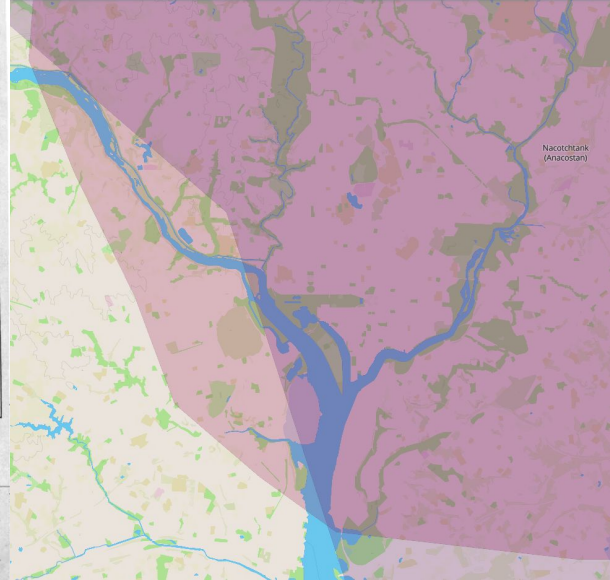


DIAGRAM OF INDIAN VILLAGES

— 6 —

From Development of the United States Capital.
 Washington, Government printing office, 1930.
 (71st Congress, 1st session. House document no. 35.)





Homo Sapiens appear



Homo Sapiens appear

Collaborative Design in
Scandinavia in 1970s



50TH ANNIVERSARY EDITION

THE
DEATH
AND LIFE
OF GREAT
AMERICAN
CITIES



JANE JACOBS

With a new Introduction by Jason Epstein



BUILDING COMMONS AND COMMUNITY

Karl Linn

Homo Sapiens appear

Collaborative Design in
Scandinavia in 1970s

Karl Linn, 1960s

Lippit, Lewin, Radke
1940s







Homo Sapiens appear

Collaborative Design in
Scandinavia in 1970s

Karl Linn, 1960s

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Homo Sapiens appear

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1940s



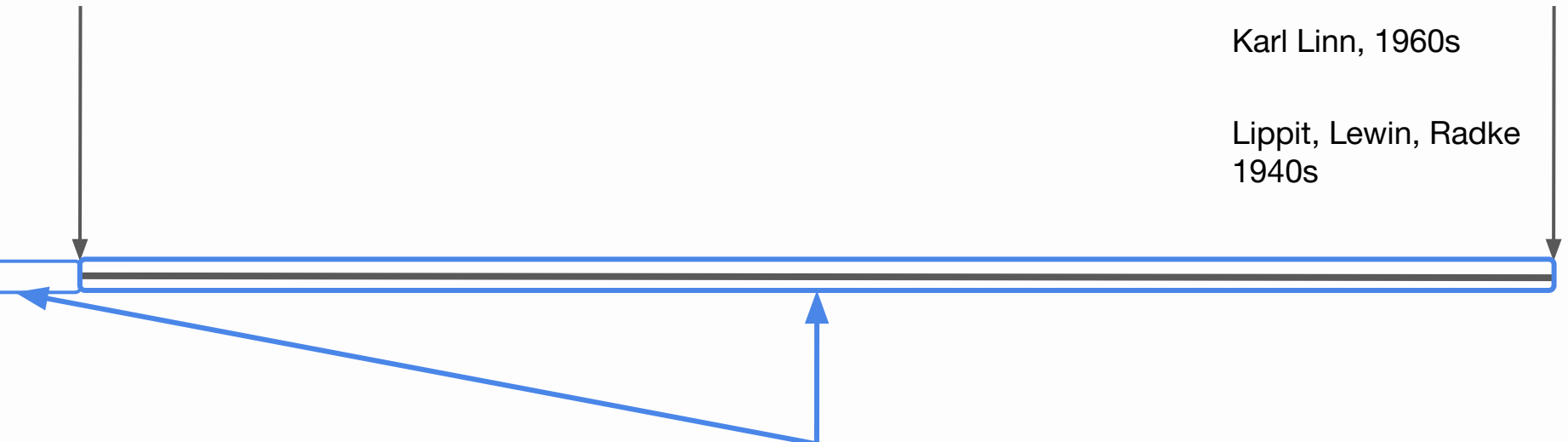
Participatory Design throughout the history of communities

Homo Sapiens appear

Collaborative Design in
Scandinavia in 1970s

Karl Linn, 1960s

Lippit, Lewin, Radke
1940s



Participatory Design throughout the history of communities

What is Participatory Design?

Participatory Design

Co-design

Co-creation

Collaborative Design

Co-participatory Design

Participatory Co-design

Cooperative Design

Co-operative Design

PARTICIPATORY DESIGN IS A METHOD

It should work alongside many other methods and types of design research, it isn't "one method to rule them all."







PARTICIPATORY DESIGN TOOLKIT

**USING COMMUNITY ENGAGEMENT TO
IMPROVE THE DESIGN AND PERFORMANCE OF
AFFORDABLE HOUSING**



Design Researcher



Community Members



Facilitation is power.

