

**THE SIGNIFICANCE OF PUBLIC PLACES TO THE PEOPLE OF BOGOTÁ,  
AND POLICY IMPLICATIONS FOR THE CITY AS A LEARNING  
ENVIRONMENT**

by

**Pablo Páramo**

A dissertation submitted to the Graduate Faculty in Environmental Psychology in partial fulfillment of the requirements for the degree of Doctor of Philosophy, The City University of New York.

2004

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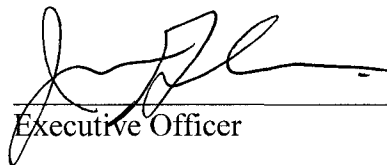
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**Abstract****THE SIGNIFICANCE OF PUBLIC PLACES TO THE PEOPLE OF BOGOTÁ,  
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**Pablo Páramo**

Adviser: Professor Roger Hart

This study explores public places that are significant to the people of Bogotá, Colombia. It examines the cognitive constructs that the citizens living in this large metropolitan use to conceptualize and value the public places of their city. The sample was 213 men and women of different ages living in the different zones of the city. The study used the qualitative data collection procedures of open-ended interviews and Multiple Sorting Tasks, (MST). After a free sorting of the types of public spaces in the city and their attributes, participants were instructed to complete a questionnaire designed to explore cognitive, emotional and behavioural association with these public places. Several multivariate statistical procedures, including multi-dimensional scaling analysis (MSA), and multiple regression analysis were used to explore the underlying cognitive structures in the response patterns and to determine the different meanings participants gave to public places. Results indicate that participants share a high level of satisfaction with the new public spaces of Bogotá. In the multiple sorting tasks the participants conceptualised public

places using primarily two criteria: (1) the function of a public place and (2) the level of privatization and accessibility to a public place. The rules embedded in different places are important determinants in the assessment of public places. Analysis of answers to a questionnaire revealed that the age of participants, their length of residence in the city and their place of residence are important influences on how public spaces are conceptualised. Also, the physical and social properties of places influence the frequency with which people visit different public places, the company persons choose to have in visiting these places, the feeling of freedom they feel in them, and the identity they feel that place gives to the city. The existing official understandings and policies regarding public places are then compared with the theoretical basis and main conclusions of the research in order to propose a model of the learning potentials of public space. Finally a set of specific educational and urban planning recommendations is offered regarding the public places of Bogotá.

## **ACKNOWLEDGMENTS**

Many people contributed to the development and completion of this dissertation and I am deeply grateful for them for their time, help and encouragement. First of all, I'm extremely grateful to the interviewees for their time and efforts. I wish to express appreciation to my advisor, Dr. Roger Hart at the graduate School for his insightful advice concerning fieldwork. He spent an impressive amount of time reviewing my drafts and improving them during my stay in New York and also visiting me in Bogotá. I am grateful for his dedication. I am also grateful my other committee members, Dr, Leanne Rivlin and Professor David Chapin for reading my drafts of this dissertation and providing constructive feedback. I also thank to the outsider reader Dr. John Seley, for his insightful comments on the final report draft of this dissertation, and particularly to Dr. Selim Iltus for his participation in this committee and his insightful comments on the methods section of this dissertation.

I would like to thank to Universidad Pedagógica Nacional of Colombia for making possible my participation to attend the environmental psychology program in the U.S.A giving me a Leave of Absence. I also benefited from my undergraduate students at Universidad Pedagógica Nacional in the data collection for this dissertation.

Lastly, I want to thank my family for all of their support. My mother, brothers and sisters have encouraged me every step of the way. I am deeply indebt to my wife Alexandra who endured my seemingly endless graduate school

endeavour with patience and love. Most especially I thank my sons Nicolás and Lukas for their patience and understanding.

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## **CHAPTER I: INTRODUCTION AND BACKGROUND**

What we know about our city environment influences how we explore and make use of it. The general purpose of this dissertation is to build an understanding of how the people of one city conceive of, and value, the public places of their city. The research was carried out with the goal of using its findings to make recommendations to the administration of the city of Bogotá, urban planners and educators as to how the city environment itself might be better used as an educational resource for its citizens.

Much of the literature in sociology and psychology, including environmental psychology regarding cities, has focused on the negative aspects of experiencing cities. Relatively little attention has been given by researchers to the view of a city as a system of places with opportunities for learning. By understanding how people currently conceptualize a city's places it is hoped that this study will contribute to improving practices in urban planning, urban design and environmental education that will further the potential of cities as learning environments for all citizens.

The research in the field of city environments suggests that many of the conditions of urban life -crowding, noise, pollution, commuting- have that capacities to be stressful. Moreover, academics have seen the city as the focus of all kinds of social diseases (delinquency, prostitution, mental illness, vandalism, drug addictions, etc), or as the setting where the consequences of

political, economic decisions, or violence are reflected. Thus, for years the literature in social sciences about the city focused on research concerning the negative aspects of living in the urban environment: stress and the city ( Deutsch, 1961, Webb & Collette, 1977), crowding (Baldassare 1983), gender segregation (Drucker & Gumpert, 1997, Franck, 2002) and homosexuals' segregation (Humphreys, 1970) vandalism, crime in the streets, noise and other kinds of pollution (Sternlieb & Hughes, 1983). Such research helps to account for how living in cities may be responsible for psychological distress, social and psychological problems, and a diminished quality of life for urban dwellers. Theories have been further offered on how the designs of our modern cities contribute to isolating individuals and give rise to feelings of placelessness.

Criticism of the city comes sociologically from both Left and Right ( Berger 1978). From the point of view of the Left, modern cities are necessarily alienating, inhuman, unnatural environments because they are the creation of evil capitalism. As David Harvey pointed out: "cities are founded upon the exploitation of the many by the few" (1973). From the point of view of the Right, cities are simply blamed in a relatively straightforward manner for the failing that might otherwise be attributed to the economic system. Thus the existence of black underclass. Poverty in general and crime are all defined as urban theorizing problems and, as such are, not worth "throwing money at"(Sternlieb, 1972).

Very little attention has been given by researchers to the view of a city as a place of opportunities for learning and development. It is time to change the negative points of view for a more positive perspective to explore what living in the city means. Different from pessimistic approaches it is necessary to develop and grasp concepts that emphasize the positive experiences in the urban environment and look at the city as a set of opportunities for personal growth that contribute to prepare individuals to share the forthcoming megalopolis of the present century.

It is estimated that by the end of the first decade of this century more than half of the world population will live in urban areas. Now the cities are the epicentre of economic, political, social and many other activities, and hence are the fulcrum of contemporary existence. Because of that, it is important that environmental social sciences contribute to design the environmental social conditions for those who actually inhabit the city and future inhabitants.

With the technological resources that we already have and the concepts derived from research in behavioural and educational sciences it is possible to anticipate the future and contribute to planning the lifestyle in that megalopolis. We can take this knowledge as an opportunity to affect the forthcoming necessary social transformations that come as a product of the urban growth, and in service of urban planners. As I am a person interested in theory, I have learnt that a good theory has to be practical. This dissertation is

supported on those theories that help us understand from a positive point of view how people explore, learn about, and from the city.

Before reviewing the theory and research literature it is important to describe the history of public space in Bogotá that contextualize the focus of this dissertation. This will demonstrate why public places are important to the development and stability of the city and why is important to know how they are currently conceived by its residents.

The importance of public space, especially plazas, is fundamental to Colombian society. Colombian historian Mendoza (1965) situates the role of plazas in Colombian history:

“The history of our independence is the history of the plaza, specifically, when a Creole broke a flower vase into pieces over a Spaniard's head on July 20, 1810. It was enough to fill our 'plaza Mayor' with a crowd. Was this not the scene that would be anticipated through the years? This was an indication of our people's beliefs and desires. Maybe if a plaza had not existed, we would never have known such liberation. This is why the plaza has become of consequence in such a romantic culture.. .just destroying the plaza or urbanizing it, you can make the tradition of our race disappear” (Mendoza, 1965).

According to Donovan (2002), the spatial contextualization of power can be seen in the use of plazas and other public places throughout the four periods in Colombian history: (1) pre-Columbian era, (2) colonial, (3) republican, and (4) the contemporary era:

#### *Pre-Columbian Era*

In Colombia, the concept of public space originated as the stage for Zaque and Cacique chiefs of the Muisca indigenous community. Before the arrival of Spaniards, the public space of the Muisca consisted of a group of rooms in which the Zaque lived, joined by some narrow, tortuous paths. The space usually had a roof, buttressed by two strong wooden beams, and measured approximately twelve by twelve feet. The indigenous population considered this space as a central point. From this area, the street system started its semi-circular shape that bisected the priests' homes, the military barracks, the harems, storage and market places, and finally the sacrificial area located on the periphery of the town. To this end, the public space of the Chibcha was controlled by the chief and those attempts to claim that space, were a direct threat to the Cacique's or Zaque's power (Donovan, 2002).

#### *The Colonial Era*

After initial exploration by Spaniards Alonso de Ojeda (1499) and Rodrigo de Bastidas (1510), Ojeda founded the first Colombian city, Acandí, on the

western side of the Gulf of Urabá. In successive years Santa Marta would be founded (1525), followed by Cartagena de las Indias (1533), Popayán (1536), Santiago de Cali (1536), and Santa Fe de Bogotá (1538). Many of the cities were built over the public spaces where the indigenous people had gathered, thus facilitating the collection of tributes and allowing for better political, religious, and administrative control. The pre-Columbian cultures' basic criteria for urban planning and design were not respected by the Spaniards who brought quite different concepts of city life and urban architecture (Hardoy, 1973). As many colonial governments regularly fought with pirates, raiding indigenous groups or foreign invaders, the city structure in Colombia was developed akin to the Spanish military forts, such as those in Foncea, Puerto Real, Cuevas, and Santa Fe, near present day Granada.

In accordance with the 1573 Laws of the Indies, the dimensions of the city were applied by law and followed from the Roman architect Vitruvius (first century of our era) rectangular concept of a plaza. As is seen in the present-day Plaza de Bolívar at the heart of Bogotá, the design follows Vitruvius' concept of being no less than two hundred feet wide and four hundred feet long.

In a historical exploration of the urban development of public space in Bogotá, the author of this dissertation characterized the urban environment during the colonial era in a recent publication (Páramo 2002). Public places that appeared after the Spanish conquest included: churches and convents,

market plazas, fountains, government buildings, some streets and “The Plaza Mayor”.

In the colonial era, the plazas represented “the open space upon which had been set the twin symbols of Spanish imperial power, the sword and the cross. (Robinson 1989). In Bogotá the political and religious powers were unified by the plaza which was surrounded by the Catholic Church, the courthouse, and the houses of those who were loyal to government of Spain. This arrangement had the effect of placing the plaza at the centre of every activity, as the witness of events that brought alive streets and entire neighbourhoods.

Market plazas, although linked primarily to commercial activities and meeting people, were used for people’s punishment. More than 2000 people were victims of public punishment such as nose and ear mutilation in plazas of San Victorino and San Francisco.

The “Plaza Mayor” of Bogotá deserves special attention. Although the “Plaza Mayor” has been used primarily for informal activities, it was during the colonial period the site of both religious festivities and prisoner’s punishments or executions. While nobles were decapitated, lay-people and Indians were tied to horses, dragged along the plaza, and then hanged. Parts of their bodies were exhibited in the secondary plazas like San Victorino and San Francisco. Thieves were whipped in the market plaza (San Francisco). The

exhibition of some body parts of the principal leader of the “Revolución de los Comuneros”, José Antonio Galán, were exhibited in the Plaza Mayor by the end of 18th century to prevent additional revolutionary movements. Other different activities were associated with the Plaza Mayor during this era: bullfighting, exhibitions, prisoners executions, meeting people, and salute rituals.

Rivers are linked to clothes washing and river banks are associated with danger of assault at night. Streets are associated with processions, meeting people, and as places to communicate to people the consequences if they committed a crime. For example: Indians were whipped for minor crimes along the principal town's streets. Serious criminals also walked on the street to the scaffold preceded by representatives of the government and members of religious community. The “Calle Real” (Royal Street) was after the Plaza Mayor, the most important center of commercial and social activities. Fountains and chicherías (community bars where illegal liquors were sold) are also linked to people's meetings.

Public Places were also used for informing people: the churches' doors, the four corners of the Plaza Mayor (where new edicts were proclaimed).

### *The Republican Era*

After independence in 1810, Colombians began to resent the plazas' pre-independence style as a reminder of the Spanish crown. One of the Bogotá

plazas replaced the tree and fountain with the statue of Simón Bolívar and the name changed from Plaza Mayor to Plaza de Bolívar. Similarly, in what today is Plaza de San Victorino, the fountain that was constructed in 1792 by Viceroy Espeleta was replaced by a French fountain in 1890, and in 1910 by a statue of one of the first Colombian chiefs of state, Antonio Nariño. During this same time, Colombian planners opposed the Spanish rectangular plazas by installing "rebel" square shaped plazas adopted from Greek planners.

During the XIX century new public places appeared in Bogotá (Páramo, 2002): For the first time appeared a public park called "Parque de la Independencia" (Independence Park). Also the first theaters were built: The teatro Colón and the Municipal Theater. Some other places changed their function. The market plaza was moved from the Plaza de Bolívar to Plaza de San Victorino and Plaza de San Francisco. Many old and new public places took their names from such revolutionary leaders as Santander, Nariño, Bolívar. The rate of church building was decreased in comparison to the colonial era and despite strong oppositions, burials had to be done in the cemetery and not in the churches.

Many places changed their names after the independence, including the city's name; the Plaza Mayor became the Plaza of Constitution and then Plaza de Bolívar. The Royal Street became The Calle de La Carrera. The Plaza of San

Francisco became Parque Santander. The “Huerta de Jaime” became “Plaza de los Mártires”

Some monuments disappeared from public space such as the “Mono de la Pila” fountain which was moved from the Plaza Mayor to a museum. The executioner’s scaffold disappeared, and some other monuments were created such as the Simon Bolivar statue, the “Monumento a los Mártires”, etc.

Most of the Spanish festivities that were carried out in the streets changed to independence festivities such as “El grito de la independencia”, “Batalla de Boyacá” memorial, etc. Although the new governments attempted to change many Spanish traditions, religious festivities such as processions and funerals along the streets were maintained. Different kinds of exhibitions appeared on the streets as well including military parades and also bullfights. .

Executions in Plaza Mayor or Plaza de La Constitución were maintained for “royalists” and serious crimes but displaying of victims’ bodies’ ended. Bullfighting was also maintained at the “Plaza de la Constitución”, later called “Plaza de Bolivar”. Outdoor fairs began to appear in Plaza Mayor and every secondary plaza with different activities such as games, circuses and exhibitions. Chicherías became legal bars with known addresses.

Men and women from different social classes begin to appear participating in religious and government festivities and street fairs. Children also appear in

festivities, bullfights as homeless or “gamines” asking for food along the streets and at the churches’ atriums located just outside churches.

In the twentieth century two important political events were conspicuous in the history of public space. In March 1903, students poured into the Plaza de Bolívar to denounce President Rafael Reyes for recognizing the independence of Panamá and re-establishing relations with the United States. The protest, in part, had the effect of deposing the president. In April 9, 1948 the murder of the populist leader and presidential candidate Jorge Eliécer Gaitán divided the city into two radically distinct periods. As Gaitán, stepped out of his office on the Septima, just off the Plaza de Bolívar, he was shot and killed. Word of Gaitán's death along with alleged government collaboration spread quickly throughout the city and sparked "an 11-day Orgy of looting, pillaging and killing in the capital" that later became known as the Bogotazo. Trolleys were overturned, homes were burned, and statues representing government authority, such as the bust of Antonio Nariño in the Plaza San Victorino, were demolished. By the end of the Bogotazo, the "earthquake of a people moved by the assassination of their own voice," had destroyed the Palace of Justice as well as numerous other government buildings, private houses, and stores in the historic center.

### *Contemporary Era*

The Bogotazo was pivotal in Bogotá's history because it encouraged the growth of the city to the west and north as merchants and upper class

residents fled to safer communities, and marked the beginning of the decline of Bogotá's historic core. As the upper class fled from downtown, the grand colonial buildings were converted into low-cost housing through a system known as *inquilinaje*, with multiple families each occupying a room and sharing common services. Outside of the "inquilinos" (big houses that were inhabited by different poor families sharing facilities of the house), the streets and the plazas of the former colonial area were transformed into unregulated outdoor markets for street vendors (Donovan, 2002).

As more bogotanos moved to north in the 1950s, the historic center deteriorated and the Plaza de Bolívar could no longer qualify as the center of Bogotá. The city was further hurt by a period of bloody civil war, known as "La Violencia". Escaping either violence or declining economic conditions in rural areas, migrants mainly from the nearby regions of Cundinamarca and Boyacá flooded into Bogotá during the 1950s and early 1960s. This influx, combined with the *Bogotazo* greatly accelerated the northward movement of the upper and middle classes. The central business district, which had been located near the old colonial city and was largely burnt during the *Bogotazo*, began to stretch northward toward the Chapinero neighbourhood. Banking institutions and other financial corporations soon relocated their principal offices further north and relegated a secondary status to their original headquarters in the center of Bogotá.

From the mid 1960s and into the 1970s, a second phase of rural-urban migration made Bogotá one of the fastest growing urban centres in the world, with annual growth rates of 6.8 percent. Such massive growth multiplied Bogotá's population by ten between 1950 and 2000. During this hyperurbanization, the state began to encourage private investment in the construction industry, theorizing that this "leading sector" would create needed employment for the swelling numbers of urban migrants. Concurrent with the state sponsored support of construction, the elite continued to relocate further north, leaving areas in and around the Chapinero neighbourhood to establish residences and more exclusive commercial centres around the districts of El Chico, El Lago and Calle 85. Bogotá's first retail shopping mall, Unicentro built in 1977, extended the new commercial concentration as far north as Calle 127 approximately 115 blocks from the Plaza de Bolívar.

The public space created during the early 1980s followed the northern residential and commercial expansion of Bogotá's population. Rather than invest funds to revitalize downtown, the Mayor's Office built several plazas in the northern areas, often for workers in areas with a high concentration of commercial buildings.

Accompanying these developments, the downtown public space transformed into an area of intense violence. The Palace of Justice, located on the Plaza de Bolívar, was seized by a group of M-19 urban guerrillas and tuned into a

bloodbath on November 7, 1985. Over 100 people were killed, including 11 Supreme Court judges. During the same time period, a few blocks away, the Cartucho area became a neighbourhood synonymous with "social cleansing." In the late 1980s and early 1990s death squads with names like Muerte a Gamines (Death to Street children) acted in accord with local businesses and with the help of special police units, laid the base for urban "social cleansing." Wearing ski masks and carrying automatic weapons, the death squad members rode motorbikes in twos throughout the poorest areas of Bogotá, shooting randomly at the homeless. In the first six months alone in 1989, for example, over forty bodies of homeless people (known as desechables or the "expendables") appeared along roads in Bogotá. Between 1988 and 1993, the nongovernmental Center for Research and Popular Education (CINEP) documented 1,926 cases of "social cleansing" throughout Colombia, many if them occurring in downtown Bogotá (Donovan, 2002).

*The present days: The Modern Creation of Public Space in Bogotá*

The creation of public space laws in 1991 gave mayors new responsibilities and obligations. The most important of these laws is Article 82 in the 1991 Constitution that guarantees public space as a right paramount to civil and political rights. Colombia is unusual, and possibly unique among nations, in that it elevated the protection of public space to a constitutionally guaranteed right enforced by mayors. The bridge that connects this national

body of law to local enforcement is a 1993 presidential decree that charges mayors with the defence of the collective's right to public space.

The Urban Reform Law (Plan de Ordenamiento Territorial, P.O.T) of 1989, approved by the Colombian legislature, redefined public space, charging municipalities with the maintenance of public space. According to Article 5 of the URL, public space was defined as a space for the "satisfaction of collective urban needs."<sup>1</sup> Article 5 of the URL characterizes public space as the following:

Public space is understood as the assembly of public property and private elements from architecture and nature, destined by nature to the use to the satisfaction of collective urban needs that transcend the limits of individual interests of habitants. (...) it is composed of the areas required for mobility, pedestrian as much as vehicular, of public recreation, plazas, green zones, and the maintenance of basic public services, urban furnishings, historical elements, to conserve or preserve the landscape and the conservation of beaches and their flora (p.56).

The POT continues in later articles to recognize the right of all citizens to public space and recognize municipal government as the guarantor for the protection of public space.

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<sup>1</sup> Ley de Reforma Urbana: Plan de Ordenamiento Territorial (1989).  
República de Colombia

In order to rehabilitate public space, recent Bogotá mayors created three new institutions: the Workshop on Public Space (Taller del Espacio Publico), the Public Defender's Office for Public Space (Defensoría del Espacio Publico) and the Police Brigade for Urban Space (Plan Centro). The Taller del Espacio Publico was the first administrative agency to take responsibility for the URL's new definition of public space. Established through Agreement 6/1990, the Taller del Espacio Público modifies or designs public space projects such as parks, bike paths, and pedestrian walkways and bridges. While the Taller del Espacio Publico is mainly concerned with the architectural planning of new parks that would produce more public space for Bogotanos, the Defensoría is charged with defending, inspecting, regulating, controlling, and guaranteeing existing public space. The defensoría is further charged with the organization and delivery of consciousness-raising campaigns on the importance of public space in Bogotá.

After fourteen years of elected mayors' public space campaigns, adds Donovan (2002), the rehabilitation of public space is the target of much political debate. For example, while Peñalosa's administration was able to recover or create 430,000 m<sup>2</sup> of public space, Antanas Mockus pledged to surpass this mark by acquiring or rehabilitating an additional 6,002,100m<sup>2</sup> of public space. Included in the new public space are: public libraries, alamedas (promenades), parks, bicycle paths, and a new public transportation system called Transmilenio. In just a few years, innovative planning transformed Bogotá into one of the world's leading models for sustainable urban design.

The once polluted and congested city, where many people were unable to reach vital destinations, now has one of the world's most efficient and accessible transportation networks.

Not only has the amount of public space acquired political ramifications, but the style of public space management is evolving into a political symbol. Distancing himself from Peñalosa's administration, Mockus used a participatory framework to train citizens to monitor public places rather than hire police officers. The style of public space management evolved during Mockus administrations into a political symbol. The current Mayor, Luis Eduardo Garzón, first elected Mayor from the left-centre party is now facing the issue of protecting the recovered public space with the high rates of unemployment that are pushing the mayor to have the right to work.

To educate citizens and facilitate the appropriate use of the new public places, the last three administrations of Bogotá designed policies for providing informal education for Bogotá's citizens: Mockus (1995-1997), Peñalosa (1998-2000), and the re-elected Mockus (2001-2003). However, the first Mockus administration did not undertake the transformation of the physical environment necessary to solve many problems in the city. The educative strategy in Mockus's first administration used didactic strategies to communicate expected behaviours for citizens, however many people could not understand the meanings of these efforts. Although Peñalosa's administration built more public spaces and established new policies for the

rights to use public space, his administration faced some opposition when Peñalosa, without consultation with the public, tried to introduce physical transformations in order to preserve public spaces. As is clear from the examples given these government initiatives lacked a theoretically based research orientation and failed to combine idealism with pragmatism (Páramo, 2002).

Through of all of these recent public administrations in Bogotá, city planning decisions have consistently failed to consider the publics' perceptual, affective, and cognitive responses to the environment, and thus have not seized the opportunity to facilitate the development of place identity and civic participation. This research addresses these issues and is designed to contribute to conditions that will afford a positive perspective of seeing the city as a learning environment for the people of Bogotá.

## **CHAPTER II: LITERATURE REVIEW**

There is a need to integrate psychological concepts that emphasize peoples' positive experiences within the urban environment and their transactions with its physical elements. Indeed, the literature in environmental psychology includes a range of highly relevant theoretical concepts for understanding peoples' bonds with the city such as: the educative city (Barcelona, 1990), person-environment transactions (Saegert and Winkel, 1990), place and urban Identity (Proshansky, 1978, Proshansky and Gottlieb, 1990), space appropriation (Pol, 1983), the city as a multi-place (Bonnes & Cols, 1995), the cognitive mapping of cities (Lynch, 1960, Carr & Lynch, 1969, 1968 Carr, 1967, Carr et al. 1992), the city of the mind (Carr, 1967), and "learning the city" (Fielding, 2001, Correia, 2001). These concepts are reviewed briefly here. Some other social science concepts such as environmental control, affordances, space appropriation theory, role and rules of places, could also be considered in terms of their relevance to the educative city movement and these will be reviewed in relation to the findings that emerge during the course of the study.

### **1. The Educative City Concept**

It is important to first describe the educational policy writings that drive the research question for this dissertation. Cities have been viewed by some urban planners and educators as learning environments for citizens. (Lynch

1965; Carr and Lynch, 1968; La Citta Sostenibile, Lorenzo, 1998: La Citta del Bambini, Tonucci, 1997; La Citta Possibile, Gandinno and Manuetti, 1998, and Ciudad Educadora, Barcelona 1990).

The Educative City Movement (1990), particularly, has promoted the idea that the whole city can be organized to promote patterns of educational opportunity. The city can be planned as a purposefully designed place for lifelong learning and growth.

As a concept, the "Educative City" came from a UNESCO document entitled: "Learning to Be" by Faure (1972) in which the author promotes, among others, the concept of pedagogy and also mentions for the first time the idea of continuing education as the base for the "Educative City".

Modern pedagogy, Faure suggests, reflects a notion of continuing education rather than initial training. What Faure and his commission recommended was a search for new educational order, specifically an order based on scientific and technological training. The latter components, says Faure, are essential to scientific humanism. Politics, in particular those of democracy, are noted as absent or minimal in some educational systems. The publication recommends that democratic education "must become a preparation for the real exercise of democracy" (p. 102). Cooperation or solidarity of countries in an effort to improve education is also noted as ideal. Educational strategy, rather than policy, is recommended as a way to operationalize policy.

Expansion of schools to accommodate more children is not enough; there must also be a qualitative expansion. There must be educational reform alongside a search for new innovative resources. Lifelong learning is seen as the cornerstone for the learning society, and the master concept for educational policies. Education should be dispensed and acquired through a multiplicity of venues - the path an individual takes is less important than what was learned or acquired. The individual's right to and degree of choice in education should be broadened, so that movement horizontally or vertically within the system is possible. Recurrent education, or the ability to enter and exit the educational system without penalty, should be available to certain categories of people and will help to further the concept of lifelong learning. Faure later comments that lifelong learning, in its true sense, means that business, industrial, and agricultural firms will have extensive educational functions.

Learning to Be recommends expansion of higher education in number and in diversity. Faure states that the normal culmination of the educational process is adult education, and that allowances must be made for adult education in policies and budgets. The development of adult education through educational strategies is seen as a priority objective. The value of assisted self-learning is extolled. Teaching should adapt itself to the learner, not vice versa. Further to this, all learners should be able to play a responsible part in their own education and the in totality of the educational enterprise.

“Learning to Be” offered a substantial contribution not only to adult education, but to the entirety of education as a whole. First of all, the document took a much more holistic approach to education that did any other work of its time. It was an international reflection on the state of education and the contributing factors therein, and secondly, it offered several concrete strategies for education of all kinds to move forward internationally.

Since the 70's and the Barcelona Meeting in 1990, the concept and program of Educating City has been expanded around the world. Barcelona was the starting point for the International Association of Educating Cities. Since then there has been an international meeting in different cities, which are members of this association.

Thus, Educative City is an international movement with a huge amount of topics that goes from a perspective of building public spaces that contribute to people's encounters and citizens' participation up to recovering the city environment as a pedagogic resource where people can learn about different issues related to the city such as: history, appropriate rules for citizens in the public space, and develop an identity with the city.

The movement has promoted the idea that inhabitants of a city learn how to explore and navigate the city, how to access necessary information, how to make use of public space, and how to make full use of the resources of the city. Hence, the city can be thought of as a milieu for education, as an

educational agent, and as an object of education (Trilla 1990). Accordingly, a city will be an Educating City when its institutions can recognize, exercise and develop an educating function in addition to its traditional economic, social, and political functions and its provision of services (Barcelona, 1990). An Educating City would accept as a goal and a responsibility the education, advancement and development of all its inhabitants.

By promoting educative goals and stimulating educative activities the city environment would become a milieu for educative purposes. On the more obvious level, cities provide an educational network of universities, museums, schools, etc. As an educational agent the city provides various opportunities for socialization and non-formal learning. The city also offers an array of information, from informative signs to historical monuments. Finally, the city itself is an important subject to learn about: its architecture, its social structure and its history. But there has been remarkably little research or theory building by environmental psychologists or environmental social scientists on this subject.

In this sense the Educating City expands the traditional notion of educative agent. Educative agents have been understood to include teachers, parents, the media and others who contribute to creating habits, modifying behaviours and making any educative intervention. Through its cultural-educative structures the whole city could be organized to promote patterns of educative

behaviour. Museums, monuments, libraries, institutions would be regarded as educative; their activities would be educative and create new models for teaching citizens. The city would promote knowledge and action for educative purposes. Citizens would no longer be passive spectators and receptors of information (Barcelona, 1990).

The Educative City is a concept that emphasizes the public and the collective, the politic and the ethic. It uses education as mainly a communicative phenomenon that empowers society on their own destiny, changing behaviours and reinforcing democracy through citizen's participation. Actually and following the agenda of the International Association of Educative Cities, it is possible to identify five lines of work such as: a: space appropriation through citizen's efforts, b: local development, c: education, employment and leisure, d: school and new models of citizens' education, and e: memory and city identity.

In Colombia the movement has just begin. Thanks to the Organization of Iberoamerican States (O.E.I), the movement has been promoted in different municipalities of Colombia including the capital, Bogotá. Although the General Law of Education does not mention the concept of Educating City, it incorporates common goals. For instance, this Law mentions the notion of spreading the education for Colombian citizens using different kinds of informal educational strategies, and also promotes the idea of continuing

education. Based on this Law, many national meetings of education have insisted in three criteria very similar to the Educating City program: Firstly, the importance of understanding why education needs to be differentiated. Secondly, the need of making education available to more people and diversifying the educative horizon. This means that school is just one among many educational environments and learning contexts. Thirdly, it is necessary to have a systemic view and action within these environments, and also between the educative system and other systems such as political, cultural and economic. The Education Plan for the following ten years known as "Plan Decenal de Educación" incorporates the Educating City in one of its programs.

Although there has been an intentional neglect to join the international movement during the last city administration the current educative program in Bogotá has tried to help citizens understand and appreciate the city environment through a variety of educational strategies .

The Mayor's office of Bogotá has been determined to change the attitude of the inhabitants of Bogotá towards the capital city during the last twelve years. The main objective is to re-create a sense of belonging in a city with a population of more than 8 million, daily migration from the rural areas, and one of the highest rates of criminality in the world.

The umbrella concept is "convivencia ciudadana" ( norms of civility), which is

constructed on the basis of recovering public space in the city - defined as the only space where everyone is equal - and the idea of stimulating culture and the appropriation of culture for social change.

These strategies have not however taken advantage of any knowledge of how the public currently uses and appreciates the city environment and how much different places in the city enable the public to use them and for what purposes.

These arguments from the Educating City Movement and Bogotá's own educational policy are a point of departure for the development of a theoretical link to environmental psychology's concepts. In considering the city as a learning environment and by focusing on developing concepts of how people understand and value the city, Environmental Psychology can play a role in shifting attention to the positive aspects of urban life.

## **2. Person-Environment Transactions**

This dissertation is supported in the person-environment perspective due to its epistemological and theoretical capacity to orient research in a psycho-social direction with practical implications. The transactional Person-Environment perspective aims at re-composing the subject-object dichotomy and more particularly the dichotomy between the person and the environment; it suggests a dynamic relationship between the two, no longer considered as independent units but as interdependent aspects of the same

unit. The aim is to reconcile the opposition between personal factors and environmental factors. Considering these characteristics the perspective is called "transactional". This environmental psychology approach opposes on the one hand the behaviourist tradition characterized by its "environmental objectivism" based on the reality of the "stimuli", and, on the other, the subjectivist tradition variously centred on individualistic perspectives often based on innatist viewpoints ( Bonnes and Bonnes, 1997). The notion of causation that Person-Environment approach defends is a mutual causation of these two elements; not only the environment influence the person or the persons the environment, but there is always a simultaneous reciprocity of influences going from the environment to the person and vice versa (Altman & Rogoff, 1987).

It is worth to emphasize some characteristics pointed out by Ittelson (1974) regarding the person and the environment in the person-environment transaction. With regard to person: human activity is primarily goal-directed, that is individual behaviour is motivated, intentional, meaningful; the motivational process underlying behaviour are as the result of a continuous confrontation/exchange between internal motives or "needs" of the individual and opportunities and objects present in the environment; behaviour motivated towards goal-objects is connected to social context in orienting process of motivated behaviour. With regard to environment: it consist primarily in a setting, that is an organized whole in space and time of physical aspects, social activities and symbolic aspects or meanings; in every

cultural ones giving spatial and temporal regularity to their occurrence in the setting; environmental setting must be considered as open, not closed systems without pre-established spatial and temporal borders.

Finally, Saegert and Winkel, (1990) have summarised five dimensions of this perspective: a) the person-in-environment provides the unit of analysis; b) both person and environment dynamically define and transform each other over time as "aspects" of unitary whole; c) stability and change co-exist continuously; d) the direction of change is emergent, not preestablished; and e) the changes that occur at one level affect the other levels, creating new person-environment configurations. Other assumptions taken for this research is that behaviour can only fully understood in the context of the total organism-in-environment situation and as a function of the particular ongoing transaction between the two (Moore & Golledge 1976).

### **3. The Concept of Affordances**

Fundamental to this proposal is the idea that the environment of a city offers different types and degrees of affordances to people. Simply stated, this concept, developed from the work of Gibson (1979), argues that some settings allow and support some kinds of behaviours more than others do. Gibson suggested that the substances (glass, steel, wood) and surfaces (tables, walls, floors) in a physical environment provide immediate information as to the setting's likely function. For instance, desks arranged in rows facing

a central podium suggest lecture, whereas tables scattered about the room suggest collaboration.

Rather than speaking of the city “educating” people through its physical environment, it might be more useful to speak of planning and designing cities to provide different kinds of learning affordances for people. Thus, an affordance is a relationship between an object in the world and the intentions, perceptions, and capabilities of a person.

Accordingly, a significant place, or city landmark should provide some opportunity for significant interchange. To do this we need to define the connections or affordances between a physical space and the exploratory behaviour it fosters. Thus, it is important to promote learning environments in the city that are potentially rewarding, and that provide opportunities for a person’s learning, and development of a sense of identity.

The city’s form shapes our experience and consequent development because it serves as an immense assemblage of learning affordances. Thus, physical forms influence our behaviour and offer affordances for responding. The stimuli, diverse ways of life, events, and facilities provided by a city are prime learning affordances. The occasions for such interchanges can be dramatically increased by an educative urban policy. The city environment, like a good museum, should be designed to increase behavioural accessibility to its contents.

But making stimuli accessible is only one way of using the environment for learning. A city for learning would not only be more accessible but also more exposed, and diverse, more open both physically and psychologically, more responsive to individual initiative and control; it would invite exploration and reward it, and it would contain surprises and novel experiences that challenge cognition and action (Lynch, 1965; and Lynch, 1968). The organization of the environment and what it communicates can facilitate or inhibit a person in experiencing these meanings and the accompanying learning-by-discovery (Lynch, 1960).

In order to understand the urban experience within the environmental psychological theory, it is important to review some other concepts such as place, place identity and space appropriation.

#### **4. The construct of “place” and the city**

For many authors the place specific character of human behaviour is the core of the discipline of environmental psychology Canter, (1977, 1988) and Rusell and Ward (1982). Canter (1986) argues that the concept of place should be the unit of analysis for the discipline and that people always situate their actions in a specifiable place and are influenced by the nature of place.

Place refers not only to geographical location but also to the essential character of a site which makes it different from other locations (Seamon, 1982). Place, adds this author, is a way in which dimensions of landscape come together in a location to produce a distinct environment and particular sense of locality. For Russell and Ward, (1982) place is a “psychological or perceived unit of the geographical environment”

Place rules and roles are additional concepts of place theory that incorporate a set of socially accepted norms which govern the activities in a place. Role theory refers to a role as a specific pattern of behaviour, obligations and duties that an individual has owing to his given social or occupational situation (Bonnes & Secchiaroli, 1995). Environmental role has been defined by Canter and Walker (1980) as the aspect of a person's social or organizational role which is related to dealings with physical surroundings. An individual's social role influences their person/environment interactions. The cumulative affect of such differentiation in environmental transactions leads to different systems of conceptualization of the environment for personas with different environmental roles, and hence to different environmental preferences by them.

The concept of place rules refers to the forms and patterns of place use, and the extent to which these patterns are embedded in social and cultural processes (Canter, 1991). By seeing the social processes as the dominant theme in this spatial composition it is possible to recognize that people act in

places by relating to the rules of place use. These rules are followed, implicitly, though, in order to act within (or against) the actions that are physically or socially possible in that place. The concept of “rules” deserves special attention in this literature review when the concept of space appropriation is later presented.

On the whole, summarizing Canter’s proposal, the main components constituting the construct of place can be expressed as follows: a place is the result of relationships between actions, conceptions and physical attributes. It follows that a place can be identified only when we know: what behaviour is associated with it, b) what the physical parameter of that setting are, and c) the descriptions or conceptions which people hold of their behaviour in that physical environment. Using this construct, environmental psychology achieves a molar approach to the study of human behaviour in relation to the physical characteristics of the environment; human behaviour is primarily a goal oriented cognitive active (Russell & Ward, 1982).

## **5. Place System**

An important perspective for approaching the study of the urban environment is the place system. This perspective aims at contributing to the theory of place by proposing a shift from the intra-place view, to a broader, multi-place perspective. Single places are not treated separately but each place is situated within a broader “place system”, that is within a complex of other

places that seem more directly linked with it (Bonnes & Bonnes, 1997). In the “multi-place system”, it is possible to identify different patterns of shared use and non-use of places; to define different features of the multi-place systems in relation to both characteristics of the places treated and the persons involved (Bonnes & Bonnes, 1997).

On the basis of these premises it seems possible to borrow from Bronfenbrenner’s system of social ecology his different levels of place analysis.( Bronfenbrenner, 1979). These progressively broader systems of relations of place should be understood as nested one within the other and in reciprocal relationship with one another. The first –level relations can be defined as the place “micro-system” constituted by the relationship the person has with a single place (or single places). The next level is what we can name: “place meso-system” or multi-place system. This system derives from the connections between the various microsystems of sub-places to form a broader place. The third level is the “place exo-system. This refers to the relationships between the single place-system and a broader place system of supra-places. The “macro-system”, includes all the preceding levels of place.

From this perspective the city can be understood as a place system where each place is part of a larger place and can be subdivided into smaller places. Implicit in this perspective is the fact that each place is “constructed” at the psychological level in relation to other places and sub-places. These places vary in importance at the individual level. For instance, the city represents a

supra-place with respect to the neighbourhood and the different places which appear as sub-places in the city environment. People who live in them tend to break their experience down according to a set of smaller places or sub-places, which are then reaggregated into large places according to patterns which vary with the characteristics of either the sub-places or the individuals concerned (Bonnes et al, 1995).

## **6. Place Identity**

A related construct to be considered in understanding people's relationships with the urban environment is "place identity (Proshansky, 1978; Proshansky, H.M., Fabian, A.K. & Kaminoff, R.1983). In this case a particular centrality is assigned to the sense of belonging in the definition of the transactions between individuals and the socio-physical environment. They refer to those dimensions of the self that define the individual's personal identity in relation to the physical environment by means of a complex pattern of conscious and unconscious ideas, beliefs, preferences, feelings, values, goals, and behavioural tendencies and skills relevant to this environment. Their critical position asserts that "the subjective sense of the self is defined and expressed not simply by one's relationships to other people, but also by one's relationships to the various physical settings that define and structure day-to-day life. In support of their assertion, the authors point to the negative impact that frequent changes of residence or deterioration of neighbourhoods can have on self identity.

But place identity is something more than a system of memories, feelings and personal interpretations about a single physical setting. Similar to Canter's theory, meanings and social beliefs are at the core of experiencing a place. An important role is assigned to the social definitions of settings -the norms, behaviours, rules and regulations that are inherent in the use of places. The authors of this theory of place identity point out that however objectively real, these settings seem, they are inextricably tied to the social and cultural existence of a group, as expressed by its valued activities, interpersonal relationships and individual and group role functions. The place identity of different groups in a certain society and culture is not to be taken only as a differentiated with respect to the uses and experiences of place but also with corresponding variations in the social values, meanings and ideas which underlie the use of those spaces. For example there is differentiation in meanings between the major social categories of gender, age group, occupation, and social class.

## **7. Space Appropriation**

Appropriation of space is one of the processes by which a person comes to be attached and identified with a place (Twigger, 1984). It is understood as a dialectic process in the individual-environment relationship (Proshansky, 1978, Werner et al, 1985). Another dimension of appropriation and rule-making relates to what Rivlin has identified as "found spaces". These are

spaces appropriated for uses which they were not designed (Rivlin, 2000). The concept of appropriation applied to space (Korosec-Serfaty, 1976a) offers an explanation of some processes through which individuals develop place attachment. It also describes how individuals develop and express their self-identities in regard to their environment.

Korosec-Serfaty (1976b), suggests that appropriation of space can take diverse forms, e.g. taking control over, becoming familiar with, investing with meaning, and belonging to and identifying with a place or object. However, what is important for this proposal is what is appropriated. It is not objects, per se, but their meanings; not things, but modes of relating to them that are appropriated (Graumann, 1976 p 120). It is the significance and rules of places that are appropriated.

Based in the above notion of place rules, it is possible to see public space as a learning environment where individuals learn rules that govern their behaviours in relation to others and to the physical environment. According to Glenn (1989) rules are verbally encoded guidelines such as instructions, suggestions that mediate ways of coping with certain situations (e.g.: push buttons to cross street, in case of fire...etc.). These rules, as the first-hand mechanisms of learning such as modelling, observation, and operant contingencies, also establish a relationship between affordances, behaviours and consequences. Affordances in this context would be the informative signals for behaving or following a rule in a particular place. For instance, a

*suitable space affords seats, a wall side sitting affords a view of passerby and so on. Thus, one role of environmental psychology research should be to identify those mechanisms and rules, how they are created and maintained, how they generalize, how the physical form contributes to the defining of rules for place use, and how rules vary across cultures. What rules do people seem to be following when they are out in public space? How do they conduct themselves and negotiate their way through space when they are surrounded, not by intimates, but by strangers? Does everyone agree on how to act and what will happen if they disagree? If we move about in space (culture) and time (history), do the rules stay the same?*

Also, it is important to explore how the rules change, how people transform them, how the economy, the design, technology and political issues influence the meso-systems (Bronfenbrenner, 1983) to create the rules.

In sum, embedded in our transactions with the urban environment is a process of learning culture through appropriating the explicit and implicit rules that govern our behaviour. By putting emphasis on identifying the rules that govern people's behaviour it will be possible to find ways to empower people to change, maintain and transform the rules through such interventions as improved urban design, environmental education, information and signage, etc.

## **8. Methods for Exploring People's Conceptualizations of Cities**

Several methodological strategies have been devised for studying people's interactions with their sociophysical environments. This section reviews different alternatives for exploring specifically people's conceptualization of cities: interviews, cognitive maps, repertory grid, Q-sorts, paired-comparisons and the Multiple Sorting Task (MST).

Empirical work on urban images has been carried out by urban geographers, planners and architects. These researchers have tended to focus only on the physical, spatial, aesthetic and architectural dimensions of urban images. For instance, cognitive maps as they were used by Lynch (1960) focus on the spatial images that people have of cities. He investigated how the form of a city affects people's ability to represent it to themselves in a coherent way. He asked people to draw maps of their own cities as if they were making a rapid description to a stranger. He also asked them to list the elements of the city that were most distinctive. Using the map drawing as the primary source of data, this author sought out areas of consensus in order to form what Lynch called 'public images' of the city. In analyzing the maps, Lynch was concerned with two desirable urban qualities: imageability and legibility. By imageability, he was referring to the ability of objects to evoke strong associations and emotions on "images", in any given observer. By legibility, Lynch referred to the pattern or organization of the elements of the city that allows them to be seen as a coherent whole. In order to study public images

of the city and construct aggregate maps from individuals maps, Lynch classified their contents into five elements: paths, nodes, districts, landmarks and edges. However, the relative visual dominance of these elements gives little indication of how people structure their representation of the city. The representation of visual images, although important, does not capture the ways that people experience a city. People explore a city with all of their senses discovering thereby its particular odors, noises, and tactile properties. There are some essential features of the urban environment which cannot easily be translated into drawings. Also, social values embedded in neighbourhoods and different kind of feelings and thoughts for instance, are difficult to represent through drawings

Alternatively, many authors have used ethnographic methods to study people's experience of cities ( e.g. Lofland, 1973, Low, 2000) . Asking open-ended questions in a relaxed way can provides the depth and validity of data on urban meaning, but is sometimes not suitable for systematically comparing data from one group with another. What is needed is a way of providing a systematic structure for the interview without constraining the interviewee unduly. This is the case of Repertory Grid, and MST.

In the repertory grid method, developed by Kelly (1956), respondents are able to express their views in their own words, and the investigator is able to systematically and comparatively analyzes both the content and structure of the respondent's thinking. The respondents are asked to produce a list of

some places known to them, such as a mall, an airport and so on. They are then asked to select groups of three of these places and indicate the ways in which any two places are alike in important ways yet different from the third. These distinguishing characteristics are technically referred to as “constructs”, but it will be appreciated that, in effect, this is a technique for allowing the respondent to generate, in a reasonably structured way, the crucial descriptors s/he employs for places. As a consequence, it is possible to explore a variety of constructs which a participant employs. However, because of grid method has been limited by the requirement that the participant present his or her judgments in a handy grid statistical format before the researcher can analyse the pattern. Also, the grid technology as such has masked other possibilities for exploring personal constructs.

