

DEFINITIONS & METHODS

# The tools



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This production is the result of work by local development and social action players.

It is intended to improve the way in which those working in the field carry out territorial diagnoses. If you consult or use this document, please send us an email to **[secretariat@apsn-prev.fr](mailto:secretariat@apsn-prev.fr)**

By letting us know how you have used it, and giving us your feedback, ideas and suggestions, you will be helping us to make improvements.

Happy reading!



This document was translated into English and adapted for the City Lab II RePIC's purposes by the ULiège Team. We based ourselves freely on the original French document.

This document comes with another booklet entitled "The territorial diagnostic approach", go see it!





# Order & scope of the study

|  |  |  |
|--|--|--|
| <b>THE ORDER</b><br> | <b>Who is responsible?</b><br>Who takes the initiative?<br>Who places the order?<br>Who is responsible for the process?  |  |
|  | <b>Why are we doing it?</b><br>Why is this diagnosis being carried out? What are the expectations? What are the dissatisfactions?<br>What are the needs?<br>What is the context? |  |
| <b>THE AREA</b><br> | <b>What area?</b>  |  |
|  | <b>What public?</b>  |  |
|  | <b>What theme/main question?</b>   |  |
|  | <b>Who are the stakeholders involved?</b>  |  |



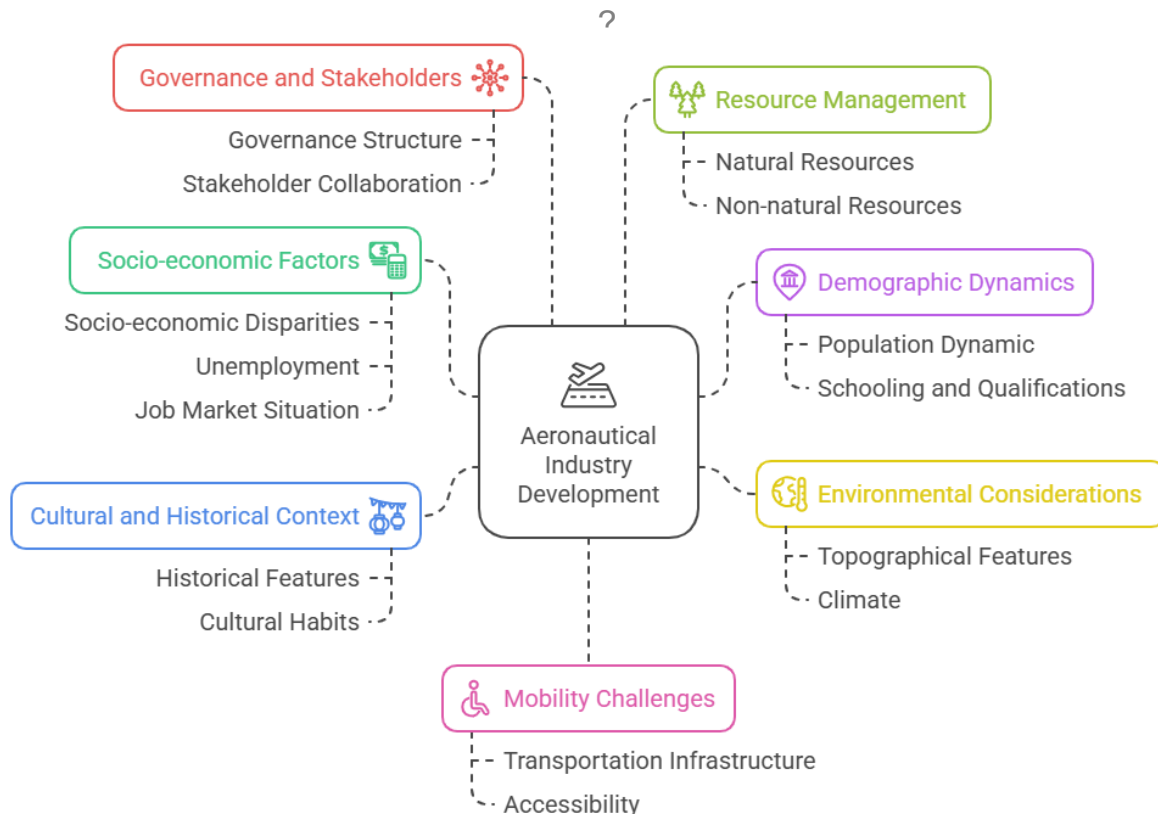
# Identify the sub-questions to explore

Instructions for filling in the table :