Community Member
Influencer, Networker



Community Member
Design & Research

Community Member
**Historian, Poverty
Reduction Expert**



Community Member
Education Expert

Community Member
**Movement Builder,
Doctor**



Community Member
Multilingualist



Community Member
Organizer, Activist

Community Member



Designer Community Member

Community Member Designer



Community Member Designer

Community Member



Community Member Designer



Community Member

**Community Member
Facilitator**



Community Member
Designer

Community Member
Designer



Community Member
Designer

**Community Member
Facilitator**



Community Member
Designer

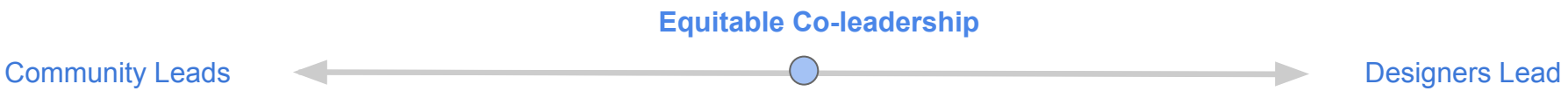


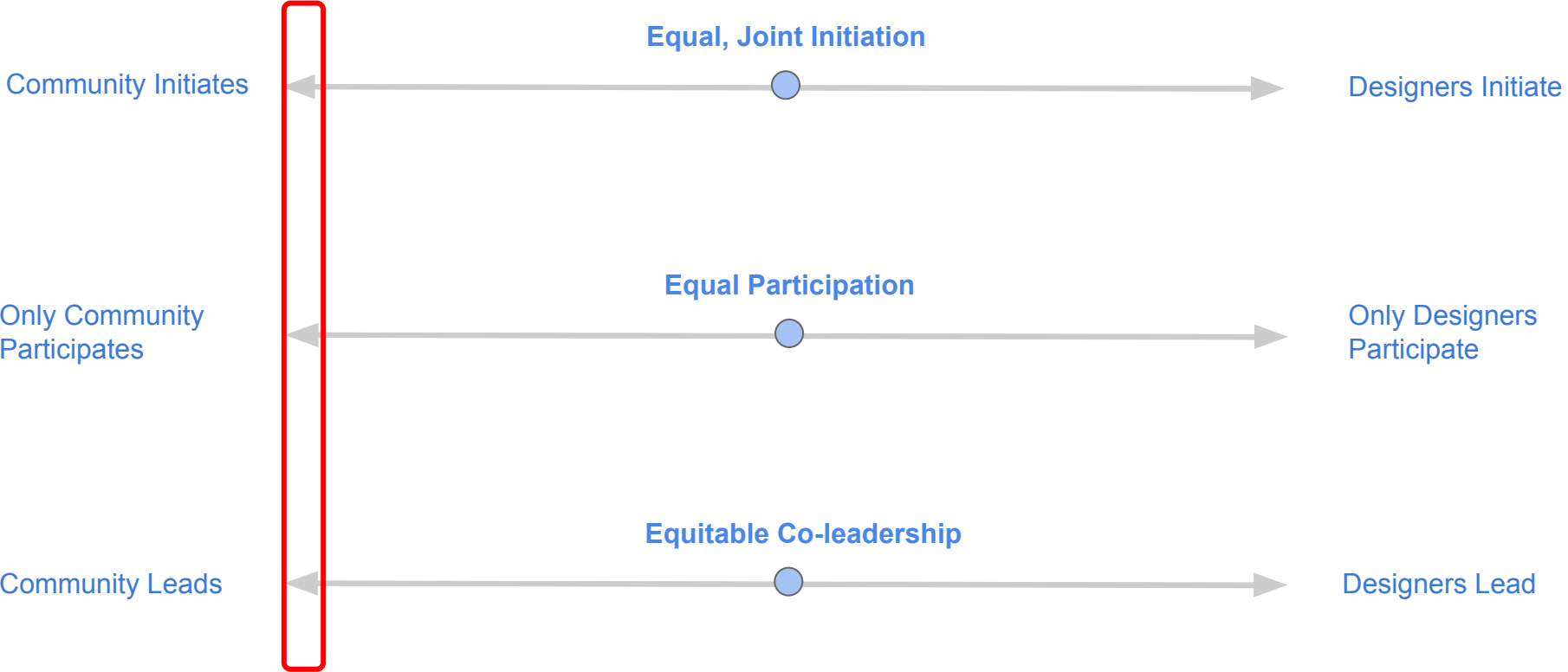
**Community Member
Facilitator**

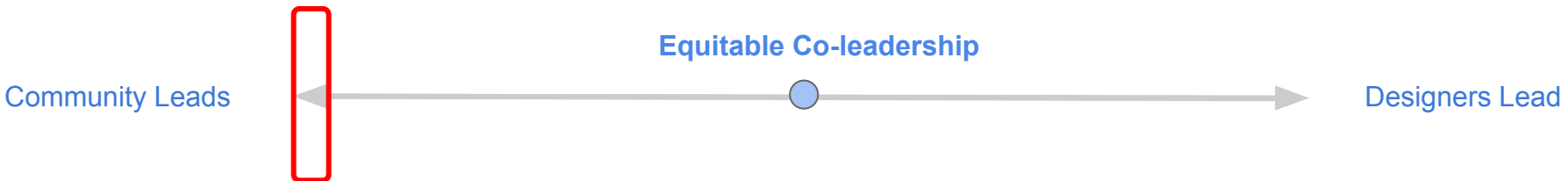
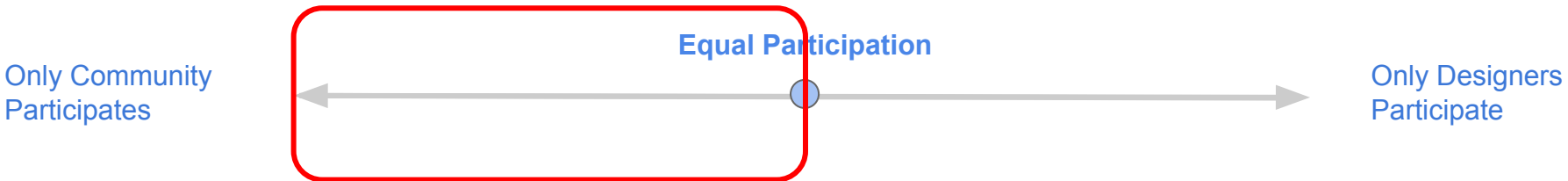
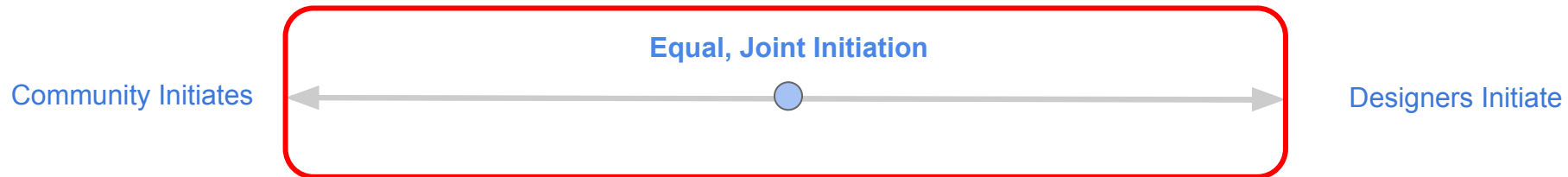
**1. Community members always present &
leading**

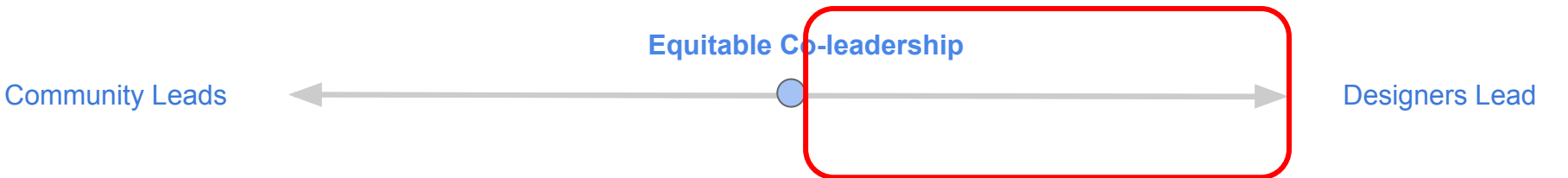
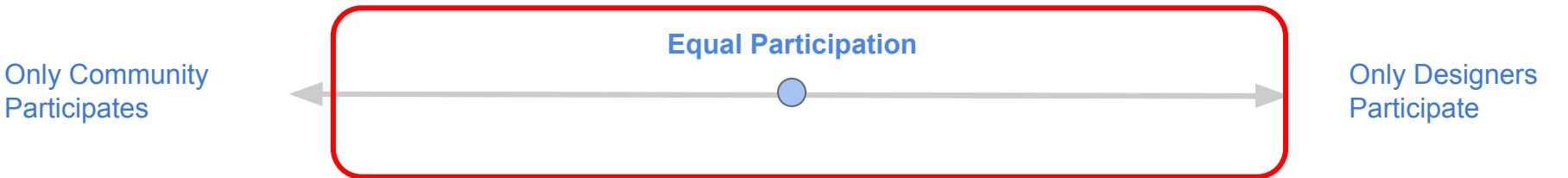
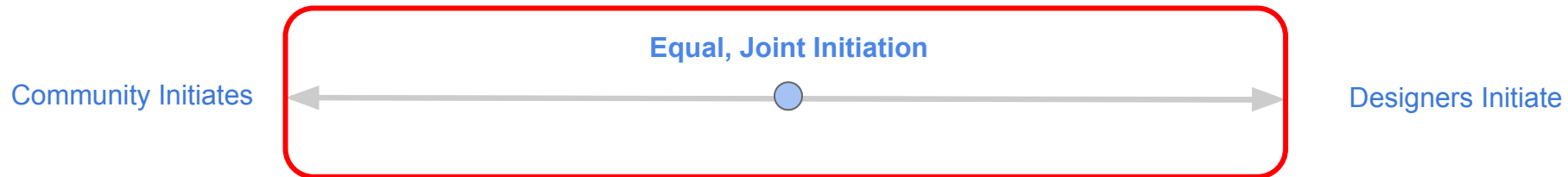
**2. Community members outnumber
professional designers**

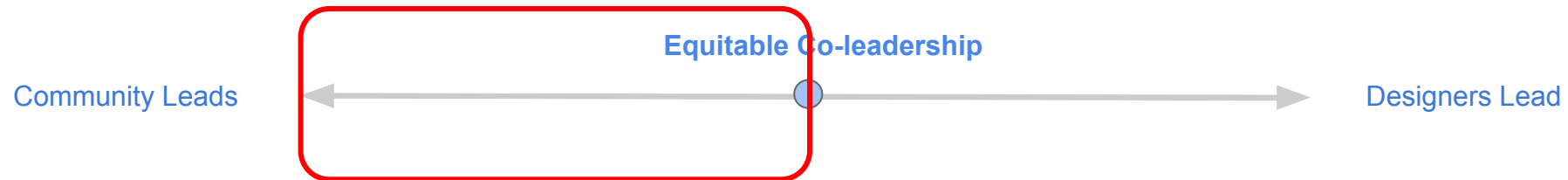
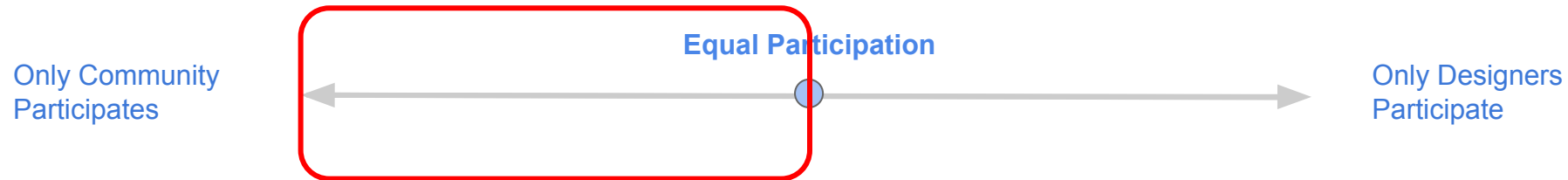
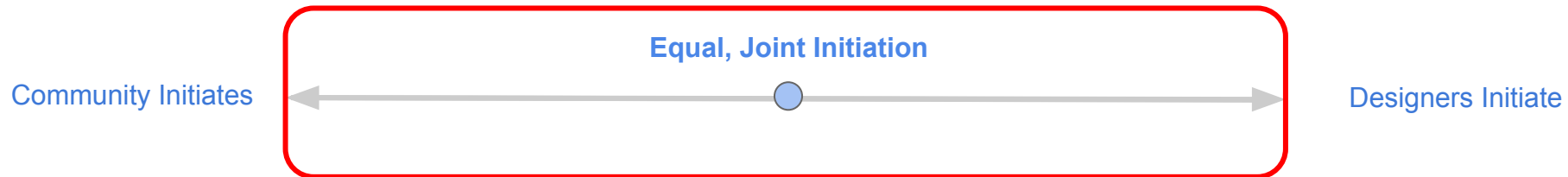
3. Community members own artifacts and narratives around the artifacts.