In the present approach, the Multiple Sorting Task (MST) offers a way to fill the gap between the theoretical recognition of the psychological and social dimensions of urban images and empirical research which have concentrated on physical attributes of buildings and places.

The merits of using some type or sorting procedure for exploring the cognitive process of concept formation and linguistic behaviour can be traced through the early work of Vygotsky (1934) and later in the work of Bruner et al., (1956) and Sherif and Sherif (1969). Bruner, et al. (1956) were some of the first to show clearly the possibilities for exploring the nature of the concepts people have by studying how they assign elements to categories.

Such a procedure provides a focus for the interview, allowing other related material beyond that generated by the sorting to be noted. Yet few have followed this lead out of the laboratory by using as elements material of direct significance to the responding individuals. Rosenberg and Kim (1975) cited a variety of substantive research areas (including word-meaning, lay concepts of personality, and perceived similarities among nations and ethnic groups) which have usefully employed a sorting task procedure. Rosenberg and Kim argue that a significant strength of the sorting task is that it can be administered in such a way that it makes the use of pre-specified concepts unnecessary, thereby 'leaving the respondents' judgments uncontaminated by the investigator's preconceptions' (p. 490). Moreover, the sorting task has the further advantage of being a much less time-consuming procedure than either pair-wise similarity judgments (Rosenberg and Kim, 1975) or the repertory grid (Canter et al., 1979).

In the case of social psychology, one of the earliest approaches to the sorting stimuli is found in the work by Thurstone and Chave (1929), who used the judgments people made of questionnaire items as a basis for assigning weights to those items. It was the discovery that the attitudes of judges influenced the pattern of judgment that led Sherif and Sherif (1969) to develop the "own categories" procedure and direct measure of "ego-involvement" in attitudinal issues. In the "own categories" procedure, judges assign attitudinal items to categories in terms of how extreme the attitudes expressed are thought to be. The distribution of the items in the categories is then used as a

measure of the intensity of the judge's own attitudes. This differs from the clinical object sorting procedure, which Kelly discussed, in that the distribution of items to categories in a predetermined sorting concept is the main concern.

Contemporary psychologists such as Eckman (1975) have also used free sorting procedures in their work on normal verb communication. In a related manner, Tajfel (1981) developed a theory of social categorization to explain "in" and "out" group behaviour. Tajfel (1978) states: "The role of categorization in perceptual and other cognitive activities has been used for many years as one the central issues in psychological theory" (p.305).

Tajfel's work involves organizing information in certain ways, examining differences and similarities between the content of categorizations. The chief function of this process resides in its role as a tool in systematizing the environment for action. However, Tajfel argues that assigning items to categories is influenced by other categories in the structure of a person's experience. His experimental work was aimed at unraveling the complexities of prejudice through the process of category assignments.

Other highly restrictive sorting procedures have been developed as an alternative to paired-comparison judgments of similarity. For example, Ward (1977) and Ward and Russell (1981) have used sorting procedures, in which both the sorting criteria and the number of categories are specified, as a means of generating similarity matrices. Although Ward argues that the

process of sorting is probably more “natural” for the interviewee than similarity judgments, the key argument for its use seems to be that it is less time consuming than paired-comparisons while at the same time provides equivalent similarity data that are suitable for multidimensional scaling procedures.

The “Q-sort” technique was, like the repertory grid, developed as a way of examining the critical concepts people hold about role figures or events of significance to them (Stephenson, 1953). But, while it enables people to assign elements to categories, the categories themselves are specified, usually as increments of an adjectival scale. Moreover, the Q-sort is typically used in a form whereby the interviewee is required to assign elements to the categories in a specified (almost always an approximately normal) distribution (Pitt & Zube, 1979). The use of an enforced distribution is defended, in part, on the grounds that the procedure provides data that are more conveniently processed (Block, 1961), and eliminates the problem, inherent in rating scale procedures, of different individuals calibrating the scale in different ways (Palmer, 1980).

However, for Canter, Brown and Groat (1985) perceived similarity is a more complex phenomenon than can accurately be described by a single rating. Perceived similarity may, in fact, be defined by a set of multiple categorizations based on a wide variety of criteria. In many cases it is the overall patterns that emerge as a result of the concepts people themselves

naturally apply to the objects or elements that are of psychological concern. Even when people are unable to put words on their categorization of elements, it is the structure they impose on the world that should be the starting point for the psychologist, rather than any general mathematical theory.

The multiple sorting procedures asks little of the interviewees other than that they assign elements to categories of their own devising; it differs from other previously discussed response formats in that no limitations are necessarily placed on how the sorting is to be done. In fact, the respondent is encouraged to sort the elements, using different criteria, a number of items. The rationale for this less restrictive version of the sorting process is the belief that the meanings and explanations associated with an individual's use of categories are as important as the actual distribution of elements into the categories.

Although interview-based sorting procedures have a long history, it was only in the 1980's that the full possibilities of this approach became apparent in the field of environmental psychology. These possibilities attempted to avoid the limitations of earlier procedures. The multiple sorting procedure does not impose a view of the likely structure and content of an individual's conceptual system on the interviewee. It minimizes the "technique for its own sake" syndrome by allowing the exploration of both the nature and the organization of concepts about an issue, maintaining the freedom and open-ended

qualities considered so essential by many researchers, yet still providing for systematic analysis of individuals or groups. Now, the use of the multiple sorting procedure and systematic analysis of data from it is possible, in part because of developments in non-metric multidimensional scaling procedures, the use of which will also be illustrated later in this dissertation.

Given these advantages, it is not surprising that a number of researchers have explored its potential in the area of environmental meaning, in both non-verbal and verbal forms. Those who have employed the sorting task as an essentially non-verbal instrument have included Horayangkura (1978) who correlated the resulting multidimensional scaling (MDS) structure with factor analyzed dimensions from semantic differential ratings and Ward (1977) who sought to correlate dimensional structure among three conditions of cognitive set. Other researchers have attempted to relate either pre-selected or freely elicited verbal descriptors of the respondent's categorizations to multivariate analysis of similarity data. Sorting procedures of various types have probably been used most frequently in the environmental psychology field, perhaps because they enable researchers to use illustrations and other visual material, which are difficult to accommodate within other procedures. Krampen (1979), for instance, required respondents to sort buildings into a set of 6 pre-selected categories labeled according to building type. Canter et al. (1976) used the respondents' verbal labels to classify the structure which emerged from a smallest space analysis of data derived from home buyers sorts of real estate circulars. Similarly, Palmer (1978) was able to use

respondents' verbal categories to clarify the hierarchical clusters he derived from the sorting of landscape photos. Brown and Sime (1980), looked at why people make residential moves. Groat (1982, 1995), explored the architects' use of stylistic terms. Páramo et al.(1996) has used MST for exploring architects and "non-architects" perceptions of architectural barriers in urban space; how children perceive animals (Páramo, Arias, Melo, Pradilla y Pabón, 1999) and how citizens conceptualize urban problems (Páramo, Martínez y Luppi, 1998). Finally, assessing the convenience of this type of interview based on photographs, Scott and Canter (1997) used landscape photographs of local places in England and found that participants conceptualised the photographs differently according to whether they were asked to evaluate the photograph or the place represented by the photograph.

In all cases it is both the particular categories and concepts people use that is at issue, and the way that they use them. The interview is specially suited to these types of exploration, because the interviewer and the interviewee can explore each other's understandings of the questions being asked and because the one-to-one situation accommodates a more intensive interaction.

It is important to point out that there are many ways to use MST for exploring conceptual systems. The sorting task can be usefully employed as a repeated-as opposed to a one-time measure. In fact, Rosenberg and Kim (1975) specifically compared the results of the single-sort and multiple-sort

procedures (both respondent groups were asked to sort kinship terms), and concluded that the MDS structure which resulted from the multiple sorting task more adequately represented 'the psychological categories and dimensions of a stimulus domain' (p. 497). It is also possible to compare cognitive structures in a before-after design, compare conceptualizations between groups of people, or just focus on an individual's conceptualization of a particular domain. Finally, the MST does not eliminate the possibility to explore a particular hypothesis of interest to a researcher. Here, the researcher can ask participants to sort the elements in a particular direction like in the Q-sort method. However, for the sake of validity of the information, these structured sortings must be done after the participant has finished first sorting using their own criteria.

In summary, variations of the sorting task model have maintained a credible history in psychological research. Although specific task requirements may vary considerably (from the specified distribution of Q-sorts to the open-endedness of free category sorts), the general principle is essentially the same. Respondents are asked to make discrete categorizations of set elements based on judgments of relative similarities among those elements. The multiple sorting task (MST) can be said to offer a number of advantages for the investigation of environmental meaning. It is a procedure which: (1) eliminates the need to rely on a priori rating scales; (2) is relatively less time consuming than other similar techniques; (3) can be treated as either a verbal or non-verbal measure; and (4) has particular relevance for investigating

multi-attribute domains. These special advantages of MST make it particularly appropriate for testing the hypothesis of dual coding by enabling the researcher to elicit the variety of constructs, expressed in the respondents' own terms, which form the basis of the code by which they conceptualize the built environment.

Clearly then, in using the procedures as an interview focus, the interviewer's task is to identify the interviewee's salient categories and the pattern of assignments used to relate categories to elements. The more freedom the interviewee can be given in performing this task the more likely that the interviewer will learn something of the interviewee's construct system rather than just clarifying his/her own. Such freedom should extend to the range and structure of the categories, of which the constructs are composed, as well as to the constructs and elements sorted. This aspect is considered critical for exploring people's transaction with their urban environment.

Although the study of the relationship between the inhabitants and the urban environment of the large city has so far been examined extensively, no systematic research has investigated peoples' conceptions of the entire system of public places in their city.

Limited empirical research has been directed at determining exactly what psychological and physical qualities may be involved in people's city identity. Despite speculations in the literature of the involvement of various

psychological and physical attributes in the expression of place identity, limited empirical research has been conducted to validate these assumptions from the perspective of ordinary people functioning in everyday, urban environments.

### **CHAPTER III: AIM OF THE STUDY**

This study examines how the people of Bogotá, Colombia conceptualize and value the city's public places. The research rests on the premise that individuals do not just respond directly to information about their environment but infuse urban settings with meanings and affect. It is hoped that these data will help the city administrators in Bogotá identify priorities for urban planning, urban design, and for education about public places in the city. The primary research question is:

**What are the ways that the people of Bogotá conceptualize and assess public places of their city?**

The specific sub questions are:

- What are the significant public places for the people of Bogotá?
- What criteria do respondents use to describe and differentiate the various significant public places of their city?
- What is the conceptual proximity of these different public places to one another?
- How are public places differently conceptualized regarding to the frequency of visit them, the level of perceived freedom in those places, the identity that those places give to the people and to the city, according to place of residence within the city, and age group?
- How can the results of this grounded study be used to propose design and pedagogic recommendation for the city as a learning environment?

## CHAPTER IV: RESEARCH DESIGN

### **Participants:**

Participants were recruited through Centros Operativos Locales (COL ) and Juntas de Acción Local (JAL). Eighty three people participated in the first phase of the study, the focus groups. One hundred and thirty participated in the second phase of the study involving interviews. The sample included people from different ages, zone of residence within the city, gender, different social class and level of education. All participants were required to have been in residence within the metropolitan area for at least two years.

### **Data Collection Procedures:**

The procedure involved 3 phases: 1. the identification of significant public places in Bogotá and its geographic positioning, through focus groups. 2. The identification of constructs used by respondents for sorting significant public places of the city. 3. The third phase was the completion of a questionnaire including structured and open-ended questions.

#### **1. Phase one: Focus Groups: Identification and Location of Significant Public Places of Bogotá.**

In order simplify the data collection procedure; Bogotá's political division of 19

localities was regrouped within 6 areas or regions according to their geographic proximity and population density. Map 1 represents the political division of Bogotá within 19 localities. Map 2 represents the same localities within 6 areas that were considered as the unit of analysis for this research (See appendix 1). Table 1 describes some of the demographic characteristics of the different zones and localities of the city.

The primary purpose of phase one, Focus Groups was to enable the citizens of Bogotá to identify sets of significant public places to be used in the subsequent phases of the research. The focus groups were intended to raise underlying issues and concerns that might otherwise be missed using other research methods. I chose to use focus groups because they were a way to encourage self-disclosure and observe the thought processes of participants. These discussion groups offer participants the opportunity to raise buried or neglected issues for discussion and encourage alternative explanations on public space. It has been noted elsewhere that focus groups are not intended to reach a consensus, develop a plan, or to substantiate preconceived notions; rather, they are meant to uncover the participants' beliefs on a given subject in order to derive understanding. I believed the focus group interviews would enable me to get directly at issues that might not be revealed in a topical survey or even a one-on-one interview.

Ethnographic interview techniques were used in the focus groups. Ethnographic methods reveal distinctions that are meaningful to people by focusing on how people classify concepts and experiences. For example,

asking participants to identify and compare different types of open space revealed the characteristics that defined public places for participants and identified important differences between types of public places. Asking about how participants used public places revealed more about differences between types of public places and provided an experiential basis for the relevance of those differences.

**Table 1**

**LOCALITIES OF BOGOTÁ AND SOME SOCIO-DEMOGRAPHIC CHARACTERISTICS<sup>2</sup>**

	<b>Localidad</b>	<b>Population</b> (Total population estimated 1998: 6.053.000)	<b>Predominant Socio-economic level</b> (Estratos from 1 to 6)
<b>Zone 1</b>	<b><u>Suba</u></b>	658.624 (10.9%)	Estrato 3
	<b><u>Usaquen</u></b>	398.621 (6.6%)	Estratos: 4, 5 y 6
<b>Zone 2</b>	<b><u>Chapinero</u></b>	121.991 (2%)	Estratos 4 y 5
	<b><u>Engativá</u></b>	729.521 (12.1%)	Estrato 3
	<b><u>Barrios Unidos</u></b>	176.552 (2.9%)	Estrato 3
<b>Zone</b>	<b><u>Fontibón</u></b>	253.833	Estratos 2 y 3

<sup>2</sup> Source: Departamento Administrativo de Planeación Distrital DAPD

3		(4.2%)	
	<b><u>Teusaquillo</u></b>	126.125 (2.1%)	Estrato 4
<b>Zone</b> 4	<b><u>Santa Fe</u></b>	107.044 (1.8%)	Estratos 3, 4, 5 y 6
	<b><u>San Cristóbal</u></b>	456.473 (7.5%)	Estratos 1, 2, y 3
	<b><u>La Candelaria</u></b>	27.450 (0.5%)	Estratos 2,3 y 4
<b>Zone</b> 5	<b><u>Kennedy</u></b>	826.284 (13.7%)	Estratos 2,3 y 4
	<b><u>Los Mártires</u></b>	95.541 (1.6 %)	Estratos 2,3,4
	<b><u>Puente Aranda</u></b>	282.491 (4.7%)	Estrato 3
	<b><u>Tunjuelito</u></b>	204.367 (3.4 %)	Estratos 1,2,3 y 4
	<b><u>Antonio Nariño</u></b>	98.355 (1.6 %)	Estrato 3
	<b><u>Rafael Uribe</u></b>	392.199 (6.5 %)	Estrato 3
<b>Zone</b> 6	<b><u>Usme</u></b>	230.033 (3.8 %)	Estratos 1 y 2
	<b><u>Bosa</u></b>	344.498 (5.7 %)	Estrato 2
	<b><u>Ciudad Bolívar</u></b>	523.968 (8.7 %)	Estratos 1 y 2

The focus groups in this study were carefully structured to collect specific information. Of particular interest was participants' definition of public place and the most named public places of Bogotá. Thus, the focus groups' goal was to gain a fuller understanding of some of the notions people have on public space, whether they distinguish between public, semi-public and private places in the city environment, and identify the significant public places of every zone of the city on the basis of some specific questions. The interview questions were framed around the topics of the significance of the public places (see Appendix 2 for the focus group format , and appendices 3 and 4 for Consent Forms).

- *Focus Group Procedures and Schedule*

Focus group participants were recruited from communities in six different zones of the city (see tables 2A and 2B). Focus group sessions were conducted in six city zones one group in each city zone. All participants of these groups were adults, male and females. As can be seen in Table 1, these zones cover the range of socio-economic levels in the city, from the richer neighbourhoods of the north to the poor neighbourhoods of the south. No attempts were made to systematically represent the social status levels of these neighbourhoods but as the tables show, the educational levels of the participants in the focus groups from the northern zones are much higher from those in groups from the southern zones.

Six additional focus groups sessions were conducted at the school: Instituto Pedagógico Nacional (I.P.N) involving children from 13 to 18 years old from the same city zones. (See appendix 3 and 4 for Consent Forms)

Tables 2A and 2B list the location, number of participants, age average, gender and time the length of time in Bogotá for the twelve focus groups. The focus groups ranged in size from seven to 9 participants.

- *Focus Group Format*

The one-hour discussions began with a discussion of participants' knowledge about their zone, the area limits of their localities and zones using maps, the notion they have of public place and attitudes towards public space policies. Then participants were asked to prioritize public places in their zone of living within the city. The discussed issues during the first part of the session are listed in Table 3.

Public space has become an important issue for Bogotá' citizens, but understanding the meaning of public space, and also the distinction between private and semi-public varies considerably from group to group. In order to develop the setting for the group discussion, participants were asked to describe what they normally do in public places. This ice-breaking technique was used to establish a common frame of reference and to install an open forum for expressing opinions.

After discussing the experiences on different kinds of public places, the participant's attention was turned to discussing the main purposes of the sessions.

**Table 2 A**

**FOCUS GROUPS COMPOSITION**

**ADULTS**

Location	Number of Participants	Age	Gender	Length of time in Bogotá	Level of education
Zone 1	8	26 (av) (18-50)	2 M 6 F	8 yeas av. (2-15)	2 primary school 3 high school or some high school 3 College
Zone 2	6	44 (av) (20-72)	3 M 3F	6 years av. (3-72)	1 Normal-rural 2 primary school 3 College or some college
Zone 3	9	31(av) (18-42)	5M 4F	20 years av (3-42)	2 Technology 7 High School
Zone 4	8	55 (18-82)	5M 3F	24 years ave. (3-50)	2 primary school 1 technical studies 4 high school or some high school 1 College
Zone 5	6	35 (18-63)	2M 4F	22 (5-63)	3 primary school 3 high school or some high school
Zone 6	7	40(av.) (19-81)	3M 4F	12 (5-25)	4 primary school 3 High School

Table 2 B

## FOCUS GROUPS COMPOSITION

## CHILDREN

Location	Number of Participants	Age	Gender	Length of time in Bogotá	Level of education
Zone 1	9	16 (av) (13-17)	3 M 6 F	12 yeas av. (2-12)	9 some high school
Zone 2	6	15 (av) (14-16)	3M 3F	10 years av. (3-15)	6 some high school
Zone 3	6	16 (av) (13-18)	2M 4F	14 years av (3-18)	6 some high school
Zone 4	7	16 (14-18)	5M 2F	12 years ave. (3-18)	7 some high school
Zone 5	6	15 (13-18)	2M 4F	8 years ave. (5-16)	6 some high school
Zone 6	5	17(av.) (15-18)	2M 3F	5 years ave. (5-18)	5 some high school

**Table 3****PRIMARY FOCUS GROUP QUESTIONS**

What do you mean by public place?
What is the difference between public, semi-private and private places?
Could you give some examples of each one?
Who has access to these places?

The last part of the experience focused on identifying significant public places within both their particular zone of residence and the whole city area. In order to identify the most significant public places the following questions were used (see Table 4).

**Table 4.****SECONDARY FOCUS GROUP QUESTIONS**

a. Public places that you like in your area.
b. Public places that you know the best in your area.
c. Public places that you are proud of in the city.
d. Public places that make Bogotá distinctive as a city.
e. Public places that you would want to bring visitors to see in Bogotá.
f. Public places from Bogotá that are significant for the nation.
g. Public places of Bogotá that are of historical significance.
h. Public places in Bogotá that you learn from.

## **2. Phase two: Multiple Sorting task.**




The cognitive representation of any area of life has numerous constructs, and as a whole, the representation is known as a conceptualization.

The primary purpose of phase two, was to explore people's conceptualization about public places of Bogotá . As described in the Literature Review, the most effective method for allowing the participation of individuals while avoiding leading them into particular ways of thinking is Multiple Sorting Task (MST). The Method need to allow participants to express freely, while at the same time, ensuring systematic data collection for comparative purposes. A Multiple Sorting Task supported with an ethnographic interview was thought to be the most appropriate strategy for studying how people differentiate their city as a system of places.

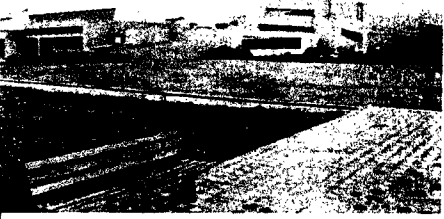

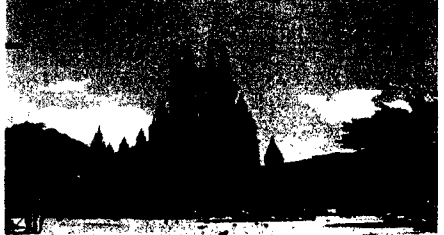


Based on focus groups information from questions c to h of the Focus Groups (Table 4) a set of the 40 most frequently named public places of Bogotá were chosen as the elements to be sorted during this second phase of the study. The list of the 40 public places is presented in Table 5 below. Thumbnail photographs of the places are provided simply as illustrations for the reader. They were not used in the data collection.






Table 5



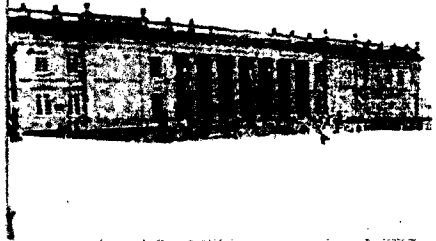

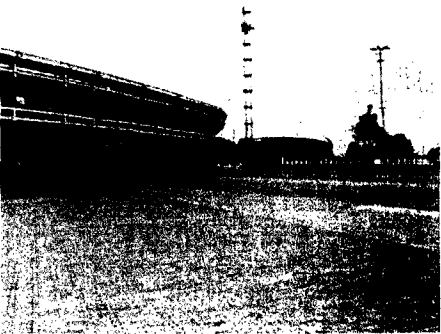
## THE 40 MOST NAMED PUBLIC PLACES FOR ALL PARTICIPANTS




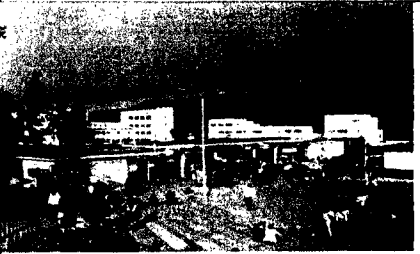

PLACE NAME	I.D. <sup>3</sup>	
Parque Timiza	1	
Planetario	2	
Ciclorutas	3	






<sup>3</sup> A number was assigned to every place in order to facilitate the analysis of the information. Places list do not follow any particular order (in other words, random)

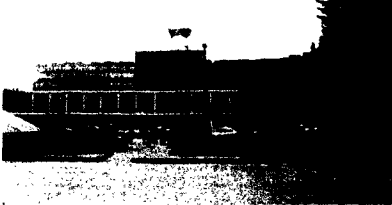



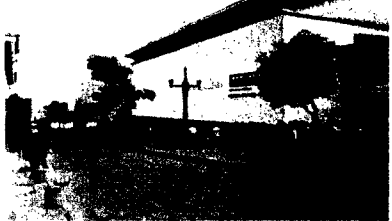

Biblioteca Virgilio Barco	4	
Museo del Oro	5	
Parque de Lourdes	6	
Plaza España	7	
Museo de los niños	8	







Parque de Usaquen	9	
Avenida Caracas	10	
Plaza San Victorino	11	
Plaza de Toros	12	
Avenida Jiménez	13	

<p>Iglesia y plazoleta el 20 de Julio</p>	<p>14</p>	
<p>Jardín Botánico</p>	<p>15</p>	
<p>Capitolio</p>	<p>16</p>	
<p>Centro comercial Hacienda Santa Bárbara</p>	<p>17</p>	
<p>El Campín</p>	<p>18</p>	

Palacio de Naríño	19	 A black and white photograph of the Palacio de Naríño, a grand neoclassical building with a prominent portico supported by columns.
Parques de Barrio	20	 A black and white photograph of a park area with a large, open grassy field and trees in the background.
Andenes y calles	21	 A black and white photograph showing a view of terraced fields (andenes) and a street in a rural or semi-rural setting.
Universidad Nacional	22	 A black and white photograph of a large, modern university building complex with multiple wings and a central courtyard.
Transporte Publico (Transmilenio)	23	 A black and white photograph of a Transmilenio bus stop, showing a bus and a person waiting, with a large, ornate building in the background.

Museo Nacional	24	
Maloka	25	
Carrera 7ª	26	
Plaza de Bolívar	27	
Parque el Lago	28	

Aeropuerto	29	
Parque el Salitre	30	
Centro de la ciudad	31	
Chorro de Quevedo	32	
Biblioteca Luis Angel Arango	33	
Unicentro	34	

Museos	35	
Parque de la 93	36	
Cerros de Monserrate y Guadalupe	37	
Parque Nacional	38	
La Candelaria	39	
Parque Simón Bolívar	40	

## **2.1. Identification of constructs used by respondents for sorting significant public places of the city**

Participants were recruited from communities in the six zones of the city defined for this phase of the study (See appendices 2 and 3 for Consent Forms). Although 250 people, divided equally into four age groups, were initially recruited for the study only one hundred and thirty people completed the interviews and questionnaire of this phase. Unfortunately, very few elderly people chose to participate. Because of that, the original four age groups were redistributed into three groups in order to maintain a similar distribution. Thus, the sample was finally categorized in terms of six city zones; two gender groups; three levels of education ( primary school, high school or some high school, college or some college); five periods of residence in Bogotá ( 2yrs. to 5yrs., between 5.1 to 10yrs., between 10.1 to 15yrs., between 15.1 to 20yrs. and over 20 years of residence in the city) and three age groups (12 to 18 years old, 19 to 40 years old, and over 40 years old). No attempts were made to systematically represent the social status levels of these neighbourhoods but as can be seen from Table 6, the city zones and the participants' levels of education cover the range of socio-economic levels in the city. Table 6 lists the location, number of participants, gender, age group, level of education, and length of residence in Bogotá.

Table 6

**STRATIFICATION OF THE SAMPLE POPULATION FOR THE SECOND PHASE  
OF THE STUDY**

Zones and Localidades	No of participants	Gender		Age Group			Average number of years of schooling	Average length of residence in Bogotá and range of years
		M	F	C	A	O-A		
<b>ZONE 1:</b> Localities of Suba and Usaquén	21	10	11	7	12	2	6 primary school 10 high school or some high school 5 College	10 (5-50)
<b>Zone 2:</b> Localities of Chapinero, Engativá and Barrios Unidos	22	11	11	7	12	3	6 primary school 11 high school or some high school 5 College	12 (7-45)
<b>Zone 3:</b> Localities of Fontibón and Teusaquillo	20	10	10	6	10	4	8 primary school 11 high school or some high school 1 College	10 (5-60)
<b>Zone 4:</b> Localities of Santa Fe, San Cristóbal and Candelaria	23	10	13	7	10	6	12 primary school 11 high school or some high school	15 (5-56)

<b>Zone 5:</b> Localities of Kennedy, Los Martires, Puente Aranda, Tunjuelito, Antonio Nariño and Rafael Uribe	22	11	11	7	10	5	9 primary school 13 high school or some high school	7 (3-28)
<b>Zone 6:</b> Localities of Usme, Bosa and Ciudad Bolívar	22	11	11	7	10	5	15 primary school 7 high school or some high school	10 (4-20)
<b>Total number of participants</b>	<b>130</b>	<b>63</b>	<b>67</b>	<b>4</b> <b>1</b>	<b>64</b>	<b>25</b>	<b>56 PS</b> <b>63 HS</b> <b>11 C</b>	<b>10</b> <b>(3-60)</b>

The Multiple Sorting Task (MST) as the data collection method was selected to explore people's conceptualization of public places in Bogotá due to fulfilment of four basic criteria:

Criteria 1: The method is able to investigate conceptualization

Criteria 2: It must not assume an underlying linear structure to people's conceptualization of the environment.

Criteria 3: The method must not impose constructs or conceptualizations on the respondents.

Criteria 4: The method must be sufficiently simple in structure that all types of respondents can successfully complete the requirements.

The Multiple Sorting Task meets all the criteria required. The data collection was carried out in a one-to-one open-ended interview setting. The procedure was divided into two stages. The *first* stage was a free sorting task using the 40 public place labels. The second stage consisted of completing a questionnaire that will be described in section 3.

## **2.2 The Free Sort of 40 Public Place Labels**

Forty sorting-cards were used in this stage, each containing a public place name. The reverse side of each card carried an identification number to locate the places in the groups to which they were allocated (see Table 7). The researcher gave the participant the following instruction for the free sort:

"I am investigating how people think or feel about various public places of Bogotá. I have cards on which different public places are written. Please have a look at them. What I'd like you to do, is to sort the cards into groups so that all the places in each group are similar to one another in some way and different from the places in other groups. You can choose any criteria you like to divide these cards; there are no right or wrong answers, it is your opinions which count. You can divide the cards into as many groups as you want, but each group has to be discrete. Please take as long as you like, and feel free to comment at any time."

There was no restriction imposed regarding the number of categories participant could form within each sort. The researcher noted down any comments made by the participant during the sorting. If the participant was making a group which only consisted of one card, the researcher encouraged them to put the card into one of the other groups by saying "Can you put this card together with others?" However, if the participant insisted, it was left as they wished. Then, once the participant completed the sorting, the researcher asked the participant about the criterion for the sorting the group by giving the following instruction:

"Now, please tell me the reasons for your sorting, including what kinds of criteria you used and what it is that the cards in each group have in common."

The researcher recorded the contents of each group (wrote down card number) and the participant's descriptions. After the initial sort was recorded, all the cards were put back into the pack again. Then, the participant was encouraged to do another sort if they felt that they could think of different sorts. The instruction at this stage was as follows:

"Do you think you can do it again in another way? If you can think of any different principles to divide the cards, you can start again with all of the cards back in the pack. Please feel free to tell me whatever occurs to you as you are sorting cards."

If the participant could think of no other way of sorting, that was fine. If the participant wished he/she however could carry on producing a second or third free sorts. However, the participants were only allowed to produce up to three free sorts in this study due to time constraints.

The researcher recorded the contents of each group of cards and the participant's explanation each time. The sorting data were recorded on a separate sheet for each participant. Table 7 shows an example of the individual record. However, the participant often had difficulties putting the sorting criterion they used into words. In such case, the researcher simply asked them to describe the nature of each group (group labels). The underlying criterion were subsequently identified through a content analysis of these group labels.

**Table 7**

**DATA COLLECTION FORM FOR MST**

Participant I.D \_\_\_\_\_ Date \_\_\_\_\_ Interviewer \_\_\_\_\_

<b>CRITERIA</b>	<b>OF</b>	<b>SUB-CATEGORIES</b>	<b>CARDS NUMBERS</b>	<b>OBSERVATIONS</b>
<b>SORTING</b>				
<b>Sorting 1</b>				
<b>Sorting 2</b>				
<b>Sorting 3</b>				

The public-place sorting data were then analyzed using a Multidimensional Scaling Techniques (Lingoes, 1973, 1979, 1981): Multidimensional Scalogram Analysis (MSA). This technique seeks a solution which best mirror the relationship between items, in this study, the places chosen in the open-ended interviews.

MSA attempts to plot the places in geometric space in such a way that the places frequently sorted in the same category, for whatever reason, are found closer together in the plot, while those rarely categorized together are found further apart. In this way the MSA can show the complex interrelationships between the public places which reflect the structures in people's conceptualizations of them. Calculated measures of (dis)similarity are used to derive distances matrices by which the places can be located in the Multidimensional Scalogram space. Thereby, distances between the places mirror empirical relations (Coxon, 1982, Dancer, 1990). Distances are mostly derived by algorithms according to a Euclidian metric (Dancer, 1990). The only premise of MSA is that the categorical data can be interpreted as a (dis)similarity measure.

This technique differs from methods such as Factor Analysis in that linearity and metric properties of the input data are not required, nor do they impose any constraints on the solution (Dancer, 1990). In general, Multidimensional Scaling procedures organize data in such a way that the items in question are located in the Multidimensional Scaling space.

### **3. Phase three: Questionnaire.**

After completing the MST the participants were each given a questionnaire to gather their socio—demographic information. The questionnaire included both structured and open-ended questions. For structured scaled questions, the participants were asked to evaluate 35 public places. Five places from the original list were removed because they were linear transport routes cutting across the city or very general categories such as “museums” (see appendix 7). For each of those 35 public places identified during phase one, they were asked about the frequency of their visits, emotional significance, and people’s wishes about new public places in the city. They were also asked how well each place helped give an identity to the city. In addition they were asked about how much they identified with each of those places.

In summary, the questions were as follows:

1. This is a place you go: 1 Very few times; 2. Sometimes; 3 Very often
2. This is a place you mainly go to : 1 alone; 2. with friends; 3 with your family
3. This is a place where you usually feel: 1. very free; 2. not very free being there; 3. very constrained
4. Regarding the city identity, this is a place that gives Bogotá: 1. Little identity; 2. Some Identity; 3. A lot of Identity.
5. This is a place you : 1. dislike a lot; 2. dislike 3; neither like nor dislike 4 like; 5. like a lot
6. What type of public places would you like to be created in the city?
7. What characteristics would you like for public places of Bogotá?

8. How much do you identify with the following public places. The question was associated to the following scales: 1. Not at all: 2 A little: 3 Some, 4 More than some, 5 A lot

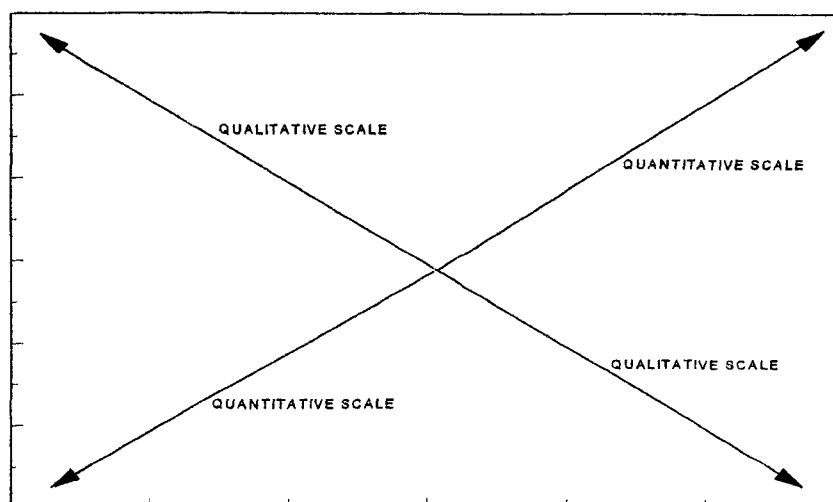
The information gathered with this questionnaire was analyzed using two techniques. For questions concerning the social and psychological attributes of public places, a Partial Order Scalogram Analysis by Base Coordinates (POSAC) computer program (Shye, 1988) was used as main source of analysis. A Multiple Regression Analysis was used for the analysis of socio-demographic variables with responses to question No. 8.

In the matrices used for POSAC analysis, each row represents a profile scores indicating how the respective place was scored by the age group or zone group. The mode score of every question is the statistical measurement taken for filling in the matrices irrespective of the matrix composed by age or zone groups. The result of POSAC is a visual representation of every question's score.

The POSAC program analyzes the profiles for the seven questions using both quantitative and qualitative scales at the same time. Quantitatively, POSAC computes the sum of profile scores and ranks the places accordingly; qualitatively, it differentiates patterns of the profiles and counts the frequency of the same profiles. The result is displayed as a geometric representation showing the construct profiles as points. Profiles are plotted in the rank order

of score sum along this axis, where the profile of the largest sum is found at the top right corner while the profile of the smallest sum is found the bottom left corner.

For instance, a place that is visited very often by all the age sub-groups (profile = 333, score sum = 9) are displayed as a point at the top left corner of the plot; the place that was not used by any of the groups (profile = 000, score sum=0) are displayed as a point at the bottom left corner. In between the two points, a place that is visited very often only by two subgroups (score sum =6), for example, are plotted near the former; the group's low mode scores (score sum= 3) are found near the latter. Since there could be a number of different score-use patterns i.e., group differences, these places are also distinguished along the qualitative (differential) scale, which is represented by the lateral axis, which meets the Joint axis at a right angle. When there is great divergence in how people answer a question there are wide differences along the qualitative diagonal and so the data points are scattered. When people answer in similar ways the data points are narrowly distributed along the quantitative diagonal.



**Fig.1 :Two scales of posa space**

In terms of the quantitative scale, the sum of the six evaluation scores considering six city zones in each profile is taken into account and POSAC plots the places in such a way that, if there is high agreement amongst the sub-groups, the places will be plotted alongside the quantitative scale (the Joint axis, running from the bottom left corner to the top right corner) from the least valuable to the most valuable according to the sum of the six mode evaluation scores. In terms of qualitative scale (the lateral axis, running between the top left hand corner and the bottom right hand corner), POSAC distinguishes the places according to the compositions of score evaluation scores across sub-groups (Figure 1).

This means that if there is much disagreement amongst the sub-groups, the places can be differentiated along the qualitative scale orthogonal to the

quantitative scale. Thus, the qualitative scale in this case can be the measure of group differences.

The key to interpreting the qualitative difference is the contents of regions-of-equivalence in the item diagrams. By overlaying the partition lines of different item diagrams, the contents of regions disagreed can be examined. This enables the researcher to observe which places were frequently visited by one particular group and not by another, and to speculate the qualities inherent in such places that account for the group differences.

## CHAPTER V: RESULTS AND DISCUSSION

### 1. Results of phase one: Focus groups

In reading this section, it is important to remember that focus groups provide useful insights for understanding a particular audience's attitudes and perceptions; they are not designed to provide objective, representative findings. For this reason no attempt is made in reporting the insights to describe the number of persons who made any particular suggestions, each focus group is in effect only one unit of analysis. This summary of the findings does not attempt to quantify different opinions. The findings are presented for all twelve focus groups taken together, children and adults. The term "general public" or "public" is sometimes used in this report to describe all of the participants.

- *The definition of public places*

Zone 1, is made up of people primarily of the middle and upper strata of society (strata 3,4,5,& 6). For participants from zone 1 public space is any space that is inclusive of all people and hence it involves sharing and norms of regulation. Some participants pointed out only the role of pedestrians in public space. Regarding the difference between public and private places participants agreed that by definition public space is for everyone but although it is public, there must be some rules to facilitate living in community. Participants gave examples of churches as public places; however, they

mention only Catholic churches. They also mentioned public places as landmarks for people's orientation within the city.

Zone 2 is made up also of people from the middle class strata (strata 3,4 &5). Participants from zone 2 defined public space as places where people can pass without restriction. However they agreed that in every public space there are some norms. They are places in which everybody can stay without consideration of their social position. The participants argued against considering malls as public because poor people are not allowed to visit them.

Zone 3 is made up of primarily low-middle class population (strata 3) In this zone the participants agreed that public space is where everyone has the civil right to access it. Some others defined public space as the space through which people can freely pass through. The difference between public and private is that in private places only members or affiliated participants of that place can be there. Giving examples of semi-public places participants mentioned malls and churches.

Zone 4 is made up of all kinds of people (strata from 1 to 6) For people of Zone 4, public space is what is owned by the people and is available for everyone. Private spaces are owned by somebody. In public places there is no discrimination.

Zone 5 is made up of participants from both lower and middle class barrios. They agreed that public space is where everyone has access without any kind of segregation but they also noted that in public places citizens have the

responsibility to preserve it and take care of it. Public space, they said, is a place that can not be for profit for some people. Some participants stated that they want to know how to use some public places because they do not know how to use some public places, what to learn from them. When they were asked about the difference between public and private, participants pointed out that for some places there is like a hierarchy where only some people have access to them. Related to this was a discussion regarding the appropriation of public places by vendors, but everyone agreed that they can be removed from the public place only when the society makes more jobs available.

Zone 6 is made up of participants from the lower two strata of society. The participants from this zone complained about the lack of public places in their localities. They have to commute to other localities to find places for amusement and for shopping. They defined public places as places that are shared by everyone. They agreed that public space starts where ones house's border ends. Whether malls should be characterized as public or private was a focus of discussion and was not resolved by the group.

In general, public space was most often described as open space where people have free access and do what they want. Some distinguished access and freedom of action as parts of the concept, but few addressed the issue of different levels of public access to different public places. Participants were aware of this issue only when they were asked if everybody was allowed to enter to a mall.

It is notable that residents of the lower income zones discussed the lack of public spaces within their barrios. Distance affects accessibility and is surely one of the major factors influencing whether or not any social class has a realistic access to a space.

Most participants of this part of the study, spoke of how recent city government administrations have had a commitment to recovering and creating public space for pedestrians and have completed important work on cultural and recreational places through the whole city, including the poorest neighbourhoods.

A majority of participants reported that they felt part of the city, that their neighbourhoods are beautiful and good places to raise children. Respondents also spoke of the importance of walkable areas to them, such as the sidewalks and the Alamedas (promenades). Participants gave special attention to malls considering that these types of places are used for social interaction while shopping with friends and are also important for people's orientation within the city. Liability areas include urban eyesores, such as commercial land and strip malls, and areas of busy traffic, such as the vicinity of school and universities. The majority of participants commute to work by bus and cars and there was a positive response to the dramatically imposed commuting through the building of the Transmilenium system with a number of respondents citing more safety and better organization as factors in encouraging them to use this transportation system.

Transmilenio, the new massive transportation system of Bogotá, was a recurrent topic in all focus groups. Though people recognize that this is not a public place but a public service, people agreed that this service has changed the whole city physical environment and the city image. Transmilenio is now an icon of Bogotá. It has changed also the behavioural pattern for transiting across the city.

Security was an outstanding topic that was referred to for many participants. For some of them, thanks to the new policies about public places, the city is being perceived as a safer place than in the recent past. The perception of safety was related to the aesthetics of the new urban environment and to the open and clean public spaces according to those in the discussion groups from zones 1, 2 and 4. The other groups have preferred semi-public places, such as malls, due to the risk they felt in public open spaces.

Another emergent category during discussion with the focus groups was the proximity of places. Participants prefer to visit commercial, cultural and recreational places that are close to their homes; they normally visit churches, malls and parks that are within their zone's limits.

A controversial topic in all focus groups was the presence of street vendors. Although many participants from the higher strata agreed that this type of commercial activity is a barrier for people's transit on the sidewalks and do not contribute to the economy of the city and give an ugly view of the city, some of the participants from the lower strata complained about how the local government is dealing with this problem. They argued that the need for work

is more important than the aesthetics of the city and that public vendors should have a place where they can exhibit their goods.

Finally, recovering public space has transformed the physical structure of the city and the way people relate to it as well. Most of participants of this part of the study think that public space is an opportunity to learn social norms, how to cooperate with others and how to take care of others and as well as themselves.

“Thanks to new parks, for instance, citizens have been learning about the importance of physical exercise. “Thanks to the new libraries and Centros Operativos Locales (COLs: Operative Local Centres) people now have more access to information and cultural opportunities.. The new public places of Bogotá offer opportunities to meet people and share with people from different social conditions, races, and age groups”

The discussions about places that make feel people proud revolved around places that give character to the city as well as places that they would like tourists to visit. There were complaints from people from zones 5 and 6 that in their localities did not have these types of significant places.

- Public places by zone

The public places mentioned (questions a and b ) by inhabitants of the different city zones as “places they like more and know best in their area” are listed in Table 8.

