-HABITAT.

- Van Gent, W. P. C. 2013. “Neoliberalization, Housing Institutions and Variegated Gentrification: How the ‘Third Wave’ Broke in Amsterdam.” *International Journal of Urban and Regional Research* 37: 503–522. Doi:10.1111/ijur.2013.37.issue-2
- Viel, L., Lizarralde, G., Maherzi, F.A. and Thomas-Maret, I. (2012), “l’influence des parties prenantes dans les grands projets urbains: les cas du quartier des spectacles de Montréal et de Lyon Confluence”, *European Journal of Geography*, article 604, p. 17
- Von Jacobi, N., Nicholls, A., & Chiappero-Martinetti, E. (2017). Theorizing social innovation to address marginalization. *Journal of Social Entrepreneurship*, 8(3), 265-270.
- Wacquant, L., Wacquant, L., & Howe, J. (2008). *Urban outcasts: A comparative sociology of advanced marginality*. Polity.
- Walters, L. C., Aydelotte, J., & Miller, J. (2000). Putting more public in policy analysis. *Public Administration Review*, 60(4), 349-359.
- Wastchak, D. (2013). Public Participation and the Impact of Third-Party Facilitators, (April). Retrieved from https://repository.asu.edu/attachments/110416/content/Wastchak_asu_0010E_12799.pdf
- Watson, V. (2009). Seeing from the South: Refocusing urban planning on the globe’s central urban issues. *Urban Studies*, 46(11), 2259-2275.
- Webler, T. (1995). “Right” discourse in citizen participation: an evaluative yardstick. In *Fairness and competence in citizen participation* (pp. 35-86). Springer, Dordrecht.
- Webler, T., Tuler, S., & Krueger, R. (2001). What is a good public participation process? Five perspectives from the public. *Environmental Management*, 27(3), 435–450. <https://doi.org/10.1007/s002670010160>
- Weil, M. (2004). Introduction: Contexts and challenges for 21st century communities. In M. Weil (Ed.), *Handbook of community practice* (pp. 30–33). Thousand Oaks, CA: Sage.
- Wesselink, A., Paavola, J., Fritsch, O., & Renn, O. (2011). Rationales for public participation in environmental policy and governance: practitioners' perspectives. *Environment and Planning A*, 43(11), 2688-2704.
- Wilson, G.A. (2012). Community resilience, globalization, and transitional pathways of decision-making. *Geoforum*, 43, 1218–1231.
- World Bank. (2003). Making services work for poor people. World Development Report. Washington, DC: World Bank and Oxford University Press.
- Yang, K. (2005). Public administrators' trust in citizens: A missing link in citizen involvement efforts. *Public Administration Review*, 65(3), 273-285.
- Yang, K., & Pandey, S. K. (2011). Further dissecting the black box of citizen participation: When does citizen involvement lead to good outcomes? *Public administration review*, 71(6), 880-892.

Zheng, H. W., Shen, G. Q., & Wang, H. (2014). A review of recent studies on sustainable urban renewal. *Habitat International*, 41, 272–279.

9 APPENDIX

Survey on the social impacts of citizen consultation on participants. Case study "La Duchère project"

Citizen consultation is often considered as a mean to strengthen the legitimacy of public authorities' decisions with the population, and to help them make more rational choices that take into account citizens' experiences. It has also been argued that citizens' contribution to deliberative processes as well as their participation in public life (active citizen), improves their social lives, and enables them to acquire many skills and qualities, in order to serve the construction of a more just, developed, and united society.

This survey is part of a research project, conducted at the University of Coimbra and Porto in Portugal, which aims to improve our understanding of the relationship between participation in public life and the quality of citizens' social life.

Understanding this relationship will allow us to measure the social impact of the participation processes within the framework of the urban project of La Duchère, in order to improve future citizen consultation processes and their social impacts on citizens.

You have been invited to participate in this study because you are one of the actors (decision-makers, operational, representatives) who contributed to the development of the urban project of La Duchère. Hence the importance for us to know your opinion on this project in which you participated.

In this context, please take 5 minutes of your time to answer this questionnaire, all information obtained will remain confidential.

Please note the questions in the table below on a scale of (1) to (5), Where:

- 1) Strongly disagree
- 2) Disagree
- 3) Neither agree nor disagree
- 4) Agree
- 5) Strongly agree

Table 17: Context and process evaluation by project experts and actors

Please rate on a scale from (1) to (5) where: (1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly agree	Note (1 à 5)					
Following your experience as an actor in this urban project, do you agree that:						
1. The participatory approach had a large impact on the public and the territory (Scope of the approach)	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
2. The participatory approach had a relevant impact on the project	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
3. The agreed subject was clear to all participants	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
4. There were no conflicts between the different actors of the project	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
5. There was trust between the participants and the other actors of the project (decision-makers, operational staff and representatives)	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
6. There was a good proximity/distance relationship between participants, decision-makers, operational staff and agents.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
7. The actors of the project were determined to ensure the success of the participatory approach	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
8. The skills of each actor were visible	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		

9. Participants showed a willingness to be proactive	1 2 3 4 5
10. Participants were aware of the details of the project	1 2 3 4 5
11. The participatory approach was easy for all audiences to follow.	1 2 3 4 5
12. Participants were aware of the importance of their commitments	1 2 3 4 5
13. Participation was open to everyone equally	1 2 3 4 5
14. The project stakeholders were all in agreement on the final decisions of the project	1 2 3 4 5
15. Decision-makers, operational staff and representatives have shown optimal responsiveness to the needs of participants	1 2 3 4 5
16. Participants were actively engaged in the speaking process	1 2 3 4 5
17. Participants had control over the final decisions	1 2 3 4 5
18. The number and pace of meetings organized were appropriate	1 2 3 4 5
19. Technological support was provided to participants	1 2 3 4 5