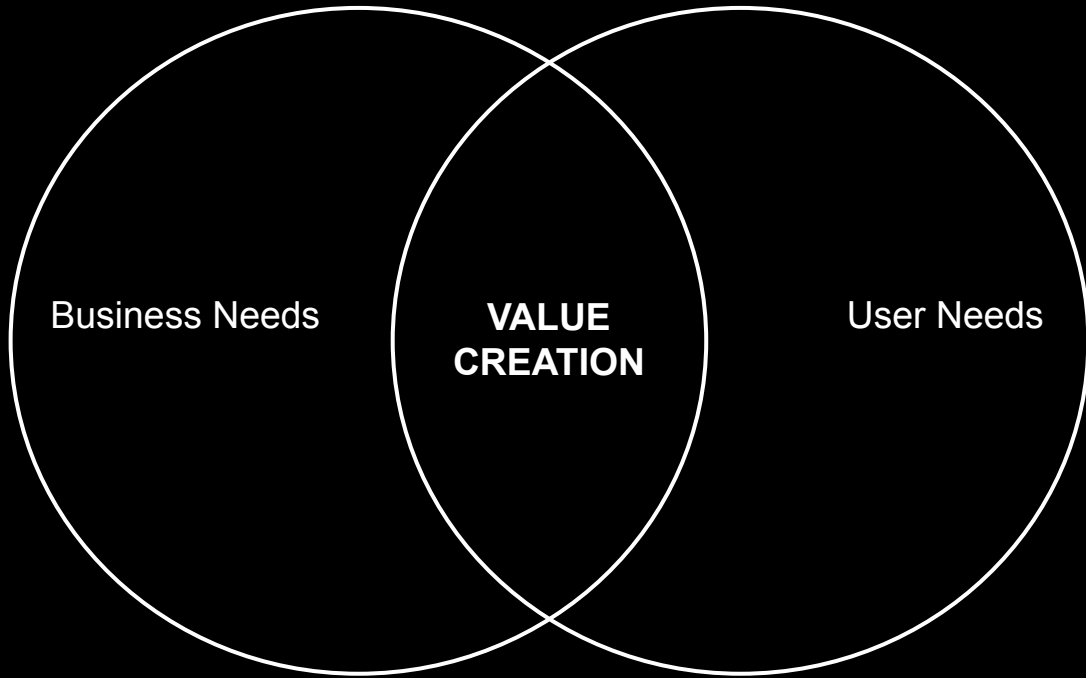


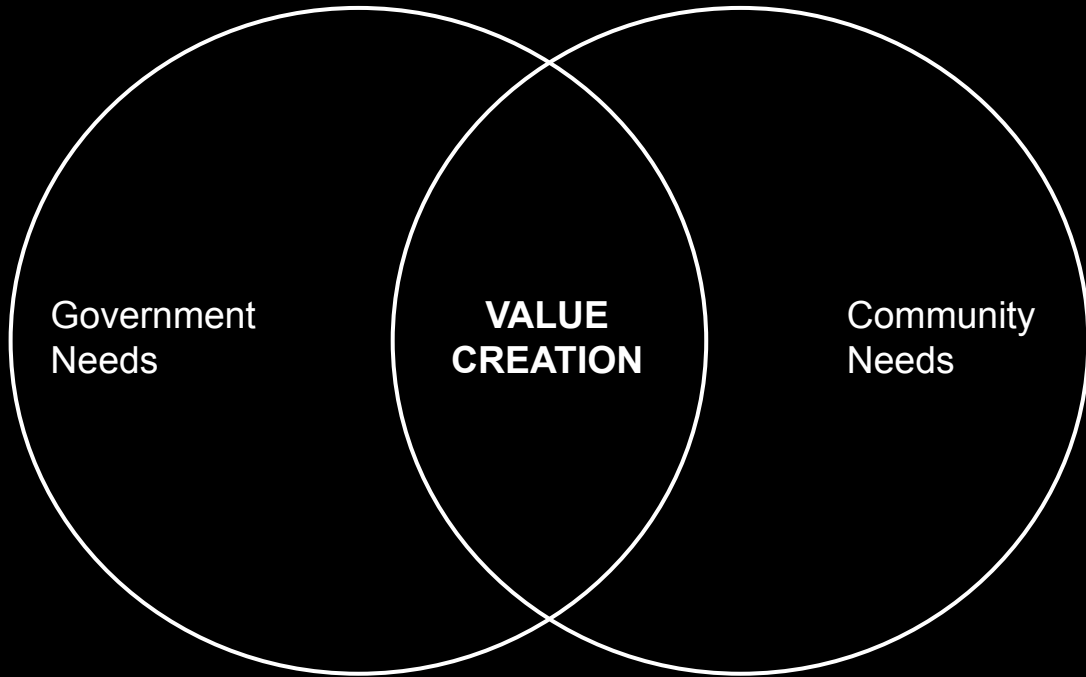








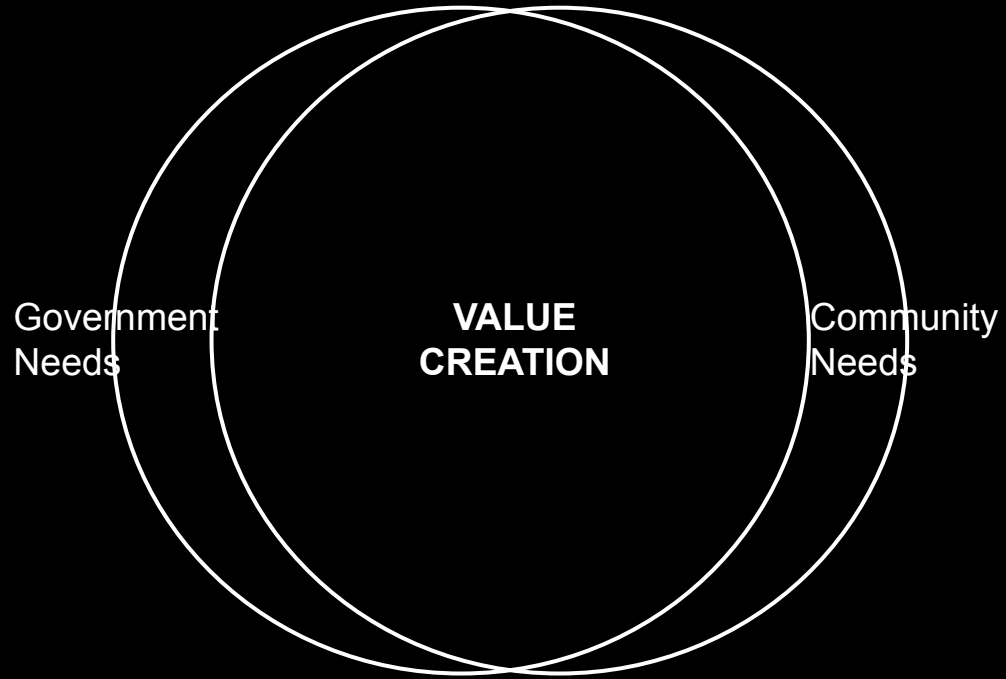




Government
Needs

**VALUE
CREATION**

Community
Needs



Government Needs = Community Needs



**VALUE
CREATION**



distance learning
well-informed
make online micro-credits

design board guide for
1

multiple
1

Program Name	e-Basics	e-Professionals	Tech-Professionals
Track Name	Web Essentials	Online Professionals	Cloud Professionals HTML5 Developers
User Insight	"I want to learn how to browse the Internet and send email"	"I want to turn my online knowledge into practical, employable skills"	"I want to improve my technical knowledge with advanced courses"
Student Objective	A Google Web Academy e-Basics student is new to the Internet world and wants to know how to master the basics.	A Google Web Academy e-Professional student wants to gain online skills to know how to help businesses and/ or attract potential employers.	A Google Web Academy Tech-Professional student wants to learn how to harness their existing IT knowledge into specialist skills.
Characteristics	<ul style="list-style-type: none"> • Little knowledge of the Internet • Older demographic • From less developed areas where the Internet is not widely used/ available • Wants to use the Internet for basic functions - send email, Internet search 	<ul style="list-style-type: none"> • Students seeking professional employment • Marketers and Sales people • Business/ client focussed • Want to get the most out of the Internet for business 	<ul style="list-style-type: none"> • Developers, IT students/ professionals • Wants to get the most of their IT knowledge and skills • HTML5: Basic knowledge of HTML, CSS and Javascript • Cloud: Web savviness, familiarity with offline / online productivity tools
Channel to Reach Target Audience	Offer in cyber cafes, CSCs (community service centers) and government programs	Offer as extra curriculum in universities and send professionals to teach (in addition to training centers)	Offer at chains of training centers (NIIT and similar)



What are the benefits of RPD?