Table 8

**LIST OF PUBLIC PLACES IDENTIFIED BY PARTICIPANTS IN THE  
DIFFERENT CITY ZONES**

<b>ZONES and Localidades</b>	<b>Public places</b>
<b>ZONE 1: Localities of Suba and Usaquén</b>	Unicentro, Centro Suba, Parque de la Gaitana, Parque de Usaquén, Plaza de Usaquén, Bulevar Niza, Humedal de Córdoba, Parque de la Vida, Transmilenio, Ciclivía, Cicloruta, Avenida 9, Avenida 127, Autopista, Avenida Suba, Parque del Contador, Subazar, Iglesia de Usaquén, Hacienda Santa Bárbara, Alrededores del río Juan Amarillo
<b>Zone 2: Localities of Chapinero, Engativá and Barrios Unidos</b>	Parque Simón Bolívar, Carrera 13 entre calles 50 y 63, Plaza 7 de Agosto, Barrio 7 de Agosto, Parques cercanos a la U. Javeriana, Parque El Virrey, Parque de Lourdes, Parque de la U de la Salle, Carrera 15, Cicloruta de la carrera 13, Parque de la 93, Avenida Caracas, Iglesia de Lourdes, Circunvalar, Cra. 30, Calle 100, Iglesia del 7 de Agosto, iglesia La Porciúncula, Chapinero, Los Alcázares.
<b>Zone 3: Localities of Fontibón and Teusaquillo</b>	Parque de Versalles, Parque Central de Fontibón, Parque de Bohios, Parque Centenario, Parque Villamar, Parque de la Giralda, Parque Zona Franca, Parque Veracruz, Polideportivo, COL, Sede del SENA para Fontibón, calles en general, Iglesia Santiago Apóstol, Iglesia Santo Cristo, Plaza Central de Fontibón (Plaza, parque, iglesia)
<b>Zone 4: Localities of Santa Fe, San Cristóbal and</b>	Parque Barrio San Martín, Plaza del 20 de Julio, Iglesia del 20 de Julio, Monserate, Entrada a La Victoria, Centro Comunitario de Desarrollo La Victoria, Parque San Cristóbal, , Centro de la

Candelaria	ciudad, El Restrepo, Cerro El Suque, Velódromo de San Cristóbal (primero de Mayo), La Media Torta, Avenida Circunvalar, Plaza de Bolívar, La Candelaria, Cerro de Guadalupe, Barrio Egipto, Avenida El Dorado, Centro Comunitario de Lourdes, entro Comunitario La Candelaria, Centro Comunitario San Blas, Biblioteca Luis Ángel Arango, Biblioteca San Blas, Biblioteca Simón Bolívar (Barrio San Vicente), Biblioteca Barrio Libertadores, Biblioteca Barrio Quindío, Centro Los Alpes, Parque Entrenubes (Barrio Los Soches), Museo del Oro, Museo Nacional, Carrera 7, Ciclovia (desde Cafam al 20 de Julio), La Pola, Parque de los Periodistas, Parque de Los Mártires, Parque Nacional, Parque de las Columnas.
Zone 5: Localities of Kennedy, Los Mártires, Puente Aranda, Tunjuelito, Antonio Nariño and Rafael Uribe	Parque Olaya, Parque Pijaos, Parque El Tunal, Biblioteca El Tunal, Parque Marruecos, Parque del Colegio Rafael Núñez, Parque del Colegio Gustavo Restrepo, Parque del barrio Restrepo, Parque del barrio Quiroga, Bosque de San Carlos, Iglesia La Resurrección, Parque Timiza, Centro Operativo local de Rafael Uribe Uribe, Alcaldías de las localidades, Virgen en el barrio Las Colinas (Arenera)
Zone 6: Localities of Usme, Bosa and Ciudad Bolívar	Parque de Meissen, Maloka, Polideportivo San Juan Bosco, Polideportivo Potosí, Polideportivo del sur, Polideportivo Candelaria La Nueva, Polideportivo Barrio Paraíso, Alameda Candelaria La Nueva, El palo del ahorcado, Parque La Amistad, Parque La Florida, COL Ciudad Bolívar, Hospital de Meissen, Cicloruta, Hacienda de Meissen: La casona, Iglesia de Pentecostés, Usme Alta Río, Bella Vista, Puente Indio, Alto de la Cruz, Polideportivo de Meissen, Iglesia San José, Iglesia San Francisco de Asís, Parque Ciudad Bolívar.

### **1.1 Mapping of Significant Public Places in each City Zone**

Through focus groups, it was possible to identify some public places that were important for participants for different reasons. After an analysis of the reason people gave to the mentioned places the information was categorized and represented in maps. Maps 3 to 8 represent the public places mentioned by the participants of this part of the study for each of the zones of the city (See appendix 5).

In order to represent the public places named by the participants in focus groups according to their meaning, seven categories were created: recreational, cultural, commercial, social, security, aesthetic and public places that give character to the city zone. The distinction of every place according to the categories mentioned by participants of the study is listed in Table 9.

**Table 9**

**LIST OF PUBLIC PLACES ACCORDING TO THEIR ATTRIBUTES (From the Focus Groups)**

<b>Zone/Localidad</b>	<b>Comercial</b>	<b>Recreational</b>	<b>Social</b>	<b>Cultural</b>	<b>Character</b>	<b>Closeness</b>	<b>Safety</b>	<b>Aesthetic</b>
<b>Zona 1: Suba y Usaquén</b>	-Unicentro -Centro Suba -Bulevar Niza -Subazar -Hacienda Santa Bárbara	-Unicentro -Centro Suba -Parque La Gaitana -Parque de Usaquén -Humedal de Córdoba -Parque de La Vida -Ciclovía -Cicloruta -Parque del Contador	-Unicentro -Plaza de Usaquén -Parque de La Vida -Subazar -Hacienda Santa Bárbara	-Parque La Gaitana -Parque de Usaquén -Plaza de Usaquén -Iglesia de Usaquén -Iglesia de Suba -Plaza de Suba -Hacienda Santa Bárbara	-Unicentro -Centro Suba -Plaza de Usaquén -Bulevar Niza -Transmilenio -Avenida 9 -Avenida 127 -Autopista -Avenida Suba -Hacienda Santa Bárbara			-Unicentro -Parque de Usaquén -Plaza de Usaquén -Humedal de Córdoba -Transmilenio -Hacienda Santa Bárbara -Río Juan Amarillo
<b>Zona 2: Chapinero, Engativá y Barrios Unidos</b>	-Cra 13 entre calles 50 – 63 -Plaza 7 de Agosto Autopista Medellín	-Parques cercanos a la U. Javeriana -Barrio 7 de Agosto -Parque de la Calle 93 -Cicloruta de la carrera 13 -Carrera 15 -Parque cerca de la U. De la Salle	-Parques cercanos a la U. Javeriana -Parque el Virrey -Parque de Lourdes -Parque cerca de la U. De la Salle -Parque de la Calle 93 Calle 80 Avenida Paseo	-Parques cercanos a la U. Javeriana -Parque el Virrey -Parque de Lourdes -Parque cerca de la U. De la Salle -Parque de la Calle 93 -Avenida	-Plaza 7 de Agosto -Parques cercanos a la U. Javeriana -Parque el Virrey -Parque de Lourdes -Parque de Lourdes -Parque cerca de la U. De la Salle -Parque de la	-Plaza 7 de Agosto -Cra 13 entre calles 50 y 63		-Parques cercanos a la U. Javeriana -Parque el Virrey -Parque de Lourdes -Parque cerca de la U. De la Salle -Avenida Caracas

		-Parque de Lourdes -Parque el Virrey Parque El Salitre Unidad deportiva El Salitre Parque La Florida	El Country	Caracas -Iglesia de Lourdes -Iglesia 7 de Agosto -La porciúncula -Chapinero -Barrio los Alcázares	Calle 93 -Avenida Caracas -Iglesia de Lourdes -Circunvalar - Cra. 30 -Boyacá -Calle 100			
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**Table 9 Continue**

<b>Zona 3 Fontibón y Teusaquillo</b>	-Parque central de Fontibón	-Parque de Versalles -Parque de Bohíos -Parque centenario -Parque Villemar -Parque de la Giralda -Parque Zona Franca -Parque Veracruz -Polidep. El Campin -Parque Simón Bolívar Coliseo El Campin	-Parque de Versalles -Parque de Bohíos -Parque centenario -Parque de la Giralda -Parque Zona Franca	-Parque de Versalles -Parque central de Fontibón -Parque de Bohíos -Parque centenario -Parque Villemar -Parque de la Giralda -Parque Zona Franca -Parque Veracruz COL -Sede del SENA para Fontibón -Calles en general -Iglesia Santiago Apóstol -Iglesia Santo Cristo -Centro de Fontibón (Plaza, parque, iglesia) -Parque Simón Bolívar	-Parque centenario -Polideportivo COL -Parque Simón Bolívar Fiscalía General Consejo Superior Sede SENA			
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<b>Zona 4 SantaFé, San Cristóbal y Candelaria</b>	<ul style="list-style-type: none"> <li>-Plaza del 20 de Julio</li> <li>-Entrada a la Victoria (vía principal)</li> <li>Localidad La victoria</li> <li>-Centro</li> </ul>	<ul style="list-style-type: none"> <li>-Plaza del 20 de Julio</li> <li>-Entrada a la Victoria (vía principal)</li> <li>Localidad La victoria</li> <li>-Centro</li> <li>Comunitario de desarrollo La Victoria (Biblioteca)</li> <li>-Parque San Cristóbal</li> <li>-Velódromo en San Cristóbal</li> <li>-Centro Los Alpes</li> </ul>	<ul style="list-style-type: none"> <li>-Velódromo en San Cristóbal</li> </ul>	<ul style="list-style-type: none"> <li>-Iglesia del Divino niño</li> <li>-Monserate</li> <li>-Entrada a la Victoria (vía principal)</li> <li>Localidad La victoria</li> <li>-Centro</li> <li>Comunitario de desarrollo La Victoria (Biblioteca)</li> <li>-La Media Torta</li> <li>-Plaza de Bolívar</li> <li>-La Candelaria</li> <li>-Barrio Egipto</li> <li>-Centro comunitario Lourdes</li> <li>-Centro comunitario La Candelaria</li> <li>-Centro comunitario San Blas</li> <li>-Biblioteca Luis Ángel Arango</li> <li>-Biblioteca San Blas</li> <li>-Biblioteca B. Libertadores</li> <li>-Biblioteca B. Quindío</li> </ul>	<ul style="list-style-type: none"> <li>-Plaza del 20 de Julio</li> <li>-Monserate</li> <li>-Plaza de Bolívar</li> <li>-Cerro de Guadalupe</li> <li>-Barrio Egipto</li> <li>-Avenida el Dorado</li> </ul>		<ul style="list-style-type: none"> <li>-Parque Barrio San Martín</li> <li>-Entrada a la Victoria (vía principal)</li> <li>Localidad La victoria</li> <li>-Centro</li> <li>-Avenida Circunvalar</li> <li>-Plaza de Bolívar</li> </ul>	<ul style="list-style-type: none"> <li>-Parque Barrio San Martín</li> <li>-Entrada a la Victoria (vía principal)</li> <li>Localidad La victoria</li> <li>-Cerro El Zuque</li> <li>-Avenida Circunvalar</li> <li>-Plaza de Bolívar</li> <li>-Centro Los Alpes</li> <li>-Parque entrenubes (B. Los Soches)</li> </ul>
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				<ul style="list-style-type: none"> <li>-Parque entrenubes (B. Los Soches)</li> <li>-Museo del oro</li> <li>-Museo nacional</li> <li>-Carrera séptima</li> <li>-La Pola</li> <li>-Parque de los Periodistas</li> <li>-Parque de los mártires</li> <li>-Parque Nacional</li> <li>-Parque de las Columnas</li> </ul>				
<b>Zona 5 Kennedy, Los Mártires, Puente Aranda, Tunjuelito, Antonio Nariño y Rafael Uribe</b>		<ul style="list-style-type: none"> <li>-Parque el Tunal</li> <li>-Parque Marruecos</li> <li>-Parque del colegio Rafael Núñez</li> <li>-Parque cerca del colegio Gustavo Restrepo</li> <li>-Bosque de San Carlos</li> <li>-COL Rafael Uribe Uribe</li> </ul>	<ul style="list-style-type: none"> <li>-Parque el Tunal</li> <li>-Parque Marruecos</li> </ul>	<ul style="list-style-type: none"> <li>-Biblioteca el Tunal</li> <li>-Bosque de San Carlos</li> <li>-COL Rafael Uribe Uribe</li> <li>-Alcaldía RUU</li> <li>-Virgen en el barrio Las Colinas (Arenera)</li> </ul>	-Bosque de San Carlos			<ul style="list-style-type: none"> <li>-Parque Olaya</li> <li>-Parque el Tunal</li> <li>-Parque Marruecos</li> <li>-Parque del colegio Rafael Núñez</li> <li>-Parque cerca del colegio Gustavo Restrepo</li> <li>-Parque en el barrio Quiroga</li> <li>-Bosque de San Carlos</li> </ul>

<b>Zona 6</b> <b>Usme, Bosa y</b> <b>Ciudad Bolívar</b>		-Parque de Meissen -Polideportivo San Juan Bosco - Polideportivo Potosí - Polideportivo del sur - Polideportivo Candelaria La nueva -Parque La Amistad -COL Ciudad Bolívar -Puente Indio -Alto de la cruz -Parque Ciudad Bolívar	-COL Ciudad Bolívar -Alto de la cruz -Parque Ciudad Bolívar	-Maloka -Polideportivo Potosí -El palo del ahorcado -Cicloruta -Hacienda de Meissen: La casona. -Casa de la justicia -Iglesia Pentecostés -Bella vista -Puente Indio -Alto de la cruz - Polideportivo de meissen -Iglesia San Francisco de Asís	-Hospital de Meissen			-Parque de Meissen - Polideportivo San Juan Bosco - Polideportivo del sur - Polideportivo Candelaria La nueva -Alameda candelaria la Nueva -Parque La Amistad -Hacienda de Meissen: La casona. -Casa de la justicia - Polideportivo de Meissen
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End Table 9

## **1. 2 Summary of the findings and their implications**

From the variety of results shown in maps 3 through 8 (Appendix 5) and in Table 9 the following observations can be made:

*Satisfaction with Public Space.* The importance of public spaces within the city is confirmed by most participants from different city zones and age groups. In general, participants of this part of the study reflected a high level of satisfaction with the new policies from the mayor's office regarding the creation of the new public space areas in central Bogotá and the new transportation system, Transmilenium.

*The Definition of Public Space.* Although there is not a shared definition of public space, predominant was the idea of public space as those areas that are physically accessible to everyone, where strangers and citizens can enter with few restrictions. Two functions of public spaces became apparent during the focus groups interviews: opportunities for encounter and freedom of action in public places. Nearly every group talked about the importance places for social interaction and recreation as well as the need of places for social public expression.

*The lack of public spaces in the poor zones of the city (,4,5 & 6) .* Even though recent municipal government policies have followed the equity principle in urban planning, the study participants still thought that there are "localidades" of the city that do not have enough recreational, cultural and commercial public places. Traditionally, the emphasis of policies from the

mayor's office for restoring public spaces has been mainly placed on the city centre; there is a need to balance this with a focus on the other localities.

*The Privatization of Public Places.* The distinction between public and private space was not a simple one for participants of this study. They pointed out that increasingly there are spaces that are both public and private: public spaces that are used for private activities or private spaces allowing for a collective usage. Furthermore, participants agreed that because of private development, access to public spaces has become more restricted for poorer classes and certain categories of people. This seems that there must now be less integration of different classes in public places.

A related topic is fear of crime. It was considered for some participants as a major reason for people avoiding the public realm. Although the trend towards more privatized public space can improve the safety of the space, it can undermine public life for others, especially the poor who feel excluded.

*The Inadequate access to central cultural public places.* Notorious lack of avenues in zones 4 and 6, limits access to public places. Outside of the city centre, where most of the cultural places are located, most of the other cultural places in the rest of the city zones are concentrated in small areas.

## **2. Results of phase two: Multiple Sorting Task**

This section presents the results and discussion from the free sorting of cards with the names of public places. The open-ended sorting procedure was conducted using forty place labels. The sorting data were analyzed using

content analysis to study the concepts of place experience and secondly using Multidimensional Scalogram Analysis (MSA) to examine the facet structure of place experience.

The criteria used by participants to sort the places were content-analysed by two independent judges. This is because people might use different labels for their categories, or different names for their criteria, though they are returning to the same theme. Because a judgement must be made by the coder it was necessary to validate these judgements by comparing the coding of two independent judges.

The inter-rate reliability was calculated using Scott's formula (Holsti, 1969) which is considered suitable for nominal data since it controls for both the number of content categories and the probable frequency with which each content category is used. The achieved inter-rater reliability was  $\pi = 0.80$ .

In total, twenty-four constructs were generated through the content analysis of the sorting data in the study. Table 10 presents the twenty-four constructs in alphabetical order elicited through the content analysis of the category descriptors in the public-place sorts for the whole sample.

The variety of constructs is a concrete proof of the diversity and richness of people's experiences of places. Table 11 lists all the constructs indicating the number of participants who used each construct in the different sorting tasks.

Table 10

## CONSTRUCTS OF PLACES

### Profiles (In Alphabetical Order)

1. **Aesthetic:** is used to categorize places into either "beauty" or "ugly".
2. **Architectural Style:** is used to describe public places into either "new" or old", Others categorized places according to : "antique or modern".
3. **'Crowdedness'** is used to describe whether the places are busy with a lot of people or not.
4. **"Degree of Pollutedness":** is used to describe whether the places are contaminated or not, quiet or noisy.
5. **'Distance from me** is used literally to describe the psychological distance from oneself to the place. A participant made categories labelled 'things far from me' and" near me".
6. **'Frequency of use'** is concerned with how often the places are used and how busy they are.
7. **'Function of place'**, is the most frequently used construct. It is usually related to the function of places or activities expected there. The places were divided into groups such as 'places for public transit', 'places where you go to recreate'. 'cultural place', 'natural places', and so forth.
8. **Identity:** is drawn from a participant's description such as: " these places are well known nationally and internationally", " these places are not so famous". Is used to describe whether the places give or not character to the city.

**9. Importance:** is typically used to categorize the place with reference to its role for the government's activities, social protests or historical value.

**10. "Interest":** This construct is used to describe personal interest in the places, e.g., "I'm interested/not interested" in this place.

**11. 'Indoor/Outdoor'** distinguishes indoor places such as buildings from outdoor places.

**12. Knowledge:** is used to divide places into "places that I know" and "places that I do not know"

**13. 'Living standard'** is concerned with imagined living standard. Categories such as 'rich, high-class', 'not so luxurious, normal standard' and 'shabby' are used.

**14. 'Location'** is used to categorize the places according to a typical or ideal spatial layout of the town. The places thought to be located near each other are grouped together, for instance 'station and toilet', 'hospital and car park', 'places found inside the school ground and the surrounded area' and so on.

**15. 'Money'** is specifically focusing on the relationship between money and the places. For example, the places are sorted into three categories: 'places you need money to go there', or 'places you can go without money'.

**16. 'Natural/People-made'** is concerned with whether the place is natural creation or human creation. One participant called a category opposed to 'nature' as 'civilization'.

**17. " Preference"** is used to express personal linkings of the place or feelings about the places. Typical descriptions are: " I like/do not like", " I want to go" / do not want to go".

**18. 'Privatization & Accessibility'** is related with accessibility to the places and used to divide places into public, semi-public or private places. 'Public' places are open for everyone; 'private' places are for the use of specific people only.

**19. Safety:** is typically used to categorize places with reference to how safe is the place.

**20. 'Social mode'** is concerned with whether the places are the kind of places you go 'alone or you go with others e.g. friends or family'.

**21. Socialization :** is related to sociability; whether the place encourages social interaction or not.

**22. Teaching potential:** is related to the potential of the place to teach something to the visitors.

**23. 'Time'** is related with a particular time the place would be used, for instance, during the day or in the evening.

**24. 'User type'** concerns what kind of people goes there, e.g. young or older people or the type of girls found there.

Table 11

**LIST OF CONSTRUCTS USED IN THE FREE SORTING OF FORTY  
PUBLIC PLACES AND THE NUMBER OF PARTICIPANTS USING EACH  
CONSTRUCT**

<b>Construct</b>	<b>Children</b>	<b>%</b>	<b>Adults</b>	<b>%</b>	<b>Older- adults</b>	<b>%</b>	<b>Total of participants using the construct</b>	<b>%</b>
<b>Function of the place</b>	32	38	36	31	18	51	86	37
<b>Preference</b>	11	13	13	11	4	11	28	12
<b>Indoor/outdoor</b>	11	13	4	3	3	9	18	8
<b>Location</b>	7	8	8	7	2	6	17	7
<b>Interest</b>	2	2	9	8	0	0	11	5
<b>Importance of the place</b>	6	7	5	4	0	0	11	5
<b>Knowledge</b>	3	4	5	4	2	6	10	4
<b>Privatization and accessibility</b>	1	1	5	4	3	9	9	4
<b>Architectural style</b>	0	0	6	5	0	0	6	3
<b>Aesthetic</b>	1	1	4	3	0	0	5	2
<b>Crowdedness</b>	0		4	3	0	0	4	2
<b>Teaching potential</b>	4	5	0	0	0	0	4	2
<b>Distance from me</b>	0		4	3	0	0	4	2

<b>Identity</b>	0		2	2	1	3	3	1
<b>Social mode</b>	2	2	1	1	0	0	3	1
<b>Safety</b>	0		3	3	0	0	3	1
<b>Living standard</b>	0		3	3	0	0	3	1
<b>Money</b>	0		3	3	0	0	3	1
<b>User type</b>	2	2	0	0	0	0	2	1
<b>Socialization</b>	1	1	0	0	0	0	1	0.4
<b>Frequency of visit</b>	1	1	0	0	0	0	1	0.4
<b>Natural/manmade</b>	0	0	0	0	1	3	1	0.4
<b>Time</b>	0	0	1	1	0	0	1	0.4
<b>Degree of pollutedness</b>	0	0	0	0	1	3	1	0.4
<b>TOTAL</b>	84	100	116	100	35	100	235	100

**Total of Participants: 130**

**Total of sortings: 235**

The 'Function of the place' construct was found to be the dominant sorting criteria. Furthermore, for those participants who did use the 'function' criterion, it was the first within their range of sorts. The second most frequently used construct was 'preference', and the third was "location". This confirms that people objectively categorize places according to a general typology but at the same time subjectively evaluate each places. A variety of other constructs were also used to categorize the public places such as:

“socialization”, “distance from me”, “privacy and accessibility” “aesthetic”, “safety” (see Table 11).

## **2.1 Group differences in construct use**

Table 11, shows that six constructs were used by the all of the subgroups: ‘Function of the place’, ‘Preference’, ‘Location of the place in the city’, ‘Indoor-Outdoor’, ‘Knowledge’, and privatization and accessibility. These were the most universal constructs of places. There were however group differences in the use of the constructs. Only children used: “Teaching potential”, “User type”, “Socialization”, and Frequency of Visit”. Children and adults but not older-adults used: “Interest” “Importance of the place”, “Aesthetic”, “Social mode”, Privatization and accessibility”. Constructs that were used only by adults were “Crowdedness”, “Architectural style”, “Distance from me”, “Safety”, “Living standard”, and “Time”.

## **2.2 Conceptualisations of Public Places: Multidimensional Scalogram**

### **Analysis of the Public-Place Sorts**

Multidimensional Scalogram Analysis (MSA) was used in order to look at the underlying structure of the conceptual relationship between public places. Six data matrices, each corresponding to one of the six city zones of participants, were prepared for this analysis. In every data matrix, each of the public places mentioned in Table 5 was presented as a row of data, and each

participant's sorts by a column of data. All the sorts that the participants produced were included in each data matrix. Categories in each sort were coded by a number: 1,2,3 etc, depending on the number of categories they created in the sort. In this way, each cell of the column is filled with one of the code numbers indicating which category each place was assigned to by the participant. An example of a data matrix can be found in Table 12.

**Table 12**

**DATA MATRIX FOR MSA OF PUBLIC PLACES PROFILES**

	Participant 1		Participant 2			Participant 3
	sort 1	sort 2	sort 1	sort 2	sort 3	sort 1 etc.
	2	2	1	2	2	3
	1	1	1	3	1	3
40 places	1	2	2	1	1	2
	2	1	3	3	2	3
	2	3	2	2	1	1
	etc.					

Figures 3 to 8 show the resulting MSA plots for the six sub-groups representing the to six city zones (See all MSA plots in appendix 6). For all the MSA, except zone six, it was possible to create regions which reflect 'function of places'. The categories

such as 'cultural', 'circulation' and 'parks' were always found. 'Recreational', 'social' 'educational' and 'cultural' categories were sometimes overlapping with one another. Although there were some variations with groupings and their contents, the basic structure was very similar across sub-groups regardless of the zone and age. Thus it can be concluded that the 'function of the place' is a dominant and universal construct in people's experience of public places.

The MSA plot from zone 6 does not match the rest of participants. It was difficult to establish a partition that reflected participant's constructs for the public places of the city. The only apparent construct that could explain the spatial distribution of the items was "privatization and accessibility" (see figure 7). This can be interpreted in terms of the levels of poverty and population living in this zone. Because this is the poorest of the zones the issues of privatization and accessibility to public space are paramount.

The second major construct that divides in two regions horizontally or diagonally is privatization and accessibility for zones 1, 3, and 5 (see figures 8 to 13). To one side of the construct are the places that are considered for free access and in the other side are the places considered with constrained access. This partition was created by the researcher on the basis that places that are located in one side are those where people have to pay to access them while the other side shows places where people normally have to pay or

find physical or time restrictions to access those places. This partition incorporates most of the commercial places, and some of the cultural places.

### **2.3 Summary of the findings and their implications**

The findings from this part of the study can be summarized as follows:

The content analysis found that the ranges of the construct used by the participants to categorize places are diverse including physical properties and subjective evaluation of public places. There were some group differences in construct use; age was found to contribute to differing construct use by the participants, although the differences seem non-systematic.

The most frequently used construct in conceptualizing places was always 'function of the place'. MSA has suggested that the underlying structures of places experience, which was dominated by this function-of-place concept, were very similar across different city zones and age groups, except for zone 6. Prior to this study, Stathopoulos (1992), Kramer (1992), and Ito (1997) conducted the studies on conceptualizations of generic places in relation to one another, using place-label sorting tasks. In all of the studies, the results of the free sorting tasks are also analyzed by MSA and found that the conceptual structures of places were based on "function". This study has confirmed their findings by using samples from different cultural and age background, and also using specific public places.

Public places are not only valued in terms of their function. As can be seen in figures 8 to 13, it was also possible to create partitions that distinguish between the accessibility to public places (constrained or free access) and whether the places are specific with a clear location within the city or unspecific (places that cross many areas of the city environment). The overlap of function-of-the-place and privatization-and-accessibility constructs appears to indicate that function of the place is interrelated to accessibility to that place.

It seems that there might be different levels of place experience, from most general to specific. Public level of place experience based on function-of-place concepts seemed universal. However, each place could be experienced by the individual at diverse conceptual levels, i.e. the most general or common to the specific or personal. The sorting tasks have mainly demonstrated that the most general and universal level of place experience, is dominated by the function-of-place concept. Considering the needs of city planners to know some elements that facilitate the planning of public facilities it is critical to consider both the universal and the subjective or personal. Universal and personal descriptions should be thought of as complementary rather than competing systems. Each may be relevant to different kind of behaviours in public spaces, and it is the interaction of the two that is most likely to explain the full range of behaviours in public places.

The MSA for participants of zone 6 suggests that they do not have a common representation of public places in their zone. It was not possible to create partitions to distinguish public places accordant to their function preference, indoor-outdoor, importance or location. The only partition it was possible to create was "Privatization and accessibility". This is probably related to the income level of the inhabitants of this area. In zone 6 there is the major concentration of people from strata 1 and 2 (see table 1). Also it is important to point out that many of the inhabitants of this city zone are immigrants or displaced because of the violence of the country in the last ten years.

MSA seems a sensible research strategy to explore the city experience. This technique facilitated capturing information on non-visible aspects of human experiences in public places such as: feelings, social values or activities. These elements are integrated to create a more valid image of the public places of the city. With this type of interview it is possible to conceive the city public places in terms of their multidimensional conceptualizations and the relationship among them. The significance of the public places could be explored in a free way identifying common sets of concepts people share with other people, especially with those of the same class and local environment. It was also possible to distinguish, through the use of the MST, various realms of environmental meaning and value ranging from public places which may be personally meaningful and valuable for the majority of citizens in a particular city zone to those which have a different meaning and value to single individuals.

### **3. Results of phase Three: The Questionnaire**

After completing the MST the participant was given a questionnaire to explore eight basic concepts for evaluating the public places subjectively (See appendix 7). This section presents the results and discussion from this part of the study. Partial order Scalogram Analysis (POSAC) was used to look at the hierarchical structure of the conceptual relationship between the public place and concepts from the questionnaire.

Data matrices of mode scores were created for questions number one to five; each row represents a profile of scores indicating the mode score of each group of participants for every question. This was taken into account for “age group” and “city zone” matrices. Each set of evaluation scores across a row is a profile for a place. The raw data consisted of mode scores 1, 2, or 3, representing one of the three categories of each question, except question No.5 which had five options. Eighteen data matrices, six for each city zone and one for every age group (3 age groups in total) were constructed initially. In each data matrix, participants' scores as columns were matched against the total possible score for that column (32, 35 or 38 depending on the question). With this type of matrix, POSAC analyzed the public places profiles and plotted the places as points in a geometric space (See all POSAC plots in appendix 6).

For the open-ended questions six and seven, the data was first content analysed. Data matrices of dichotomous scores (0,1) were then created to discover whether a group used or not a specific category.

The form of the data matrices for analyzing questions from the questionnaire using POSAC is shown in the sketch diagram of Table 13:

**Table 13**

**EXAMPLE DATA MATRIX FOR POSAC OF MODE SCORES FROM THE QUESTIONNAIRE.**

		<b>3 age groups</b>		
		<b>children</b>	<b>adults</b>	<b>older-adults</b>
38 places	place 1	2	1	1
	place 2	2	1	1
	place 3	1	1	2
	etc.			

The output from POSAC consists of an overall plot of question-score profiles and a number of item diagrams representing the number of groups to be analyzed. Each item diagram refers to a sub-age group or city zone, i.e. a column of the matrix. The item diagrams show the same relationship between the construct-use profiles as in the overall plot. However, rather than indicating profile I.D. number, each point is shown as the original score, 1, 2 or 3, with which the place was coded for a sub-age group or city zone.

### 3.1 Structured Questions

#### 3.1.1. Frequency of visits to places

Figure 14 to Figure 18 (See all POSAC plots in appendix 6), shows the resulting POSAC plot for question No. 1: This is a place you go: 1 Very few times; 2. sometimes; 3 Very often. As described in the Design section, results from POSAC are displayed as a geometric representation showing the place or concepts profiles as points. These profiles are plotted in the rank order of score sum along the axis, where the profile of the larger sum is found at the top right corner while the profile of the smallest sum is found at the bottom left corner. For example, in zone 1 (Figure 14) the "Chorro de Quevedo " and "Parque El Lago" (profile=3), were found near the lower-left corner, whilst the place most visited, 'Unicentro' (profile =333, rank =9), were found near the upper-right corner. As a rule, places of inter-group agreement such as 'Ciclorutas', 'Museo del Oro', 'Planetarium' ,', Parque de la 93, los cerros de Monserrate y Guadalupe, La Biblioteca Virgilio Barco, la Plaza de San Victorino, and Capitolio) were plotted right on the quantitative axis. If there had been little group differences overall, the rest of the places would also have been plotted along the quantitative axis in the order of how often they are visited.

Figures 14,15,16, etc indicates the item diagrams for the different localities and age groups partitioned by the researcher into regions of equivalent mode evaluation scores.

There were some places that were quite similar in the quantitative measure, but were found to be different on the qualitative scale. This suggests some group differences. The qualitative group differences were examined using items which make up the profiles (i.e., items which represent columns of the original data matrix). Figure 14 shows for each city zone a “general plot” of the overall POSA and three item diagrams for particular groups : a) children, b) adults, and c) older adults. The item diagrams are the production of the overall POSA plot, however, mode scores to which the respective place was assigned by a subgroup are replaced by the actual place name. The shape and orientation of partition lines between the regions-of-equivalence are indicative of differences in evaluative judgments. A difference was found between children and adults in the frequency of places they visit. The difference is not surprising when considering that children have less opportunity to travel and explore the city environment.

Zone 1: Unicentro, the biggest mall in the city, is the most visited place for participants of this zone including children, adults and older-adults. The group of adults (older than 18) visit Hacienda Santa Barbara more than children. The least visited places are located in the city center and the west part of the city.

Zone 2: Again, Unicentro and “Ciclorutas” (Bicycle paths) are the most visited places by participants of this city zone. Plaza España and unexpectedly the Museo de los niños are the less visited places in this zone.

**Zone 3: The most visited places are the parks of neighborhoods and Ciclorutas and the least are parque Timiza, Museo del Oro , Botánico and El Capitolio**

**Zone 4: Among the most visited places are: Unicentro, the city center and many other places close to the city center. The least visited places are: Parque Timiza, Biblioteca Virgilio Barco and Museo de los Niños. The museum is on the other side of the city from this zone and is therefore hard to reach.**

**Zone 5: Parks of neighborhood are the most frequently visited places in this zone. The least visited places include: Museo de los Niños, aeropuerto and “los cerros (peaks of ) Guadalupe and Monserrate”. Again, these places are on the other side of the city from this zone.**

**Zone 6: The most frequently visited places are the parks of the neighborhood and the least visited are some places far away from this zone including: Parque de Usaquén, Plaza de toros, Parque de la 93 y Hacienda Santa Barbara.**

### ***3.1.2. Social Composition of Visits to Public Places.***

**This section describes the findings in relation to question number two : “This is a place you mainly go to: 1 alone; 2. with friends; 3. with your family” , Each**

set of evaluation scores across a row is a profile for a place. The raw data consisted of scores 1, 2, or 3, representing one of the three categories of this question. Eighteen data matrices, one for each city zone and one for every age group were also constructed initially. Different to question No.1, in each data matrix, participant's scores of every city zone as columns were matched against 35 places as rows (see Table 14). The total of 40 places was reduced to 35 by removing those avenues and other public places that cross may zones. Also "museums" was removed as it was too general a category.

The number of matrices for POSAC analysis was reduced to three taking the city zone' mode score from every age group for creating the new matrices. Again, when there were two modes for the place, case sensitive judgment were made in order to choose representative scores. Each cell of the new matrices was filled with the city zone's mode score. The form of the data matrices for analyzing question No. 1 using POSA is shown in the sketch diagram of Table 14.

Table 14

**DATA MATRIX FOR POSAC OF MODE EVALUATION SCORES PLACES  
PROFILES FROM QUESTION No.2 ON SOCIAL COMPOSITION OF  
VISITS.**

		Zone of the city					
		z1	z2	z3	z4	z5	z6
	p1	2	1	1	2	2	3
	p2	2	1	1	2	1	3
35 places	p3	1	1	2	1	1	2
	p4	2	1	3	3	3	3
	p5	2	3	2	2	1	1
	etc.						

Figures 19, 20 and 21 show the resulting POSAC plot for question No. 2. The places that participants visit alone, (profile=:3), are found near the lower-left corner, whilst the places they use to visit with the family, (profile =333, sum =9), are found near the upper-right corner. As a rule, places of inter-group agreement such as 'Parque Simon Bolivar', "Museo Nacional", 'Parque de Usaquén', 'plaza de Bolivar' 'Chorro de Quevedo, etc were plotted right on the quantitative axis. It can be seen in figures 20, 21 and 22 for all groups of age and city zones that places are scattered along all figures for this question.

This means that there could be individual variables that affect preference for with whom every group of age prefers to visit the public spaces of the city.

In general, children go with their families to visit cultural places, some parks and places located in the city centre. They go with friends to recreational public places and parks, and go alone or never go to some libraries and universities. Children from zones 1 and 2 share a similar structure in deciding with whom they usually visit public places. Similarly, children from zones 3, 4, 5, and 6 share a similar structure. Social class could be playing also an important role in deciding who is going with the children to the different places of the city.

Adult people go with their family to most of the cultural places, some parks, bicycle paths and malls. They visit with friends parks and recreational public places such as “plaza de toros” and soccer stadiums, and parks surrounded by bars and restaurants. They prefer to go alone to libraries, universities and the city centre public places.

### *3.1..3 The experience of freedom in public places*

For Question No. 3 :” This is a place you usually feel: 1. very free; 2. not very free being there; 3. very constrained”, data matrices for POSAC analysis were created as described above for Question No. 2 including the same 35 places. The number of matrices was reduced to three each representing the different

age groups (children, adults and older adults, see Figures No. 23, 24 and 25 in appendix 6). In each data matrix, participant's mode scores as columns were matched against 35 places as rows.

It can be observed from the main plots that for all three groups of age the places where people feel more constrained are the government places such as "Palacio de Nariño" and "Capitolio" where authority is represented by those buildings. Then come churches and other cultural places such as museums and libraries and finally the public parks. The rules embedded in these places and the purposes of the place are important determinants in assessment of public places from the subjective perspective of freedom to visit the place. Enclosure of the place also seems an important characteristic for responding this question.

#### 3.1..4 Places that give identity or character to the city

Question No. 4 explored participant's perception of how the different public places give identity to the city of Bogotá ( A data matrix of zone mode scores was created. The mode scores for all participants of a city zone as columns were matched against 38 places as rows (sidewalks and streets and museums: andenes y calles and museos were removed from this question). The form of the data matrix for analyzing question No. 4 using POSAC is shown in the sketch diagram of Table 15.

**Table 15**  
**DATA MATRIX FOR POSAC OF PLACES PROFILES OF MODE**  
**EVALUATION SCORES FROM QUESTION No.4.**

		Zone of the city					
		Mode' scores					
		z1	z2	z3	z4	z5	z6
38 places		2	1	1	2	2	3
		2	1	1	2	1	3
		1	1	2	1	1	2
		2	1	3	3	3	3
		2	3	2	2	1	1

etc.

Although places are scattered for this question (see Figure 26), participants of all city zones agreed with most cultural places such as museums, "Plaza de Bolívar", "Biblioteca Luis Angel Arango" etc, as the places that give more identity to Bogotá. However, they also agreed with bicycle paths, and Transmilenio as public places that give character to the city. However, participants differ in the level of identity that give some parks of the city. This makes the difference between city zones for this particular question.

### 3.1..5 Preferences for public places

The fifth question was designed to assess people's subjective evaluations of public places. The participants were asked to evaluate each of the 32 places (eight places were removed from the original list) using five-point scale ranging from 1 for "This is a place I dislike a lot" to 5 for "This is a place I like a lot". For answers to this question a data matrix was prepared including all city zones and the sub-group's data together, where 32 places from the list of 40 as rows were matched against three columns each representing a age group. Each cell of the matrix was filled with the mean score from each age group for every place. Table 16 shows a sketch diagram of this matrix.

**Table 16**

**DATA MATRIX FOR POSAC OF PLACES PROFILES OF MODE  
EVALUATION SCORES FROM QUESTION NO.5.**

	3 sub-groups of age		
	Children	Adults	Older-adults
	3	4	2
32 places	2	5	3
	4	1	4
	1	2	4
	5	2	1
	etc.		

In the case of the children sub-group, the places liked were found in the upper half regions of the plot (Figure 27 in appendix 6) whilst those liked by adults and older adults were concentrated in the right half of the plot (Figures 27b and 27c ). The general Figure 26 is the overall POSAC plot showing the three groups' partitions together.

It is worth noting for this question that the most preferred public places for all participants of the study are the new bicycle paths that cross the whole city followed by new libraries, cultural places such as "Maloka" and the new park "Simón Bolívar".

### **3.2 Open Questions**

#### *3.2.1 The need of new public places for the city*

Question 6 asked for the type of public places that people would like to see built in the city. Table 18 presents 31 proposed public places elicited through the content analysis of the answers people from the different city zones and age group gave to this question.

In order to examine age group preferences in the proposed public places and characteristics of public space in general, a binary data matrix was created where 1 indicates that the group proposed that place and "0" indicates that the place was not proposed by the group. The data matrix matches six sub-groups (city zones) against 31 public places proposed as rows. Table 17



Table 18

**WHAT TYPE OF PUBLIC PLACE WOULD YOU LIKE TO BE CREATED IN  
THE CITY?**

<b>ZONE</b>	<b>AGE GROUP</b>	<b>TYPE OF PLACE after a content analysis</b>
1	12-18	Foros, amusement park, places for concerts, open theaters, places for exhibitions. Recreational places, parks, teaching places, cafes with internet access.
	19-45	Amusement park, places for concerts, open theatres, parks, teaching places, swimming pools, bike paths, public bathrooms, autodromo, aquarium, pedestrian bridges, open cinemas, open discos, malls for gay people, auto cinemas.
	46-MORE	Places for concerts, open theatres, parks, public bathrooms, pedestrian bridges, stadium, sport centre.
Zone 2	12-18	Foros, places for art exhibitions, places for concerts, parks, museums, green areas, places for street vendors, places where people be allowed to smoke marihuana, swimming pools.
	19-45	Swimming pools
	46-more	Public schools, places for displaced, places for attending homeless, recovering historic public places
ZONE 3	12-18	Parks, farms, public libraries, public schools
	19-45	Open theatres, parks, public libraries, public bathrooms, autodromo, open discos, sidewalks, bus stops, malls

	46-more	Sport centre, places for displaced, placer for meeting people, places for health attention, places for street vendors, public internet access, educative farms
ZONE 4	12-18	Places for concerts, parks, swimming pools, sport centre, places for meditation and relax
	19-45	Parks, museums, public libraries, bike paths, open cafes, parks for extreme sports
	46-more	Amusement parks, parks, bike paths, sport centres, places for art exhibition, public internet access, green areas.
ZONE 5	12-18	Parks, museums, public libraries, sport centres, Transmilenio, bike paths, streets, public universities.
	19-45	Museums, swimming pools, public libraries, public bathrooms, sidewalks, train,
	46-more	Open theatres, teaching places, museums, public libraries, public bathrooms, open cinemas, parks for extreme sports, places for art exhibitions, places for homeless, public internet access, green areas, places for free food, public universities, churches, parking, public boards, places for socialization
ZONE 6	12-18	Amusement parks, parks, sport centres, places for dog recreation
	19-45	Recreational places, parks, teaching places, public libraries, Transmilenio, streets, public universities
	46-more	Parks, centres for healt attention, green areas, churches,

### **Analyzing proposed public places by zones**

Profiles are plotted in the rank order of score sum along this axis, where the profile of the largest sum is found at the top right corner while the profile of the smallest sum is found the bottom left corner. In this case, the public places that were proposed by all the city zones sub-groups (profile =111111, score sum = 6) were displayed as a point at the top left corner of the plot; the hypothetical public places that were not proposed by any of the groups (profile = 000000, score sum=0) were displayed as a point at the bottom left corner. In between the two points, the places that were proposed by some of the subgroups (various profiles, score sum =5), for example, were plotted near the former; the places that were only used by a single group (various profiles, score sum= 1) were found near the latter. Since there were a number of different proposed places patterns i.e., group differences, these places were also distinguished along the qualitative (differential) scale, which is represented by the lateral axis, which meets the Joint axis at a right angle. Figure 27 shows the resulting POSAC plots for this question.

These data show that, in terms of type of public places, the public wants: parks, places for open concerts, sport centres, amusement parks, bicycle routes, the Transmilenium transportation system, teaching places, cafés with internet, swimming pools, places for art exhibitions, and farms for educational purposes.

### **3.1.2.2 *The characteristics of public space in the city***

Question number 7 was created to explore what characteristics would people like to see for the public spaces of the city. Table 19 presents 19 characteristics that according to participants public spaces of Bogotá should have. This list was created from a content analysis of the answers people gave on open-ended question. The matrix for this question was created in a similar way to question No.6.

The majority of respondents choose to write about failures rather than in terms of what the city should have. Reasons participants gave for many places fail are: dirty public places, public places occupied by vendors, visually inaccessible spaces; features that are not functional: bicycle paths that do not go anywhere; domination of a place by vehicles, lack of places to sit and relax. Figure 28, in appendix 6, shows the resulting POSAC plots for this question.

Safety in public space is a concept that includes verbal abuse, intimidation, assaults, littering and graffiti. Some public places have faced difficulties associated with alcoholics, drug-users, thieves, and what they call “undesirables”. This perception could be responsible for the low amount of users of the bicycle routes, something that worries the city administration considering the high economic inversion in this type of public spaces in the last five years.

A public space is arguably more important than ever in Bogotá for supporting greater sociability and community. Public space should be accessible and inclusive to create a civic environment. For participants of this study, the public space should provide citizens with opportunities for learning norms and regulations to deal with “the other”.

Business on the street produces, according to participants, pollution, causes increased amounts of littering, damages and disrupts streets and pavements and has a negative impact on the residential values.

Design: lack of management, trees, and furniture has an impact on the desirable conditions of the public realm. Many of the comments people made on this topic refers to poor transportation integration, inappropriate street furniture, lack of signals, the importance of landscaping and greening the public space, art and efficient bicycle paths.

Traffic's effects on public space itself and on the way that people use that space has been documented. Traffic is regularly reported to be a key problem in open space for citizens. Negative traffic impacts are clear: reduced safety for other car users, pedestrians and cyclists, noise, air pollution, fear ( parents discourage their children from playing, walking and cycling because of perceived traffic danger, intrusive parking, and environmental damage and degradation.

Table 19

**CHARACTERISTICS THAT THE PUBLIC SPACE OF BOGOTÁ**

**SHOULD HAVE**

ZONE	Characteristics
ZONE 1	Clean, civic, safe, spacious, without street hawkers, with trees, without vehicles, beautiful, well-lit, in order
ZONE 2	Clean, civic, safe, spacious, without street hawkers, with trees, without vehicles, beautiful, well-lit, diversified, without visual contamination, with road signs.
ZONE 3	Clean, civic, safe, spacious, without street hawkers, with trees, beautiful, diversified, without visual contamination, with road signs
ZONE 4	Clean, civic, safe, spacious, without street hawkers, with trees, without vehicles, beautiful, well-lit
ZONE 5	Clean, civic, safe, spacious, without street hawkers, with trees, without vehicles, beautiful, well-lit, quiet, furnished
ZONE 6	Clean, civic, safe, spacious, without street hawkers, with trees, without vehicles, beautiful, well-lit

### **3.3 Summary of the findings and their implications**

The findings from the above analyses of the subjective evaluation data can be summarized as follows:

With respect to the frequency that people visit public places of the city, the variable that influences the frequency of visit seems to be the physical proximity of the place. Places that are distant from the residential zone are not visited. Most of the visited places for children are recreational such as parks in their neighbourhoods. Bike paths and "Unicentro" seem to have also this function for people from different zones of the city. Both age and zone where people live in the city play an important role in people's access to public places. (see maps 3 to 8 in appendix 5 ).

There are also important differences among participants of different localities. Disagreement among the sub-groups in their evaluations can be attributed to different life styles and values which reflect respective areas in the city and by age groups, as well as the places in which they have experiences in each city zone.

However, except for several commonly visited and non-visited public places, which were found along both ends of the axis, the other places were found to be scattered. There were many such places that were quite similar in the

quantitative measure, but were found farther apart in terms of the qualitative scale. This suggests considerable group differences.