20. The participants represented the majority of the population of La Duchère	1 2 3 4 5
21. The attendance rate of participants in each session was high.	1 2 3 4 5
22. Participants came to the meetings with a regular frequency.	1 2 3 4 5
23. There was a relationship of trust between participants, decision-makers, operational staff and agents	1 2 3 4 5
24. Participants were motivated to get involved	1 2 3 4 5

Survey on the social impacts of citizen consultation on participants, Case study "La Duchère project"

It has been argued that the contribution of citizens to collaborative events as well as their participation in public life (active citizen), improves their social lives, and allows them to acquire many skills and qualities.

This survey is part of a research project, conducted at the University of Coimbra in Portugal, which aims to improve our understanding of the relationship between participation in public life and the quality of citizens' social life.

Understanding this relationship will allow us to refine the processes of citizen participation in public life to have a maximum impact on their social lives.

The objective of this survey is to evaluate the social impact of the contribution and participation of citizens in collaborative events within the framework of the La Duchère project.

You have been invited to answer this questionnaire because you have already participated in one or more participatory approaches related to the urban project in the Duchère district. In this context, please take 7 minutes of your time to answer the questionnaire, all the information obtained will remain confidential.

1. Sex Male Female
2. What is your age? 16 to 29 years old 30 to 49 years old 50 to 64 years old 65years old and over
3. Are you employed? Yes No
4. If you do not have a job, what is your situation?
- Student Sick leave Unemployed At home Retired
- Other
5. Civil situation divorced single couple other

Table 18: Outcomes evaluation by participants

Please note the following questions on a scale of 1 to 5 where: (1) no impact (2) low impact (3) medium impact (4) high impact and (5) very high impact	Note (1 à 5)					
After participating in a citizen consultation, how do you assess its impact on:						
1. The development of your individual knowledge and experience	<table border="1" style="display: inline-table;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
2. The way you and others identify you in your neighbourhood	<table border="1" style="display: inline-table;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
3. The development of your social skills (your ability to live and work with others)	<table border="1" style="display: inline-table;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		

4. Your trust in the other actors of the project (decision-makers, operational staff and representatives)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5. Your ability to assume collective responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
6. Your social connections with other participants	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
7. Your sense of belonging and attachment to your neighbourhood	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
8. Your decision-making ability	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
9. Your ability to accept cultural and ethnic diversity	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
10. Your ability to express yourself in a group in a fair and just way	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
11. Your satisfaction with the final decisions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12. Do you believe you can make a significant change	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
13. Your willingness to get involved in the changes in the neighbourhood and the Duchy community	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
14. Your ability to manage and reduce conflicts	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Please note the questions in the table below based on your experience following participation in an event as part of the La Duchère project.

Experts scoring grid for identification of influence factors on social outcomes in public participation

This research is carried out as part of a doctoral thesis entitled 'Community Development in Urban Regeneration Projects: The Contribution of Participatory Processes', a study conducted at the University of Coimbra and Porto, in Portugal.

In this context, public participation processes are considered a way to involve, bringing social impacts and active participation, leading to the construction of more just, developed, and solidary communities.

This specific study was carried out in the context of fieldwork, in the urban project of La Duchère, Lyon, France, in an attempt to identify the social impacts of citizen participation in regeneration projects and the factors that influence the achievement of results. The results obtained in the evaluation of the case study were combined with the results of a literature review, to create a grid between the influencing factors and their social impacts.

This evaluation grid is validated in this phase of the study, through the score - attributed by specialists - to the level of influence of each of the factors in each of the social impacts.

Thus, you are invited to participate in this study because you have knowledge / experience about the participation process (decision maker, operational, specialist, academic, politician) and about the dynamics of public participation in urban projects. Hence the importance of knowing your opinion on the influence of each of the influencing factors identified in the social impacts felt, from 1 to 5, where 1 has no influence and 5 have a strong influence.

If you have any additional comments you would like to share with us, you will find a space for that purpose at the end of the questionnaire. In this context, please take 10 minutes of your time to complete this questionnaire, with the guarantee that all information will be used only for academic purposes and the identification of inquiries will be kept confidential.

Table 19: Experts scoring grid for identification of influence factors on social outcomes in public participation

Social Outcomes/influence factors	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
DIVERSITY: Increased acceptance of ethnic and cultural diversity					
DECISION: Increasing decision-making capacity]					
JUSTICE: Increased feeling of justice / equity					
SATISFACTION: Increased satisfaction with processes and results					
TRUST: Increased trust in authorities					
RESPONSIBILITY: Increased sense of duty of civic participation					
LEARNING: Increased knowledge					
INTERACTION: Increased capacity for social interaction					
CHANGE: Increased ability to make significant change					
BELONGING: Increasing the feeling of belonging to the place					

FACTOR 1: The impact of projects of great territorial and / or political importance on the social characteristics of the community

FACTOR 2: The impact of pre-existing relationships between community and authorities

FACTOR 3: The impact of institutional support for the public participation process

FACTOR 4: The impact of social, economic, and cultural characteristics of individuals and the community at the beginning of the public participation process

FACTOR 5: The impact of participation mechanisms with a high level of citizen empowerment in decision making.