- **Clearly define the main question !** Based on the "order and scope of the study", a main question or thematic must be clearly defined, which will serve as a reference and reminder throughout the diagnostic work. This will help you avoid getting lost and keep track of the topic.
- **Sub-themes and/or territories:** List all the underlying sub-themes that could impact or be impacted by your main question, and that are related to the territory to be analysed. A brainstorming session (with or without local stakeholders) could be the first step here. There are of course other methods, particularly in the context of citizen participation

## Example :

**Main question :** How can we develop the aeronautical industry in Toulouse by 2030





# Identify the **key** stakeholders in the area

Instructions for filling in the table :

- **Themes and/or territories:** list all the themes and/or geographical units selected in the diagnosis of the area.
- **Stakeholders:** list the institutions, associations, businesses, resource people, etc. working on the theme.
- **Actions undertaken:** what is the actor developing in relation to the theme?

| THEME AND / OR AREA              | STAKEHOLDERS  | ACTIONS CARRIED OUT |
|----------------------------------|---------------|---------------------|
| <b>Example :</b><br>Youth/health | Social centre | School support      |
|                                  |               | Stays               |
|                                  |               | Outings             |
|                                  |               |                     |
|                                  |               |                     |
|                                  |               |                     |
|                                  |               |                     |
|                                  |               |                     |



# The timetable

THE

| STAGES   | INTERMEDIA<br>TE STAGES | START<br>DATE | END<br>DATE |
|--|-------------------------|---------------|-------------|
| Define the<br>framework                        |                         |               |             |
|  |                         |               |             |
|  |                         |               |             |
| Collect data                                   |                         |               |             |
|  |                         |               |             |
|  |                         |               |             |
| Analyse the data                               |                         |               |             |
|  |                         |               |             |
|  |                         |               |             |
| Define an action<br>strategy                   |                         |               |             |
|  |                         |               |             |
|  |                         |               |             |
| Communicate<br>the results of<br>the diagnosis |                         |               |             |
|  |                         |               |             |
|  |                         |               |             |



# Organising the work

| STEPS                                    | DURATION<br>(HOW LONG DOES THIS PHASE LAST?) | ROLE AND TASKS (WHAT AM I GOING TO DO?) | PLANNED WORKING TIME<br>(HOW MANY WORKING DAYS?) |
|--|--|---|--|
| Set the framework for the work           |  |   |  |
| Collect the data                         |  |   |  |
| Analyse the data                         |  |   |  |
| Define an action strategy                |  |   |  |
| Communicate the results of the diagnosis |  |   |  |



# Organisation of the steering committee

|  |  |
|--|--|
| <b>WHO PARTICIPATES?</b><br>(COMPOSITION)          |  |
| <b>WHO DRIVES THE MEETING?</b><br>(MANAGEMENT)     |  |
| <b>WHAT IS ITS PURPOSE?</b><br>(MISSION AND ROLES) |  |
| <b>HOW OFTEN DOES IT MEET?</b><br>(PERIODICITY)    |  |
| <b>ON WHAT DATES DOES IT MEET?</b><br>(SCHEDULE)   |  |





# Preparing the data collection

Instructions for filling in the table :

- **Sub-themes and/or territories:** List all the underlying sub-themes that was found during step “**definition of a series of sub-questions**”.
- **Data available and/or analysed + sources:** List the data that are already available (provided or that you found online),
- **Data to research and/or construct:** List the data that you still need and that should be researched or gathered on the field.

Example :

| SUB- THEMES/<br>QUESTIONS   | DATA<br>AVAILABLE<br>AND/OR<br>ANALYSED +<br>sources | DATA TO<br>RESEARCH AND/OR<br>CONSTRUCT                           |
|---|--|---|
| Socio-economic disparities,<br>Unemployment, job market situation   | Statistical portal                                   |   |
| Population dynamic, schooling and qualifications  | Statistical portal                                   |   |
| How do topographical features impact the city's carbon neutrality goals?<br>What is the climate in my study area? | Topographic maps, prevailing winds...                | How does it feel in the city, observed effects of the building... |



|   |  |  |
|---|--|--|
| Spatial organisation of the city (and impact on the researched theme)                                       |  | Schematize the spatial organization of the city based on <b>transects</b> ...  |
| Historical features or cultural habits  | Historical maps and books  | Visiting the city, asking the locals, compare it with other city that you know...  |
| Resources (natural or not)  | What are the historical resources of this place, what are the new resources? |  |
| How does the governance work here? Who are the main stakeholders in this area ? How do they work together ? | Website of the city, the region...   | Interview with local stakeholders and local authorities to build the organizational chart of local and supra-local governance .... |
|   |  |  |
|   |  |  |