Benefits of Radical Participatory Design

1: Inclusive Design

The community best knows how to recruit and include community members.

From Inclusive Design → Inclusive Team

From Inclusive Team → Inclusive Recruitment



	A	B	C	D	E	F		
1	<h2>DAY 2 - 13 May</h2> <h3>Let's start</h3>							
2	Start	End	Duration	Group 1 - Google Reach Group	Group 2	Victor		
3	7:00 AM	8:00 AM	1:00	Breakfast	More Breakfast	Home of Lokesh B observing parents, - Lokesh Bhog lokeshbhog@gma		
4	8:00 AM	9:00 AM	1:00				Travel	Travel
5	9:00 AM	10:00 AM	1:00	Aware community- B-127 Vikas Nagar, Near MRC Pubic School Hastal, New Delhi 110059 www.awaredelhi.com, Contact - Lokesh Bhog, lokeshbhog@gmail.com 9818400526				
6	10:00 AM	12:00 PM	2:00				Group Interview: Flower Shop workers, JUST FLOWERS 1/97, Sir Ganga Ram Road, Old Rajinder Nagar, New Delhi-110060, India, contact Daman Anand, rush.flowers@gmail.com, 9971706677	
7	12:00 PM	1:00 PM	1:00				Lunch	
8	1:00 PM	2:00 PM	1:00	Aware community- B-127 Vikas Nagar, Near MRC Pubic School Hastal, New Delhi 110059 www.awaredelhi.com, Contact - Lokesh Bhog, lokeshbhog@gmail.com 9818400526				
9	2:00 PM	3:00 PM	1:00				Group Interview: Flower Shop workers, JUST FLOWERS 1/97, Sir Ganga Ram Road, Old Rajinder Nagar, New Delhi-110060, India, contact Daman Anand, rush.flowers@gmail.com, 9971706677	
10	3:00 PM	4:00 PM	1:00				Travel home	
11	4:00 PM	5:00 PM	1:00					
12	5:00 PM	6:00 PM	1:00					
13	<h2>DAY 3 - 14 May</h2> <h3>More In-depth</h3>							

Benefits of Radical Participatory Design

2: Human-centered Design

The best way to center the design process on the community for whom you are designing is Radical Participatory Design.

From HCD → Society-centered Design

From HCD → Planet-centered Design





HIDE CAPTION ▾

A web trainer who is taking part in Internet Saathi, the joint program of Alphabet, Inc.'s Google and local philanthropy Tata Trusts, in the village of Habibwala, in Rajasthan, India, Sept. 28, 2016. PHOTO: GOOGLE

3: Empathy

Stop pursuing empathy. You won't find it.

- Intellectual empathy
- Emotional empathy
- Compassionate empathy





Background: Is from Bethesda, MD
 went to Whitman HS (public) ^{Traveled}
 SES: Upper-middle class ^{Successful}
 Educat: 10th grade ^{College, grad, and travel} Age: 16

Attitude: ^{Very} excited about finding
 common interests, based, relaxed
 Key needs: Community service hrs, research, finding, not 1 experience
 Motivations: new experience, or helping for getting into college
 Goals: 80 community hrs
 Tools & skills: Know how to write (AP English) are used + going abroad
 (one that isn't one always easy)
 Challenges: communicating w/ kids not from background, not having self



Background: Teaches at Bullis **Silver Spring**
 SES: Middle class Age: 28-30
 Educat: Masters in Education
 Overall attitude: excited
 Key needs: Classroom management, Schedule, Understanding
 of the trip

Motivations: Cheap/free intl trip, family member visiting (?), learning
 outside traditional classroom, continuing education
 Goals: fulfill intentions
 Tools & skills: experienced teacher/leader, classroom management
 Challenges: Working 24/7, bridging the culture shock, bonding
 students that are in a bubble



Background: Student at Ballou
 SES: Lower-middle class Age: 14
 Educat: 11th grade

Attitudes: Bored, uninterested, not here to learn, sightseeing (not
 Goals: get community service hrs, get to college (help with
 working travel)
 Tools & skills: Lack of writing/reading, etc. street smarts
 Challenges: overcoming attitude blocks, adaptability,
 getting interested

Needs: Fundraising

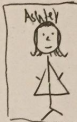


Background: From NE west to EL Hayes Charter
 SES: Lower-middle income Age: 17
 Education: 11th grade
 Key needs: international experience, ^{College} travel, ^{and} ^{education}
 college prep (resume), ^{Travel} ^{etc}
 Motivations: ^{Goals}

Tools & skills: Communication, Open-minded, Easy, Interests: Excitement

Challenges: Not background - what will this be? Culture shock of the "Bible" kids and
 all types

Attitude: Intrigued, excited



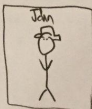
Background: Teacher at Cesar Chavez Charter
 SES: middle class Age: 34
 Key needs: Handling trip logistics, teamwork,
 communication **Fundraising**
 Motivations: new skill set, intl experience, compensation

Tools & skills: Previous leadership experience + intl experience

Challenges: Uniting group, teaching curriculum, bridging gaps within
 five group **country**

Attitude: excited, nervous

Goals: Successful trip, no logistical/health problems,
 teach curriculum, maintain a positive attitude, learning
 respect for the team



Background: From Washington, DC
 student at Burke
 SES: upper-middle class Age: 17
 Education: 12th grade
 - Travel to Europe
 Reason

Attitude: doesn't care - parents said I don't go - "be there"

Sightseeing. I want to hang out on my phone.

Key Needs: 300-500 hours of fun

Goals: Get SSL, sightseeing.

Challenges: Communicating w/ kids from ~~other~~ other background

Tools & skills: following directions, respect,
 Some international experience.

4: Trauma-responsive Design

The components of a trauma-informed approach are embedded in your process when the community is participating fully and fully leading.

- Safety
- Trustworthiness & transparency
- Peer support
- Collaboration & mutuality
- Empowerment, voice, and choice
- Cultural, historical, & gender issues



6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA's National Center for Trauma-Informed Care (NCTIC), developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:



Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by OPHPR and NCTIC was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.



Benefits of Radical Participatory Design

5: Pluriversal Design

Communities can define for themselves what is the good life.

From damage-centered design →
desire-based design

Asset-based methodologies



- 1) Create positive relationships
- 2) Prepare yourself to participate
- 3) Clearly recognize your own strengths and weaknesses
- 4) Lead your team
- 5) Lead your team

- 1) Lead your team
- 2) Understand your program's goals
- 3) Be a role model
- 4) Be a role model
- 5) Lead your team
- 6) Lead your team

Session 1:
Kick off
Program Overview
Leadership reflection
Overview logistics
Fundraising
Meet Trip Leaders

Session 2:
ROPES COURSE
TEAM BUILDING

Session 3:
Intro to I.D.
Leadership reflection
Country Knowledge
Intro Partner Orgs
Activity Planning
Fundraising check in

Session 4/5:
Cross cultural Understanding
Social Entrepreneurship
Albino Rube Video & Role Play
Community based Devt
Leadership reflection
Last min logistics