Familiarity also seems to play a role in subjective evaluation. For example, some plazas and sports places were disliked by older adults. This seems partly because older people do not usually go to this kind of place and the unfamiliarity of the place led to negative judgments. It is also possible that the rather noisy and exciting nature of these types of places might contradict the value that the older people pursue. They may prefer relaxation rather than excitement for their leisure time. For young people, however, sports places are much more familiar places and generally considered to be good for social occasions.

The data also suggest that successful public spaces (question No.7) have common characteristics for citizens. These can be divided into two groups:

Physical properties such as: large, clean, planned, green, with furniture, diverse, illuminated, quiet, without vehicles and visual contamination. Socio-psychological or subjective evaluations such as: safety, civic, controlled, beautiful, and not used commercially. Good public space is, therefore, as dependent on the type or quality of space itself, as it is on the audiences that perceive it.

The findings suggest that children have restricted spatial mobility. Access to public space for children is limited by geographical isolation due to distances and lack of transportation to many public places, costs of entrances to many cultural places; it distinguishes between those who can pay for access to some places and those who cannot; and fear of parents of children's unsupervised use of public space.

Regarding people's preference for company to visit public places, they go with family members to malls, museums, churches, and parks. When they are with friends, they tend to go to malls, sport centres, and 'Parque de la 93' which is a popular park surrounded by posh restaurants and bars. Places such as libraries, universities and museums are commonly visited by themselves alone. Here it can be seen that these places have a social dimension. People go to these places to look for social interaction or simply to be alone. This implies that the physical environment has an important role in supporting the type of people it can entertain.

When emotions were explored in public places regarding the degree of freedom people feel, it was found that people feel very constrained in government buildings, museums, churches, and libraries. Such places are usually closed areas with restricted access. On the other hand people feel free in a natural and open area in general. It is pretty obvious to note that this feeling of freedom is directly linked to the places' physical structure. Authority seems to play an important role in this 'feeling'. Public places that people

perceive as more constrained are also associated with power and control, whether it be from the government or the church.

Bogotá's identity actually relies on many kinds of places like government buildings, parks, museums, libraries and its busy and popular transportation system, Transmilenio. Such places have a very good reputation and are very well-known locally, nationally and internationally. Because of this many people are thought to be proud of their city. Places that don't give much identity value are those that are considered ugly and dangerous in general. However there are also two other important factors that contribute strongly to a place's identity namely its accessibility and popularity. Analyzing data from different city zones, it's clear that places with difficult access because of the distance don't have much influence on the city's identity. At the same time, an unknown place, no matter how beautiful and peaceful, doesn't attract much identity value either.

In general when public places were assessed, there was an agreement among almost all participants on mentioning bike paths, 'Parque Simon Bolivar', 'Museo de los Niños', and some libraries such as 'Luis Angel Arango'. People also agreed on disliked public places such as 'Palacio de Nariño', 'El capitolio', 'Plaza España' and 'Plaza San Victorino'. Having said that, 'Plaza de Toros' remained neither liked nor disliked among children and adults. Again it is clear that power, accessibility, and aesthetics have an important role in public places assessment.

When participants were asked about the public places they would like to see created in the city, the plots show a big dispersion among age groups meaning that the city zone could be held responsible for these data. As it was shown in table 18, people from different city zones have different opinions on the places that are in demand.

Finally, when it came down to a very open ended question regarding the characteristics of what Bogotá should have, the results were astonishing and surprising. They all seemed to agree and have the same opinion as shown in the plot of question number 7. Those common shared ideas of public space were: spacious, safe, well-maintained, and civic. All these characteristics seem to correspond to the likes of the people of Bogotá.

#### **4. Variations in Peoples Identification with Public Places**

##### **4.1 Regression Analysis**

The focus of this section is on how people identify with the public places of Bogotá: cultural, recreational, commercial and circulation. Analysis was based on the following characteristics of the population: zone of residence, age group, gender, level of education, and length of residence in the city.

Data for this analysis were collected as part of the questionnaire with the 130 participants who were over 13 years old. This included men and women from all of the different city zones. The final question of this questionnaire asked: How much do you identify with the following 40 public places. (see appendix 7). The scaled responses choices were: Not at all: 1, a little: 2, some: 3, more than some: 4, a lot: 5.

In order to analyse the socio-demographic factors which are related to identification with public places (place identity), a multivariate analysis was carried out of the relationships between city zone of residence, age group, gender, level of education and length of residence in the city, and the individual scores for identification with cultural, recreational and commercial/ circulation public places.

The distinction among the three groups of places as cultural, recreational, and commercial/ circulation was established on the basis of the most frequently used category to classify the list of the 40 public places using the MST. The reader will remember that using the MST with the list of 40 public places, the function of place was the most used construct used by participants to categorize the 40 public places set. For the sake of the Multiple Regression Analysis, scores for question No. 8 were grouped into three groups according to how different places were grouped for most participants during the MST procedure and then rounded.

Table 20<sup>4</sup>

**THE 40 PUBLIC PLACES CLASSIFIED BY PARTICIPANTS OF THE  
STUDY ACCORDING TO THEIR FUNCTION**

<b>CULTURAL PLACES</b>	<b>RECREATIONAL PLACES</b>	<b>COMMER AND CIRC.</b>
Planetario	Parque Timiza 1	Ciclorutas
Biblioteca Virgilio Barco	Parque de Lourdes	Plaza España
Museo del Oro	Parque de Usaquen	Avenida Caracas
Museo de los niños	Plaza de Toros	Plaza San Victorino
Iglesia y plazoleta el 20 Julio	Jardín Botánico	Avenida Jiménez
Capitolio	El Campin	Mall H.S. Bárbara
Palacio de Nariño	Parques de Barrio	Andenes y calles
Universidad Nacional	Parque el Lago	Transmilenio
Museo Nacional	Parque el Salitre	Carrera 7 <sup>a</sup>
Maloka	Unicentro	Aeropuerto
Plaza de Bolívar	Parque de la 93	Centro de la ciudad
Centro de la ciudad	Parque Nacional	Unicentro
Chorro de Quevedo	Parque Simón Bolívar	
Biblioteca Luis Angel Arango		
Museos		
Cerros de Monserrate y Guadalupe		
La Candelaria		

<sup>4</sup> Table 20 gives an overview of how public places were classified according to their function for the majority of participants. Scores for the three types of places were summed, averaged, and rounded out for every participant. Separate analyses were carried out for the three types of public places. Appendix 7 shows the raw data that were taken as dependent variable for three Multiple Regression Analyses.

***Identification with cultural public places***

Results of the simultaneous MRA for identification to Cultural public place are given in appendix 8. The statistical model that was used is designed to see if the type of identification has any relationship with the variables of city zone, gender, level of education, and length of residence in the city.

The results of the analysis indicate that the model as a whole is significant. (F value is 40.85; this is significant at 0.0001) however, only three of the explanatory variables (city zone, age group and length of residence) are significant. The other two variables, gender and level of education, are not significant.

The analysis shows that the zone of the city where participants live is important for their identification with cultural public places. As one proceeds from the north to the south west of the city, cultural places tend to be less linked to people's place identity. The level of knowledge of cultural places of the city could partly explain these results. The closer and better the access is to public places, higher the level of knowledge of the city environment is likely to be. Remoteness of cultural places seems to have an important effect on identification with public places. People who live in the upper income zones have more chances to access the cultural places of the city, not only because of their closeness to the places listed in the questionnaire, but also because of their level of income. This interpretation is also supported by the finding that the length of residence in the city is also significant in predicting

identification with cultural places. It is notable that the level of a person's education is not significantly related with their identification with cultural places. This is extremely relevant to the educative city question.

Age is also a determinant of identification to cultural places. Age group is highly positively correlated with identification with cultural places (corr: 0.726). That means that as the age group increases identification with cultural places increases. One possibility is that young people know the city less and have less identification with churches, museums or historic public places because of limited experience. As they grow up in a city environment they increase their experiences with public places and become more attached to cultural public places. It is common to observe adults and older-adults visiting churches, museums and galleries.

The analysis also shows that length of residence in the city brings more experience with cultural public places (corr: 0.540). The positive correlation between length of residence in the city with cultural place identity implies that as the time of residence in the city increases, a citizen has more chances to know different cultural places. Adults and older adults have had more experiences with the city. They have been witnesses of different historical, political, religious issues linked to the public space in the city. People from previous generations had more religious influence and again, have had more opportunities to be in contact with different cultural places of the city.

***Identification with recreational public places***

Results of the simultaneous MRA for identification to Recreational public place are given in Appendix 8. Only the “age group” variable was significant in the regression analysis (0.0001). In other words, city zones, gender, level of education and length of residence in the city had no significant influence on a person’s identification with recreational, types of public places in the city. The analysis shows that the factor related to identification with recreational public places is the age group (corr: -0.539). Not surprisingly, the higher the age group the less people identify with recreational places. Young people feel more attached to recreational places such as parks ferias, and sport centres than adult people. Recreational places are first explored when people are young and, as we saw in the previous section they become adults they became more interested in cultural places.

***Identification with commercial and circulation public places***

Results of the simultaneous multiple regression analysis for identification with Commercial and circulation public place are given in Appendix 8. The model as a whole is not significant. Further from the t-test the t-values are not significant for any of the explanatory variables. In other words, the zone where participants live, their age, gender, level of education or length of residence in the city area have no significant influence on participants’ level of identification with commercial and circulation public places. In contrast with the last century, streets and open markets are not meeting places any more

and because of that avenues and commercial places do not seem to be places with which the citizens can identify.

#### **4.2 Summary of the findings on Identification with places**

To sum up, adults from zones 1, 2, 3 and 4 who have lived for some years in the city identified more with cultural places. Young people throughout the city identify more with recreational public places than adults.

## **CHAPTER VI: CONCLUSION AND IMPLICATIONS OF THIS RESEARCH FOR EDUCATIONAL AND URBAN PLANNING POLICIES**

This study explored how inhabitants of Bogotá conceptualize and value the city's public places. The findings show that the citizens infuse public space with meanings, affect and desires. People's preferences, uses, feelings, and identity with the public places of Bogotá were investigated using mapping of the public places that are important to people, Multiple Sorting Tasks and multidimensional analysis techniques and multiple regression analyses.

### *Summary of Findings.*

The participants of the focus groups in phase one of the study shared a high level of satisfaction with the new public space of Bogotá. These included parks, new plazas, promenades, green areas, and particularly the transportation system, Transmilenio. It was also found that participants shared an awareness of the importance of public space of the city for improving the quality of life and on the contested nature of public space in relation to the privatization and commercialization.

The participants conceptualised public places primarily in functional terms: commercial, recreational, social, cultural, and their closeness to home. This means that rules embedded in different places are important determinants in the assessment of public places. Some of the more important subjective dimensions of these places were their perceived safety, the "character" of the

place for the city's identity and the aesthetic properties of public places. The multiple roles of malls was clear. Most of the biggest malls are associated with not only commercial activities but also with social and cultural activities, and the character to the city. Parks are also associated with social activities, and give character to the city but they are also conceived of course, in terms of recreation.

Representing the information in the form of maps, it was found that there is an inequity in public places distribution. Most of the public places are still located in concentrated in the city center and in the middle and upper classes areas where access to them is difficult for many of the poorer citizens.

In addition to the function of public places, privatization & accessibility was the most important dimensions of people's conceptualization of public places. In particular participants from the poorest part of the city view public spaces particularly from the perspective of whether they are public or private and the level of accessibility they have to those places.

The age of participants and their place of residence play an important role in peoples' conceptualization of public space of Bogotá. The physical and social properties of places influence the frequency with which people visit different public places, the company persons look for visiting these places, the feeling of freedom they feel in them, and the identity they feel that place gives to the city. Life styles and values also seem to be important in deciding which place to visit and how often. The degree of novelty and familiarity seems to be important variables influencing people's satisfaction with public spaces.

Finally, demographic variables also showed an important influence in assessing participants' identity with the city public places. The area where people live, age group and length of residence in the city are predictive variables for identification with cultural places. Also age group is a good predictor for identification with recreational places. Not surprisingly, younger people are more attached than older ones to recreational types of public places.

What follows are some ideas and implications that were not developed in the previous chapters. The findings on the use, knowledge and meanings of public places to the citizens of Bogotá are discussed in relation to existing public education policies, information on the significant public places of Bogotá, and existing planning priorities regarding these places.

### **1. Comparing the Data with the Existing and Developing Municipal Policies Regarding Public Places in Bogotá.**

In order to do this comparison it is first necessary to analyze the fundamentals of public space policy that have occurred during the last three city administrations. The study of public space policy is supported in the management report presented by mayor Antanas Mockus (1995-1997) on his program known as "Cultura Ciudadana" (Citizen Culture).

The trend brought by Mockus administration to see public space as a milieu for teaching people has given rise to a realization of the important role public

space plays in people's lives. It is now responsible for the current interest in urban design, urban renaissance, and quality of life issues. Therefore, much of the following policy analysis concentrates on explore how last city administrations, particularly Mockus's, have promoted public spaces to enhance citizens education. Mockus's was a highly original and creative model of public space management that involved the conscious engagement and direct participation of all citizens.

Moreover, it is important to point out that during the following administration of Mayor Enrique Peñalosa (1998-2000) the measures and programs of security and peaceful coexistence of the first Mockus administration were maintained. However, Peñalosa emphasised the construction of infrastructure, the recovery of public space and the implementation of a massive transportation system. These measures contributed significantly to the increase of mobility and productivity of the population as well as the improvement of citizen behaviour in public spaces. The second administration of Mockus ( 2001-2003) not only gave continuity to his ideas of the previous administration but also, built upon the original conception of the "Citizen Culture" program and extended it to fit with the current circumstances and necessities of the city and its people.

In the development plan for the city called "Formar Ciudad", 1995-1997, the Citizen Culture was defined as: the linkage of customs, common actions and the use of minimum rules that generates a sense of identity, the facilitation of

the urban coexistence, the ability to respect common patrimony, and the recognition of the rights and responsibilities of citizenship.

Many actions were directed to modify the physical contexts of the city that facilitated mutual coexistence and the building of civil society. The program of Citizen Culture was based on the recognition of a mismatch between three regulating systems of people's behaviour: law, morality and culture (Mockus, 2001). It gave importance to cultural regulation that defines the acceptable behaviours in a way that depends mainly on the social and cultural context, as opposed to legal regulation and individual moral regulation. The program tried to change consciously the mutual regulation of behaviours among individuals when they are in public contexts such as public space, public transportation, and public gatherings. He introduced the concept of rules to the public.

To assimilate a rule, one has to know how to recognize if a behaviour adjusts to it or not and also to know how to behave in ways that follow the rule. Hence knowing or being able to assimilate a rule can mean: 1) knowing how to enunciate it, 2) knowing how to apply it to behaviours to indicate if the behaviours abide by it or not, and 3) knowing how to emit behaviours adjusted to it. Shared rules are those that allow the behaviour to be intelligible, foreseeable and reliable to some degree.

The notion exposed by Mockus bears a clear relation with the notion of “place rules” supported in this dissertation. The difference is that when we talk about rules of the place we emphasize the regulation mechanisms of the observed behaviours of people in a particular place or generally in the public space which contribute to the character of that type of public place. The instructions that we give others, or those that we repeat ourselves to face the different situations in the environment seem to follow rules or guidance that are coded in the form of prompts to do something or to suggest the way we must face a situation efficiently. We can identify these rules explicitly where a warning signal promotes or inhibits certain behaviour in parks or streets, and implicitly, where the behaviour is simply modelled or taught beforehand in order to avoid sanctions. These rules contribute to the appropriation or control of the space or the situation in a public scene.

When “Intensified Interaction” was mentioned as a way to reduce the mismatch between law, moral and culture, the importance of cultural regulation and its difference with respect to the legal and moral regulation was emphasized. The emphasis was put on relations between strangers in public places such as: public transportation, public space and places of public access. The Citizen Culture is therefore assumed as the common denominator that eases the formation of a multicultural, open, unique free character of the city like other great cities.

Thus, the educative policy for citizens of Bogotá was directed to modify people’s behaviour in public space and to promote certain basic competences

of citizens. From the communicative strategy, education of citizens was carried out using “mimes” in the streets in order to promote and exercise the coexistence between pedestrians and drivers. It also generated more consciousness of the convenience of rules of coexistence such as the fortification of the city’s communication channels with the purpose of stimulating citizen’s sense of appropriation and knowledge of the city. Other actions brought forward from Mockus’s communicative strategy was the accomplishment of cultural events in public space with the purpose of promoting the “goce zanahorio” (which means partying without being drunk), and encouraging people to use public parks.

A pitfall in the communicative strategy of the mayoralty program that should be taken into account in an educative project, is the handling of the symbolism embedded in the different architectonic elements of public space. In order to make the city a learning environment it is necessary to understand how the cognitive abilities of people enable them to learn the codes of the communication and the immersed rules in an urban environment. Particularly, it is important to consider that the people have the capacity to read the elements of the urban environment that is perceivable in public space.

Literature in environmental psychology in this area sees the city, just like the one proposed by Mockus, as a communicational system and as a frame for collective identity. Thus, if the city is a system of communications, one must guarantee that it has to be legible, teachable, and decoded. The city must speak a language that is comprehensible; people must be able to picture in

their mind immediately the importance (cultural, historical) upon reaching any street or monument just as we recognize friends. As a system of signs, the city should contribute to make civil society something comprehensible in the sense where it displays an architectonic scene. To be legible, the city must be able to communicate the local identity, the symbols must be relevant, with permanent sense, and must be full of meanings of historical documentation.

The recovery of the psycho-social history related to diverse elements of public space is one contribution worth considering when making the city a communicative and learning environment (see Páramo, 2002). In an analysis of the history of Bogotá the author found several events and protagonists associated with the public space that could contribute to the building of identity with place for the natives of Bogotá.

In the same manner, educative and tourist maps, similar to the ones created by the IDCT for the inhabitants and visitors of the city, would have to include not only the official information on the traditional places of attraction, but also the places identified as significant for the inhabitants of the city, and present their cultural meaning. The people behind the history of these places, the types of social meetings that these places entertain, the type of visitors that this place frequently welcomes, and making the rules of the place known to others could contribute truly in acquiring a sense of place for the people of Bogotá. It is simply not enough reproducing the official image of public places or solely presenting the visual images of these places in these educative materials. The city, together with the places that are significant for everyday

people must be represented with necessary information so that it can be explored with all our senses.

Another deficiency in the public policies identified by Mockus himself, to which this investigation makes an important contribution, was the lack of indicators that led to the evaluation of people's perceptions on the programs of citizen culture. The city administration recognized that it is not possible to form an idea of the goals obtained by means of the projects by the city administration without an assessment system that evaluated the behaviours, knowledge and attitudes of the citizen in relation to public policies on citizen culture. To solve part of this problem, the city administration through the IDCT made a diagnosis on characteristics of the citizen culture in relation to the knowledge, attitudes and perceptions on basic norms of coexistence and security in Bogotá. At the same time, it also carried out a diagnosis on the tributary culture, the democratic culture and how much of the population is covered by the cultural, recreational and sport policies of the District of Bogotá.

In general, the designed instruments to measure such perceptions consisted of surveys with structured questions that measured the percentage of participants who knew a particular norm and the level of satisfaction with some policies. An example of the application of this system of evaluation showed that most of the citizens knew some rules of coexistence. Of the 40 people selected for the survey, the most remembered norms were those of transit; vehicular and pedestrians, the use of pedestrians crossings and

overhead bridges, as well as traffic lights for vehicles and pedestrians. However, other basic norms, such as using the seat belt in vehicles, not driving under the influence of alcohol, respecting public zones in the urbanized areas, applying for licenses of construction, and the proper use of a lot were poorly remembered by participants.

A similar level of pessimism has been deduced from citizen's perceptions on the behaviours of participation in urban policies. Sixty-four percent of adults think that people do not participate in public issues of the city because they do not gain anything out of it. Furthermore another negative level of perception is the idea that people complain too much about the city problems while doing little to find a solution to the problem. This idea is shared by 85.5% of the citizens. To a great extent this attitude seems to come from the idea, shared by 45.6% of respondents, who claim that participation in such issues is fruitless. People think that the only mean of influencing the city policies is by making friends with a councilman. Nevertheless, 52.4% of respondents have shown disagreement with the statement which states that there is not any way to influence in the decision making of the administration.

Although the administration was very satisfied with the development of a system for assessing Citizen Culture because a set of indicators on citizen coexistence was introduced in Bogotá for the first time which dealt with a political system, democratic culture, and art and patrimony, it is clear and understood that this system stopped short of including a valid assessment of

cognitions, affection and various uses of different public places by the citizens.

The lack of information gathered by city administration on these aspects can indeed be attributed to the simplicity of the exploratory strategy selected by the city administration in order to evaluate people's perceptions of city policies. This strategy is mainly based on arbitrary defined indicators and only on a descriptive analysis of the answers given by participants of this type of study.

The developed assessment strategy used in this dissertation proposes methodologies that could complement the list of indicators which have been developed by the city administration. Incorporating more valid qualitative methods such as Focus Groups and MST, has shown its utility to explore social representations people have concerning public places and city policies. These types of methodologies are not simply designed to verify or negate the preconceptions that investigators have on the subject, as is the case with predetermined surveys.

On the other hand, there are few investigations financed by the city administration that adopt a proposed position on what should be done with public places apart from their architectonic conservation. This can be attributed not only to the lack of theory directing the investigative process but also due to the inability to direct pedagogical actions derived from the collected data.

Some of the few studies supported by the city administration have been done on public places were centred in Plaza de Bolívar, some secondary plazas, and three well known parks. However, there are not any previous studies similar to what this dissertation has done on evaluating public places of Bogotá from their users, uses, and what motivates uses to go to those places. Nor are there any previous studies of people's representation on public space in general. The field has been dominated by architecture where most of the existing work is limited to descriptions of the architectonic evolution of different places, to accounts of their present uses and to rhetorical analysis. This could be the very reason why the city administrators have not incorporated any of the findings of these studies into their educational policies for the city.

The data extracted from this research can be of benefit for the Institute Distrital de Cultura and Turismo (IDCT) which is responsible for handling public space and citizen education. Understanding the representation of public places of the city by the citizens from different groups of age and sites of residence, along with public places that they would like to have, could be important for both the design of new public places and for educative programs.

This dissertation supports the city strategy for developing public space by introducing some new concepts from environmental psychology that can strengthen Bogotá success with "cultura ciudadana" and its exploratory work

with “Ciudad Educadora”. The concepts mentioned in this dissertation together with concepts and ideas by previous administrations can be used to present the city, and particularly public space, as a learning environment.

In seeking to define public space as a learning environment it is important to conclude with a definition of public space. From the point of view of this dissertation, public space has to be defined not only as those areas within cities that are physically accessible to everyone where citizens can enter with few restrictions, but as an educational milieu where individuals learn rules to behave in relation to others, particularly strangers, and interact with the cultural, recreational, commercial, circulation and social environments.

## **2. Recommendations:**

The design of public space as learning environments needs to be an ongoing iterative process. Therefore, the choice of where to begin is somewhat arbitrary. One step is for a municipal government to determine those practices in public space that they would like to see established or improved. This has happened a great deal in recent years with the Municipal Government of Bogotá (Mockus, 2001). It is however equally important to know what the general public is trying to achieve in its use of existing public space and how this has evolved. This side of the process was missing and this dissertation has tried to fill the gap. In the following pages I will attempt to merge these two dimensions of the question, using a combination of the findings from this

research, policies and stated goals of the municipal government and my own reading of the literature on public space planning and design.

### Improving Access to Public space for all

Phase one of the study revealed the lack of public places in poor localities. Maps elaborated from participants' opinions about the distribution of public places show a concentration of public places, including commercial, cultural and social public places in a relatively narrow area of the city. There is need to create more of a balance in the distribution of public places in all city areas, particularly in lowincome neighborhoods. One part of the solution might be to create more commercial activity on a neighbourhood scale. Encouraging small, local retailers and local restaurants that people in the neighbourhoods could frequent has the potential to activate many areas of these zones, although finding the correct mix of commercial development could be difficult.

Another strategy for improving the creation of public spaces in the poorer zones of the city and increasing the use of those that exist would be to install pedestrian lighting in areas of high pedestrian activity. These pedestrian fixtures would improve sidewalk illumination and reinforce the distinct character of individual districts. Also, lighting would encourage people to appropriate the city at night and would be likely to contribute to a reduction in crime. This would, in turn, further improve the likelihood of the use of public space.

Planning and design of public space needs to be decentralized in part by using the same strategy the past mayor, Antanas Mockus, has used in encouraging people to take more control of their own local environment. For example property owners have been encouraged to maintain attractive planting areas wherever possible and to maintain clean streets and sidewalks. This process could be continued by encouraging local residents to help create and manage open, green, attractive walkways throughout all localities. Centros Operativos Locales (COL)'s could be further encouraged to develop historical and recreational attractions in their own locality with the support of the government.

The first phase of the study also showed the limited access that people from many localities have to cultural public places because of both their cost and the difficult access to them. Part of the solution to this problem could be to reduce the costs of visiting cultural places and to improve transportation to these places. The new "Transmilenio" system of buses has the capacity to be used to enable access to places from the poorer outlying districts into the city centre where most of the cultural places are located.

In order to make the public spaces of Bogotá more valuable as learning environments the city administration should encourage people's exploration of environments. However, it is necessary to establish operations that could build such exploration into the culture of the city , A major strategy for this

would be to improve the access of children and youth to cultural public places such as museums, libraries and theaters and give them the opportunities to obtain positive consequences from this.

It is clear from the results to structured questions that public spaces should be both diverse and socially inclusive. Diversity involves creating mixed-use space (with both active and passive recreation opportunities), furnishing it, especially with seating, landscaping it with vegetation, keeping it free of pollution and waste and illuminating it. Improving social inclusiveness involves creating spaces that are safe, secure, inexpensive, large and beautiful, with features of interest to a wide range of different groups and ages of people. It also involves finding ways to make it sensitive to the local context in the kinds of features included in the space and in its symbolic and aesthetic qualities so that sub-cultural, marginal, groups of people will feel welcome. Creating these conditions in public spaces could contribute to their exploration by all groups and facilitating people social interchange.

The importance that people give to malls as opportunities to be with friends and family should be taken into consideration to introduce in the design and management of cultural activities in those places. Also, it might be a good idea to build theatres art galleries and libraries into the commercial centres as a way of increasing exposure to the values of these cultural institutions.

Considering the importance that young people gave to recreational places such as parks and sport centres in this research it could be worth introducing environmental information regarding natural resources and their care into these kinds of places.

Some of the public places that are disliked, or to which people are indifferent, such as Plaza España could be reinvigorated as significant public spaces. The research suggests that people would be more likely to use them if they were safe, clean and well-maintained and had posted useful information about them.

The findings of this dissertation suggest also that a major initiative to improve peoples' identification with places in the city could address the creation of cultural and recreational places mentioned in Table 12, such as public libraries, open theatres, swimming pools, places for art exhibitions, museums, etc, particularly in zones 5 and 6, and improve transportation from these zones to zones 2 , 3 and the city centre where most of cultural places are located. Actually the new proposed routes in the development of Transmilenio will satisfy this need.

### **Public Participation in the Planning of Public Space as learning environment**

Before taking for granted that all citizens will accept the function of public space as learning environment, it is important to realize that, more specific visions of what constitute public space depend on the type of spaces in question and the stakeholders being asked; different groups of stakeholders could have different priorities. These priorities are related to the interests that a particular stakeholder has, and these interests are in turn related to the numerous functions that public spaces serve. Proposing public space design toward an educative milieu requires identification of all stakeholders and a process of promoting their participation in the project.

Using public space for educational goals can face difficulties when it has conflicting roles. This is particularly a problem in mixed use areas such as open spaces. For instance, a requirement for ease of movement can conflict with street vendors, children's play and cultural exhibitions. In Bogotá these conflicting requirements have not been resolved and make the public space unattractive for some users.

Proposing public space design toward an educative milieu then requires identification of all stakeholders and a process of promoting their participation in the project.

Public space' stakeholders could be grouped as:

**Private interests:** This group includes landowners, developers and businesses, and is mainly motivated by economic gains. They are interested in the economic function of local environments and their priority is maximizing returns. Hence they want any interventions they have in the public realm to be value for money and easy to manage. Their definition of “public space” concern benefits to profitability, reduction in management costs and reduction in long-term running costs.

**Public interests:** This group includes local authorities and emergency services, including police, and is mainly motivated by meeting public needs, such as providing safe public spaces that are accessible for all. It is concerned that functionality is maximized but also that economic, social and environmental goals neither are nor compromised. In many instances the local authority will also be the owner or manager of the public realm, and in this role cost issues also motivate it.

**Community interests:** This group includes local people. They are motivated by protection of property prices and local needs. They see public spaces as ones that reflect local preferences and are contextually compatible.

Adopting the notion of public space as learning environment is, therefore, as dependent on the audience that perceive it, as it is on the type or quality of

space itself. Public space as learning environment must reconcile public and private aspirations, as well as economic, social and environmental functions.

Promoting stakeholders' participation in "Plan de Acción Ambiental Local" (Plan for Local Environmental Action) in Bogotá localities could be one such step. Involving different types of stakeholders and people of all ages and social strata in the evaluation and planning of public spaces within each neighbourhood could not only improve the relevance of public space design to particular communities but could also stimulate a concern for citizen participation in the management and maintenance of public space.

Public participation, including private interests, could also contribute to the creation of locally meaningful cultural places in each zone of the city. This could for example involve the use of oral histories to recover local knowledge on layout, orientation and names of streets.

Within this participatory process all stakeholders could benefit of a public space design for learning purposes. Investors benefit through favourable returns on their investment and through satisfying occupier demand. Everyday users and society as whole could benefit from better quality environment and an enhanced range of amenities and facilities. And also public authorities benefit by meeting their obligation to deliver a well designed, socially viable environment.

### Improving the identity of the city and identification with the city

This dissertation revealed that the cultural places of the city are very important for urban identity but many young people and people from the poorer zones do not know of these places. It is important to emphasize the role history can play in the urban environment in enhancing people's sense of identity with the city. Individuals are often intimately tied to places through their memories: both personal memories and collective or social memories interconnect with the histories of their families, neighbours and, fellow workers (Hayden, 1999). Building upon this concept, we can say that the exploration of the history of the place where we live can become an exploration of our identity.

A well-designed educational program and city planning policy on educating the public about its historic public places needs more than just analyses by historians and artists to be effective. It also needs to know what are the historically significant places in the public's mind, and what the current significance is of these historic public places to people and the shared meanings that they have for them. It is therefore important for city governments to investigate not only what has traditionally been seen as historically significant by the city's leaders with the conceptions of what different sectors of the public consider to be historically significant. The results of such an exploration could have a valuable influence on the future of a city's past. Bogotá is a city looking to strengthen both its history and its modern identity (Páramo, 2002). As Hayden (1999) has pointed out, a more

inclusive urban history can also stimulate new approaches to urban design, encouraging citizens, designers, artists, and writers, to contribute to an urban art that creates a heightened place identity in the city. No doubt it would be concluded from this participatory effort that monuments and statues dedicated to the memory of Indians' leaders who fought for freedom and women who played different roles in the city history should be created in the public space as a balance to the current formal history as expressed in public space of the city.

Some elements that were removed from public spaces in the past for instance, are worth recovering and putting back in to the public space such as the "Mono de la Pila" fountain and the San Victorino fountain. These elements would provide an important opportunity for interaction with the history of the city stimulating affordances that reinforce place identity.

#### *Reflections on the limits of this study and some proposals for future research*

The present study has certain limitations that need to be taken into account when reviewing its contributions. This process is also useful in helping point to some fruitful avenues for future research.

This study has focused on a large and complex phenomenon and there are a number of methodological limitations. One limitation was the inability to randomly sample the population. It is important to recognize that a major piece of the poorest population is missing due to the difficulties to contact

them and facilitate their participation in the workshops of this study. This may have affected the results.

Although gender was used as a selection criterion, it was not used as an independent variable in the analysis. This was a major error because it has been found to be an important influence in previous public space research. It is very important that future research on the values of public space for learning correct this error. Also, because of an inadequate number of volunteers it was not possible to have a sample population group of retired people in this study. This is unfortunate because, like children and youth they are great users of public space for recreation and the quality of its provision can greatly affect the quality of their lives.

The analysis of the concepts used by participants of this study in the free sorting was based on a maximum of only three sortings, with an average of two. This undoubtedly represents a shallow view of the public space constructs that are used by bogotanos. Because everyone thought first of the "function of the place" as a construct it became the dominant category when it was probably just the most obvious one. Multiple sortings would have enabled me to explore the conceptual structure of people of Bogotá further.

This study chose to emphasize one perspective: the users of public space. This was because too little is known about the general public's conception of public space. But it would be valuable for future research to look concurrently at how very different stakeholders conceive of public space in the same city,

such as street vendors and real state companies as well as the local authorities.

The emphasis on psychological concepts for interpreting the findings of this study is a reflection of the investigators desire to bring to bear concepts from the field of environmental psychology that had not heretofore been given much consideration in the public space literature, such as place cognition, environmental affordance, place rules and place attachment. Further research on this subject would benefit from combining the psychological thinking with theory from the disciplines of sociology and geography.

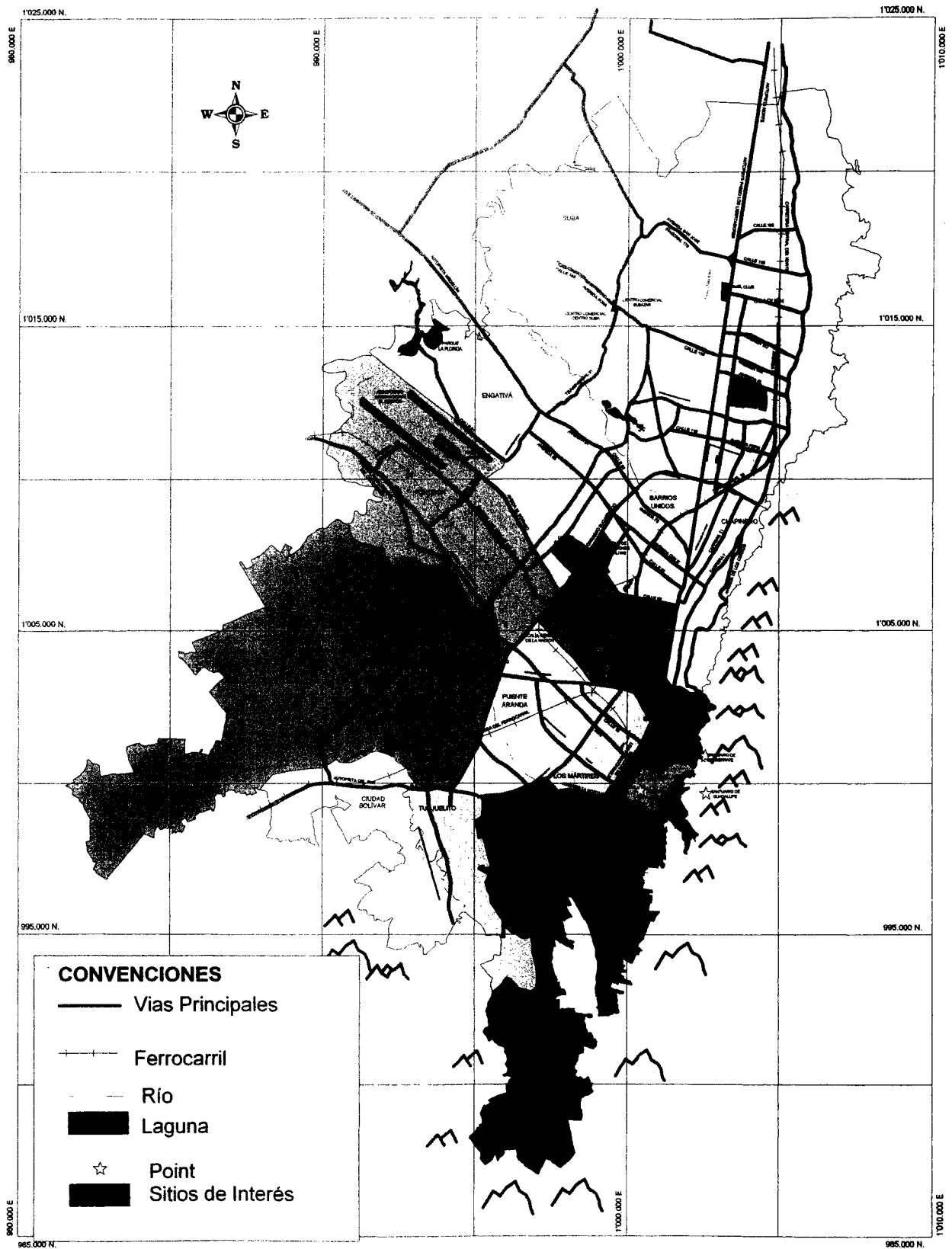
It would be valuable for the city government of Bogotá to collaborate in the development of an ongoing research program to support its innovative public space planning and design. One useful practical goal would be to develop indicators with which to measure the quality of public spaces. These might include such obvious indicators as noise, cleanliness and safety, but also some of the less obvious ones, such as those suggested by this research, like accessibility, cost, and cultural relevance for marginalized populations. Finally, it is important to evaluate whether improvements in public space have significant impact on other domains of citizen's lives. The links between health, development, education and the public realm need to be the subject of empirical research if the city is to continue to evolve as an "educative city".

## **APPENDICES**

## **APPENDIX 1**

### **MAPAS OF BOGOTÁ**

# MAP 1: LOCALIDADES OF BOGOTA





## APPENDIX 2

### FOCUS GROUPS FORMAT

#### THE SIGNIFICANCE OF PUBLIC PLACES TO THE PEOPLE OF BOGOTÁ, AND POLICY IMPLICATIONS FOR THE CITY AS A LEARNING ENVIRONMENT

**Profesor Pablo Páramo/ Universidad Pedagógica Nacional , and  
The Graduate School and University Center CUNY**

#### INTERVIEW TO FOCUS GROUPS

##### **TOPIC 1: public space concept**

What do you mean for public space?

##### **Specific topics:**

- ¿What is the difference between public and private ?
- ¿Could you give some examples of private and public spaces in the city?
- ¿Who has access to public spaces?

##### **TOPIC 2: Significant public places**

##### **Specific topics:**

What public places do you like of Bogotá?  
What public places do you know more?

Please mention:

- Public places that your are proud of in the city
- Public places that you would want to bring visitors to see in Bogotá
- Public places that are significant for the nation
- Public places of Bogotá that are of historical significance
- Public places in Bogotá that you learn from

## APPENDIX 3

## THE SIGNIFICANCE OF PUBLIC PLACES TO THE PEOPLE OF BOGOTÁ, COLOMBIA

## CONSENT FORM

As parent of \_\_\_\_\_ I am consenting that my son/daughter \_\_\_\_\_ participates in the research project entitled: **The significance of public places to the people of Bogotá, Colombia** which is been developed by professor Pablo Páramo from the Universidad Pedagógica Nacional. I understand that professor Páramo is a graduate student in the Ph.D Program in Environmental Psychology at the Graduate Center of the City University of New York and as the same time works as associate professor at the Psychology Department of the Universidad Pedagógica Nacional.

Through this document I understand that:

1. This is a research study in which the researcher will explore the way people understand city public places. After asking some questions that include demographic information such as: age, gender, place of residence, level of education, and marital status, Professor Páramo will ask my son/daughter to sort some city that are significant for him/her and to describe how s/he are classifying them.
2. Participation in this study is voluntary.
3. To protect confidentiality and anonymity of my child, the study will identify him/her by an I. D. number instead of using his/her name. All the information gathered will be kept confidential. At any time my child can refuse to answer any question or end his/her participation in this study.
4. There is no risk for my child in participating in this study. The benefit of his/her participation is that it will provide opportunities for the participants to explore and identify the concepts they use in understanding the city as a learning environment. This experience can be of benefit in developing their own learning about their city.
5. The results of this study will be discussed in a professional document, without the use of names or any identifying details.
6. If I have any question or comments about this research I may call Professor Páramo at 6-269112 (Bogotá), e-mail him to [pdeparamo@hotmail.com](mailto:pdeparamo@hotmail.com), or I can contact Professor David Chapin, at 1-212-817-8753(New York-USA) Department of Environmental Psychology, Graduate School and University Center/The City University of New York, or at [dchapin@gc.cuny.edu](mailto:dchapin@gc.cuny.edu). I may also call Professor Badoín Vega at the Psychology Department of the Universidad Pedagógica Nacional at : 3473545, Bogota, Colombia.
7. Similarly, If I have any questions regarding my child rights as a participant in this study, I can contact Hilry Fisher, Sponsored Research, 1(212) 817-7523 (new York) of [hfisher@gc.cuny.edu](mailto:hfisher@gc.cuny.edu).

Consent Statement: I have read and understood the information above. The researcher has answered all the questions I had to my satisfaction. He gave me a copy of this form. I consent that my child takes part in this Research Study.

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_  
 Researcher's signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 4

### THE SIGNIFICANCE OF PUBLIC PLACES TO THE PEOPLE OF BOGOTÁ, COLOMBIA

#### CONSENT FORM

My name is Pablo Páramo and I am a graduate student in the Ph.D Program in Environmental Psychology at the Graduate Center of the City University of New York. I work for the Universidad Pedagógica Nacional as I am associate professor at the Psychology Department. I am the Principal Investigator in this project entitled: The significance of public places to the people of Bogotá, Colombia. This is a research study in which I will explore the way people understand city public places. After asking you some questions that include demographic information such as: age, gender, place of residence, level of education, and marital status, I will ask you to sort some places of the city that are significant for you and to describe how you are classifying them.

If you volunteer to take part in this study, the first phase of your participation will consist of 30 minutes meeting with you. You will be asked to mention some places that have a meaning for you. The second phase will take between thirty to forty minutes and will consist of two sorting procedures; one open-ended, and the second one structured. All your responses will be recorded in writing.

To protect your confidentiality and anonymity, the study will identify you by an I.D. number instead of using your name. All the information gathered will be kept confidential. At any time you can refuse to answer any question or end your participation in this study.

There is no risk for you in participating in this study. The benefit of your participation is that it will provide opportunities for the participants to explore and identify the concepts they use in understanding the city as a learning environment. This experience can be of benefit in developing your own learning about your city.

The results of this study will be discussed in a professional document, without the use of names or any identifying details. If you would like a copy of the study you can contact me and I will send you one.

If you have any question or comments about this research you may call me at 6-269112 (Bogotá), e-mail me to [pdeparamo@hotmail.com](mailto:pdeparamo@hotmail.com), or you can contact Professor David Chapin, at 1-212-817-8753 (New York-USA) Department of Environmental Psychology, Graduate School and University Center/The City University of New York, or at [dchaphin@gc.cuny.edu](mailto:dchaphin@gc.cuny.edu). You may also call Professor Badoín Vega at the Psychology Department of the Universidad Pedagógica Nacional at 3473545, Bogotá, Colombia. If you have any questions regarding your rights as a participant in this study, you can contact Hilry Fisher, Sponsored Research, 1(212) 817-7523 (New York) or [hfisher@gc.cuny.edu](mailto:hfisher@gc.cuny.edu).

Consent Statement: I have read and understood the information above. The researcher has answered all the questions I had to my satisfaction. He gave me a copy of this form. I consent to take part in this Research Study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Researcher's signature \_\_\_\_\_ Date \_\_\_\_\_

Thank you for agreeing to participate in this research project. Your input will be of great value.