# How to transect : a structured walk

The objective of this approach is:

- ➔ To observe and analyse spatial diversity
- ➔ To describe the spatial organization of the studied area (often a city), from the perspective of :
  - Built/Unbuilt form and functions;
  - Populations (ethnic and socioeconomic);
  - Continuities, breaks or gradients (e.g. land use, density, human activities).
- ➔ To establish correlations between these different characteristics to identify a model and explanatory factors;

**It's a sensitive, on-the-ground reading of urban space but it also allows to collect comparable data, "standardize" observations along a specific line or route for better comparison.**

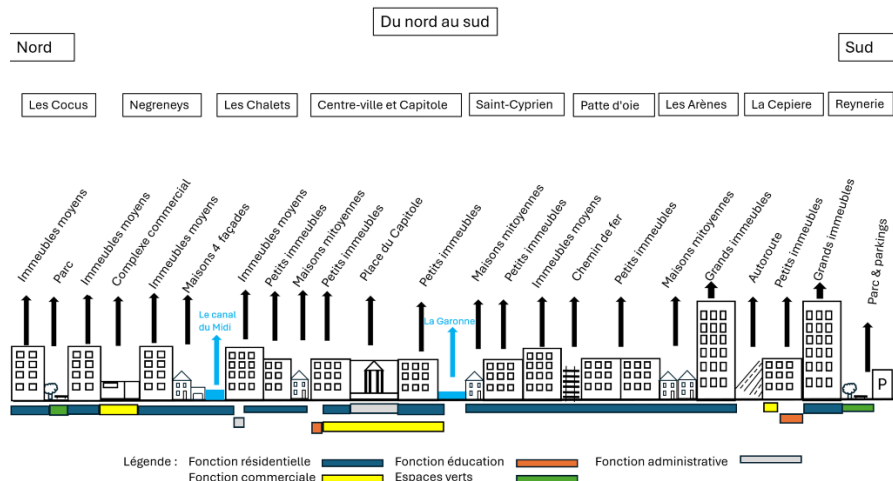
## Guidelines :

- Concretely, this involves moving from point A to point B and observing, recording, and counting various pieces of information depending on the phenomenon(s) being studied. These points must be determined beforehand.
- There is no universal rule for choosing point A and point B. It depends on the context. For a large, classic European city, starting from the city center and making several crossings to the outskirts is a common option, but in the case of a port city, starting from the port can be relevant. In a city nestled in a valley, crossing from one side of the valley to the other in several places is also an option...
- Sampling must be done along each transect. It is a systematic survey.
- The transect indicates the direction followed by the observer: the route. Since you have imperfect knowledge of the terrain, it is strongly recommended that you regularly deviate from the transect to verify your information and refine the sampling, or even modify your route. Indeed, the internal organization of neighborhoods can vary spatially very rapidly, creating heterogeneity that is difficult to perceive from an adjacent street.
- The distance interval will determine the regularity and number of stops. The time interval must be small enough to highlight the spatial variation of the phenomena, but large enough not to generate a quantity of information that is difficult to process.
- The choice of indicators collected during each stop. It should be determined from the beginning of the analysis so that it can be **systematically** reproduced. Based on your transect, you can, for example, identify the following elements:
  - The form of the building (volume, age, architectural style, number of floors, number of dwellings, materials, etc.).



- The function of the building (single-family dwelling, collective housing, social housing, business, school, church, etc.).
- The socioeconomic profile of the population (income, household composition, etc.).
- Your survey will allow you to create a typology. A typology is a classification by type. Developing a typology involves distinguishing, within a set of units, groups that can be considered homogeneous from a certain point of view.
- You can support the analysis and the gathering of information with sensitive description, sketches, diagrams, photography, videos, interview, maps...
- You can involve local stakeholders (through a participatory approach or just discussion along the road). A real participatory approach allows to bring out local knowledge and promotes exchanges between researchers, technicians, and residents.

Here is a very simple but representative example of the result that can be obtained after a transect in a rather academic setting:



Here is an example of one “study-square” of a participatory transect in Grenoble, France (<https://grenoble.transect.fr/>). It's accompanied by videos and photos.

2024  
GRENOBLE, TRANSECT

Transects vidéo  
Chronotopies  
A propos  
Transect ?