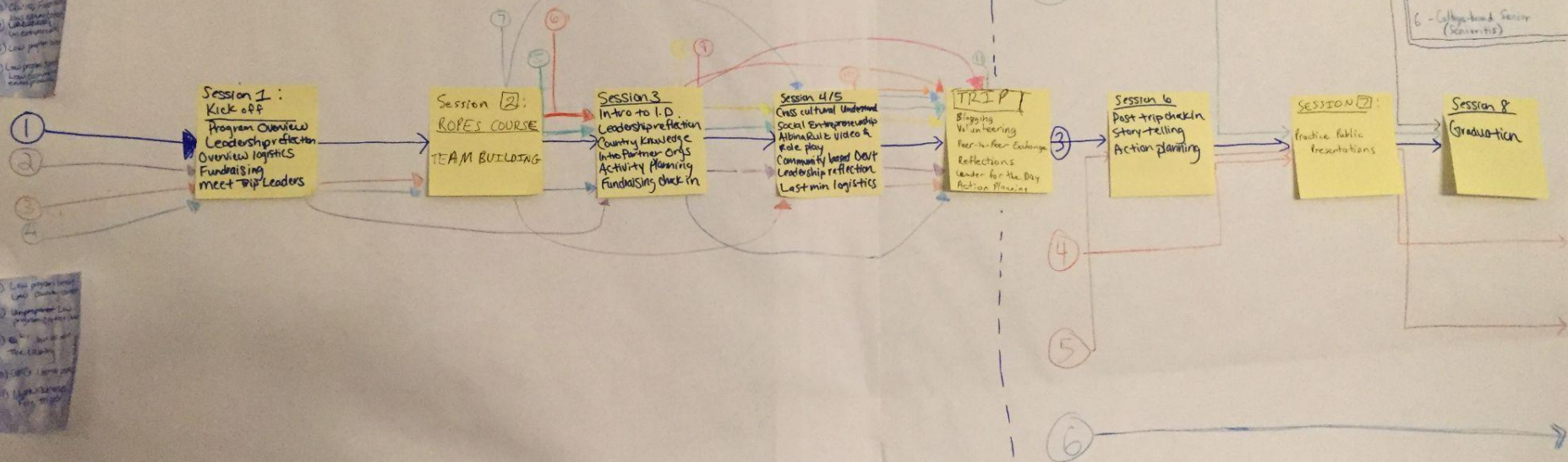
TRIP!
Bigging
Volunteering
Peer-to-Peer Exchange
Reflections
Leader for the Day
Action Planning

Session 6:
Post-trip check in
Story-telling
Action planning

SESSION 7:
Practice Public Presentations

Session 8:
Graduation

- KEY**
- 1 - Walker
 - 2 - Team Master
 - 3 - Graduation Speaker
 - 4 - Chador in Undermount
 - 5 - School Parenter
 - 6 - College-bound Senior (Senioritis)



What are the ethics of RPD?





Helping the Next 4 Billion Go Online Part I: Design Research for Digital Literacy Education

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Helping the Next 4 Billion Go Online Part II: Prototyping Solutions for Digital Literacy Education

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Jindal Lead Management
Trainee at Jindal Steel &
Power Ltd. || IIM Alumnus

August 18, 2017, Victor was
teacher

I taught Bhawana how to create web apps and front-end development focusing on HTML5, CSS3, and Javascript. I also worked with Bhawana on a human-centered design project on digital literacy for north and central India. In both cases, she was an excellent learner, developer, designer, and worker wi... [See more](#)



How do you evaluate an RPD process?







GOOGLE BUS BANGLADESH

GOOGLE BUS
BANGLADESH
powered by Google

ফকিরুজ
জিই মার্কা বাস



HIDE CAPTION ▾

A web trainer who is taking part in Internet Saathi, the joint program of Alphabet, Inc.'s Google and local philanthropy Tata Trusts, in the village of Habibwala, in Rajasthan, India, Sept. 28, 2016. PHOTO: GOOGLE







Planet-centered Value Creation Law

In order to increase planet-centered design and planet-centered value creation, we mandate that companies conduct 75% of their design work through participatory design involving external users and customers.

Outside of community-led design projects, most participatory design processes initiated by a company or organization maintain or even strengthen power imbalances between the design organization and the community on whose purported behalf they are designing. We introduce the term radical participatory design to show how research and design processes can be truly participatory to the root or core. Instead of treating participatory design as a method, a way of conducting a method, or a methodology, we introduce radical participatory design as a meta-methodology, a way of doing any methodology. We explicitly define what participation means and compare and contrast design processes based on the amount of participation. We introduce “designer as community member” and “community member as designer and facilitator” models. Based on experience employing radical participatory design over many years, we provide guidelines for the meta-methodology of radical participatory design, tips for how best to employ it, pitfalls to avoid, and ways of overcoming barriers. Finally, we offer ways of evaluating the success of the radically participatory design process, related to the goals of participation.

SECTION ONE:

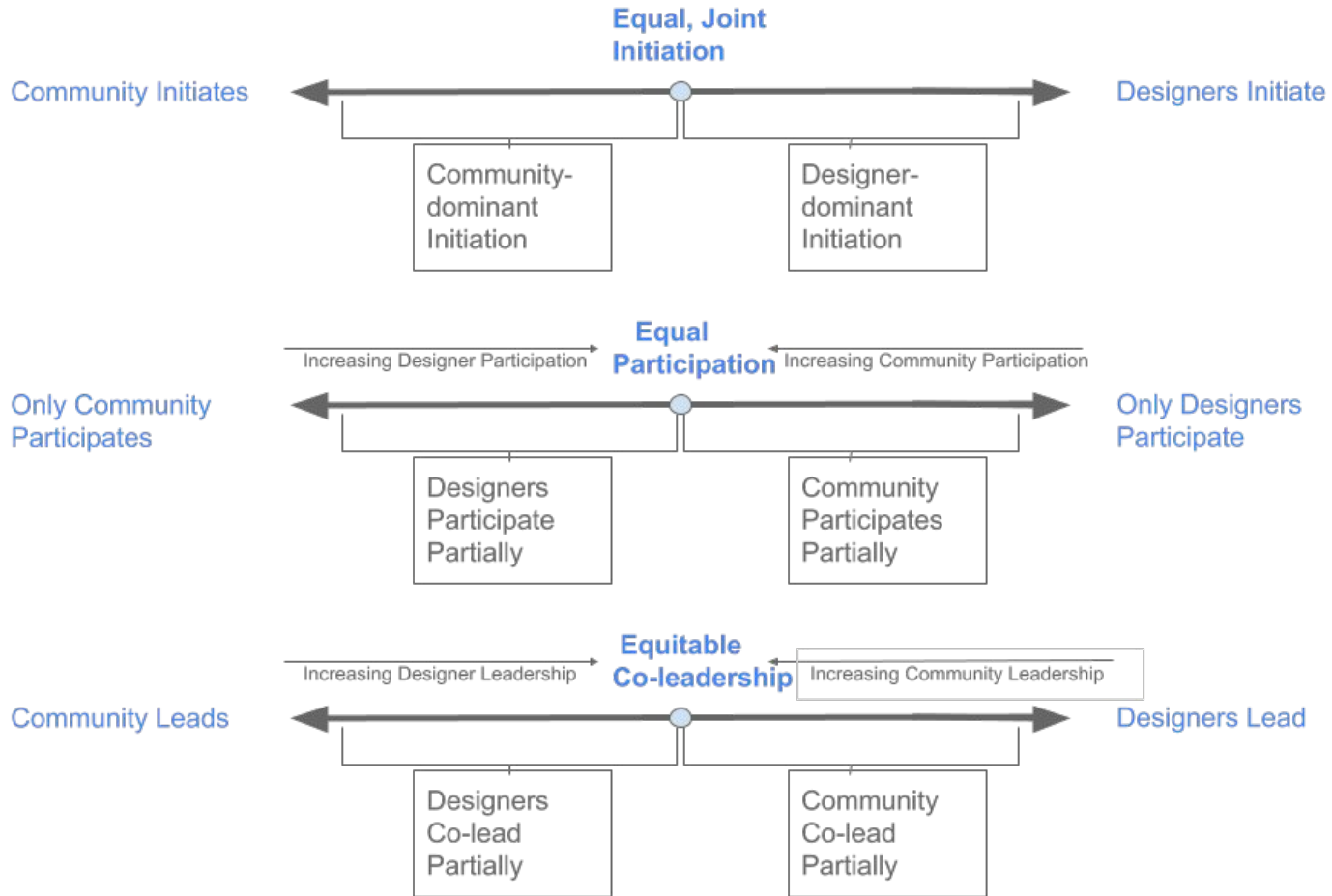
Participatory design processes are not new. Communities “unofficially” have used participatory design processes to solve community problems for millennia (Sanhoff 2011). Specifically, in western design practices of design, technology, and innovation companies, participatory design processes have increasingly become popular in the late twentieth century to today (Hartson & Pyla 2012, Hess & Pipek 2012, Sanhoff 2011). This trend is most demonstrated by the now thirty-year history of the Participatory Design Conference, from 1990 to 2020 (Simonsen 2020). Simultaneously, many issues, concerns, and problems have been raised about how participatory design is theorized, framed, defined, practiced, and evaluated (Kensing & Blomberg 1998, Robertson & Simonsen 2012, Frediani 2016).