## **APPENDIX 5**

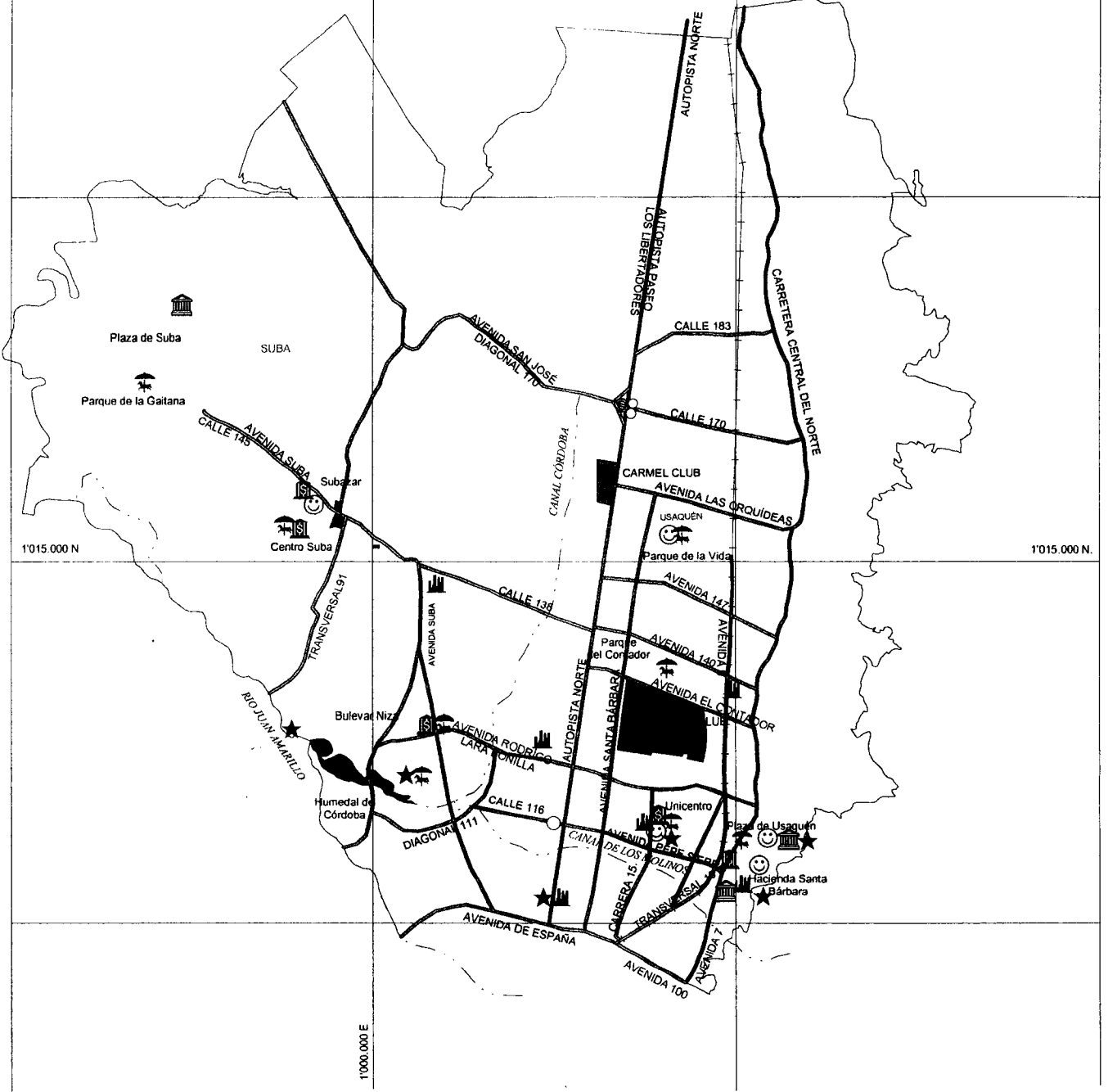
### **MAPAS OF CITY ZONES**

1'025.000 N

1'025.000 N

1'010.000 E

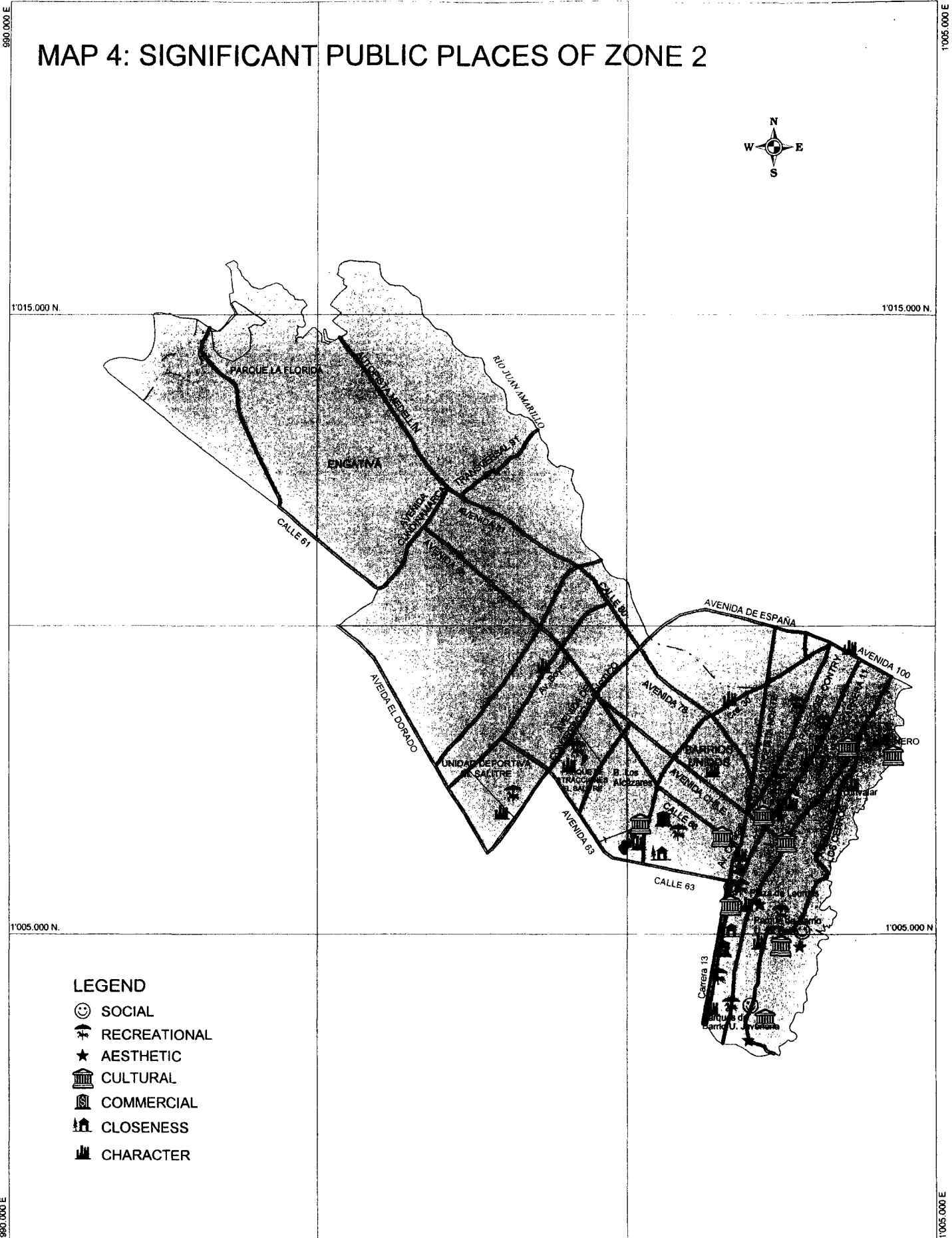
### MAP 3: SIGNIFICANT PUBLIC PLACES OF ZONE 1

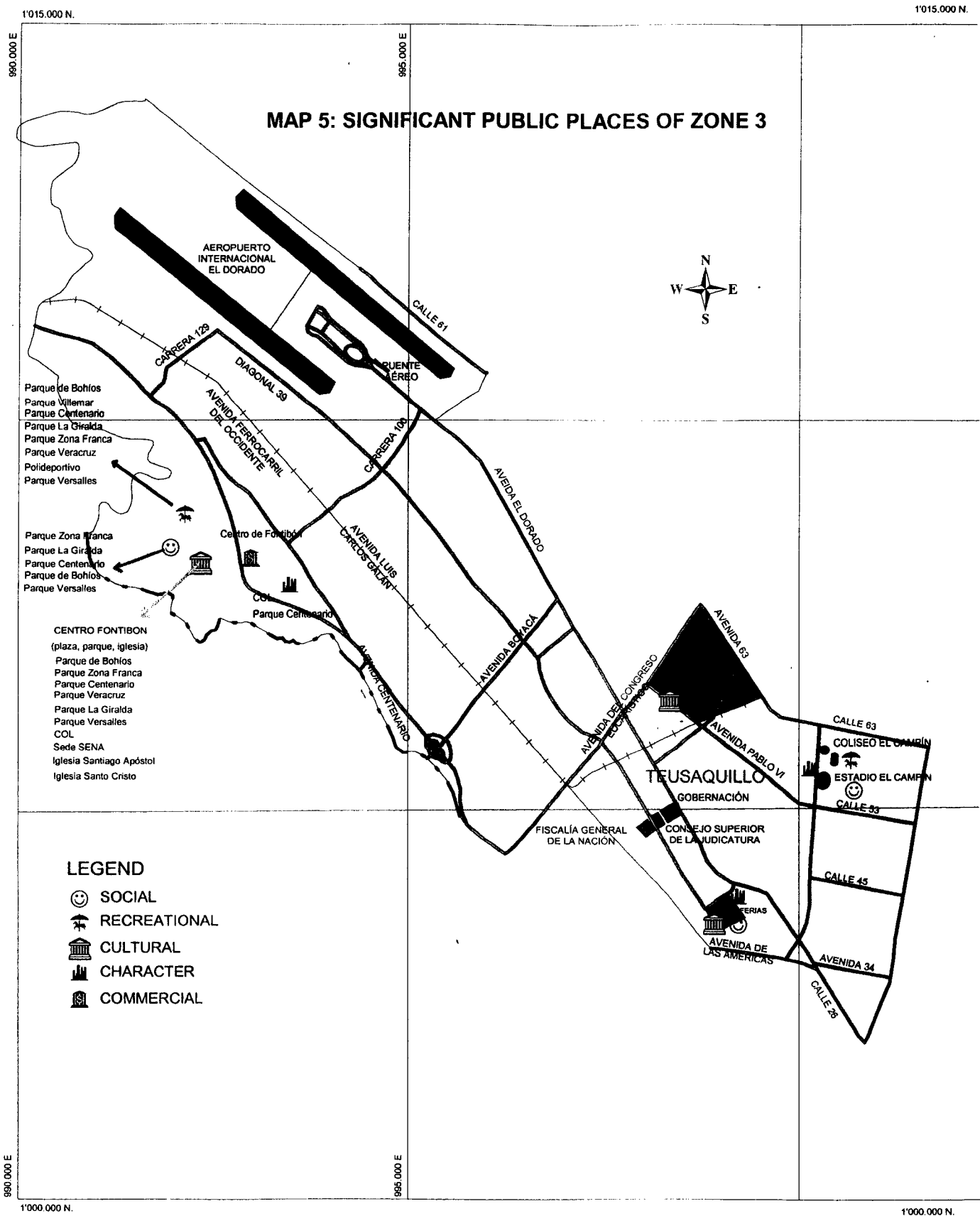


#### LEGEND

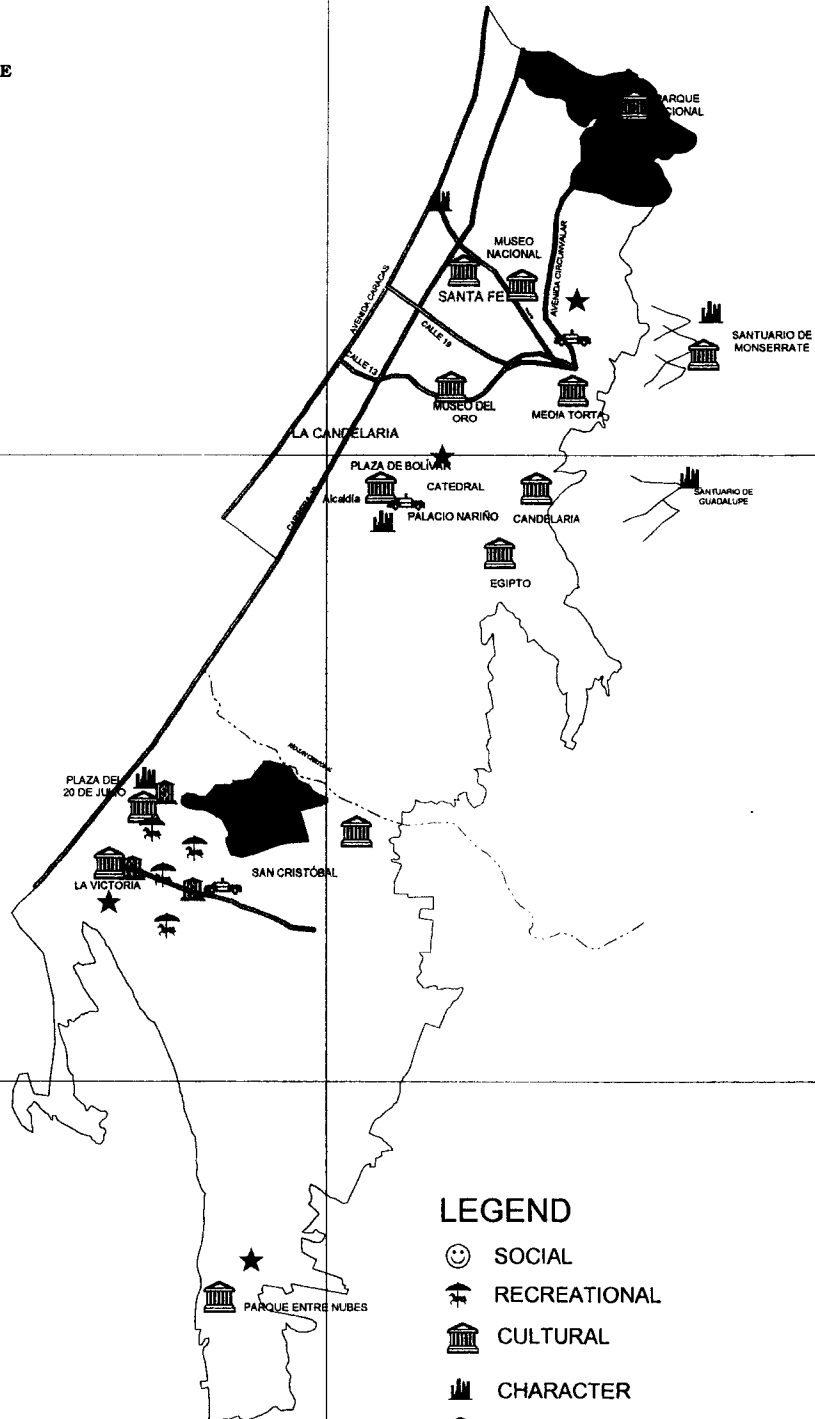
- ☺ SOCIAL
- 🌳 RECREATIONAL
- 🏛️ CULTURAL
- ★ AESTHETIC
- 🏭 CHARACTER
- 🏢 COMMERCIAL

# MAP 4: SIGNIFICANT PUBLIC PLACES OF ZONE 2



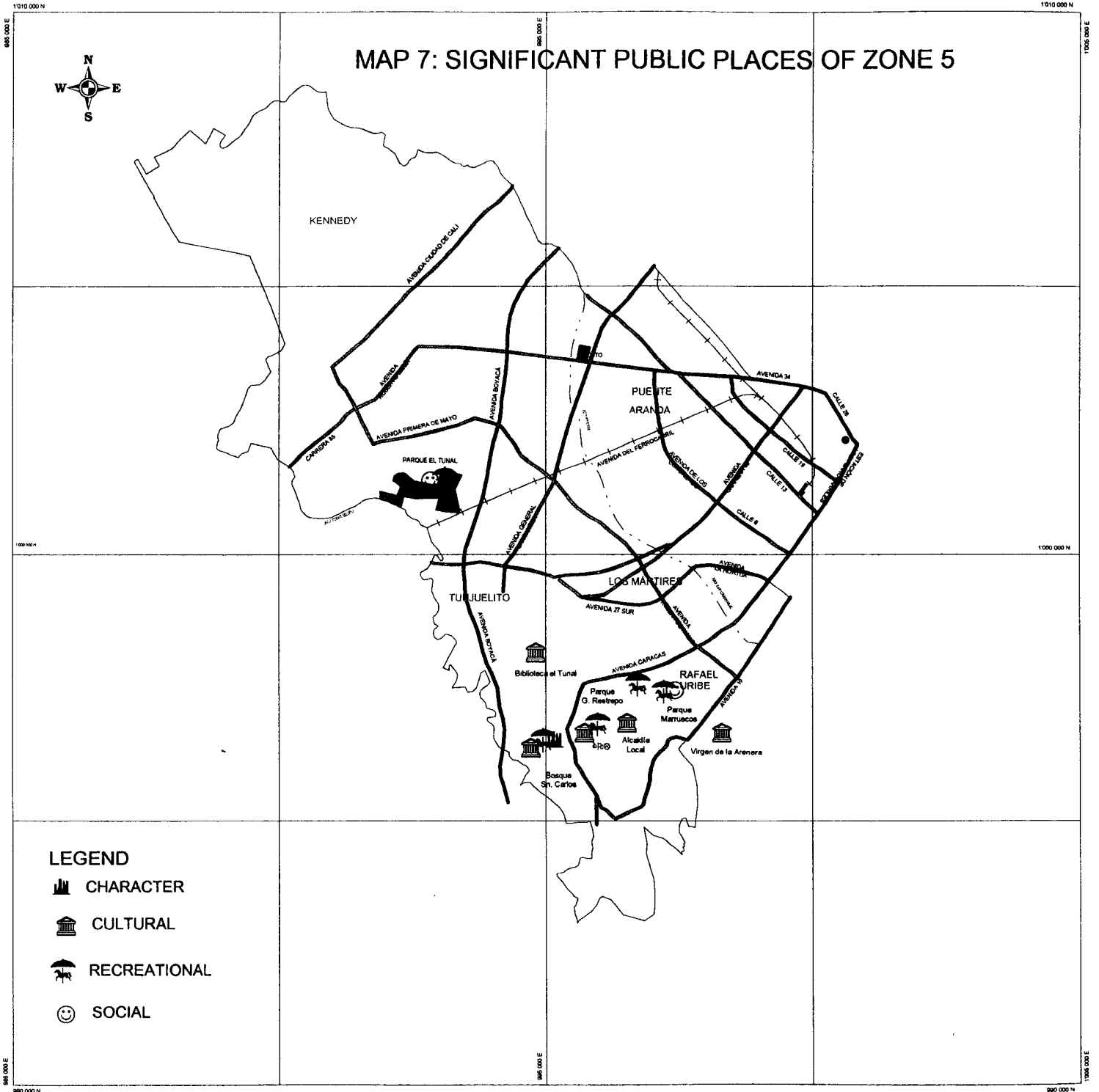


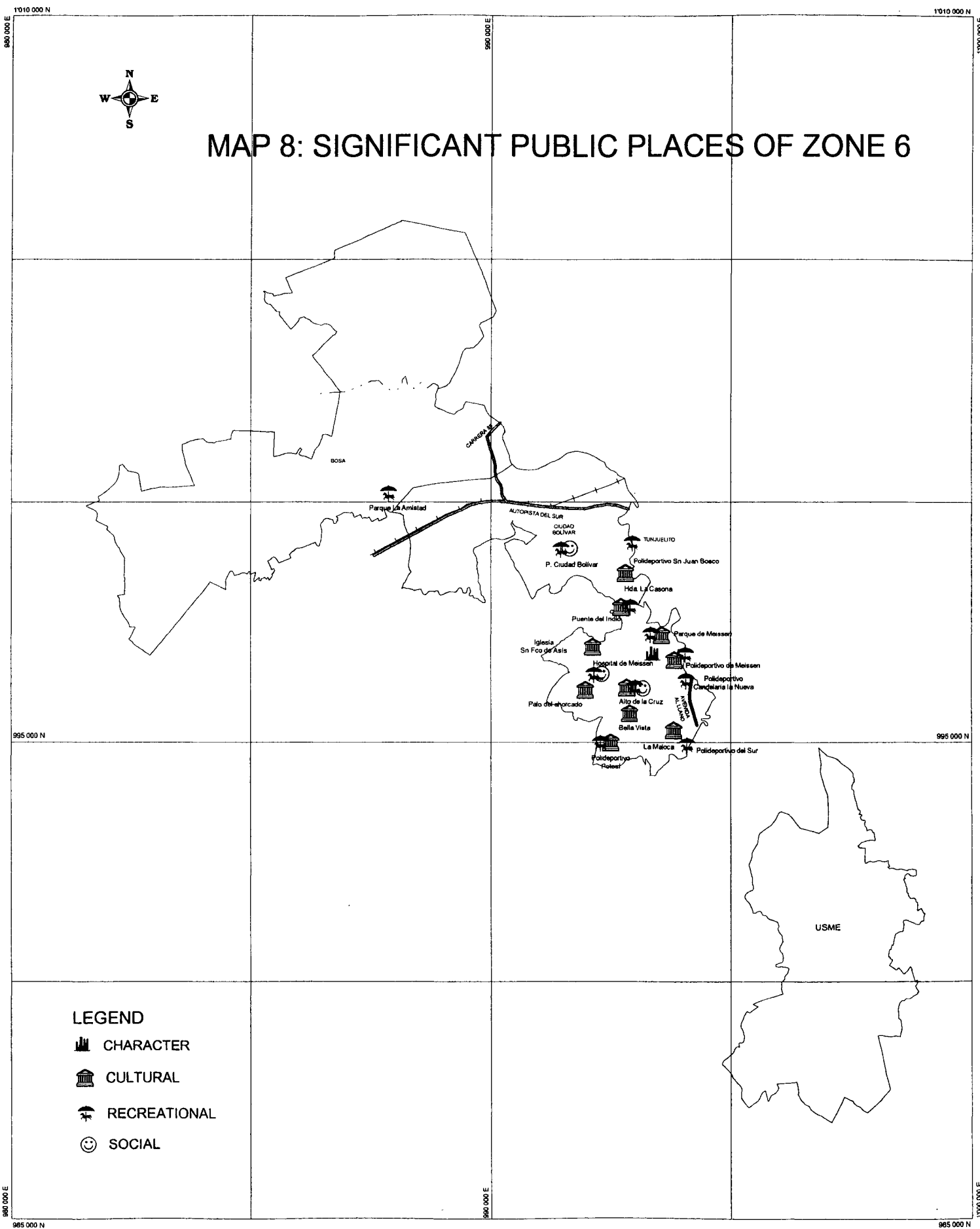
# MAP 6: SIGNIFICANT PUBLIC PLACES OF ZONE 4



## LEGEND

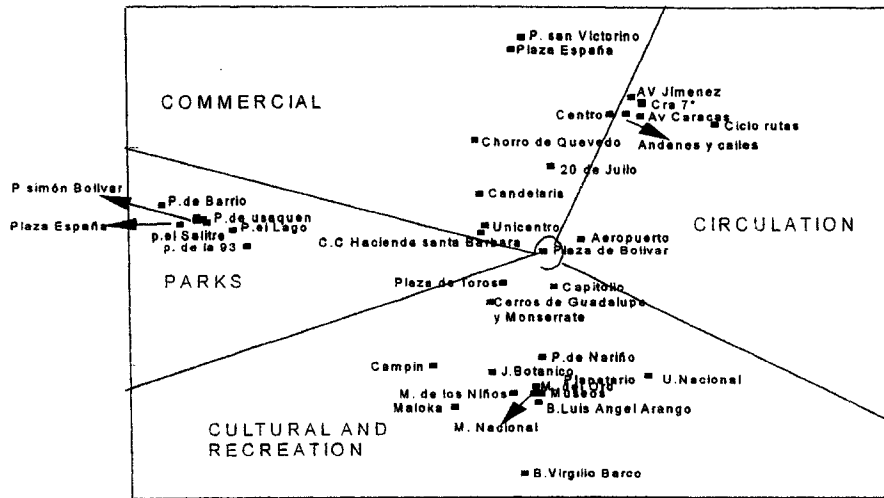
- ☺ SOCIAL
- ☂ RECREATIONAL
- 🏛️ CULTURAL
- ⛪ CHARACTER
- 🏪 COMMERCIAL
- ★ AESTHETIC
- 🚗 SECURITY



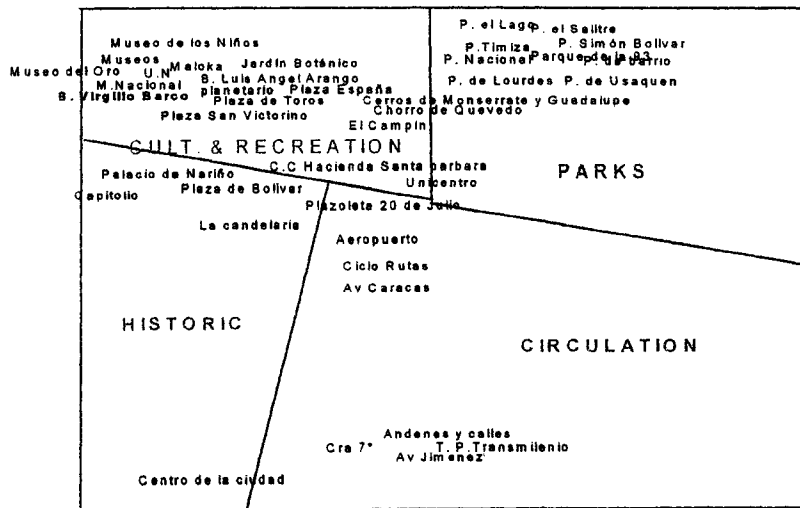


## **APPENDIX 6**

### **MSA AND POSAC PLOTS**

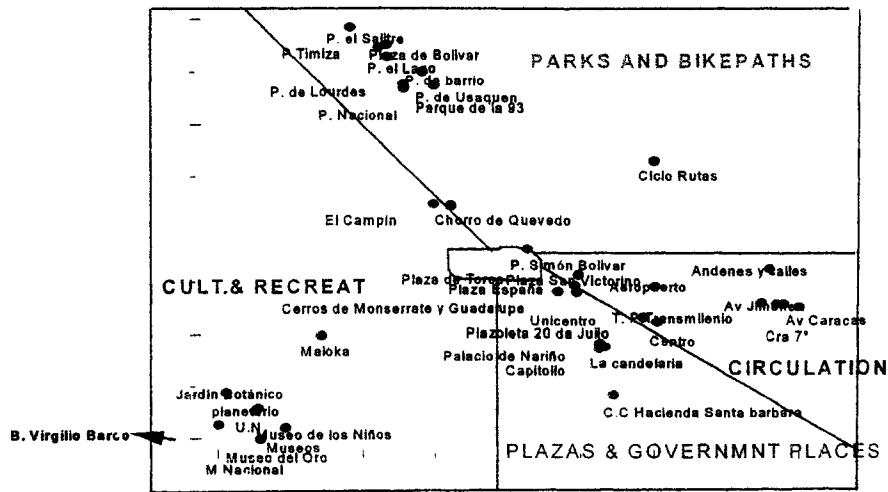


**Fig.2 MSA plot of the zone 1 participants' sorts of 40 public places**



**Fig.3. MSA plot of zone 2 participants' sorts of 40 public places**

Figures 2 and 3. MSA plots of participant's sort of 40 public places of Bogotá



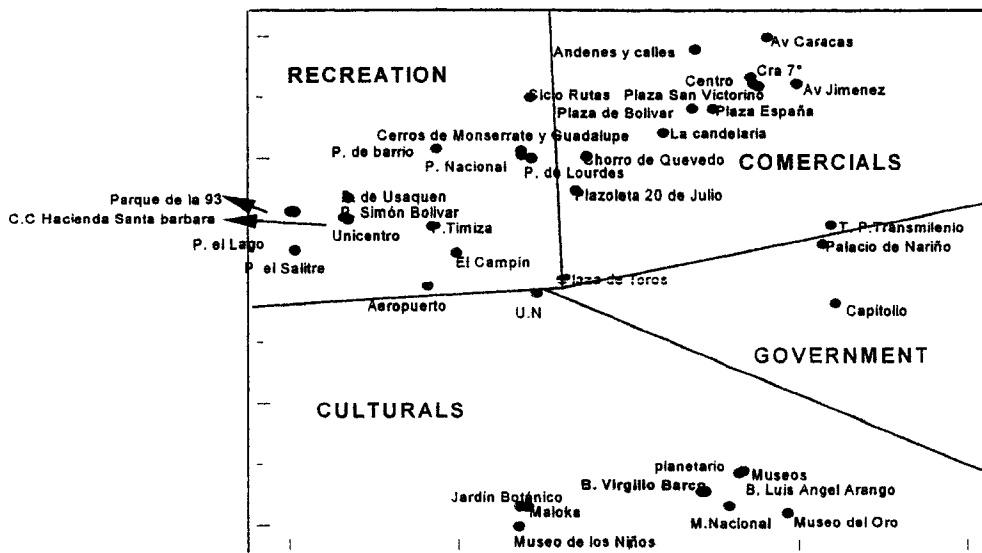
B. Luis Angel Arango

**Fig.5 MSA plot of the zone 3 participants' sorts of 40 public places**

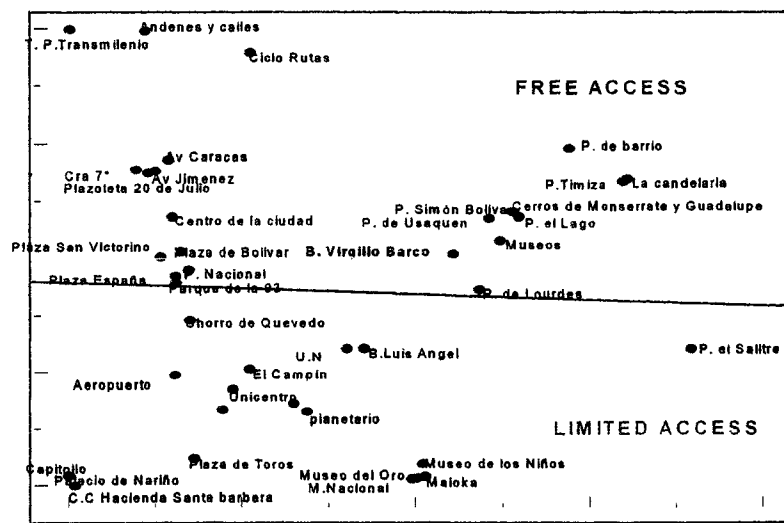


**Fig.5. MSA plot of the zone 4 participants' sorts of 40 public places**

**Figs 4 and 5. MSA plots of participants' sort of 40 public places of Bogotá**

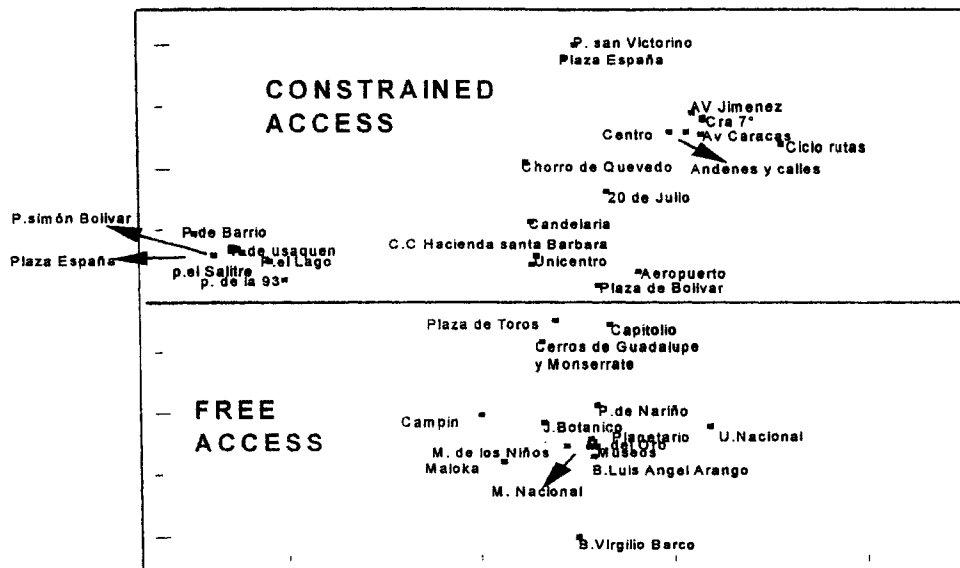


**Fig. 6. MSA plot of the zone 5 participants' sorts of 40 public places**

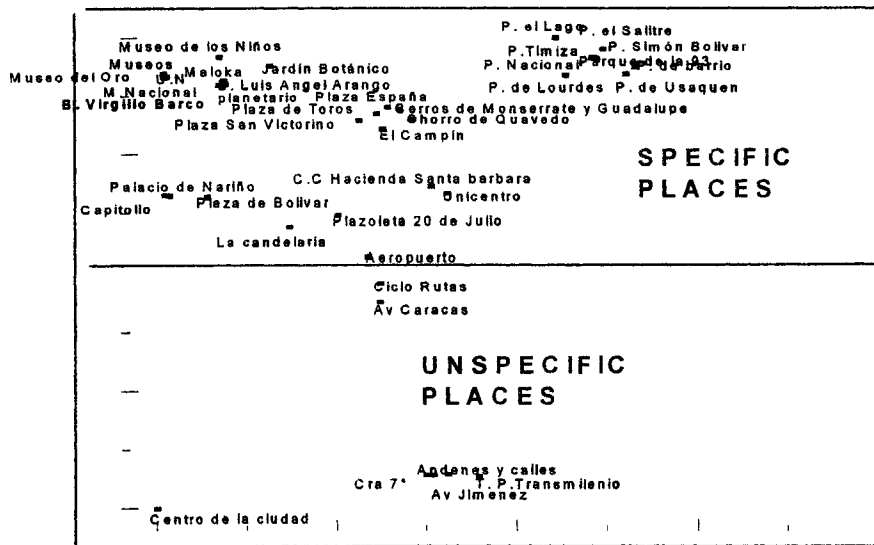


**Fig. 7. MSA plot of the zone 6 participants' sorts of 40 public places**

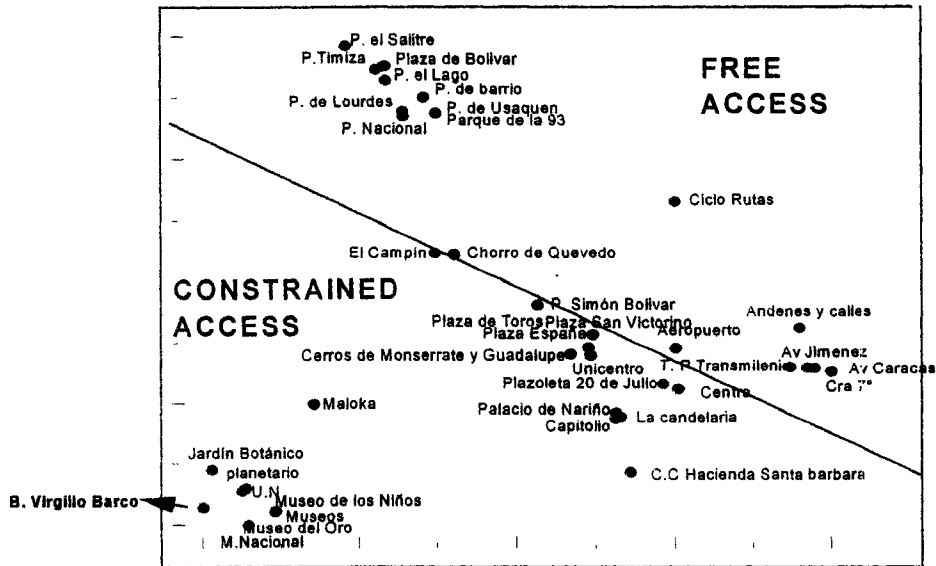
Figs 6 and 7. MSA plots of participants' sort of 40 public places of Bogotá



**Fig.8. MSA plot of the zone 1 participants' sorts of 40 public places**

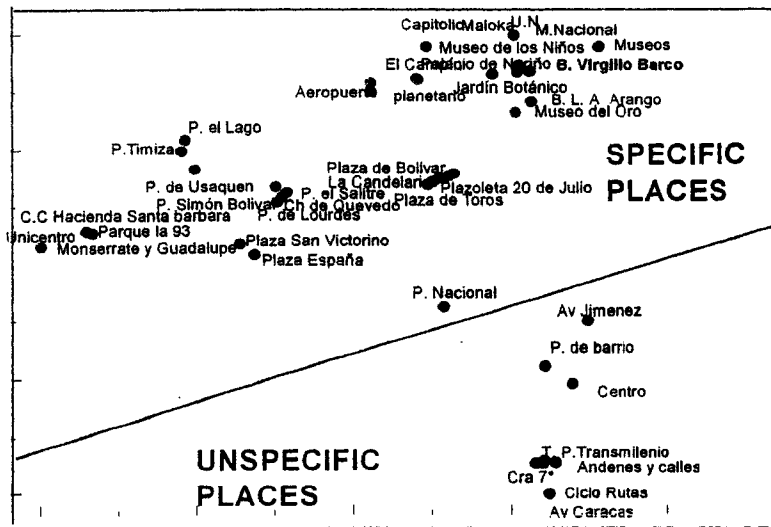


**Fig.9. MSA plot of zone 2 participants' sorts of 40 public places**

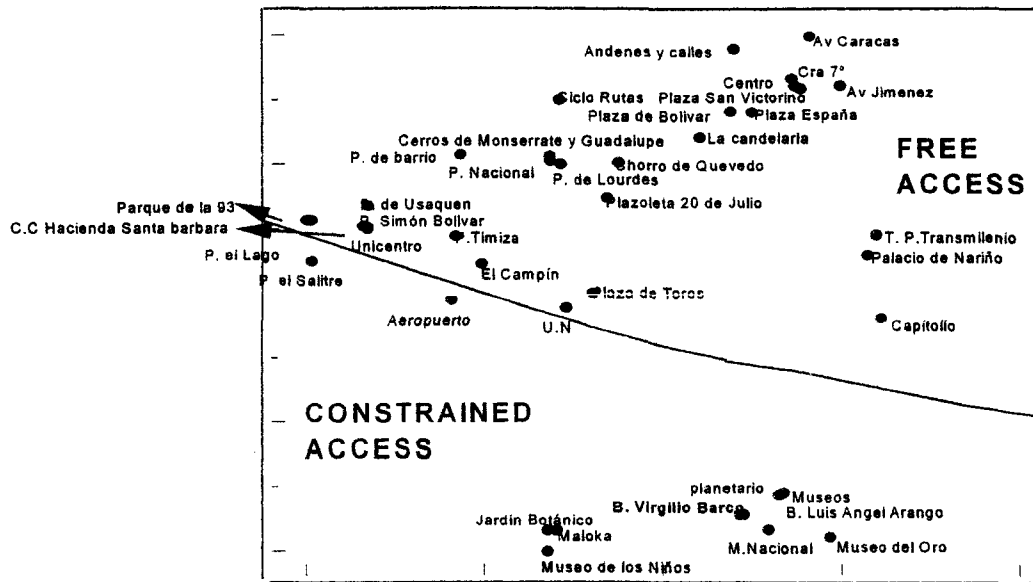


B. Luis Angel Arango

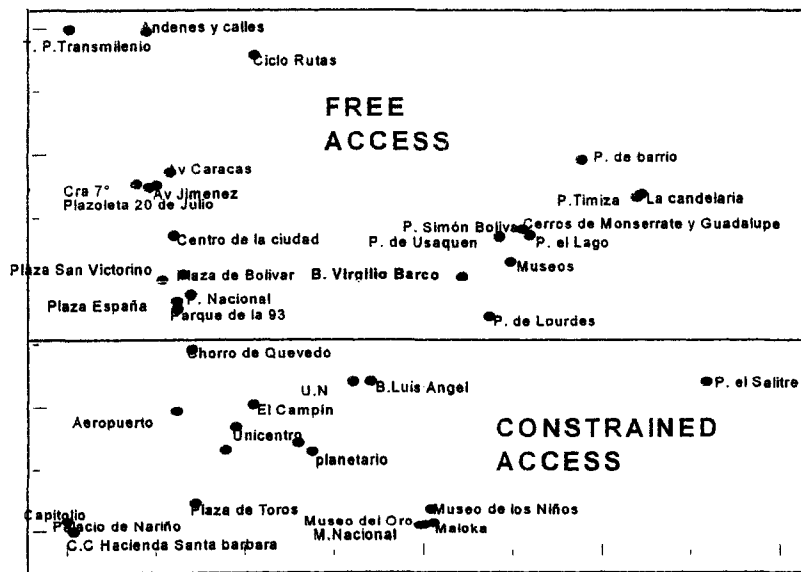
**Fig.10. MSA plot of the zone 3 participants' sorts of 40 public places**



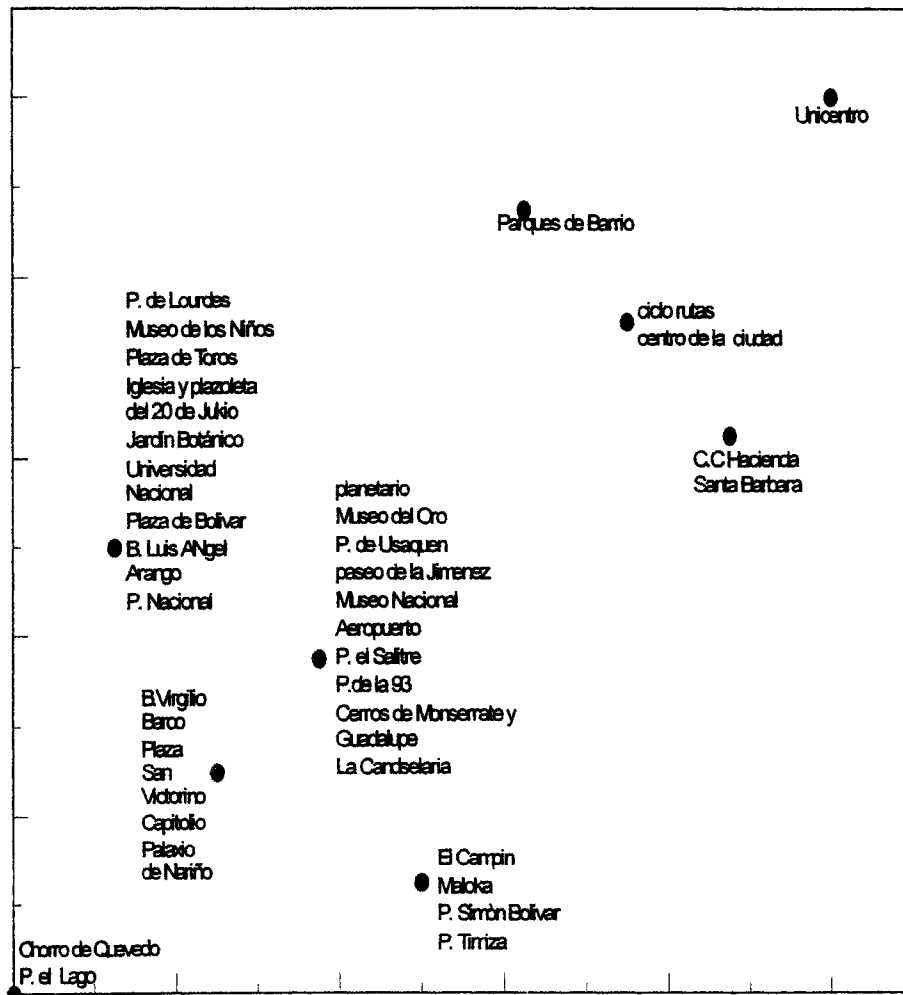
**Fig.11. MSA plot of the zone 4 participants' sorts of 40 public places**



**Fig. 12. MSA plot of the zone 5 participants' sorts of 40 public places**

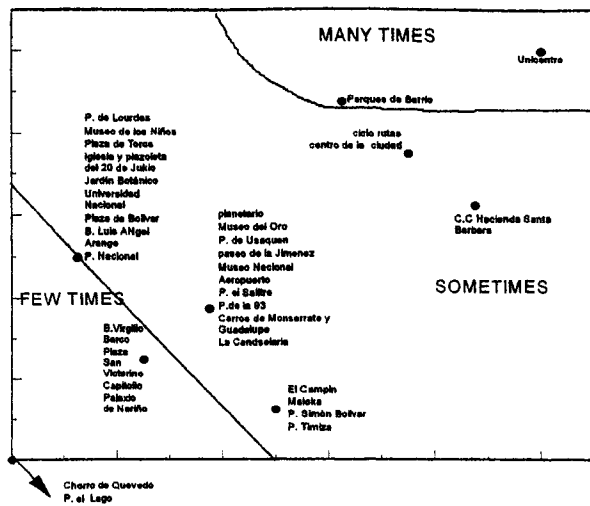


**Fig. 13. MSA plot of the zone 6 participants' sorts of 40 public places**

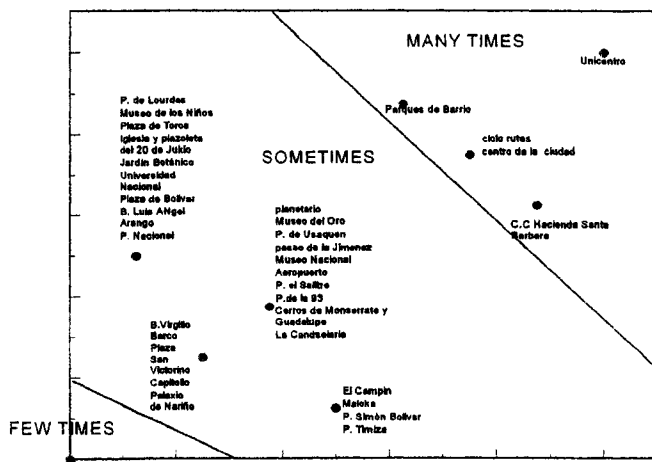


**GENERAL PLOT**

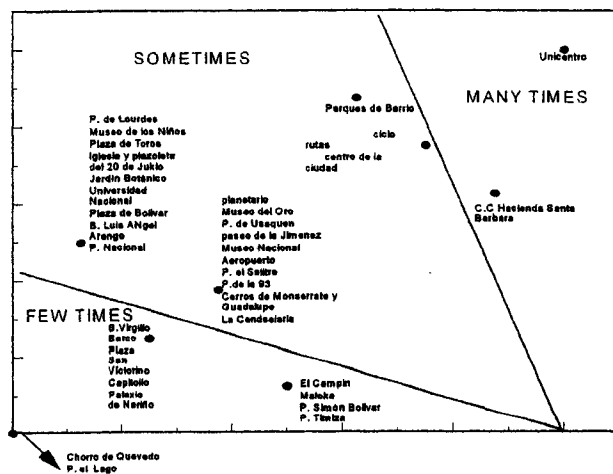
Fig: 14. Question No. 1 (How often you go).  
 POSA plot of place profiles for zone 1 based on group mode evaluation score.



Children



Adults



Older adults

Fig: 14a. Question No. 1 (How often you go). POSA plot of place profiles for zone 1 based on group mode evaluation score.