### Square 30

Study square reserved by Clara Berny

**At the crossroads**

Place name: **Place Victor Hugo**

On a Friday at 11 a.m., like on a Tuesday at 4 p.m., the square is always bustling with residents crossing it. People walk quickly, or slowly, almost non-stop. Everyone is focused on what they have to do: turn left, right, avoid the person walking in front of them. You can hear the screeching of the tram on its tracks and its bell, which repeats endlessly as it approaches the stop. This sound, among many others, takes over for a few moments before blending together and drowning out the hubbub of the city. Everyone is free to listen, hear, or perceive whatever they want: the wheels of a trolley on the asphalt, conversations coming from every street corner, the distant roar of cars... So many noises and sounds that form an atmosphere that everyone perceives in their own way. It can be oppressive or, for others, banal. But it persists, changing with the schedule and the passing of time, only to begin again the next day, like an infinite loop. The graying sky weighs down on the Haussmann-style buildings that



# Summarizing the data

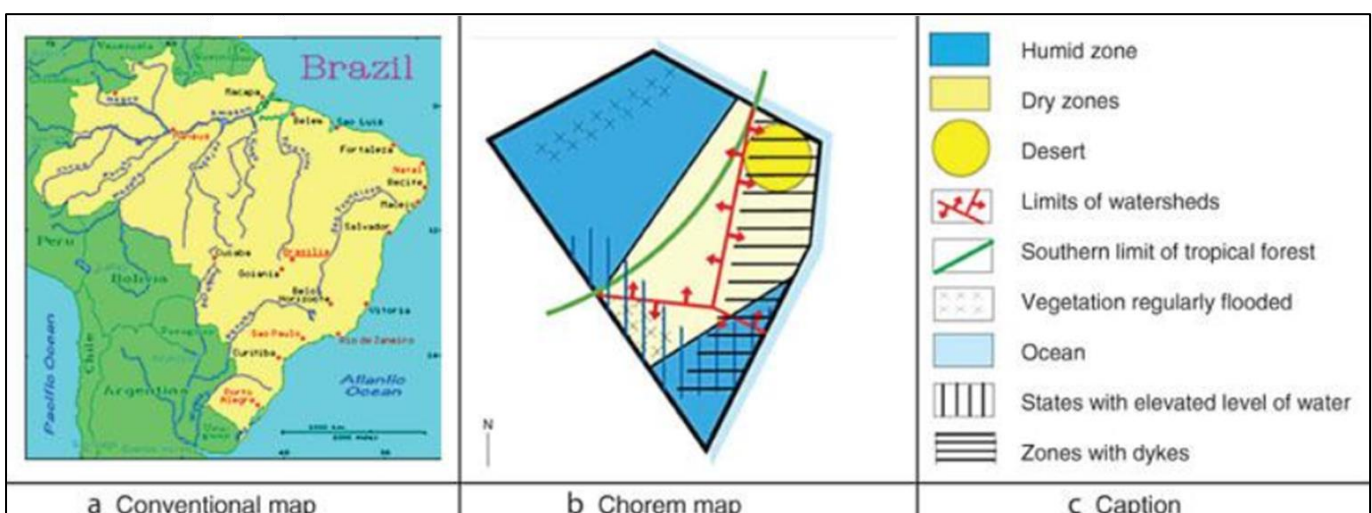
## The Chorematic analysis

- Concept developed by Roger Brunet (1980s)
- Powerful tool to conceptualize space, reveal dynamics, and communicate
- Not just a simplification, but an interpretation of the territory
- Identifies essential structures & key analytical elements such as poles, flows, boundaries, networks
- Helps understand territorial dynamics such as hierarchies, polarizations, empty spaces... and share them clearly !
- Uses simple geometric figures (chorèmes) to represent structural elements and territorial dynamics

The chorematic schematization is the last step of a long process :



- A **chorematic** diagram is not a map ! A map shows the state & dynamics of a territory, while a **chorematic diagram** goes further: it **explains how the territory works**
- You can create one diagram for each sub-theme you identified and a final summary Chorematic diagram to share the results of your analysis with people.