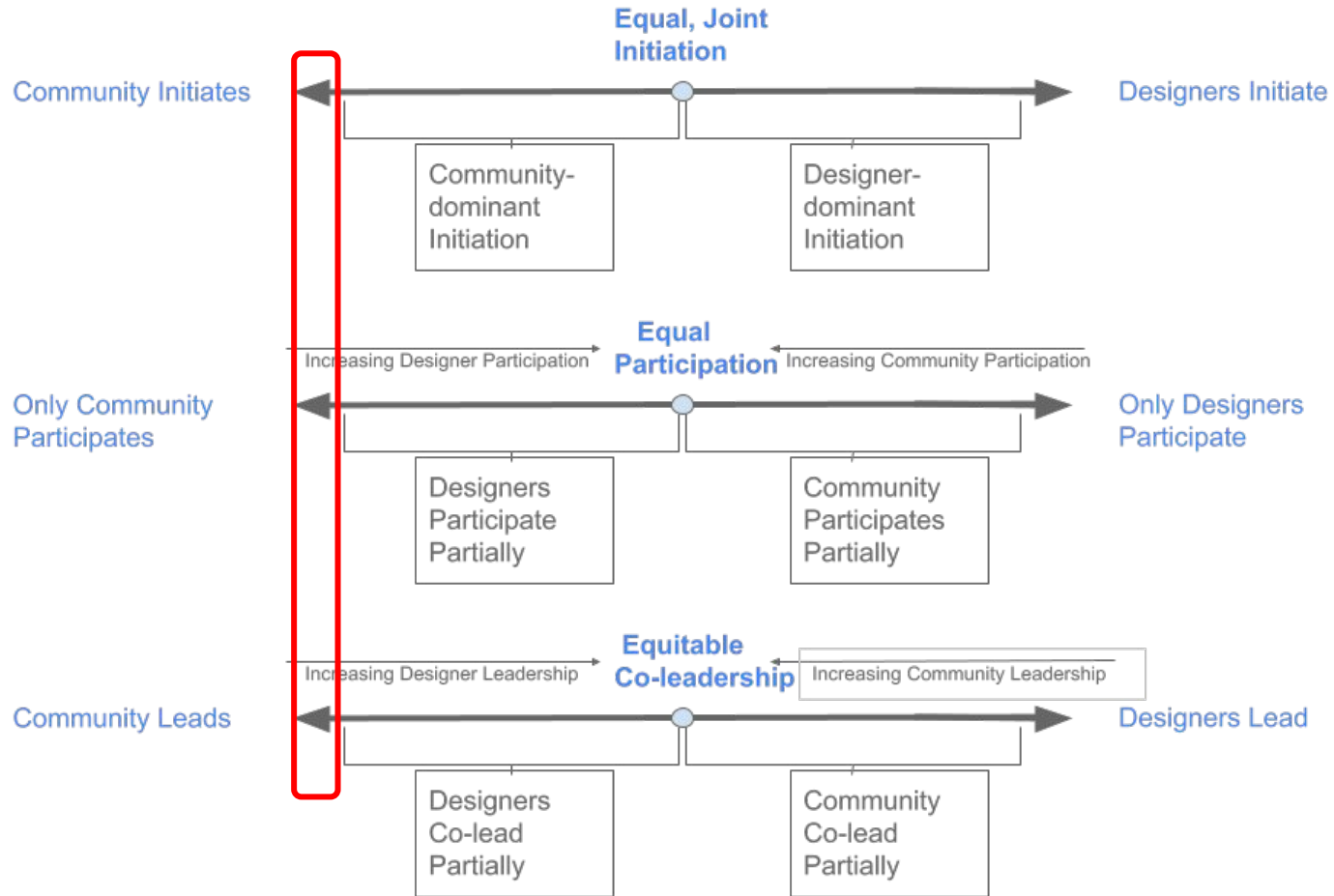
What is immediately evident, both from a literature review of participatory design and from conversations with other participatory designers, is that everyone in the participatory design community means something different when they use the term participatory design (Frauenberger et al. 2015, Halskov & Hansen 2015, Vines et al. 2013, Vines et al. 2015). The initial excitement of finding someone or some group who is using the same participatory process, gives way to confusion or disappointment because the other person or group actually is using a different process. This confusion stems from no definitive definition of what participatory design is. Researchers and designers use the term participatory design to signify different levels of politics in the design process, different groups of people, different methods, different goals of participation, and different amounts and configurations of participation (Halskov & Hansen 2015, Fischer et al. 2021).

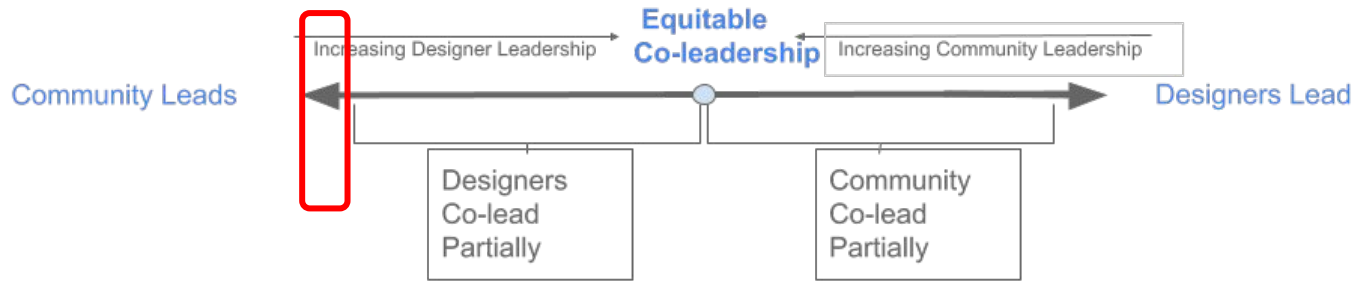
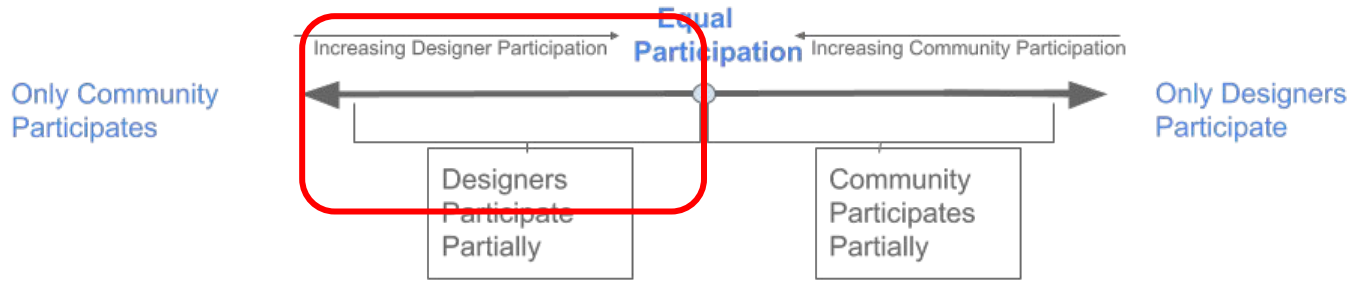
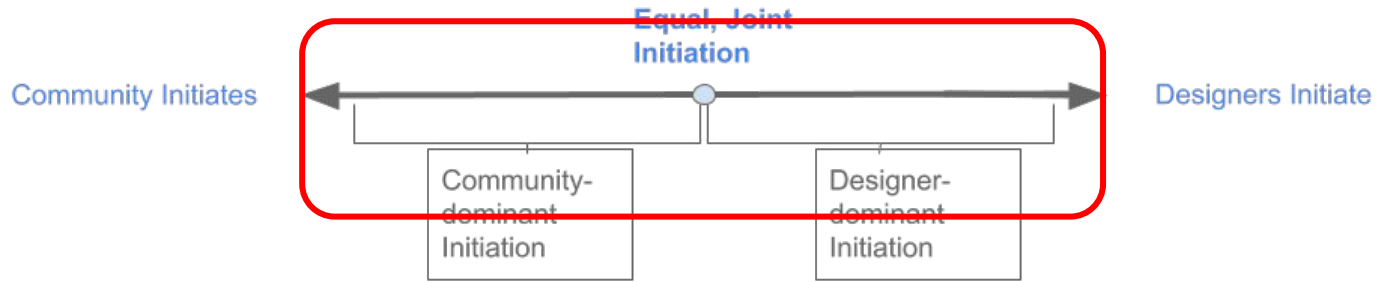
There are researchers and designers who use the term participatory design to signify the participation of internal or external stakeholders (Bowen et al. 2013, Handfield et al. 1999). Others use the term to mean the community who will use the product or service (DiSalvo et al. 2012, DiSalvo et al. 2017). Still others use the term to mean all internal and external stakeholders including community members and internal organizational stakeholders and executives (Reddy et al. 2019, Vink et al. 2008). In this paper, we focus participatory design on the participation of the people for whom or on whose behalf we are designing—the community. It is their expertise that should drive the process.