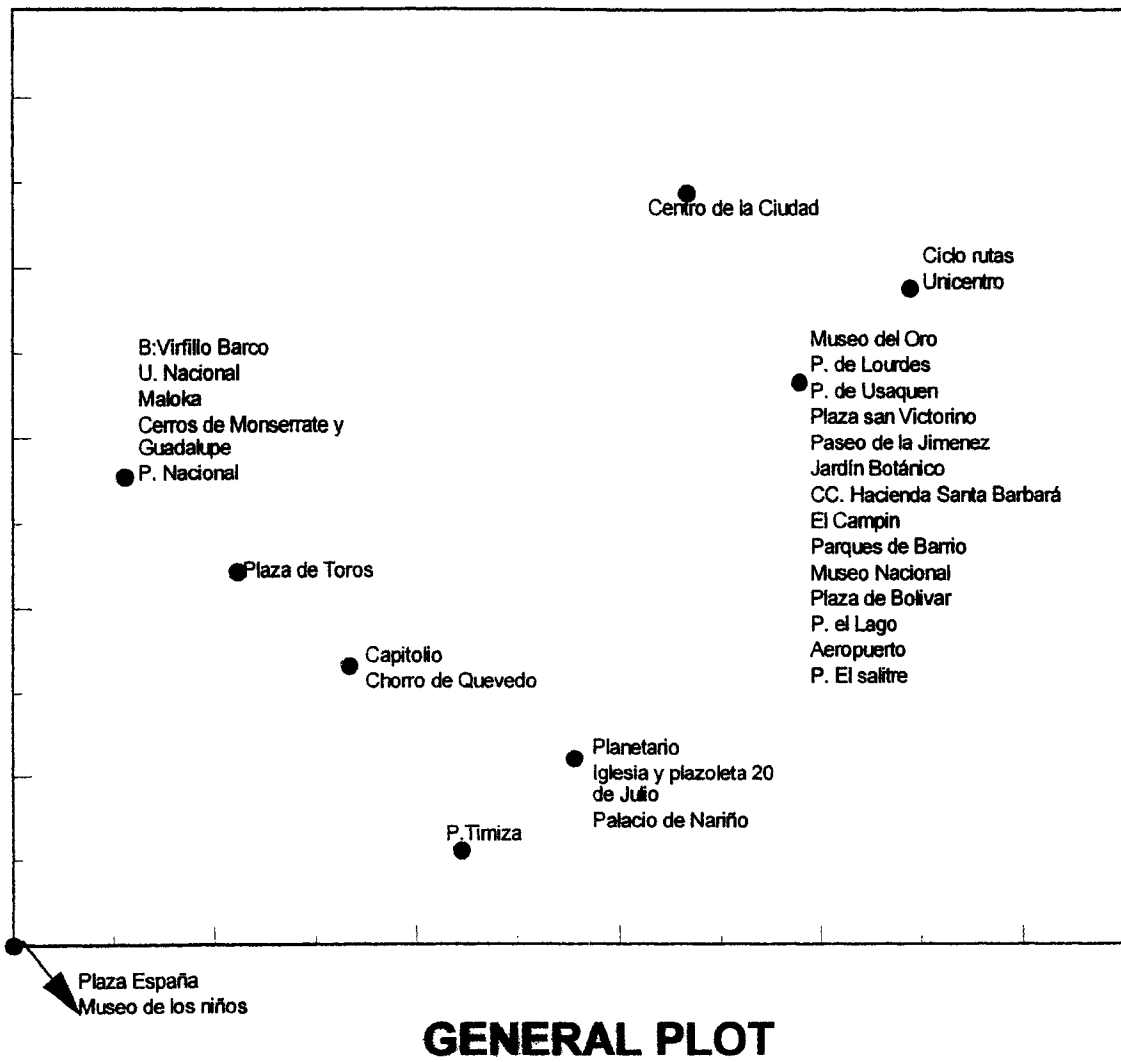
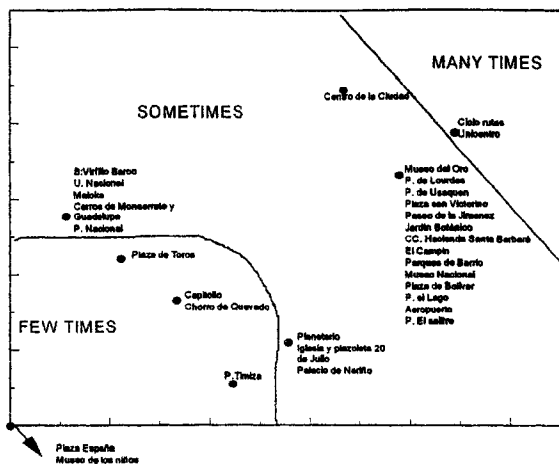
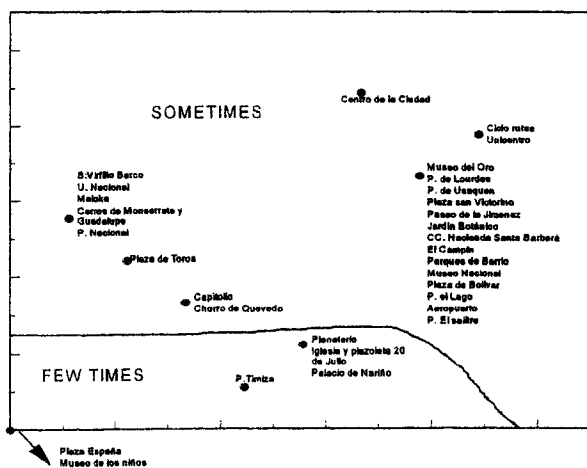


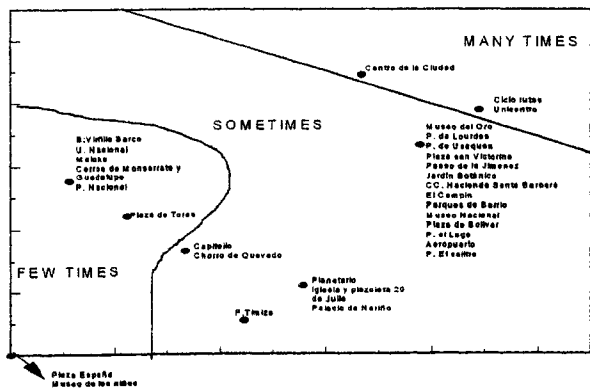
Fig 15: Question No. 1 (How often you go) POSA plot of place profiles for zone 2 based on group mode evaluation score .



Children



Adults



Older-adults

Fig: 15a. Question No. 1 (How often you go).  
POSA plot of place profiles for zone 2 based on group mode evaluation score.

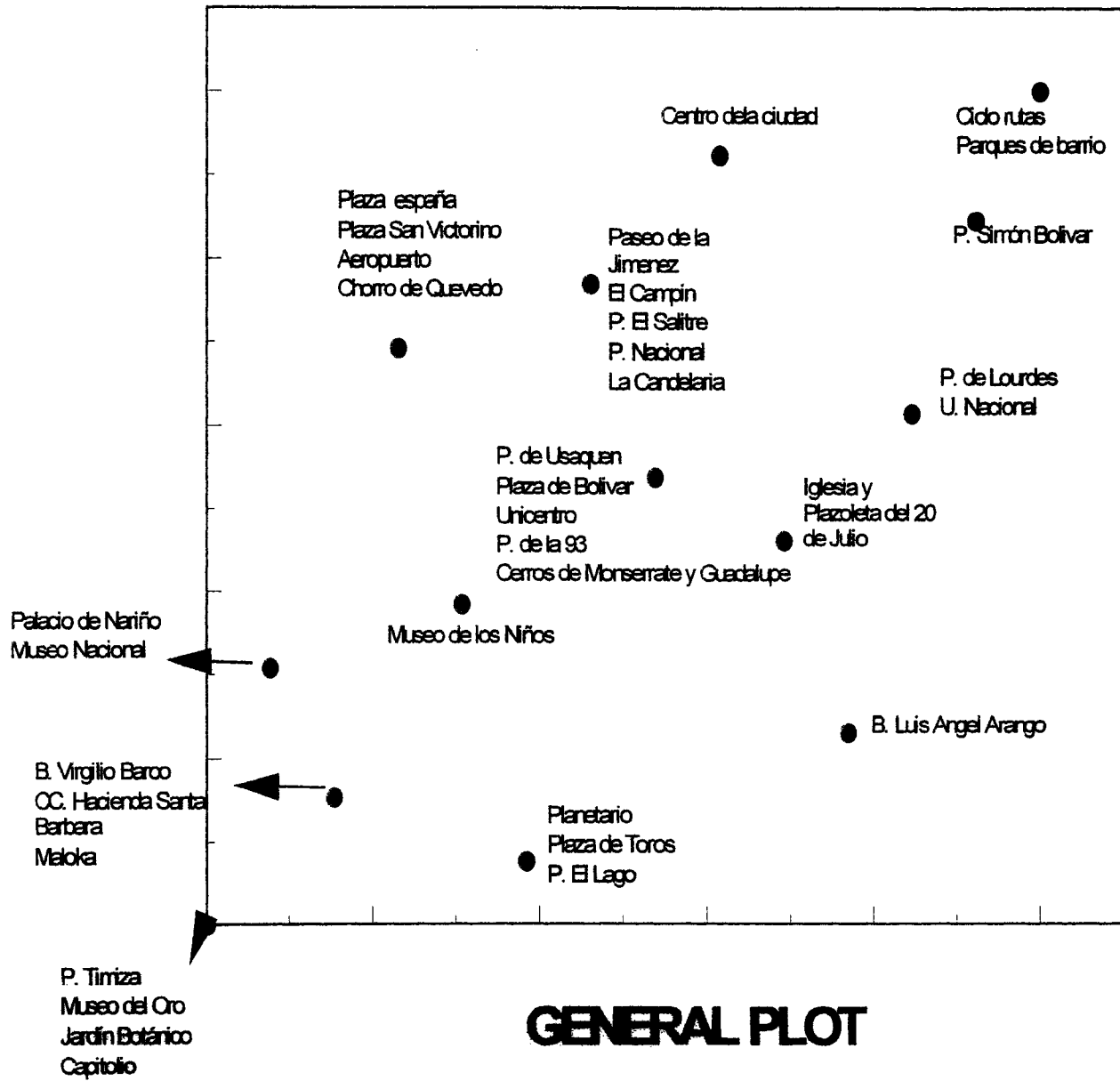
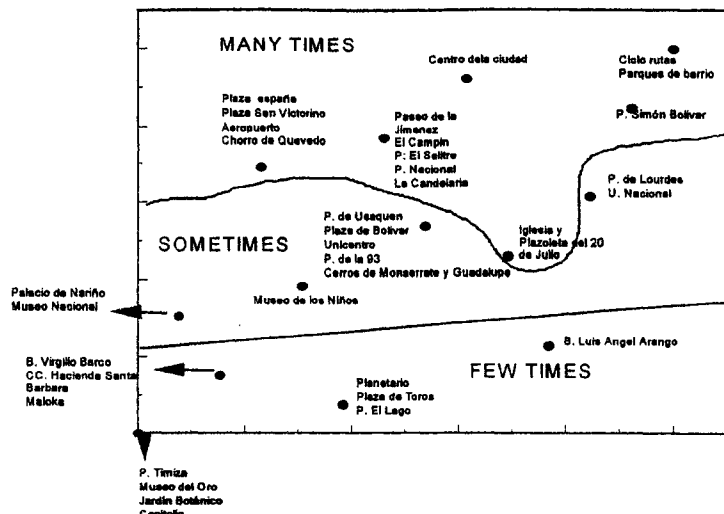
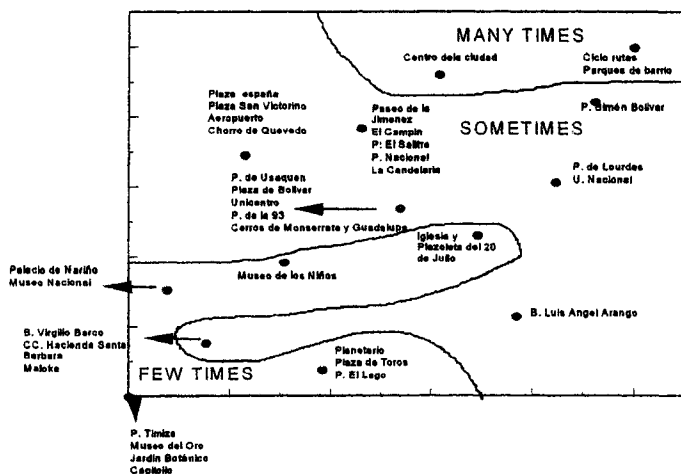


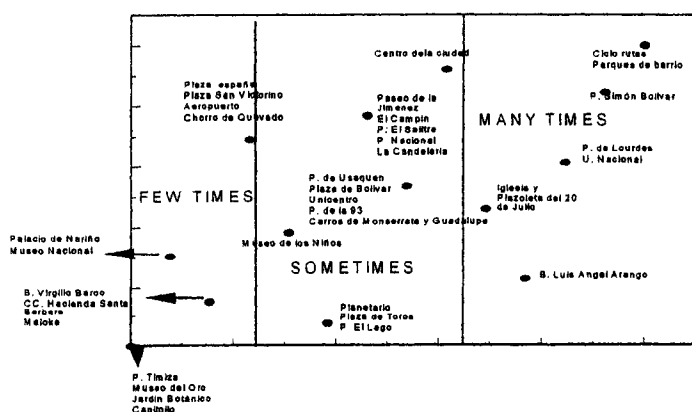
Fig:16. Question No. 1 (How often you go). POSA plot of place profiles for zone 3 based on group mode evaluation score.



Children



Adults



Older-adults

Fig: 16a. Question No. 1 (How often you go).  
 POSA plot of place profiles for zone 3 based on group mode evaluation score.

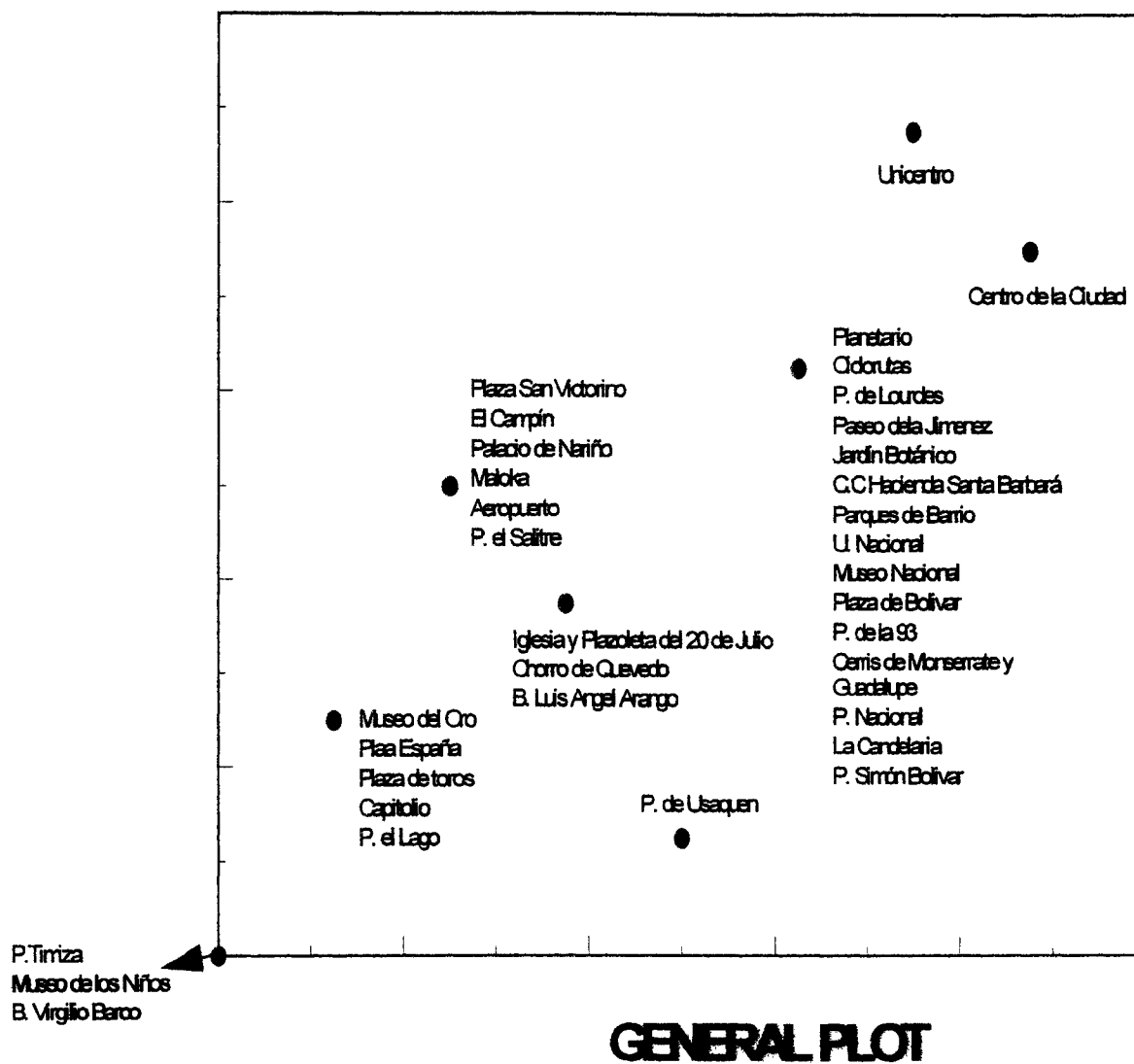
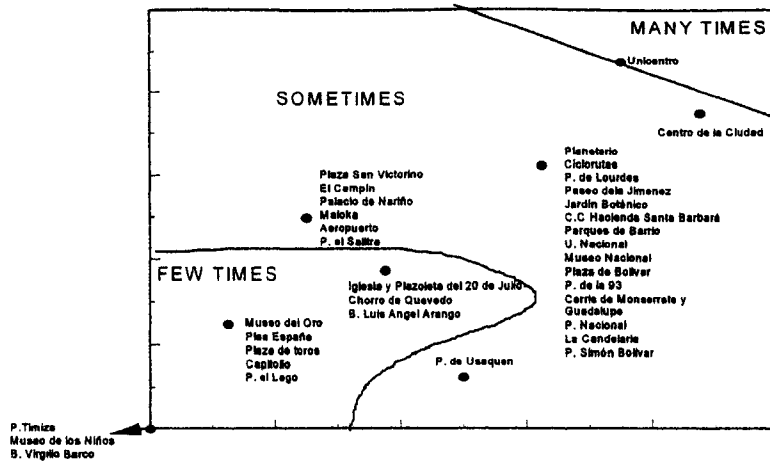
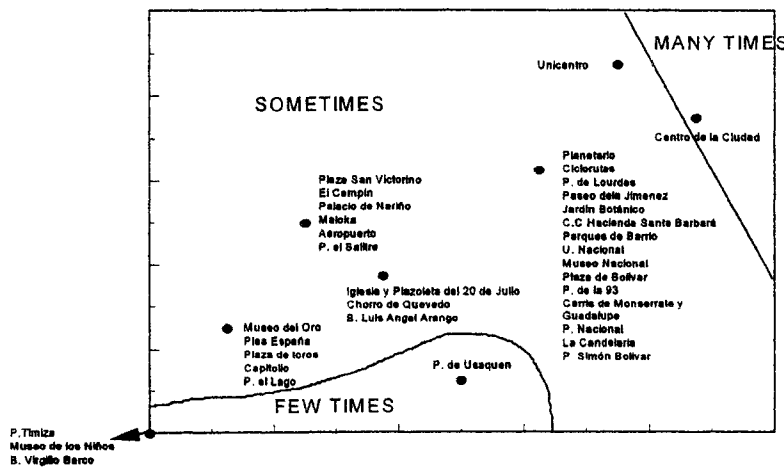


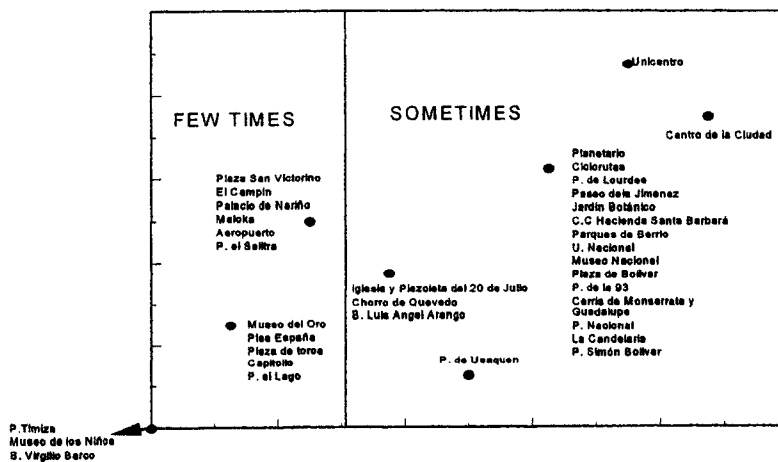
Fig: 17. Question No. 1 (How often you go).  
 POSA plot of place profiles for zone 4 based on group mode evaluation score.



Children



Adults



Older-Adults

Fig: 17a. Question No. 1 (How often you go). POSA plot of place profiles for zone 4 based on group mode evaluation score.

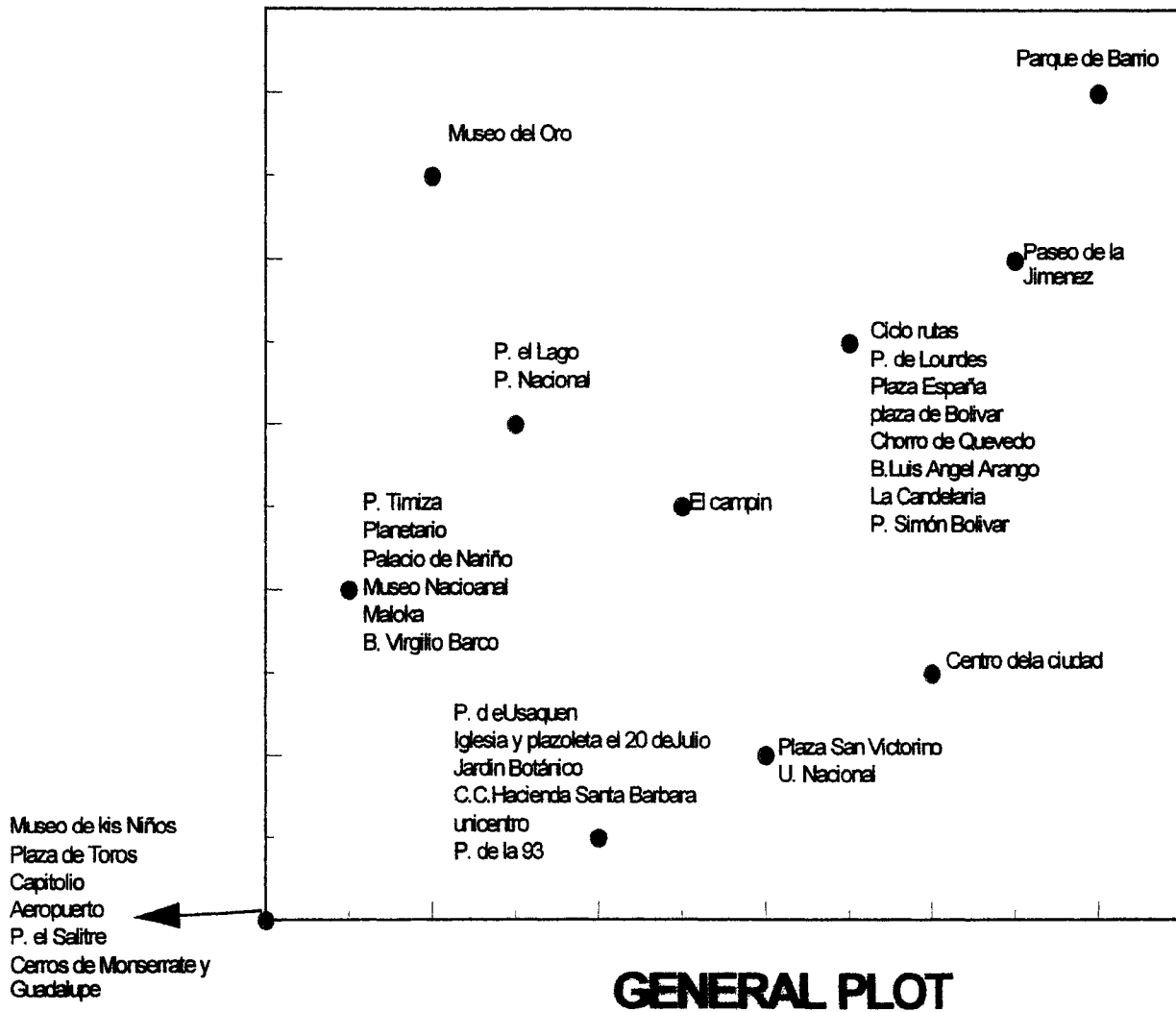
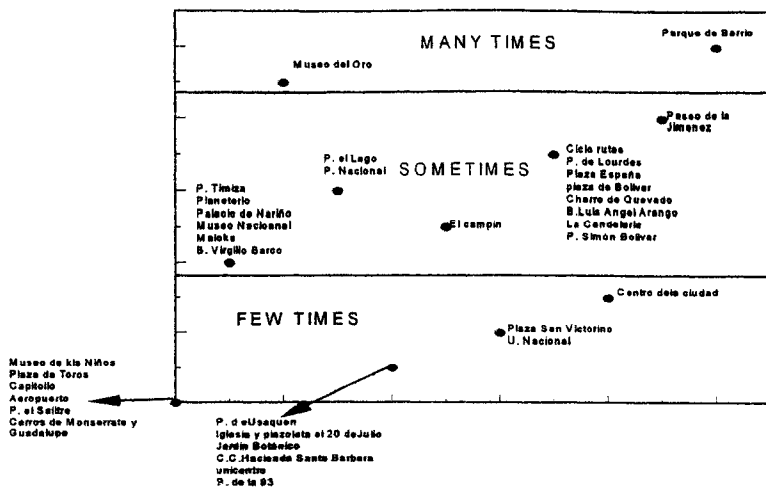
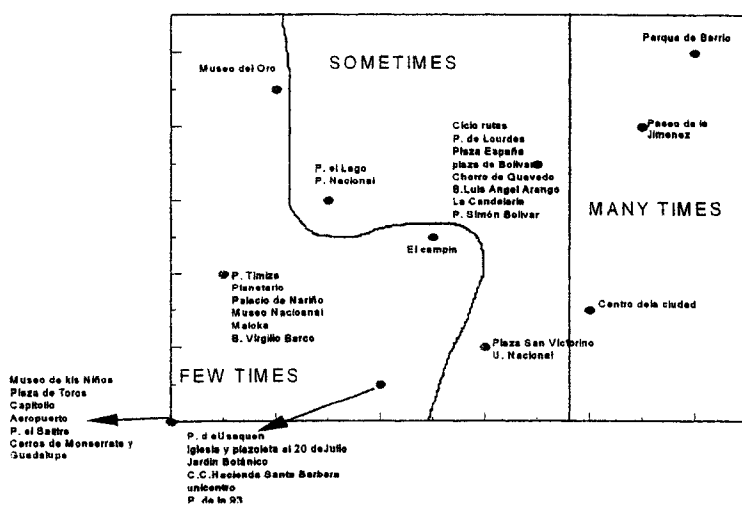


Fig: 18. Question No. 1 (How often you go).  
 POSA plot of place profiles for zone 5 based on group mode evaluation

Children



Adults



Older-adults

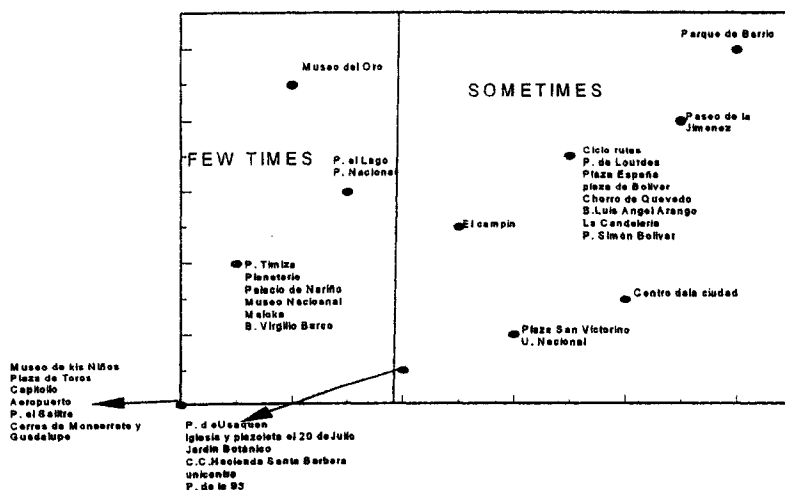
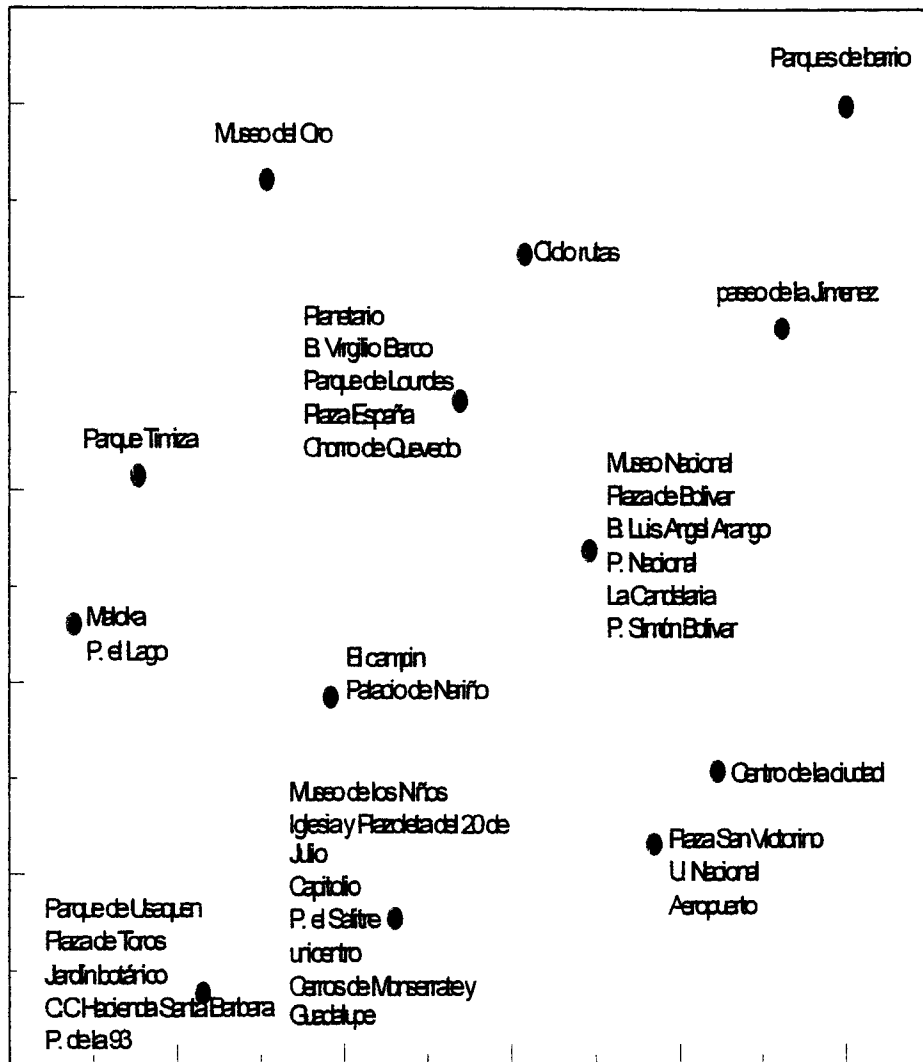


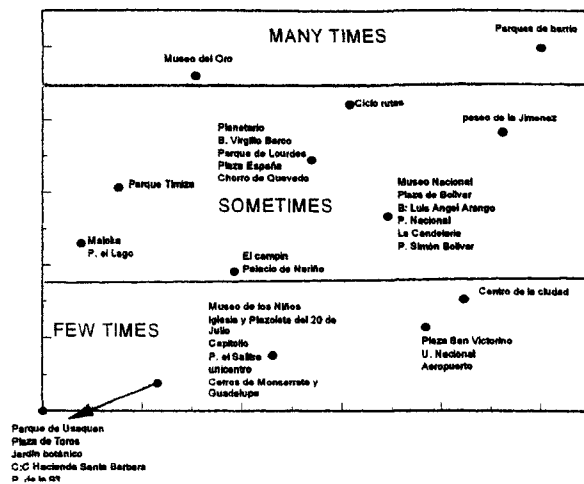
Fig: 18a. Question No. 1 (How often you go). POSA plot of place profiles for zone 5 based on group mode evaluation score.



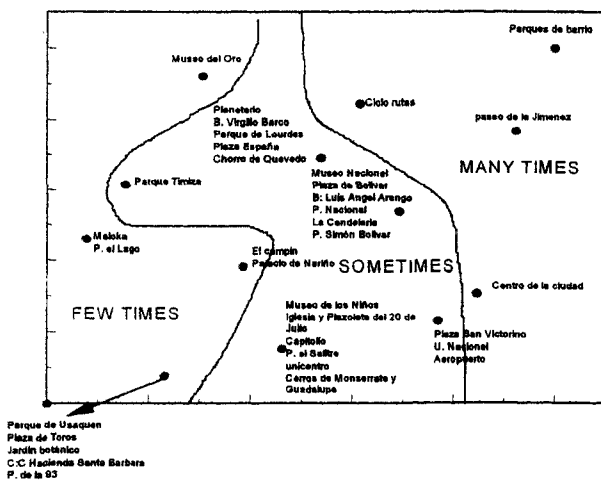
## GENERAL PLOT

Fig: 19. Question No. 1 (How often you go).  
 POSA plot of place profiles for zone 6 based on group mode evaluation score.

Children



Adults



Older-adults

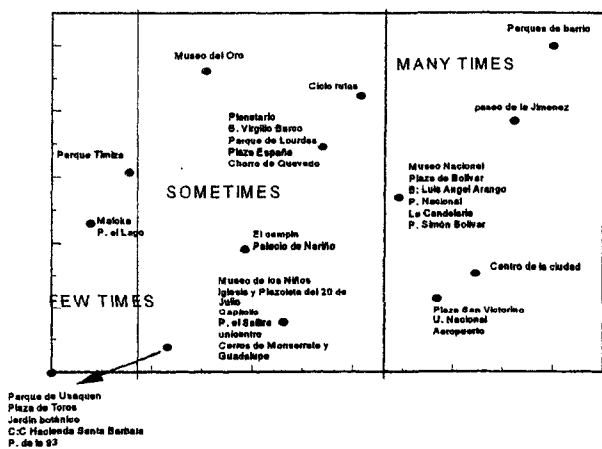


Fig: 19a. Question No. 1 (How often you go).  
 POSA plot of place profiles for zone 6 based on group mode evaluation score.

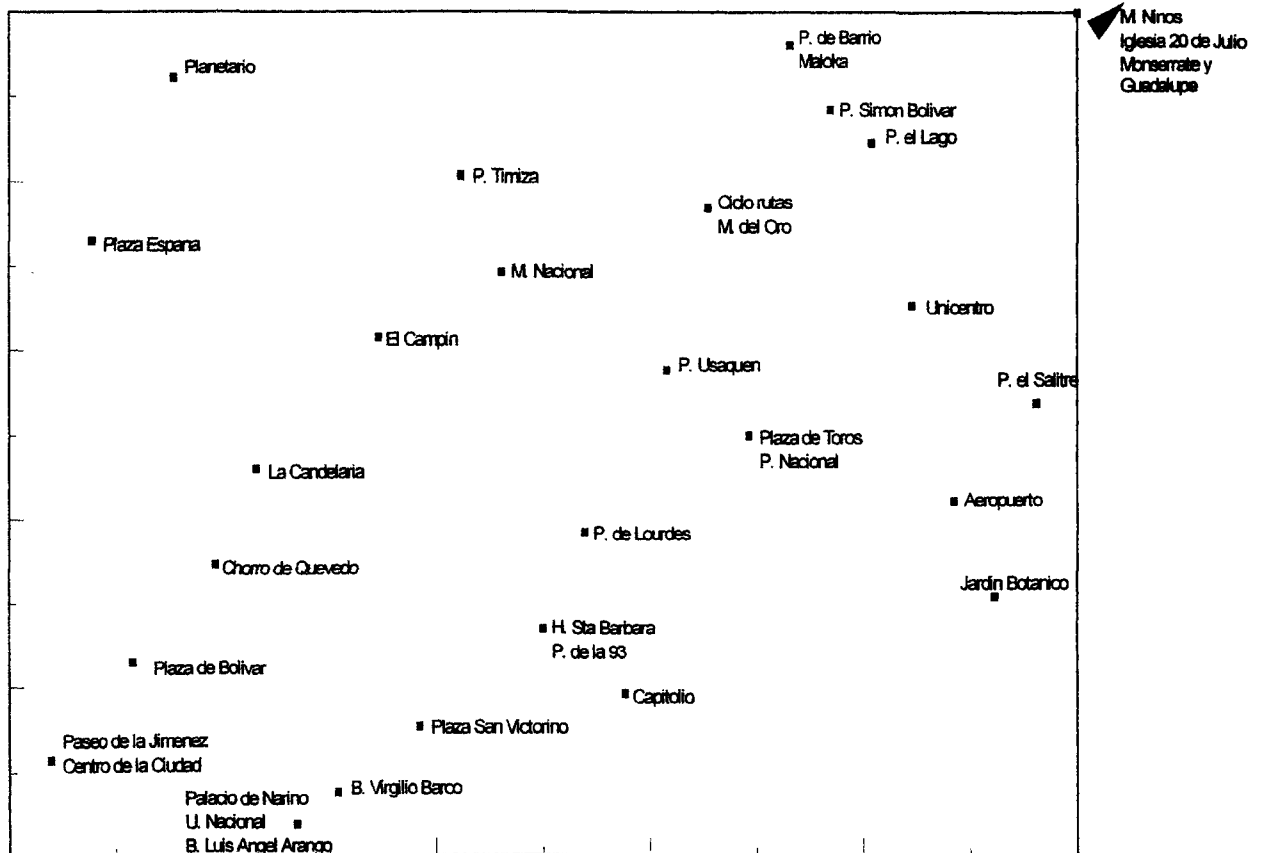


Fig: 20. Question No.2 (This is a place you normally go alone, with friends, with your family) . POSA plot of place profiles based on adult mode evaluation score.

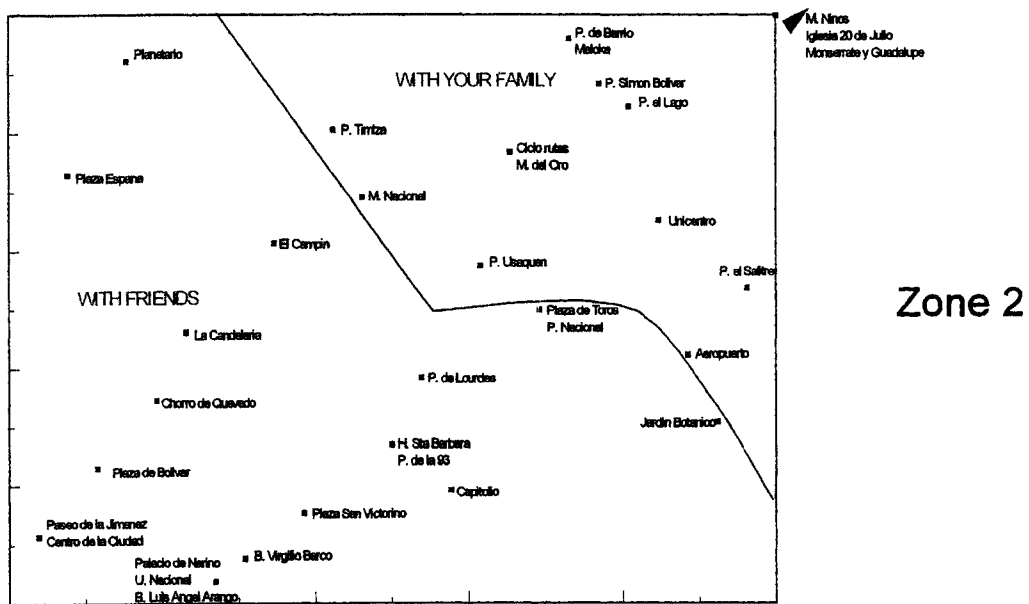
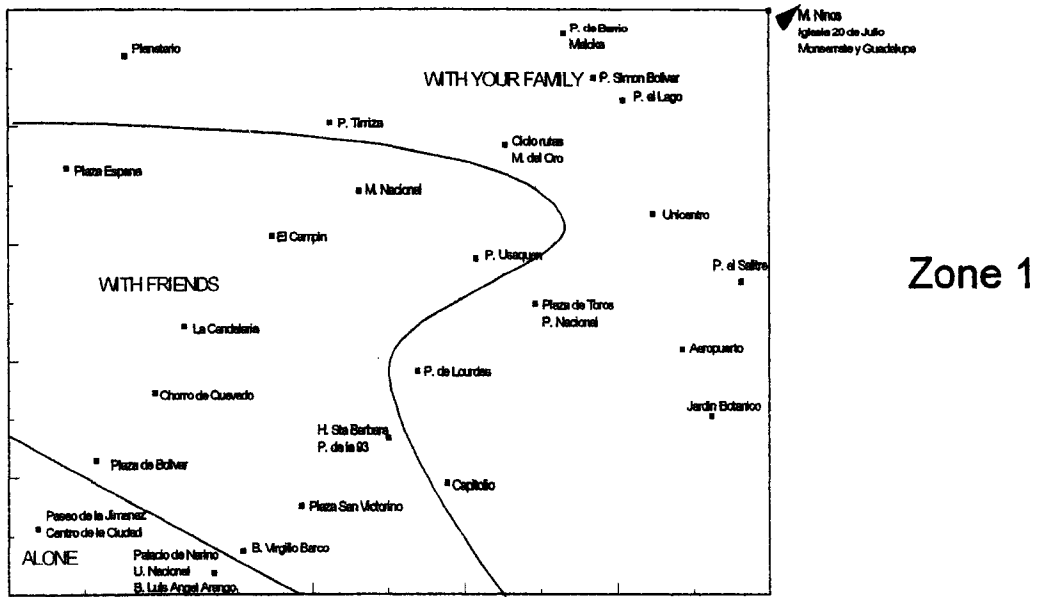


Fig. 20a. Question No. 2. POSA plots of place profiles on adults mode evaluation score from the differentiaty zones.