|  | Point                    | Line   | Area                                    | Network                                 |
|--|--------------------------|--|---|---|
| models of the manner in which a region is subdivided | <br>chief towns 1        | <br>adm. boundary 2                                      | <br>state, region 3                     | <br>centers, boundaries and polygons 4  |
| models of a region's infrastructure                  | <br>node vertex 5        | <br>lines of communication 6                             | <br>service, irrigation drainage area 7 | <br>network 8                           |
| models of gravity                                    | <br>satellite points 9   | <br>lines of gravity orbits 10                           | <br>attraction area 11                  | <br>preferred relationships 12          |
| models of fronts of communication                    | <br>passage point 13     | <br>rupture, interface 14                                | <br>contact areas 15                    | <br>"port" base abutment of a bridge 16 |
| models of unilaterally biased movements              | <br>directed movement 17 | <br>division line 18                                     | <br>tendency surfaces 19                | <br>dissemmetry 20                      |
| models of conquest diffusion                         | <br>point evolutions 21  | <br>axes of propagation 22                               | <br>areas of extension 23               | <br>tissue of change 24                 |
| models of hierarchies                                | <br>urban pattern 25     | <br>dependency relationship administrative boundaries 26 | <br>subset 27                           | <br>linked network 28                   |

Figure 2. Table of Brunet's choremes with English labels. Note that the subtitles are examples, not necessarily exhaustive descriptors. Changed (numbering added) from van Elzakker (2004)

More informations : Reimer, Andreas. (2010). Understanding Chorematic Diagrams: Towards a Taxonomy. *The Cartographic Journal*, 47. 330-350.  
<http://dx.doi.org/10.1179/000870410X12825500202896>.





# Synthesize

## the data and your analyses

The **SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis** is a key tool for transforming an urban diagnostic into a solid strategic basis for building a territorial project.

The objective of this approach is to :

- **Structure the diagnostic results:** SWOT analysis organizes the collected data (quantitative and qualitative) into strengths, weaknesses, opportunities, and threats, according to different sub-themes previously identified (mobility, governance, housing, local economy, green spaces, social life, etc.).
- **Identify priority issues:** It highlights strategic elements and prioritizes the territory's challenges.
- **Serve as a springboard for action:** By combining the four dimensions, innovative, realistic courses of action can be generated that are adapted to local specificities.

### Step 1: Fill in the SWOT boxes

- **Strengths:** Available resources, positive dynamics, and competitive advantages of the area (e.g., presence of public facilities, solidarity among residents, attractive landscapes, vibrant community network, etc.).
- **Weaknesses:** Internal limitations, dysfunctions, or structural shortcomings (e.g., lack of public transportation, isolation of certain neighborhoods, lack of cultural facilities, aging buildings, etc.).
- **Opportunities:** External trends or dynamics to be seized (e.g., regional or European funding, metropolitan projects, ecological innovations, new digital uses, etc.).
- **Threats:** External risks or constraints that could weaken the area (e.g., land pressures, climate risks, loss of economic attractiveness, growing social divide, etc.).





### Step 2 : Cross-reference the boxes

- Identify how strengths can be leveraged to exploit opportunities.
- Examine how weaknesses can be offset or transformed through opportunities.
- Determine how strengths can be used to mitigate threats.
- Identify combinations of weaknesses and threats to anticipate major areas of concern.

### Step 3 : Expand and share the analysis

- This work can be more relevant if it is collective: involving residents, elected officials, economic stakeholders, and community organizations allows for a broad range of perspectives and enriched cross-fertilization.
- Collective debate also contributes to the legitimacy and ownership of the assessment by stakeholders.

### Expected Results

- A clear and shared strategic understanding of the territory.
- The identification of innovative, sometimes "out of the box" action scenarios through the systematic intersection of internal and external factors.
- An operational basis for defining a coherent **territorial strategy and project**, articulating local dynamics and global challenges.





# Define the objectives & associated actions

| OBJECTIVES BASED<br>ON<br>THE SUMMARY | EXISTING ACTIONS | ACTIONS TO BE<br>TO BE SET<br>UP/DEVELOPED |
|---------------------------------------|------------------|--|
|                                       |                  |  |
|                                       |                  |  |
|                                       |                  |  |
|                                       |                  |  |
|                                       |                  |  |



# Action scorecards

| ACTIONS | REFERENTS/<br>PARTICIPANTS | TIMETABLE | EVALUATION<br>INDICATORS |
|---------|----------------------------|-----------|--------------------------|
|         |                            |           |                          |
|         |                            |           |                          |
|         |                            |           |                          |
|         |                            |           |                          |
|         |                            |           |                          |



# Communication dashboard

COMMUNICATION  
DASHBOARD

| Stages | What do you want to communicate? | Who is the target audience? | How do we communicate?<br>Using what media? | Who is doing the communicating? | When is it done? |
|--------|----------------------------------|-----------------------------|---|---------------------------------|------------------|
|        |                                  |                             |   |                                 |                  |
|        |                                  |                             |   |                                 |                  |
|        |                                  |                             |   |                                 |                  |
|        |                                  |                             |   |                                 |                  |