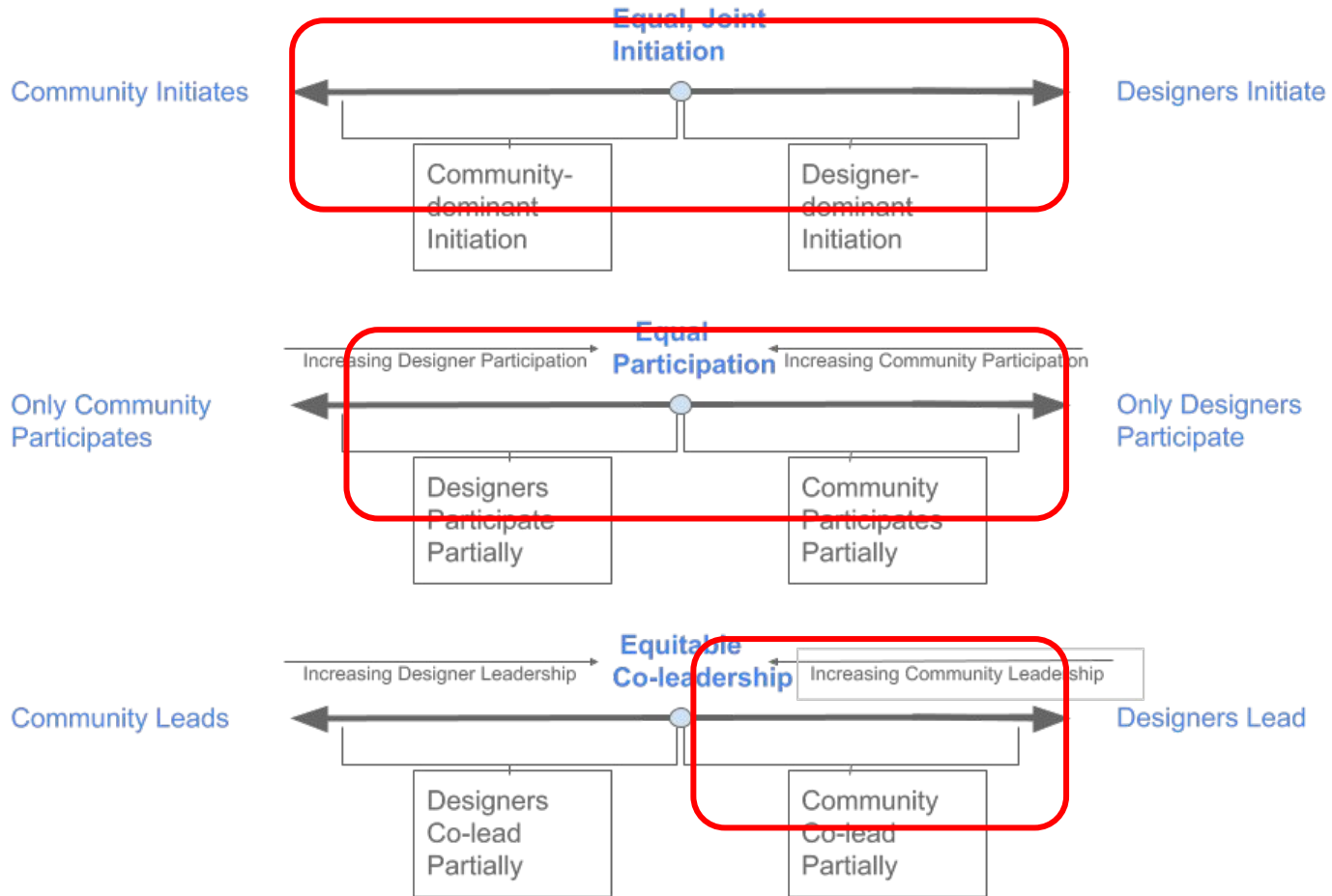


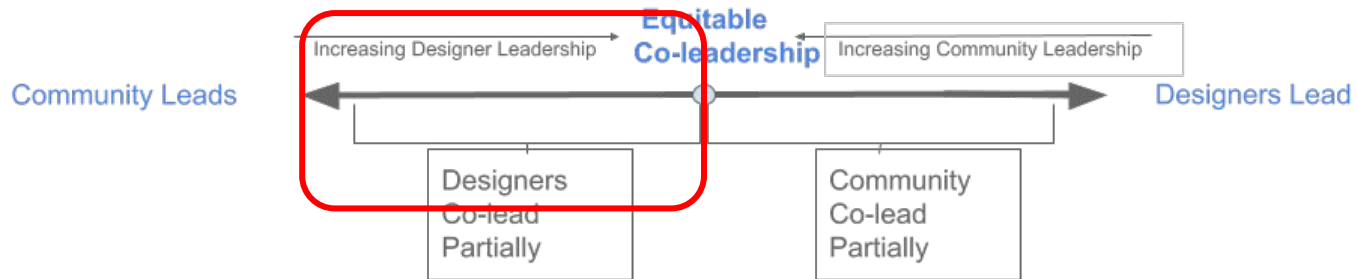
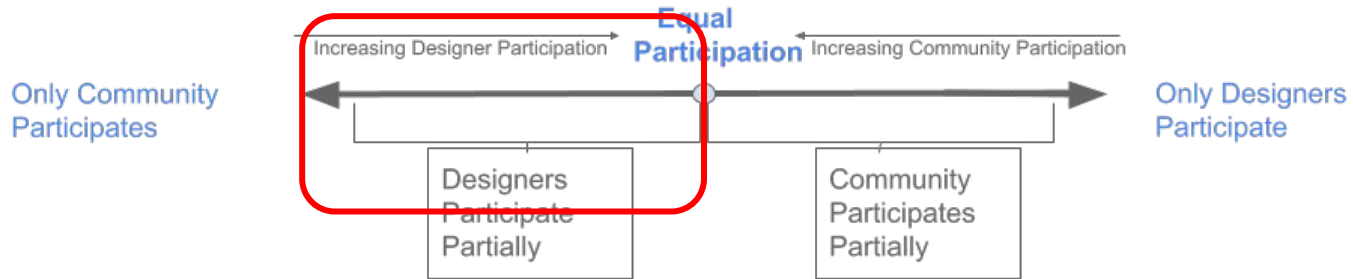
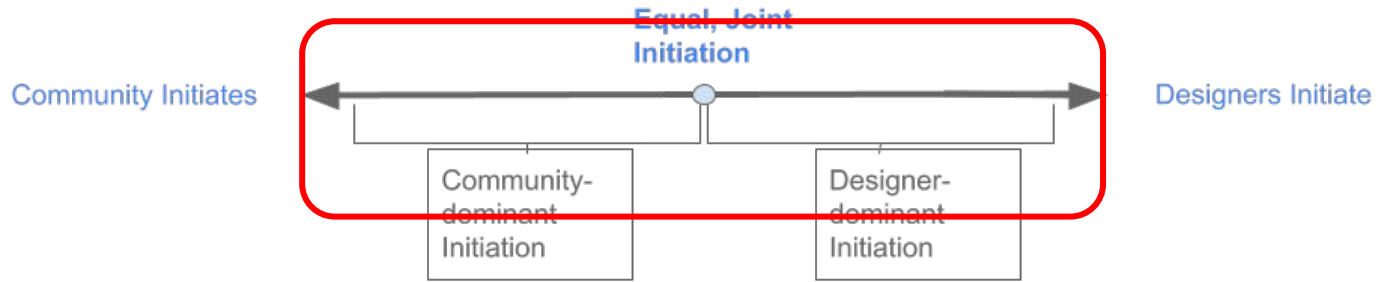
APPENDIX