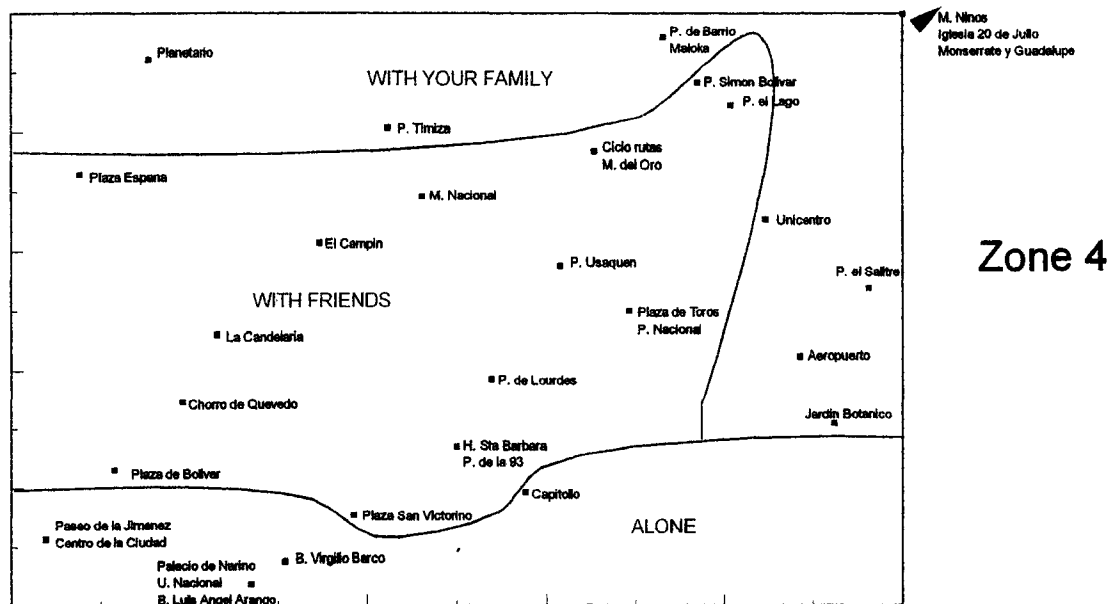
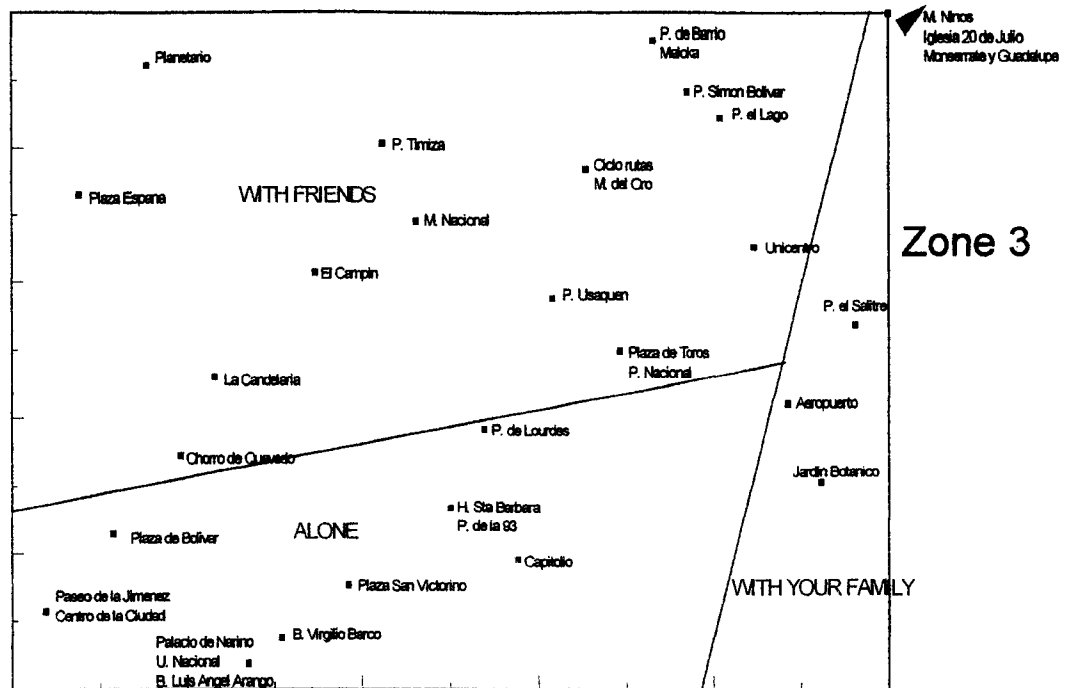


Fig.20b. POSA plots of place profiles on adults mode evaluation score from the differentaty zones for question No. 2

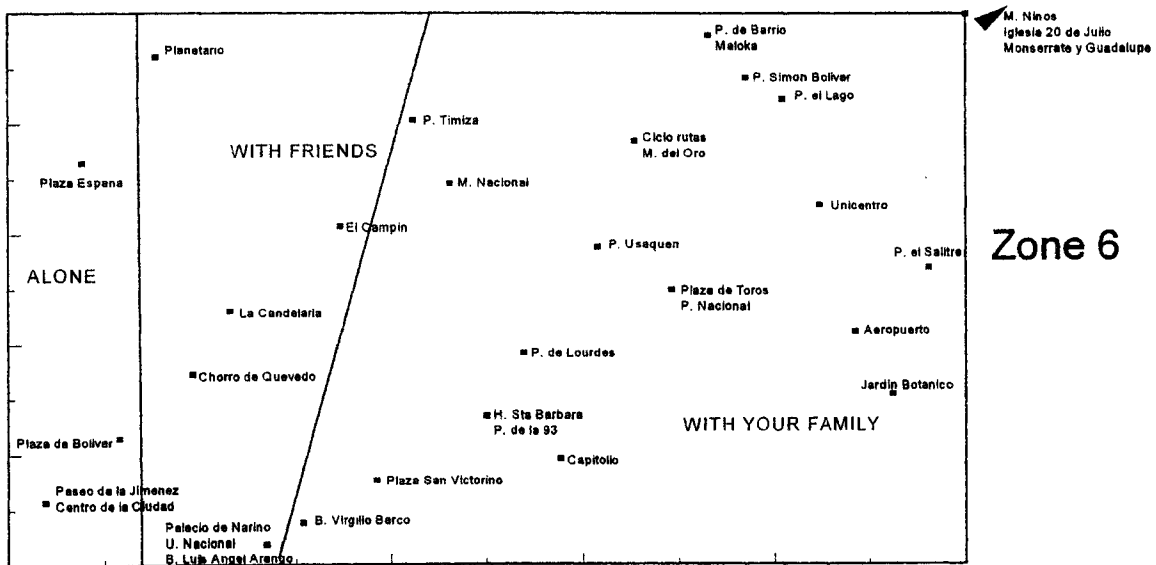
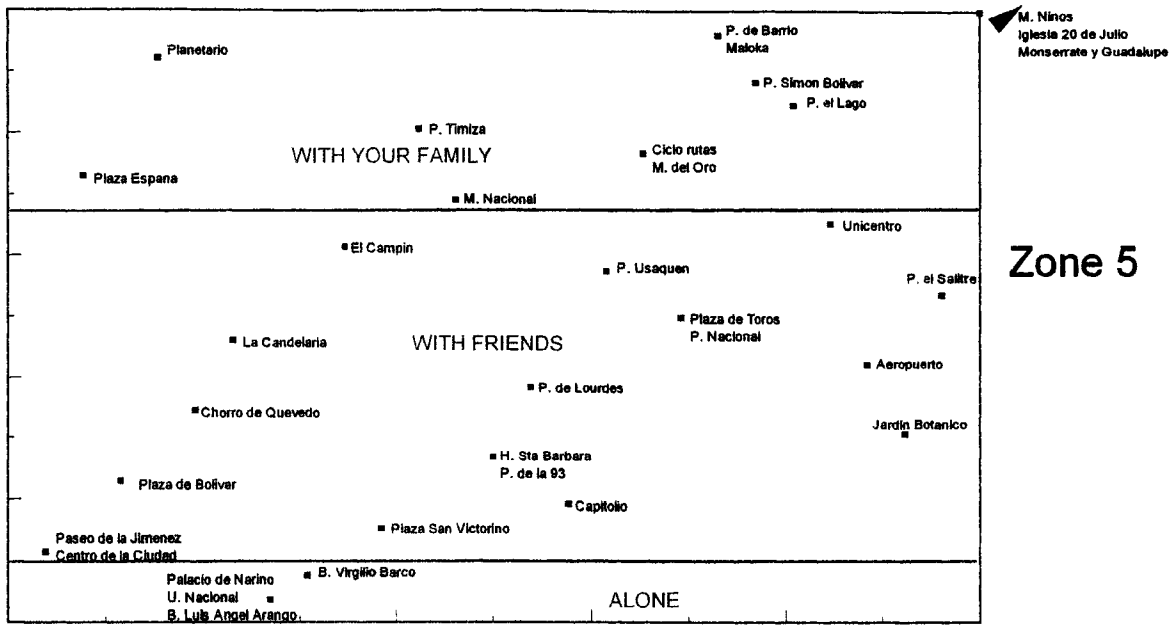
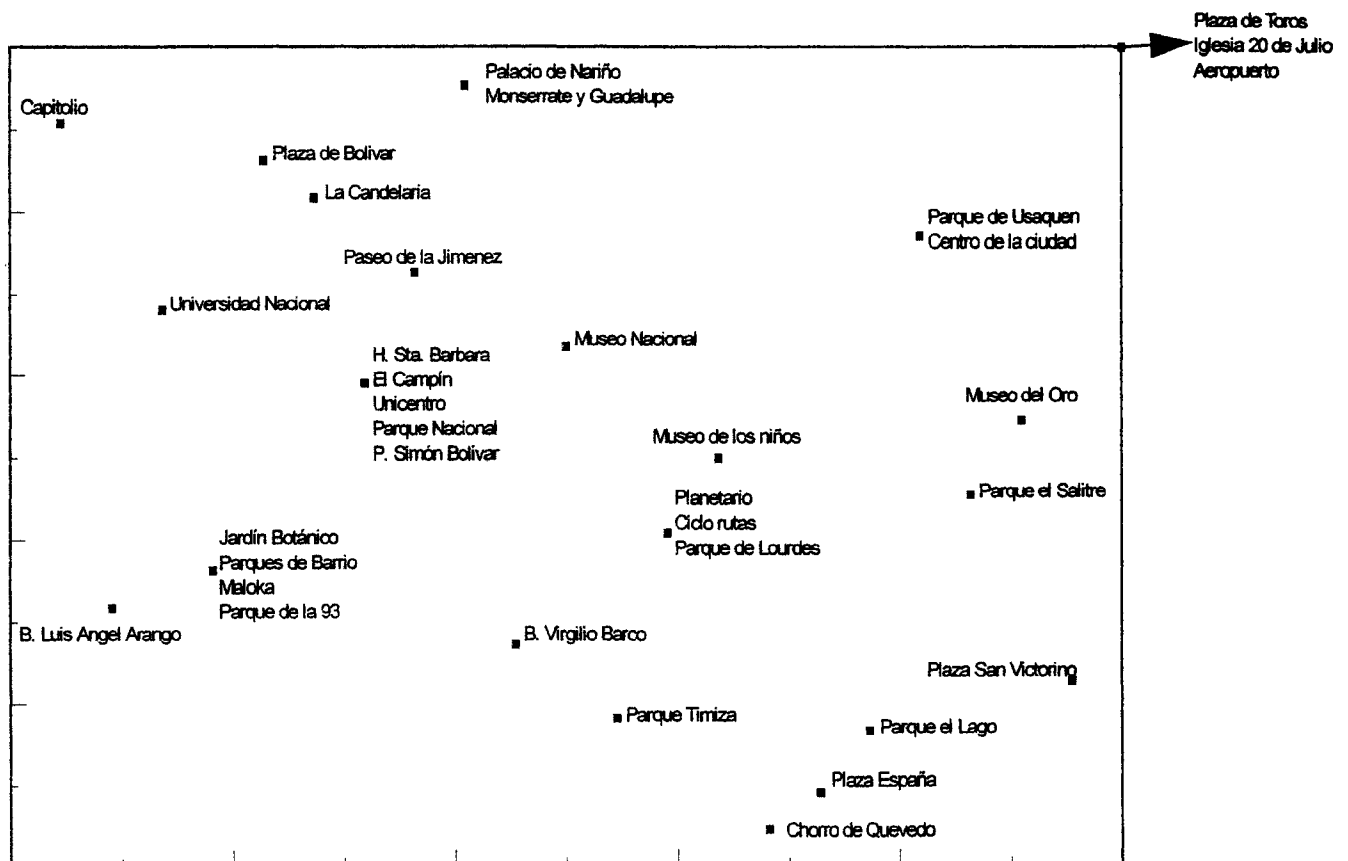
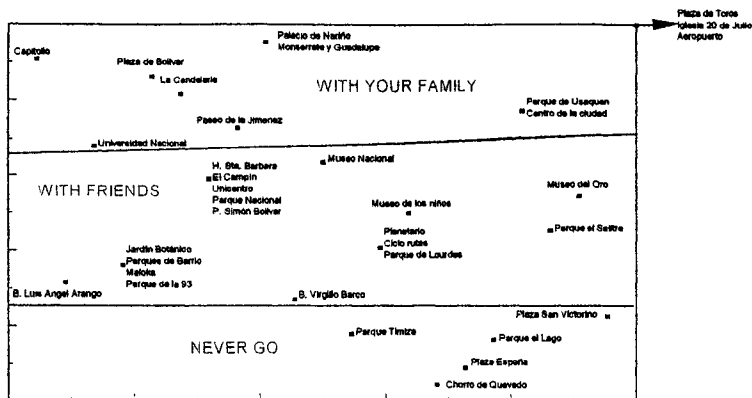


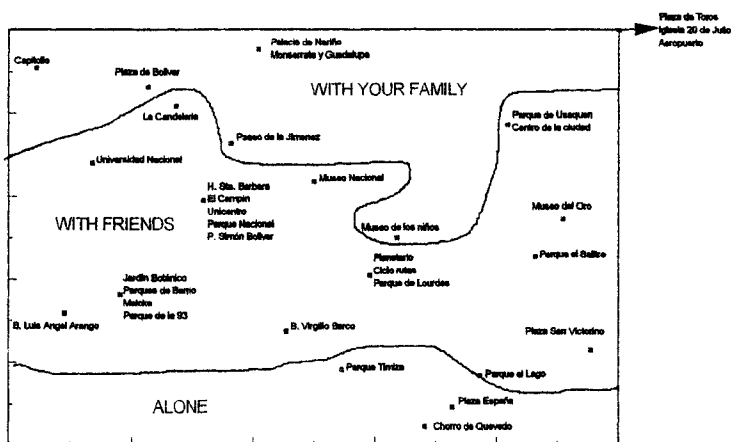
Fig. 20c. POSA plots of place profiles on adults mode evaluation score from the differentiaty zones for question No. 2



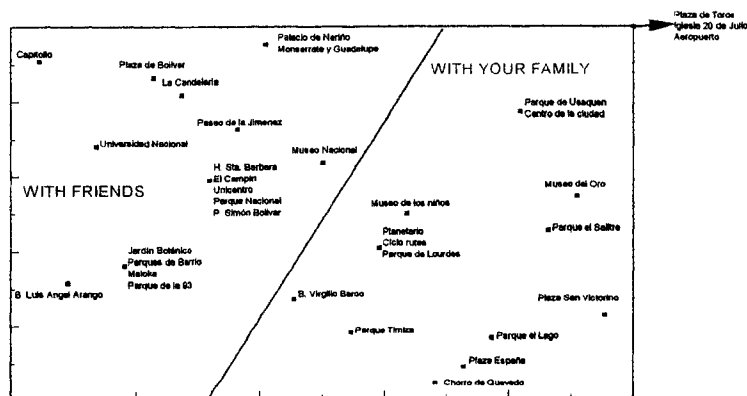
**Fig: 21. Question No.2 (This is a place you normally go alone, with friends, with your family). POSA plot of place profiles based on children mode evaluation score for**



Zone 1

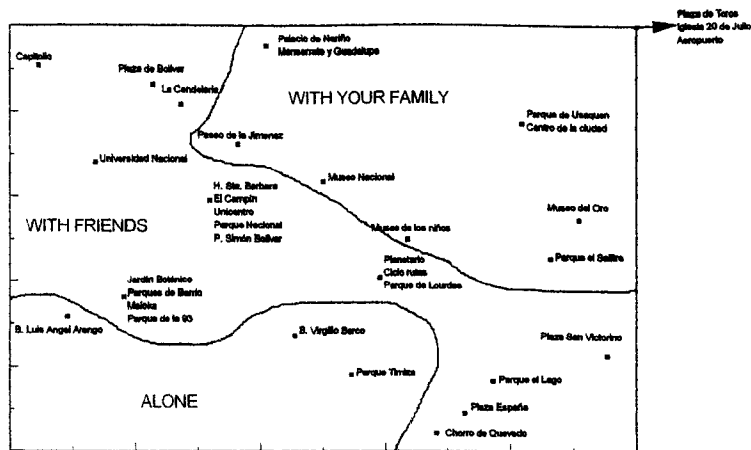


Zone 2

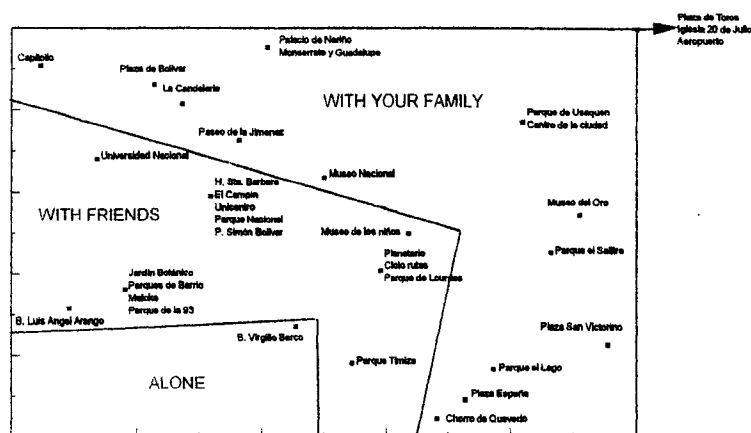


Zone 3

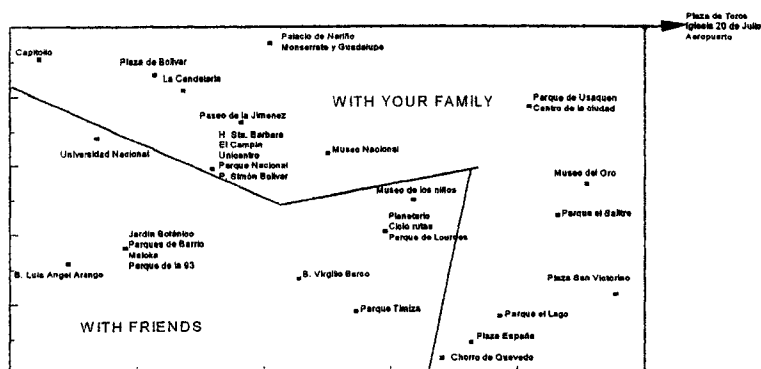
Fig. 21 a. POSA plots of place profiles on children mode evaluation score from the differentary zones for question No. 2



Zone 4

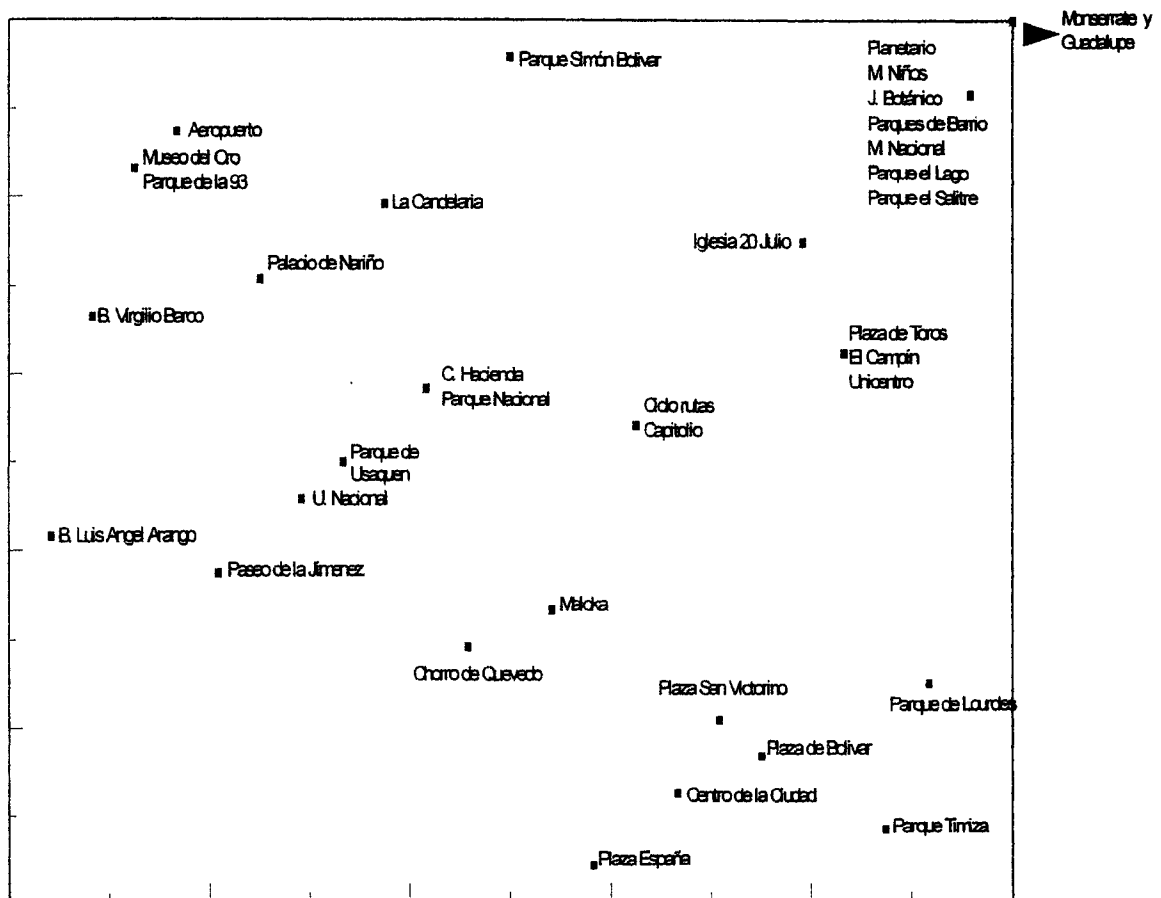


Zone 5



Zone 6

Fig. 21b. POSA plots of place profiles on children mode evaluation score from the differentary zones for question No. 2



**Fig. 22 Question No.2 (This is a place you normally go alone, with friends, with your family). POSA plot of place profiles based on Older adults mode evaluation score.**

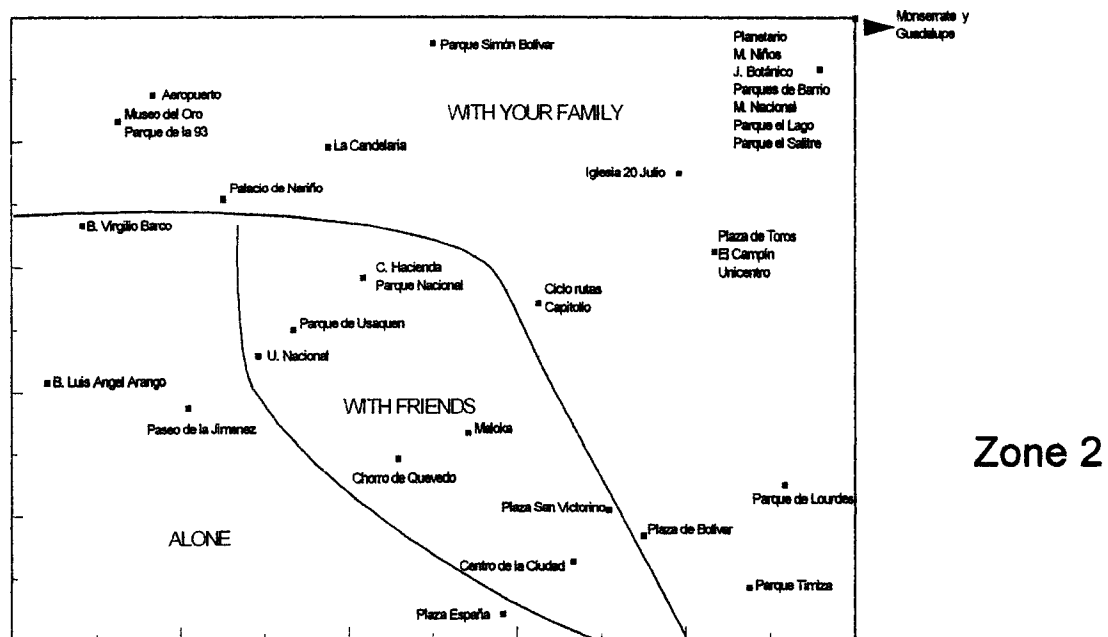
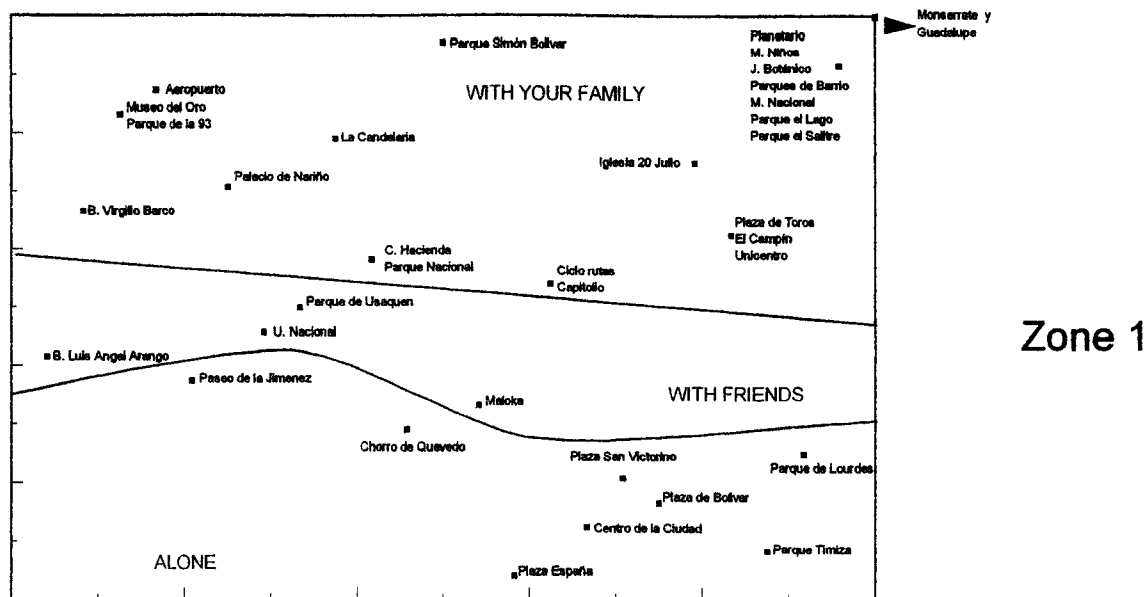


Fig. 22a. POSA plots of place profiles on older-adults mode evaluation score from the differentaty zones for question No. 2

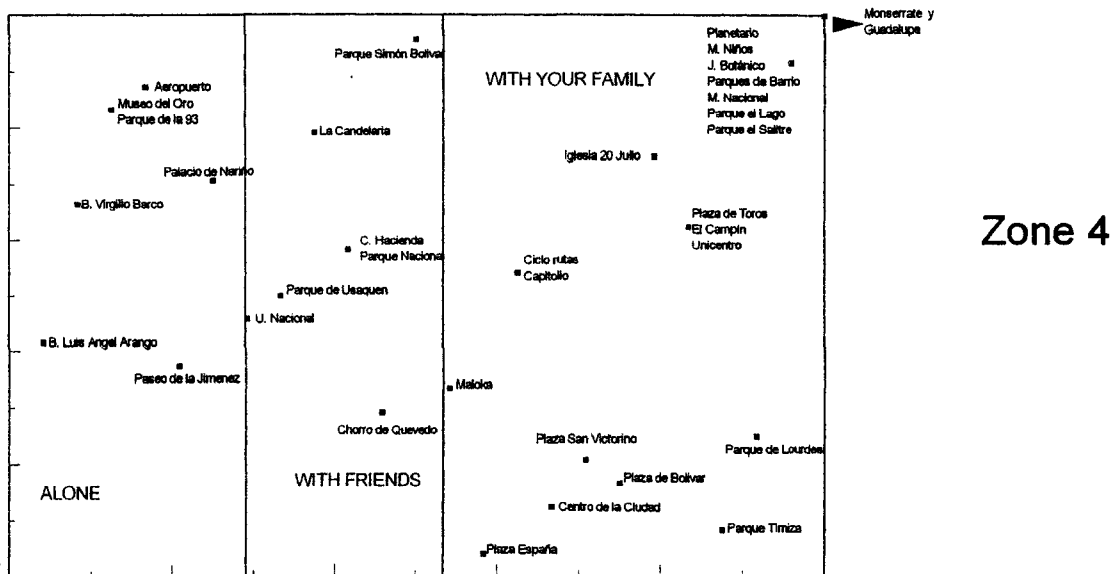
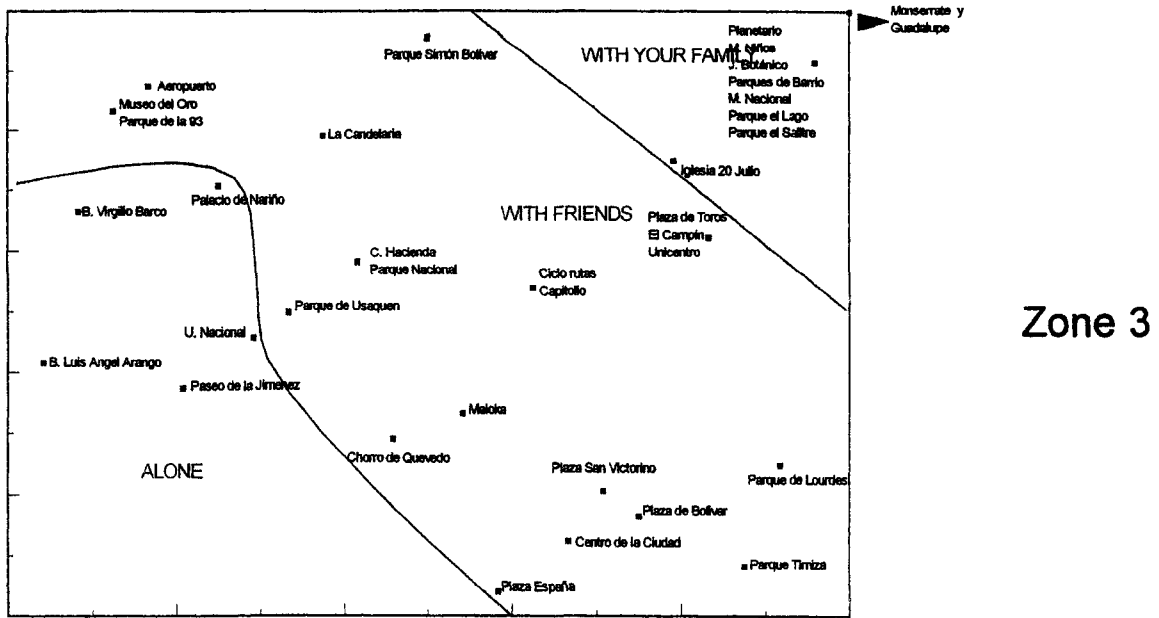


Fig. 22b. POSA plots of place profiles on older-adults mode evaluation score from the differentiaty zones for question No. 2

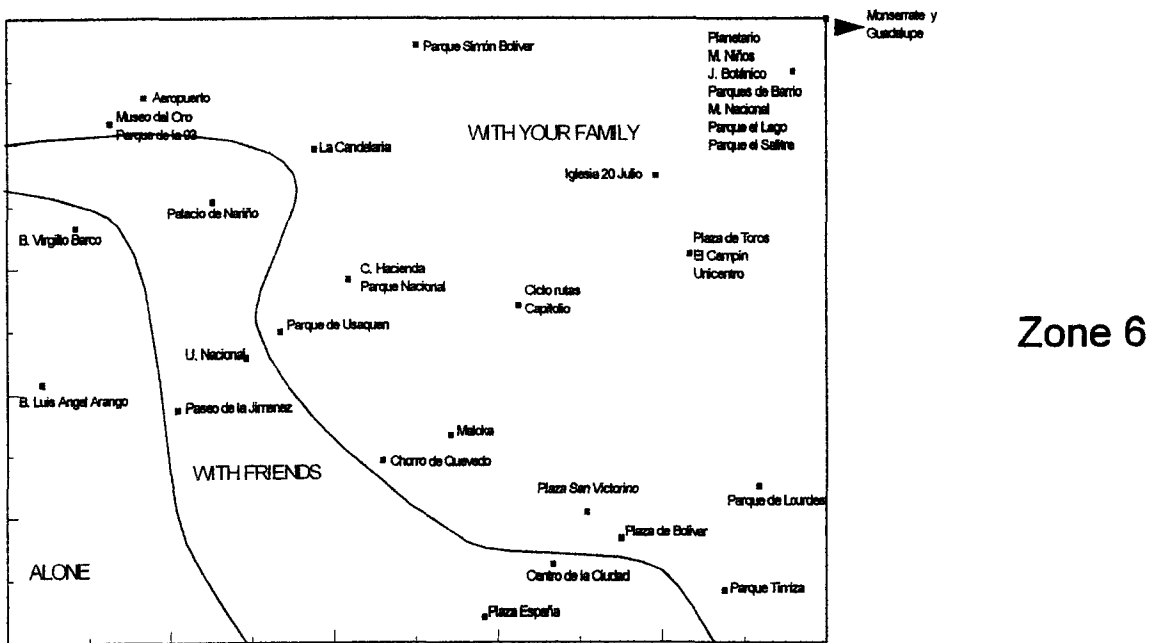
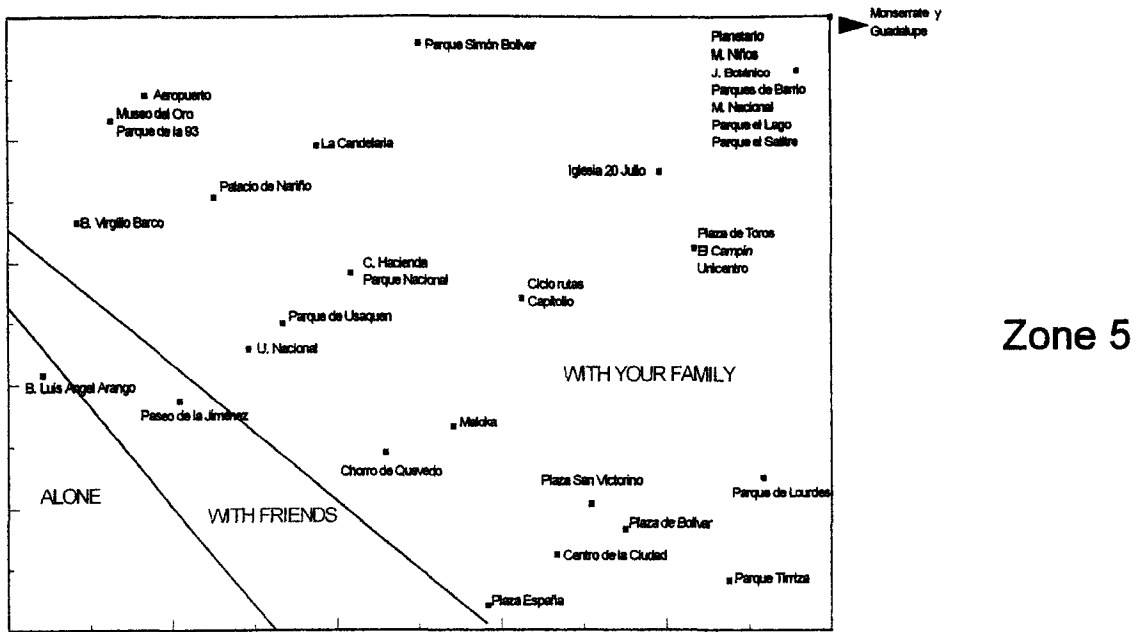


Fig. 22c. POSA plots of place profiles on older-adults mode evaluation score from the differentaty zones for question No. 2

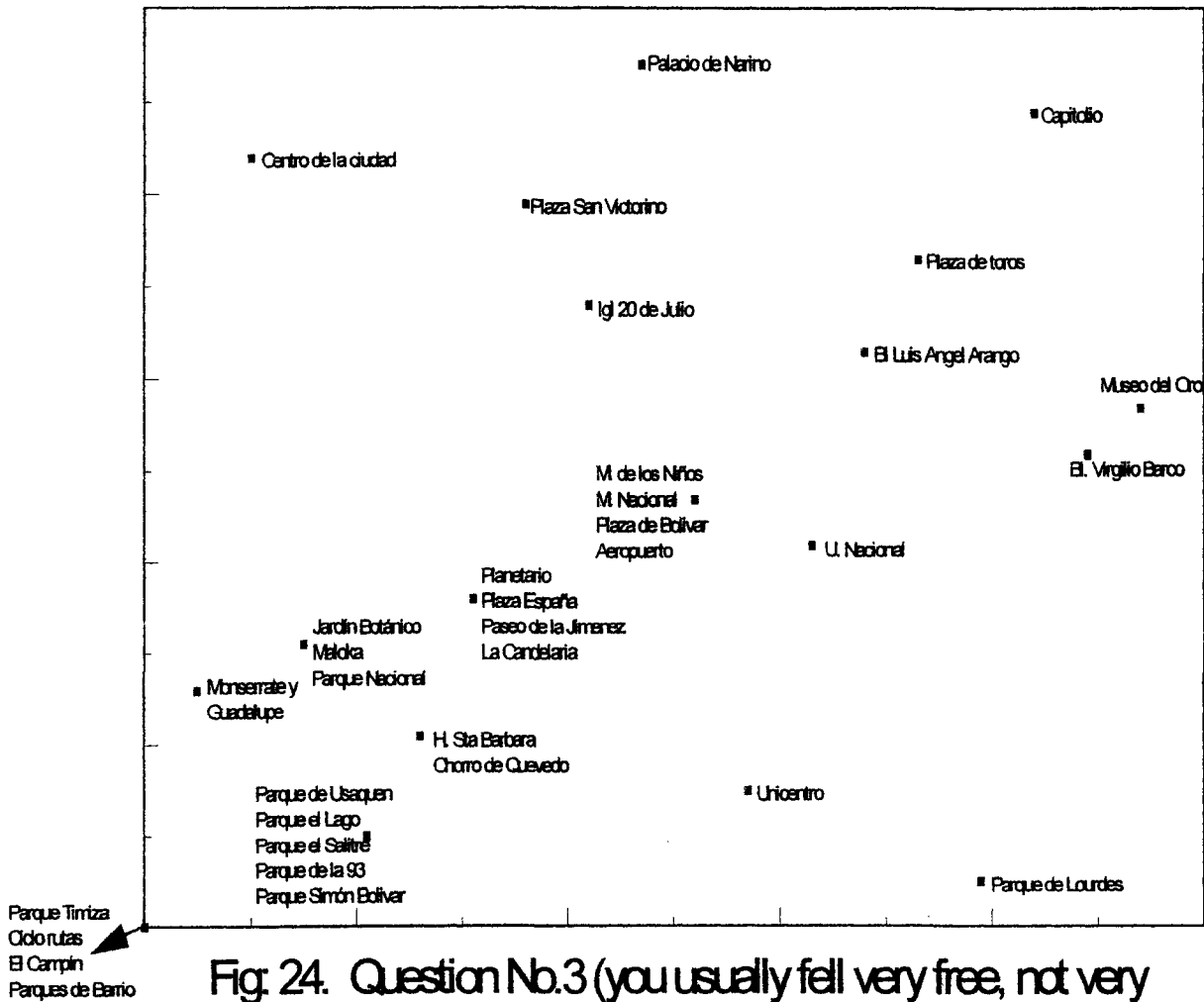
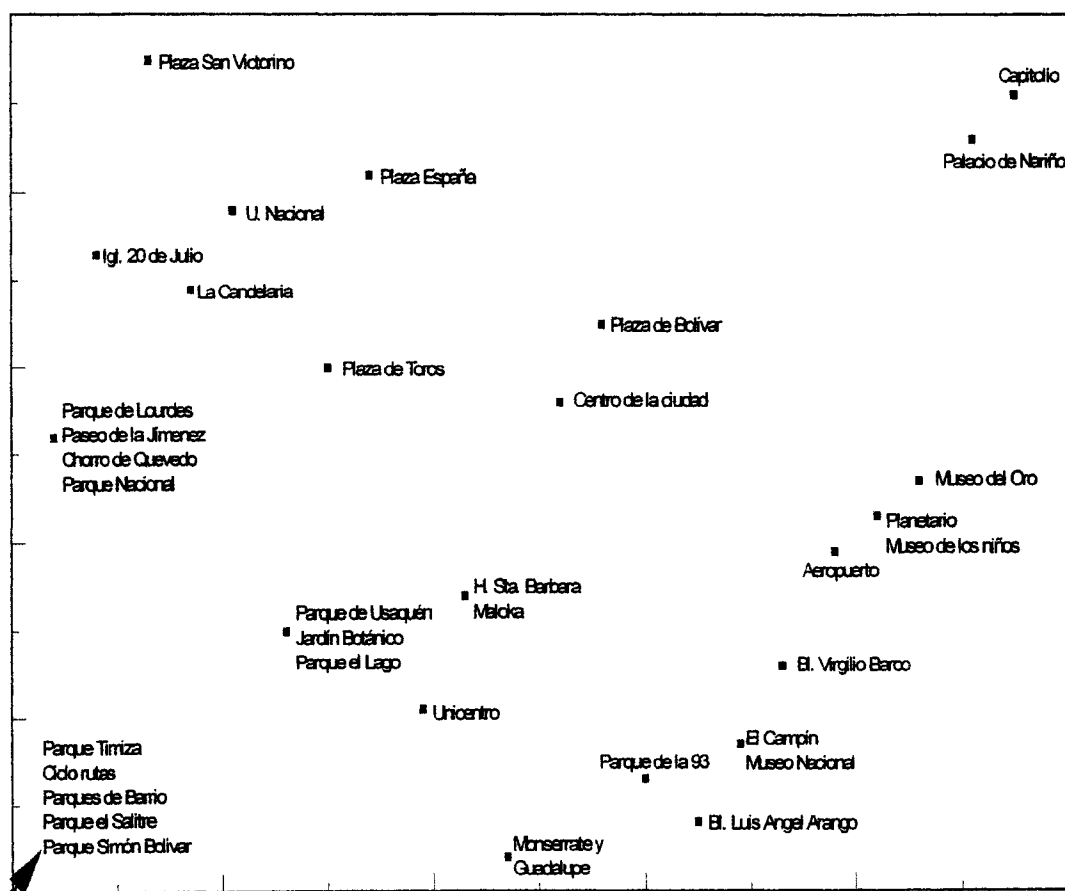
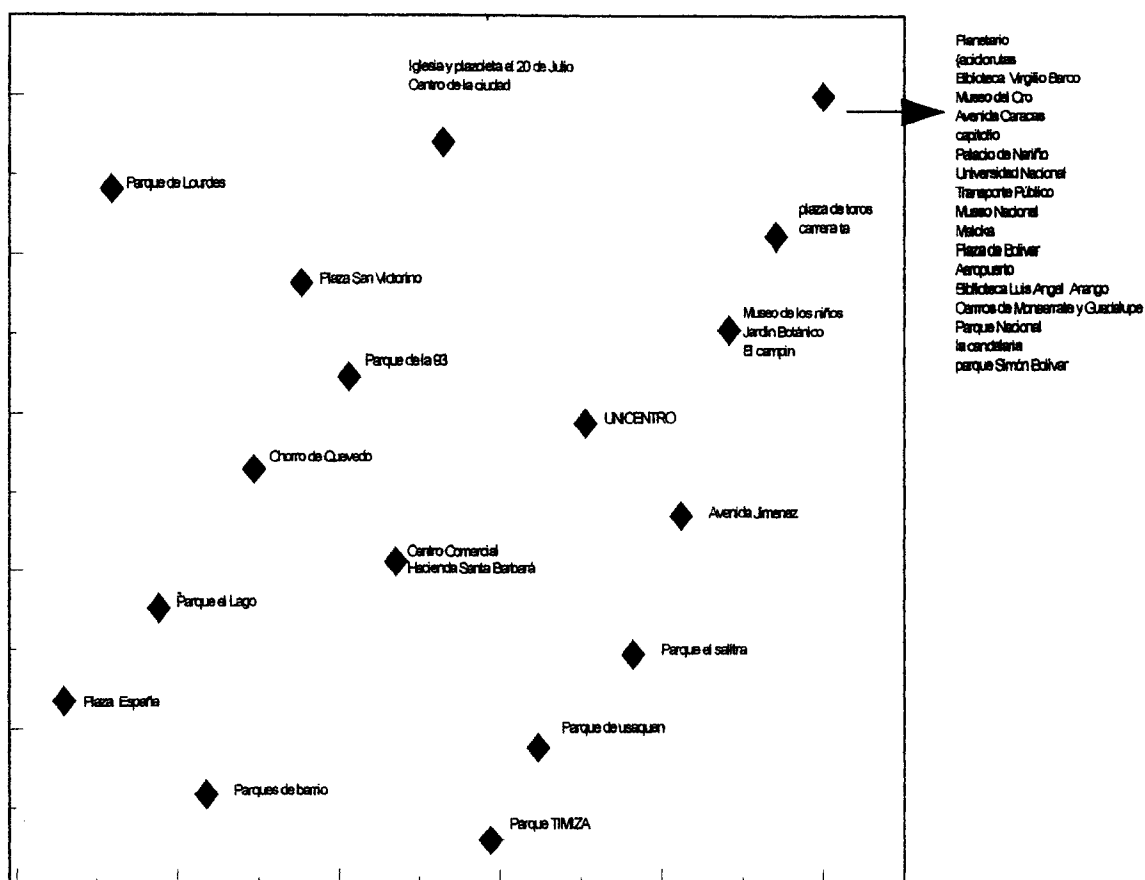


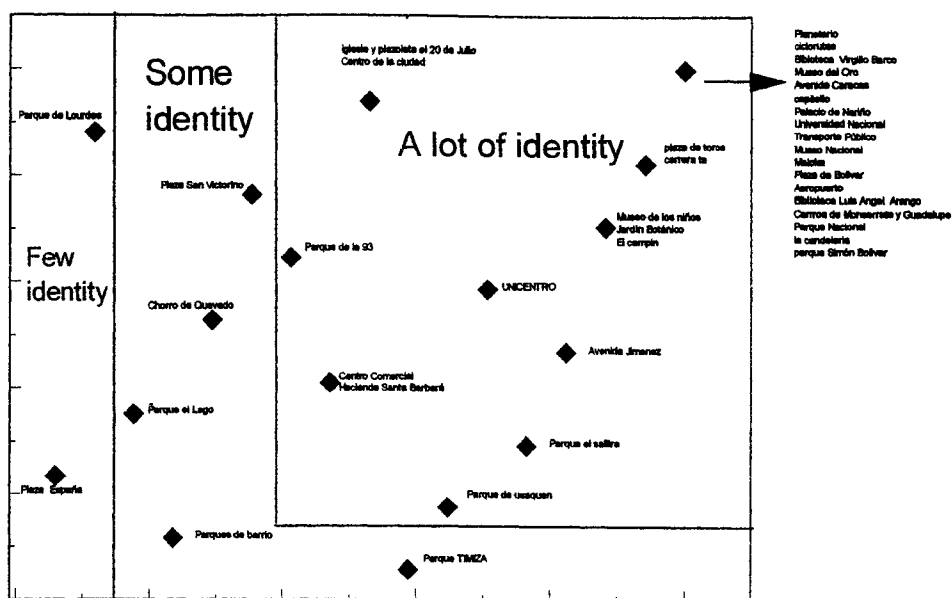
Fig. 24. Question No.3 (you usually fell very free, not very free, very constrained). POSA plot of place profiles based on children mode evaluation score.



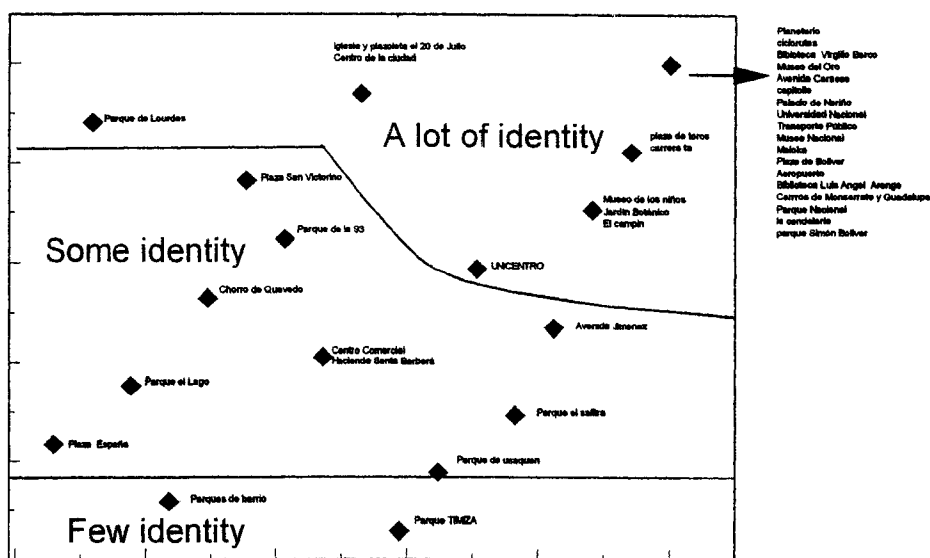
**Fig. 25. Question No.3 (you usually fell very free, not very free, very constrained). POSA plot of place profiles based on Older adults mode evaluation score.**



**Fig 26. Question No.4: Regarding the city identity this is a place that gives Bogotá: (1. few identity. 2 some identity. 3 A lot of identity)**  
**POSA plot of place profiles based on city zone mode evaluation scores**

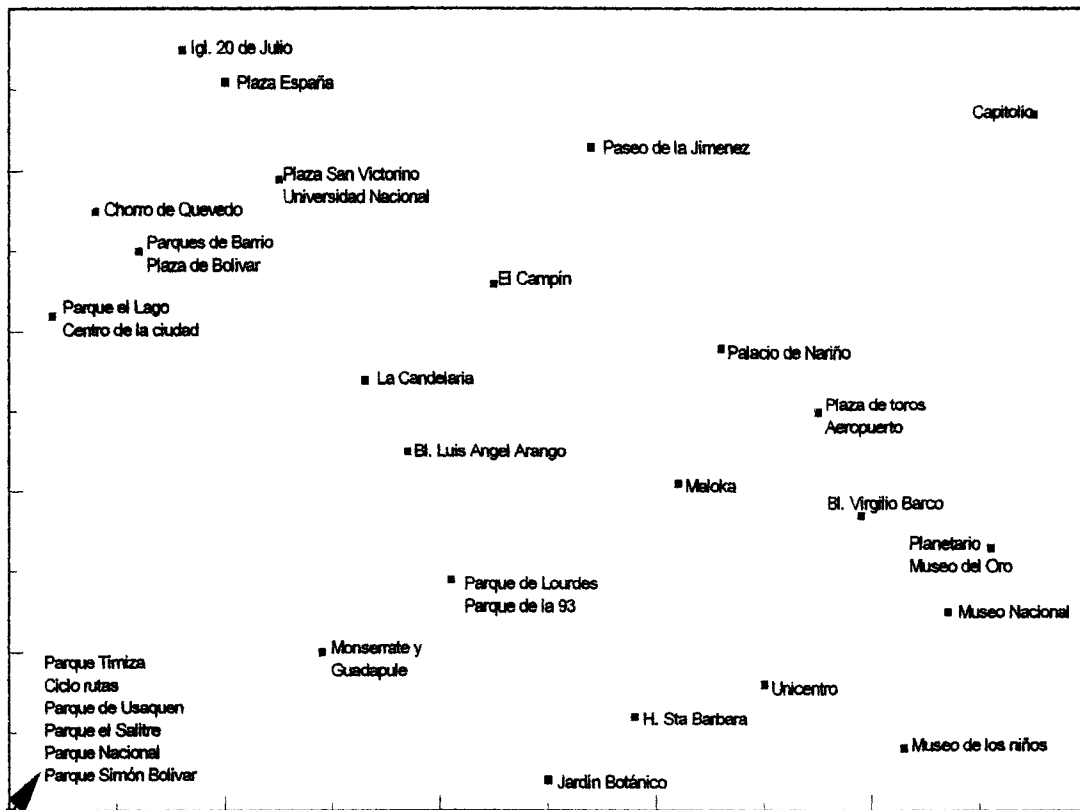


ZONA 1



ZONA 2

Fig. 26. POSA plots of place profiles from zones 1 to 3



**Fig: 23. Question No.3 (you usually fell very free, not very free, very constrained). POSA plot of place profiles based on adults mode evaluation.**

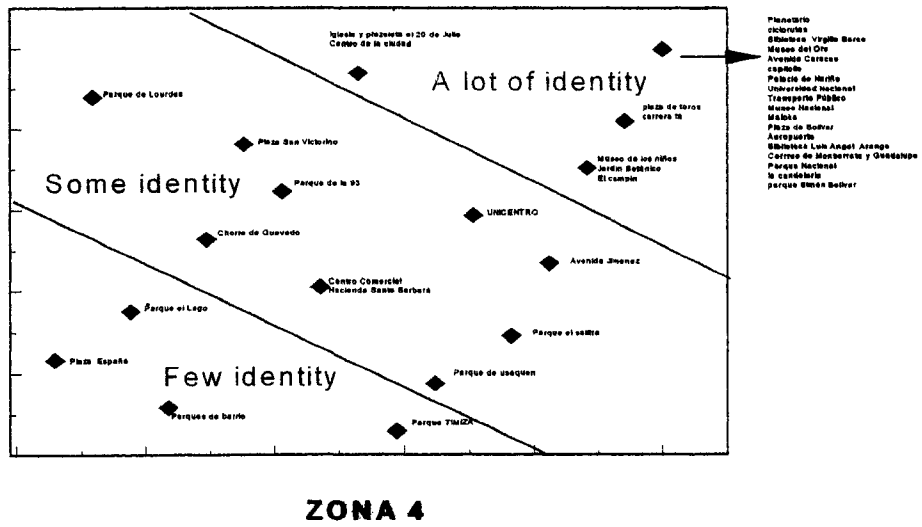
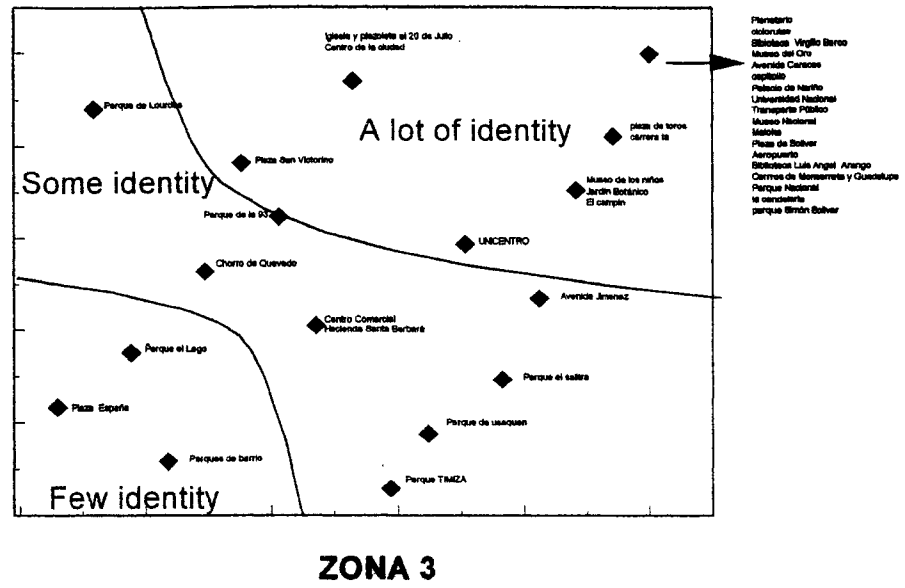
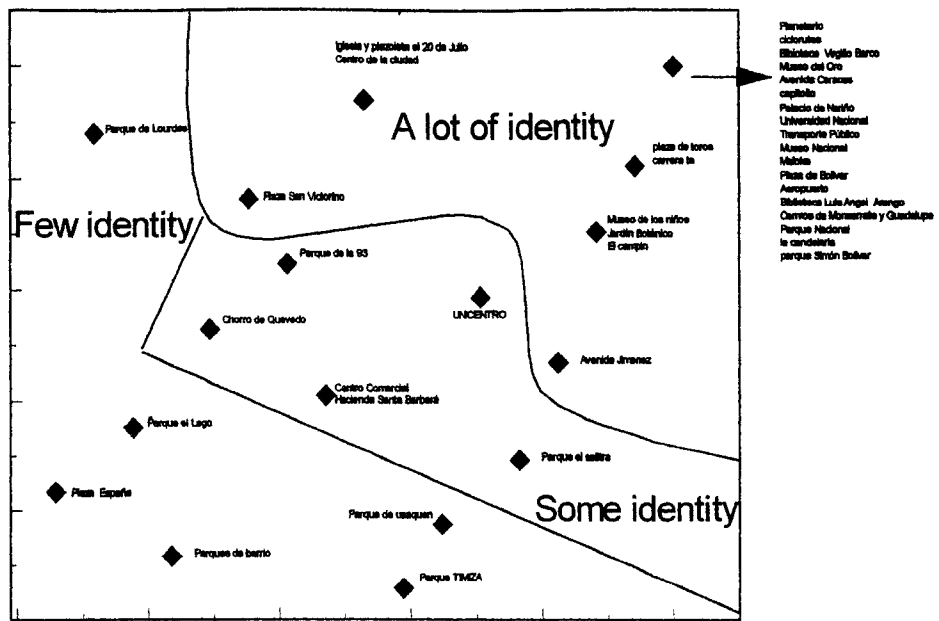
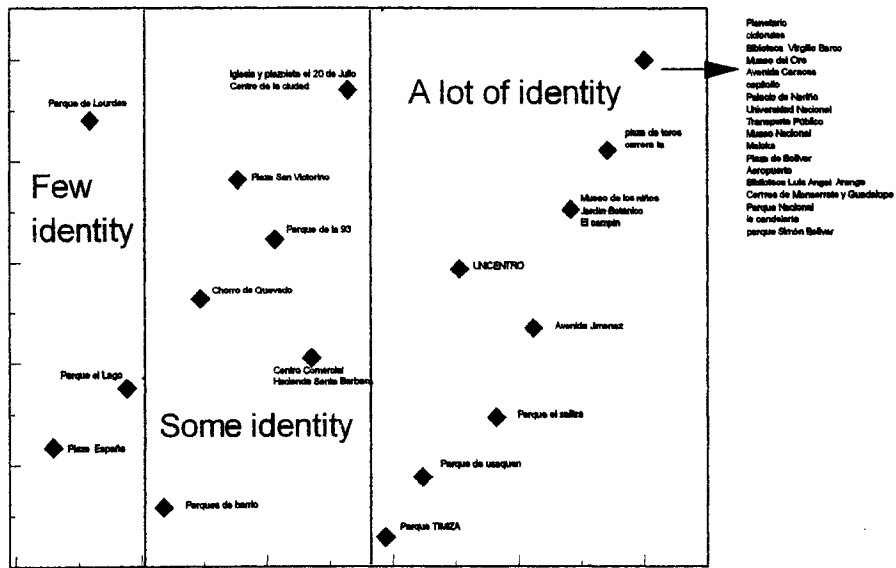


Fig.26b. POSA plots of place profiles from zones 3 and 4

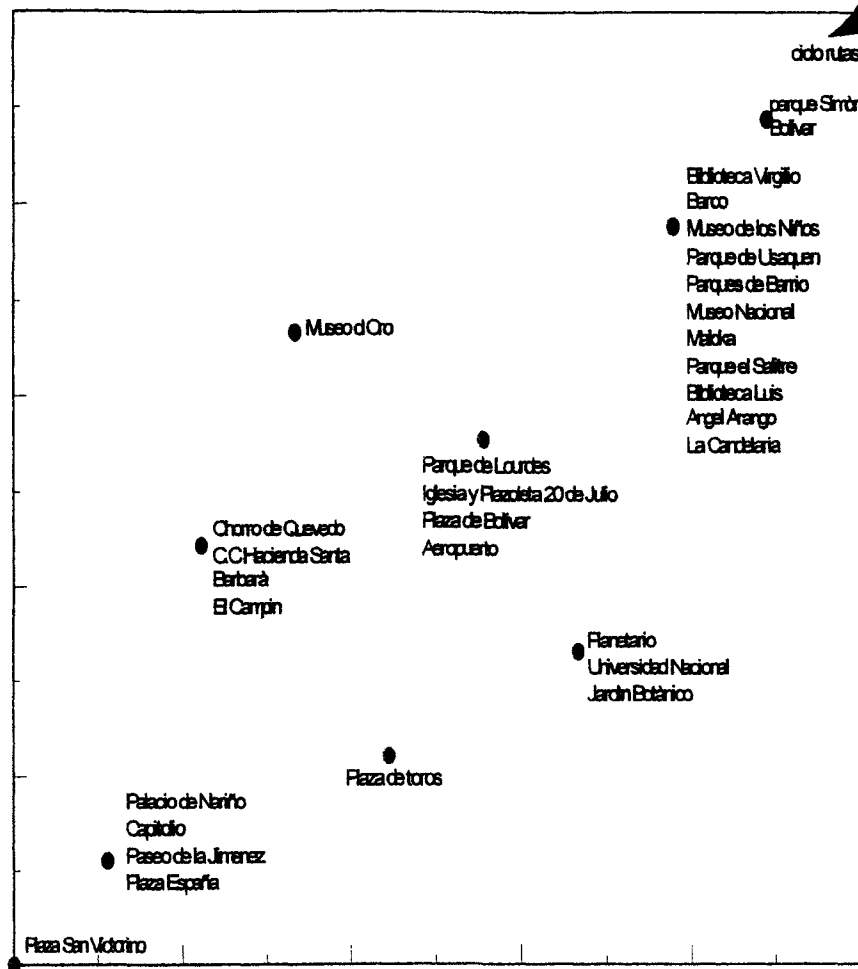


**ZONA 5**



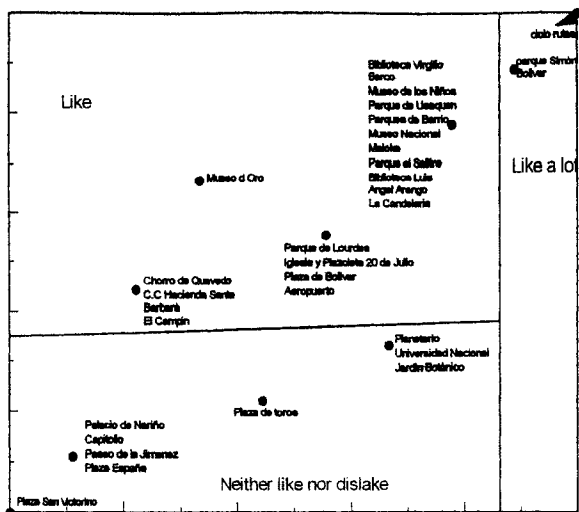
**ZONA 6**

Fig. 26c. POSA plots of place profiles from zones 5 to 6

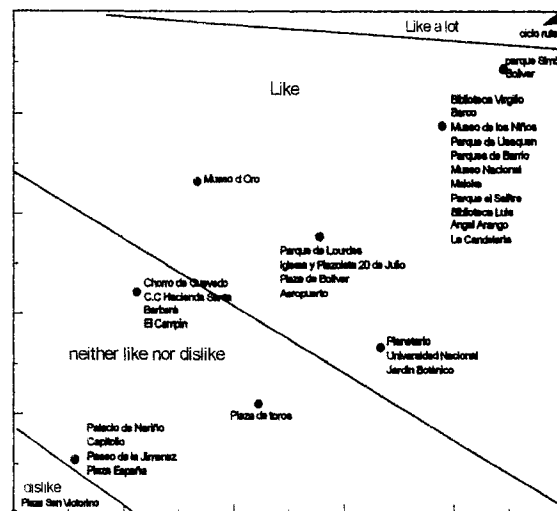


GENERAL PLOT

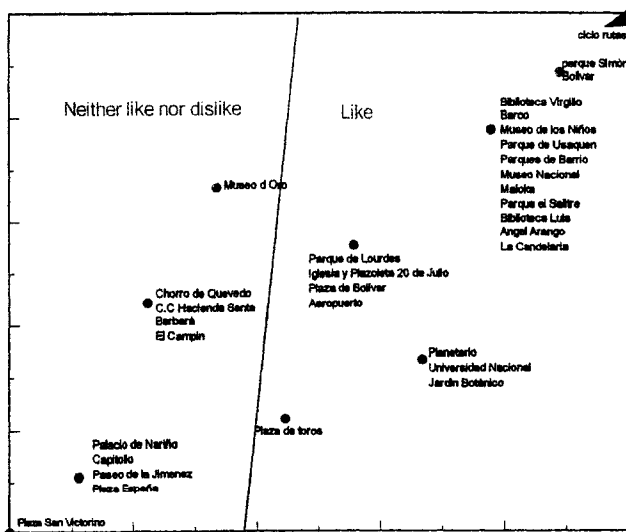
Fig:27. Question No. 5 (This is a place you: 1. Dislike a lot, 2: dislike, 3: neither like nor dislike, 4: like, 5:like a lot). POSA plot of place profiles based on group of age mean evaluation score for



a: Children



b: Adults



c: Older Adults

Fig 27a. POSA plot of place profiles based on group of age mean evaluation score for question No. 5 (This is a place you: 1. Dislike a lot, 2: dislike, 3: neither like nor dislike, 4: like, 5:like a lot)

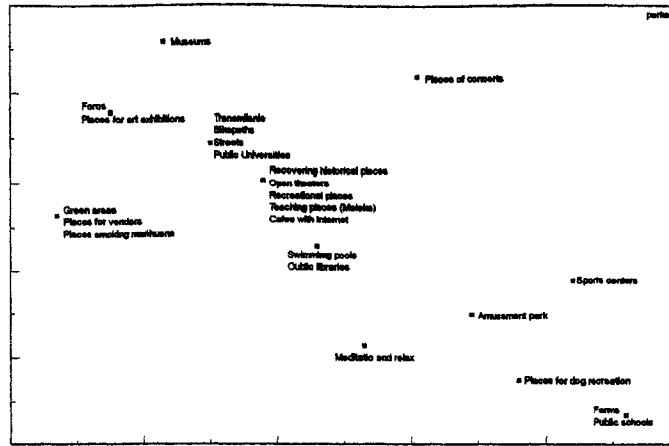


Fig: 20 (a) POSA plot of place profiles based on children mode evaluation score

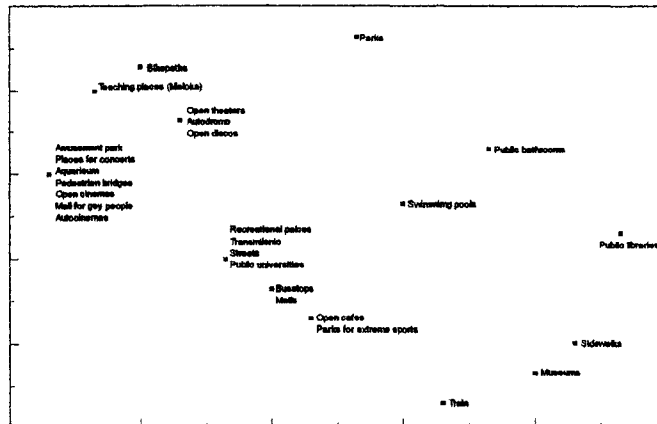


Fig: 20 (b) POSA plot of place profiles based on adults mode evaluation score

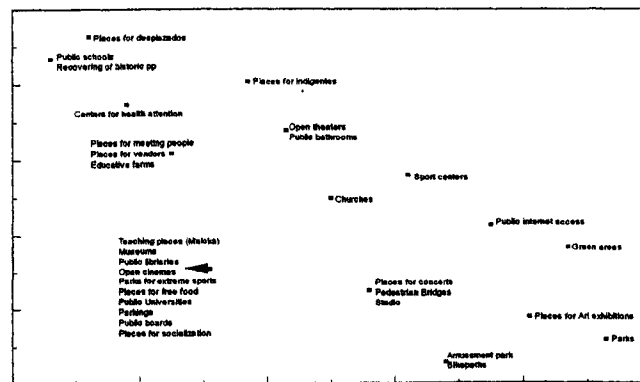


Fig:20 (c) POSA plot of place profiles based on older adults mode evaluation score

Fig. 28. Question No. 6 (What type of public places would you like to be created in the city) POSA plots of place profiles based on group of age mode evaluation score.

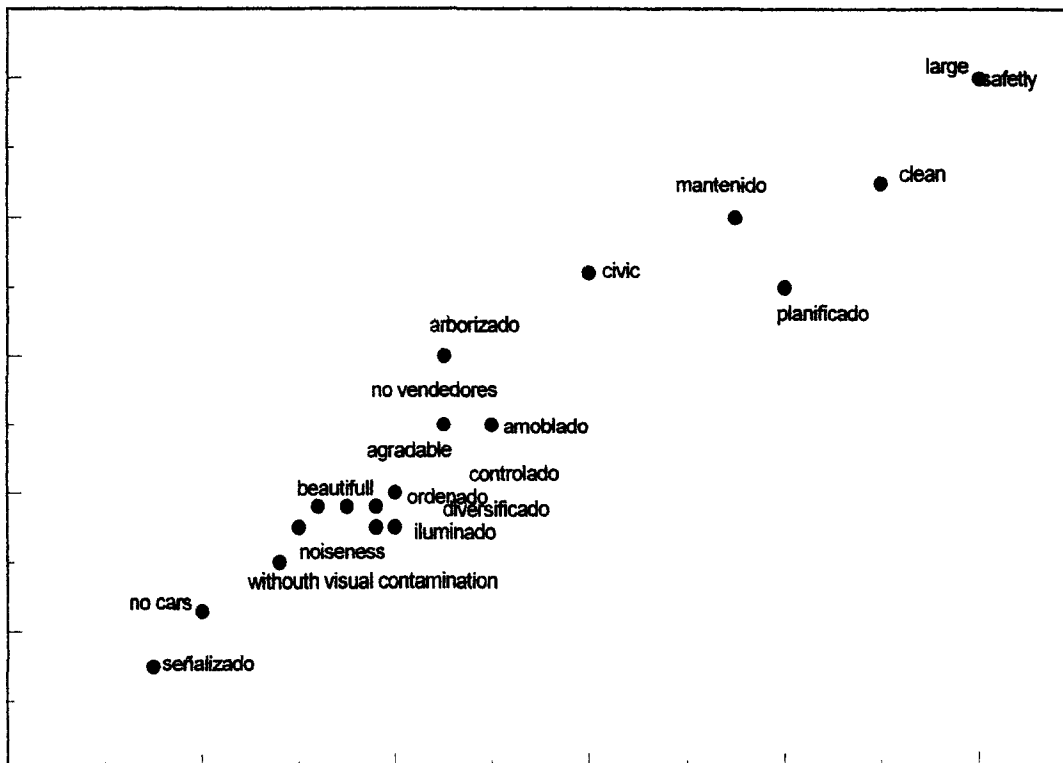


Fig 29: Question No. 7 ( What characteristics would you like for public space of Bogotá? POSA plot of characteristics profiles based on all participants.

## APPENDIX 7

**THE SIGNIFICANCE OF PUBLIC PLACES TO THE PEOPLE OF BOGOTÁ, AND  
POLICY IMPLICATIONS FOR THE CITY AS A LEARNING ENVIRONMENT**

Participant I.D. \_\_\_\_\_

## STRUCTURED QUESTIONS

## 1. This is a place you go:

1. very few times, 2. sometimes, 3. very often.

No	NOMBRE DEL LUGAR	1	2	3	Don't know
1	Parque Timiza				
2	Planetario				
3	Ciclo rutas				
4	Biblioteca Virgilio Barco				
5	Museo del Oro				
6	Parque de Lourdes				
7	Plaza España				
8	Museo de los niños				
9	Parque de Usaquén				
10	Avenida Caracas				
11	Plaza San Victorino				
12	Plaza de Toros				
13	Avenida Jiménez				
14	Iglesia y plazoleta el 20 de Julio				
15	Jardín Botánico				
16	Capitolio				
17	Centro comercial Hacienda Santa Bárbara				
18	El Campín				
19	Palacio de Naríño				
20	Parques de Barrio				
21	Andenes y calles				
22	Universidad Nacional				
23	Transporte Público				
24	Museo Nacional				
25	Maloka				
26	Carrera 7ª				
27	Plaza de Bolívar				
28	Parque el Lago				
29	Aeropuerto				
30	Parque el Salitre				
31	Centro de la ciudad				
32	Chorro de Quevedo				
33	Biblioteca Luis Ángel Arango				
34	Unicentro				
35	Museos				
36	Parque de la 93				
37	Cerros de Monserrate y				

	Guadalupe				
38	Parque Nacional				
39	La Candelaria				
40	Parque Simon Bolivar				

2. This is a place you mainly go to:

1. Alone
2. With friends
3. With your family

No	NOMBRE DEL LUGAR	1	2	3	DK
1	Parque Timiza				
2	Planetario				
3	Ciclo rutas				
4	Biblioteca Virgilio Barco				
5	Museo del Oro				
6	Parque de Lourdes				
7	Plaza España				
8	Museo de los niños				
9	Parque de Usaquén				
10	Plaza San Victorino				
	Plaza de Toros				
11					
12	Iglesia y plazoleta el 20 de Julio				
13	Jardín Botánico				
14	Capitolio				
15	Centro comercial Hacienda Santa Bárbara				
16	El Campín				
17	Palacio de Nariño				
18	Parques de Barrio				
19	Universidad Nacional				
20	Museo Nacional				
21	Maloka				
22	Plaza de Bolívar				
23	Parque el Lago				
24	Aeropuerto				
25	Parque el Salitre				
26	Centro de la ciudad				
27	Chorro de Quevedo				
28	Biblioteca Luis Ángel Arango				
29	Unicentro				
30	Museos				
31	Parque de la 93				
32	Cerros de Monserrate y Guadalupe				
33	Parque Nacional				
34	La Candelaria				
35	Parque Simón Bolívar				

## 3. This is a place you usually feel:

1. Very free
2. Not very free being here
3. Very constrained

No	NOMBRE DEL LUGAR	1	2	3	DK
1	Parque Timiza				
2	Planetario				
3	Ciclo rutas				
4	Biblioteca Virgilio Barco				
5	Museo del Oro				
6	Parque de Lourdes				
7	Plaza España				
8	Museo de los niños				
9	Parque de Usaquén				
10	Plaza San Victorino				
	Plaza de Toros				
11					
12	Iglesia y plazoleta el 20 de Julio				
13	Jardín Botánico				
14	Capitolio				
15	Centro comercial Hacienda Santa Bárbara				
16	El Campin				
17	Palacio de Nariño				
18	Parques de Barrio				
19	Universidad Nacional				
20	Museo Nacional				
21	Maloka				
22	Plaza de Bolívar				
23	Parque el Lago				
24	Aeropuerto				
25	Parque el Salitre				
26	Centro de la ciudad				
27	Chorro de Quevedo				
28	Biblioteca Luis Ángel Arango				
29	Unicentro				
30	Museos				
31	Parque de la 93				
32	Cerros de Monserrate y Guadalupe				
33	Parque Nacional				
34	La Candelaria				
35	Parque Simón Bolívar				

4. Regarding the city identity, this is a place that give Bogotá:

1. Few identity
2. Some identity
3. A lot of identity
- 4.

No	NOMBRE DEL LUGAR	1	2	3	DK
1	Parque Timiza				
2	Planetario				
3	Ciclo rutas				
4	Biblioteca Virgilio Barco				
5	Museo del Oro				
6	Parque de Lourdes				
7	Plaza españa				
8	Museo de los niños				
9	Paeque de Usaquen				
10	Avenida Caracas				
11	Plaza San Victorino				
12	Plaza de Toros				
13	Avenida Jimenez				
14	Iglesia y plazoleta el 20 de Julio				
15	Jardín Botánico				
16	Capitolio				
17	Centro comercial Hacienda Santa Bárbara				
18	El Campín				
19	Palacio de Nariño				
20	Parques de Barrio				
21	Univerisida Nacional				
22	Transporte Publico				
23	Museo Nacional				
24	Maloka				
25	Carrera 7ª				
26	Plaza de Bolivar				
27	Parque el Lago				
28	Aeropuerto				
29	Parque el Salitre				
30	Centro de la ciudad				
31	Chorro de Quevedo				
32	Biblioteca Luis Angel Arango				
33	Unicentro				
34	Parque de la 93				
35	Cerros de Monserrate y Guadalupe				
36	Parque Nacional				
37	La Candelaria				
38	Parque Simon Bolivar				

5. **This is a place you:**

1. Dislike a lot

2. Dislike

3. Neither like nor dislike

4. Like

5. Like a lot

No	NOMBRE DEL LUGAR	1	2	3	4	5	DK
1	Planetario						
2	Ciclo rutas						
3	Biblioteca Virgilio Barco						
4	Museo del Oro						
5	Parque de Lourdes						
6	Plaza España						
7	Museo de los niños						
8	Parque de Usaquen						
9	Plaza San Victorino						
10	Plaza de Toros						
11	Paseo de la Jiménez						
12	Iglesia y plazoleta el 20 de Julio						
13	Jardin Botánico						
14	Capitolio						
15	Centro comercial Hacienda Santa Bárbara						
16	El Campin						
17	Palacio de Nariño						
18	Parques de Barrio						
19	Universidad Nacional						
20	Museo Nacional						
21	Maloka						
22	Plaza de Bolívar						
23	Aeropuerto						
24	Parque el Salitre						
25	Chorro de Quevedo						
26	Biblioteca Luis Angel Arango						
27	Unicentro						
28	Parque de la 93						
29	Cerros de Monserrate y Guadalupe						
30	Parque Nacional						
31	La Candelaria						
32	Parque Simón Bolívar						

6. What type of public places would you like to be created in the city? \_\_\_\_\_

7. What characteristics would you like for public spaces of Bogotá:

---

8. How much do you identify to the following 40 public places:  
1: Not at all, 2: a little, 3: some, 4: more than some, 5: a lot.

No	NOMBRE DEL LUGAR	1	2	3	4	5	DK
1	Parque Timiza						
2	Planetario						
3	Ciclo rutas						
4	Biblioteca Virgilio Barco						
5	Museo del Oro						
6	Parque de Lourdes						
7	Plaza españa						
8	Museo de los niños						
9	Paeque de Usaquen						
10	Avenida Caracas						
11	Plaza San Victorino						
12	Plaza de Toros						
13	Avenida Jimenez						
14	Iglesia y plazoleta el 20 de Julio						
15	Jardín Botánico						
16	Capitolio						
17	Centro comercial Hacienda Santa Bárbara						
18	El Campín						
19	Palacio de Nariño						
20	Parques de Barrio						
21	Andenes y calles						
22	Univerisida Nacional						
23	Transporte Publico						
24	Museo Nacional						
25	Maloka						
26	Carrera 7ª						
27	Plaza de Bolívar						
28	Parque el Lago						
29	Aeropuerto						
30	Parque el Salitre						
31	Centro de la ciudad						
32	Chorro de Quevedo						
33	Biblioteca Luis Angel Arango						
34	Unicentro						
35	Museos						
36	Parque de la 93						
37	Cerros de Monserrate y Guadalupe						
38	Parque Nacional						
39	La Candelaria						
40	Parque Simon Bolívar						

## APPENDIX 8

**APPENDIX 8**  
**RAW DATA FOR MULTIPLE REGRESSION ANALYSIS**

Participant ID	Zone of residence	Group of age 1: children 2: Adults 3: Older-adults	Gender 1: male 2: female	Level of Education 1: primary school 2: High School or some high school 3: College or some college	Length of residence in the city 1: 2 to 5 years 2: 5.1 to 10 years 3: 10.1 to 15 years 4: 15.1 to 20 4: 20.1 to more	Identification to cultural places 1: not at all 2: a little 3: some 4: more than some 5: a lot	Identification to recreational places 1: not at all 2: a little 3: some 4: more than some 5: a lot	Identification to commercial and circulation places 1: not at all 2: a little 3: some 4: more than some 5: a lot
1	1	1	1	2	1	2	4	2
2	1	1	2	2	3	2	3	1
3	1	1	2	2	3	1	3	2
4	1	1	1	2	2	2	5	1
5	1	1	1	2	3	3	3	2
6	1	1	2	2	3	2	2	2
7	1	1	2	2	3	2	2	2
8	1	2	1	1	2	3	3	1
9	1	2	2	3	2	3	3	2
10	1	2	2	2	4	3	3	2
11	1	2	2	1	5	4	3	1
12	1	2	2	2	4	4	4	3
13	1	2	1	3	5	4	3	2
14	1	2	1	2	5	4	4	1
15	1	2	1	3	5	4	2	1
16	1	2	1	1	4	4	4	2
17	1	2	2	1	5	4	4	3
18	1	2	1	1	2	3	3	2
19	1	2	1	3	5	5	4	2
20	1	3	2	3	4	5	1	1
21	1	3	2	3	5	5	1	2
22	2	1	2	2	3	1	5	2
23	2	1	1	2	3	1	5	2
24	2	1	1	2	3	1	4	1
25	2	1	1	2	2	2	3	2
23	2	1	1	2	4	1	4	1
27	2	1	2	2	4	2	3	1
28	2	1	2	2	3	1	4	2
29	2	2	1	1	1	3	3	2
30	2	2	1	1	2	1	4	3
31	2	2	1	3	3	3	4	2
32	2	2	2	1	3	3	3	2
33	2	2	2	2	4	4	4	2

34	2	2	2	1	4	4	1	2
35	2	2	2	2	5	4	1	1
36	2	2	2	3	4	5	2	1
37	2	2	1	2	5	5	2	2
38	2	2	1	2	5	5	2	1
39	2	2	1	3	5	3	3	2
40	2	2	1	3	5	3	3	1
41	2	3	2	1	4	4	2	1
42	2	3	2	3	1	5	1	2
43	2	3	2	1	5	5	2	2
44	3	1	1	2	1	2	3	1
45	3	1	2	2	3	3	3	2
46	3	1	2	2	3	1	3	1
47	3	1	1	2	4	1	4	2
48	3	1	2	2	2	1	3	2
49	3	1	1	2	5	1	5	2
50	3	2	2	2	1	2	4	1
51	3	2	2	1	5	1	3	2
52	3	2	2	2	4	2	4	3
53	3	2	1	1	2	4	2	3
54	3	2	1	1	5	4	2	2
55	3	2	2	2	4	4	2	2
56	3	2	1	1	3	4	2	2
57	3	2	1	1	3	3	1	1
58	3	2	2	2	3	4	3	2
59	3	2	2	1	5	4	3	1
60	3	3	1	1	4	5	2	2
61	3	3	1	1	5	5	1	1
62	3	3	1	2	5	5	2	2
63	3	3	2	3	5	4	2	1
64	4	1	1	2	2	2	4	1
65	4	1	2	2	3	3	3	2
66	4	1	1	2	2	2	4	2
67	4	1	1	2	4	2	4	1
68	4	1	2	2	2	2	3	2
69	4	1	1	2	2	1	4	3
70	4	1	2	2	3	3	4	3
71	4	2	1	1	3	4	2	2
72	4	2	2	1	3	5	4	2
73	4	2	2	1	5	4	3	1
74	4	2	1	1	2	3	3	1
75	4	2	1	1	3	2	3	2
76	4	2	2	1	4	5	3	1
77	4	2	2	1	5	5	2	2
78	4	2	2	2	4	5	1	1
79	4	2	2	1	4	4	4	2
80	4	2	2	1	4	4	4	2
81	4	3	1	1	4	5	1	1
82	4	3	2	1	5	4	2	2
83	4	3	2	1	5	5	2	2
84	4	3	2	2	5	5	3	2
85	4	3	1	2	5	5	1	1

86	4	3	1	2	5	3	2	2
87	5	1	2	2	1	2	3	2
88	5	1	2	2	2	1	4	1
89	5	1	2	2	2	2	4	1
90	5	1	2	2	1	1	2	2
91	5	1	2	2	2	1	5	2
92	5	1	1	2	2	1	4	1
93	5	1	1	2	2	1	3	1
94	5	2	1	2	2	3	3	2
95	5	2	2	1	4	3	3	2
96	5	2	2	2	3	3	4	1
97	5	2	1	1	3	3	3	2
98	5	2	2	2	2	4	4	2
99	5	2	1	1	3	2	3	1
100	5	2	1	2	2	4	4	3
101	5	2	1	1	3	3	3	2
102	5	2	2	1	4	3	3	2
103	5	2	1	1	2	4	4	1
104	5	3	1	1	2	5	1	2
105	5	3	1	2	5	5	2	1
106	5	3	2	1	1	5	3	2
107	5	3	2	2	5	5	3	1
108	5	3	1	1	4	3	2	2
109	6	1	2	2	1	1	1	2
110	6	1	1	2	1	1	4	1
111	6	1	2	2	2	1	4	2
112	6	1	1	2	1	1	4	2
113	6	1	2	2	3	1	3	1
114	6	1	1	2	2	1	3	2
115	6	1	1	2	1	2	4	1
116	6	2	2	1	1	1	1	1
117	6	2	2	1	1	2	2	2
118	6	2	1	1	1	1	3	2
119	6	2	2	1	1	3	2	2
120	6	2	1	1	2	3	2	3
121	6	2	2	1	2	1	2	3
122	6	2	1	1	4	2	4	1
123	6	2	1	1	2	2	4	1
124	6	2	1	1	2	1	3	2
125	6	2	2	1	3	3	4	1
126	6	3	2	1	4	3	2	2
127	6	3	2	1	4	3	3	1
128	6	3	1	1	4	3	3	2
129	6	3	1	1	4	4	1	1
130	6	3	2	1	4	3	2	2

## MULTIPLE REGRESSION ANALYSIS

Results of the simultaneous MRA for identification with Cultural public place are given in the following tables:

### CULTURAL PUBLIC PLACES

#### Descriptive Statistics

	Media	Standard deviation	N
Identity with cultural places	2,96	1,40	130
cityzone	3,53	1,71	130
groupofage	1,88	,70	130
gender	1,52	,50	130
education	1,67	,64	130
length of residence	3,20	1,34	130

#### Correlations

	Identity with cultural places	cityzone	groupofage	gender	education	length of residence
Correlación de Pearson	1,000	-,221	,726	,073	-,066	,540
cityzone	-,221	1,000	,074	-,005	-,376	-,340
groupofage	,726	,074	1,000	,027	-,280	,460
gender	,073	-,005	,027	1,000	,028	,076
education	-,066	-,376	-,280	,028	1,000	,051
length of residence	,540	-,340	,460	,076	,051	1,000
Sig. (unilateral)		,006	,000	,206	,227	,000
cityzone	,006		,202	,477	,000	,000
groupofage	,000	,202		,379	,001	,000
gender	,206	,477	,379		,376	,195
education	,227	,000	,001	,376		,284
length of residence	,000	,000	,000	,195	,284	
N	130	130	130	130	130	130
cityzone	130	130	130	130	130	130
groupofage	130	130	130	130	130	130
gender	130	130	130	130	130	130
education	130	130	130	130	130	130
length of residence	130	130	130	130	130	130

#### ANOVA

Model	Suma de cuadrados	gl	Media cuadrática	F	Sig.
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1 Regression	157,299	5	31,460	40,845	,000
n					
Residual	95,508	124	,770		
Total	252,808	129			

a Predictive variables: (Constant), length of residence, education, gender, cityzone, groupofage  
b Dependent variable: Identity with cultural places

**Coefficient**

Model	Coefficients no estandarizados B	Error tip.	Coefficients estandarizados Beta	t	Sig.	Confident Interval para B al 95%		Correlations				Estadísticos de colinealidad		
						Limite inferior	Limite superior	Orden cero	Parcial	Semiparcial	Tolerancia	FIV		
1 (Constante)	,194	,507		,383	,702	-,810	1,199							
cityzone	-,168	,053	-,205	-3,180	,002	-,272	-,063	-,221	-,275	-,176		,733	1,363	
groupofage	1,353	,133	,681	10,148	,000	1,089	1,617	,726	,674	,560		,676	1,478	
gender	,113	,155	,040	,728	,468	-,193	,419	,073	,065	,040		,992	1,008	
education	8,472E-02	,136	,039	,623	,534	-,184	,354	-,066	,056	,034		,790	1,265	
length of residence	,158	,072	,152	2,204	,029	,016	,300	,540	,194	,122		,842	1,558	

a Dependent variable: Identity with cultural places

Results of the simultaneous MRA for identification with Recreational public place are given in the following tables:

#### Descriptive Statistics

	Media	Standard deviation	N
Identity with recreational places	2,92	1,05	130
cityzone	3,53	1,71	130
groupofage	1,88	,70	130
gender	1,52	,50	130
education	1,67	,64	130
length of residence	3,20	1,34	130

#### Correlations

		Identity with recreational places	cityzone	groupofage	gender	education	length of residence
Correlación de Pearson	Identity with recreational places	1,000	-,025	-,539	-,101	,124	-,210
	cityzone	-,025	1,000	,074	-,005	-,376	-,340
	groupofage	-,539	,074	1,000	,027	-,280	,460
	gender	-,101	-,005	,027	1,000	,028	,076
	education	,124	-,376	-,280	,028	1,000	,051
	length of residence	-,210	-,340	,460	,076	,051	1,000
Sig. (unilateral)	Identity with recreational places		,390	,000	,126	,080	,008
	cityzone	,390		,202	,477	,000	,000
	groupofage	,000	,202		,379	,001	,000
	gender	,126	,477	,379		,376	,195
	education	,080	,000	,001	,376		,284
	length of residence	,008	,000	,000	,195	,284	
N	Identity with recreational places	130	130	130	130	130	130
	cityzone	130	130	130	130	130	130
	groupofage	130	130	130	130	130	130
	gender	130	130	130	130	130	130
	education	130	130	130	130	130	130
	length of residence	130	130	130	130	130	130

## ANOVA

Model	Suma de cuadrados	gl	Media cuadrática	F	Sig.
1 Regresión	42,696	5	8,539	10,746	,000
Residual	98,535	124	,795		
Total	141,231	129			

a Predictive variables: (Constante), length of residence, education, gender, cityzone, groupofage

b Dependent variable: Identity with recreational places

**Coefficient**

Model	Coeficientes no estandarizados		Coeficientes estandarizados		t	Sig.	Confident Interval for B at 95%		Correlations			Estadísticos de colinealidad		FIV	
	B	Error típ.	Beta				Límite inferior	Límite superior	Orden cero	Parcial	Semiparcial	Tolerancia			
1 (Constante)	4,640	,515			9,006	,000	3,620	5,660							
cityzone	2,080E-02	,054	,034	,389	,698	,698	-,085	,127	-,025	,035	,029	,733	1,363		
groupofage	-,866	,135	-,583	-6,390	,000	,000	-1,134	-,597	-,539	-,498	-,479	,676	1,478		
gender	-,188	,157	-,090	-1,198	,233	,233	-,499	,123	-,101	-,107	-,090	,992	1,008		
education	-4,600E-02	,138	-,028	-,333	,739	,739	-,319	,227	,124	-,030	-,025	,790	1,265		
length of residence	6,117E-02	,073	,079	,839	,403	,403	-,083	,206	-,210	,075	,063	,642	1,558		

a Dependent variable: Identity with recreational places

*Identification with commercial and circulation public places*

Results of the simultaneous MRA for identification with Commercial and circulation public place are given in the following tables:

**Descriptive Statistics**

	Media	Standard Deviation.	N
identity with comercial and circulation places	1,71	,60	130
cityzone	3,53	1,71	130
groupofage	1,88	,70	130
gender	1,52	,50	130
education	1,67	,64	130
length of residence	3,20	1,34	130

**Correlations**

	identity with comercial and circulation places	cityzone	groupofage	gender	education	length of residence
Correlació n de Pearson	1,000	-,044	-,012	,066	-,092	-,119
identity with comercial and circulation places						
cityzone	-,044	1,000	,074	-,005	-,376	-,340
groupofage	-,012	,074	1,000	,027	-,280	,460
gender	,066	-,005	,027	1,000	,028	,076
education	-,092	-,376	-,280	,028	1,000	,051
length of residence	-,119	-,340	,460	,076	,051	1,000
Sig. (unilateral)						
identity with comercial and circulation places		,310	,445	,227	,149	,089
cityzone	,310		,202	,477	,000	,000
groupofage	,445	,202		,379	,001	,000

	gender	,227	,477	,379	,	,376	,195
	education	,149	,000	,001	,376	,	,284
	length of residence	,089	,000	,000	,195	,284	,
N	identity with commercial and circulation places	130	130	130	130	130	130
	cityzone	130	130	130	130	130	130
	groupofage	130	130	130	130	130	130
	gender	130	130	130	130	130	130
	education	130	130	130	130	130	130
	length of residence	130	130	130	130	130	130

## ANOVA

Model	Suma de cuadrados	gl	Media cuadrática	F	Sig.
1 Regresión	2,229	5	,446	1,238	,296
Residual	44,663	124	,360		
Total	46,892	129			

a Predictive variables: (Constant), length of residence, education, gender, cityzone, groupofage

b Dependent variable: identity with commercial and circulation places

**Coefficients**

Model	Coefficientes no estandarizados		t	Sig.	Intervalo de confianza para B al 95%		Correlaciones		Estadísticos de colinealidad			FIV
	B	Error típ.			Beta	Límite inferior	Límite superior	Orden cero	Parcial	Semiparcial	Tolerancia	
1 (Constante)	2,168	,347	6,250	,000	1,482	2,855						
cityzone	-5,764E-02	,036	-,164	-,1600	,112	-,129	,014	-,044	-,142	-,140	,733	1,363
groupofage	4,424E-02	,091	,052	,485	,628	-,136	,225	-,012	,044	,043	,676	1,478
gender	9,937E-02	,106	,083	,940	,349	-,110	,309	,066	,084	,082	,992	1,008
education	-,124	,093	-,131	-,1,332	,185	-,308	,060	-,092	-,119	-,117	,790	1,265
length of residence	-8,874E-02	,049	-,198	-,1,807	,073	-,186	,008	-,119	-,160	-,158	,642	1,558

a Dependent variable: identity with comercial and circulation places

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