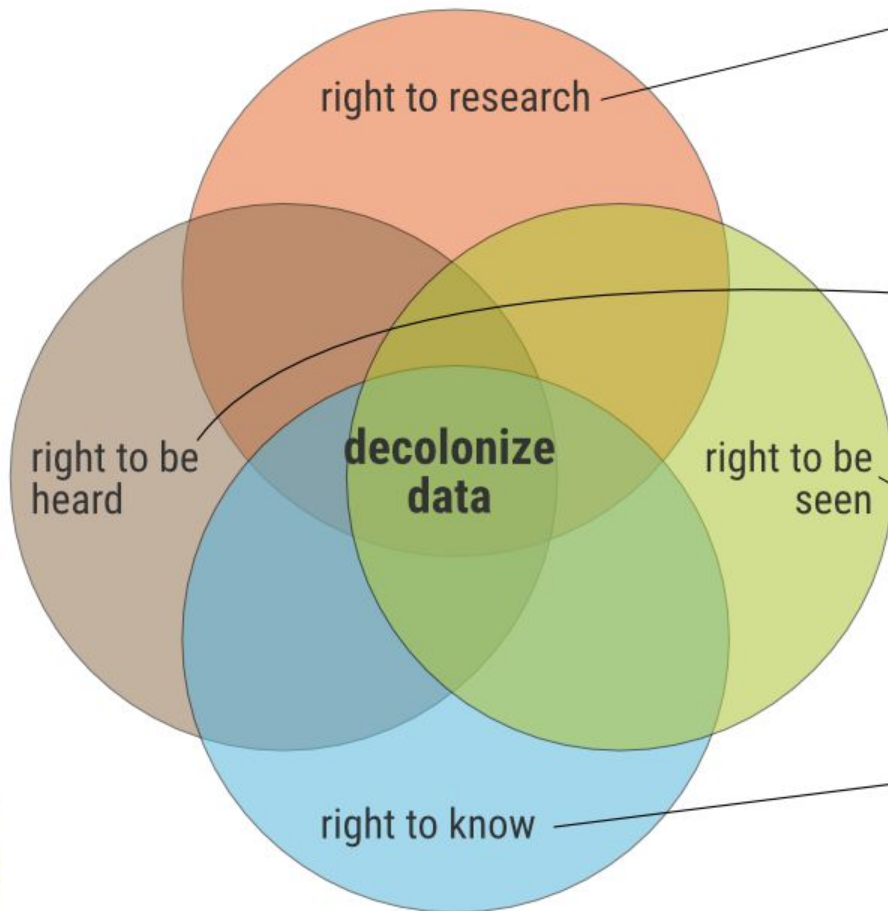








In 2052, most government agencies have a PD unit that addresses the future of work by employing the public in RPD projects. Citizens, immigrants, and refugees rotate in and out of the PD units. Only 10% of private companies had PD units until one gov RPD project created a law mandating increased planet-centered value creation through PD units in private companies.



Right to Research: the right to the tools through which any individual or group can systematically increase that stock of knowledge which they consider most vital to their survival as human beings.

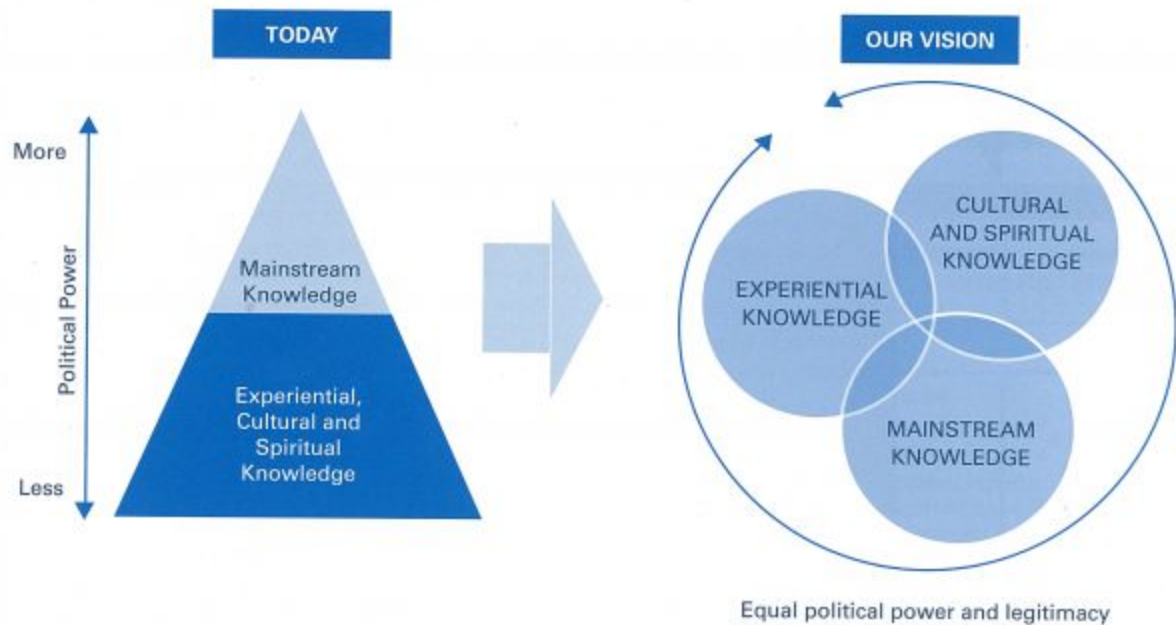
Right To Be Heard: to use social science tools -- such as surveys, interviews, mapping -- to package their knowledge into data to convey back to their communities and chosen decision-makers.

Right To Be Seen: the right to be visible, represented, and treated fairly in the collection, dissemination, and use of data.

Right To Know: to access information beyond our reach, whether that knowledge is inaccessible due to cost, technical jargon, or other barriers.



KNOWLEDGE IN THE WORLD



Design mediates so much of our realities and has tremendous impact on our lives, yet very few of us participate in design processes. In particular, the people who are most adversely affected by design decisions — about visual culture, new technologies, the planning of our communities, or the structure of our political and economic systems — tend to have the least influence on those decisions and how they are made.

Design justice rethinks design processes, centers people who are normally marginalized by design, and uses collaborative, creative practices to address the deepest challenges our communities face.

1: Liberate

We use design to **sustain, heal, and empower** our communities, as well as to seek liberation from exploitative and oppressive systems.

We focus on social ills and work on liberation before reconciliation.

We use a systems approach.



2: Center the Community

We **center the voices of those who are directly impacted** by the outcomes of the design process.

Agile processes allows the customer to harness change as a competitive advantage.

Being able to effectively change the product according to customer needs increases customer satisfaction.

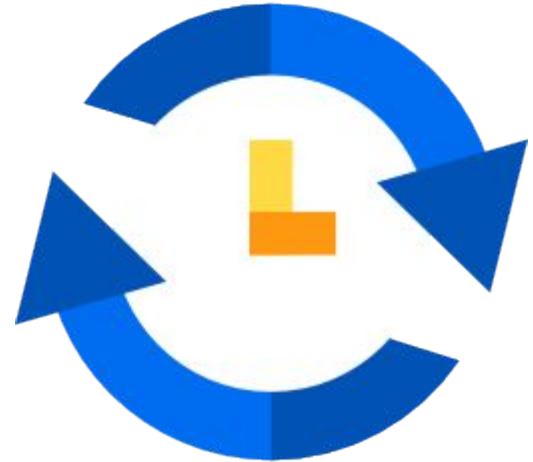


3: Prioritize the Community

We **prioritize design's impact on the community** over the intentions of the designer.

The community leads the design.

The health and wellness of the community is paramount.



4: Seek Health

We view **change as emergent from an accountable, accessible, and collaborative process**, rather than as a point at the end of a process.

We focus on the health of a system and do not seek a mission-accomplished approach.

We map and remap systems knowing our interventions change the system.



5: Facilitate

We see the role of the **designer as a facilitator rather than an expert.**

The experts are the community. They have the lived experience.

Designers only know a process. They are facilitators.



6: Listen to the Community

We believe that **everyone is an expert based on their own lived experience**, and that we all have unique and brilliant contributions to bring to a design process.

The experts are the community. They have the lived experience.

Value and prioritize indigenous knowledge, experiential knowledge, and contextual knowledge.



7: Share Knowledge

We share design knowledge and tools with our communities.

Communities should have access to information. We break down barriers to access to knowledge.

Communities can use the information to better themselves. Knowledge is power.



8: Be Sustainable

We work towards **sustainable, community-led and -controlled** outcomes.

We create interventions and build in ways that reinforce the human rights of all people.

We design, research, and build ethically, inclusively, and equitably.



9: Improve Our Ecology

We work towards **non-exploitative solutions** that reconnect us to the earth and to each other.

We create interventions and build in ways that reinforce improved health of our ecology.

We design, research, and build sustainably.



10: Use Positive Deviance

Before seeking new design solutions, **we look for what is already working** at the community level. We honor and uplift traditional, indigenous, and local knowledge and practices.

We use a positive deviance methodology.

We practice a systems approach and amplify positive system dynamics.

