Fresh Eyes Toolkit

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Produced by Dr. Gareth Potts
BURA Director of Research, Policy and Best Practice
Contact: 07792 817156
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Introduction

Overview: Intended Outcomes

The Fresh Eyes process is, at heart, about introducing urban regeneration challenges (where challenge can mean a problem to be solved or an opportunity to be realised) to academics from disciplines which traditionally have little to do with regeneration or urban studies.

The Fresh Eyes process aims to offer benefits to regeneration:

- more holistic thinking on urban regeneration
- a more open discussion on regeneration which increases power for key regeneration stakeholders (particularly community groups and residents that tend to be less well resourced when compared to their counterparts in the development industry and local authorities)

and benefits to higher education......

- increased inter-disciplinarity in universities
- increased knowledge exchange between universities and communities

Ideally these will one day be reflected in tangible changes in terms of:

- Broader-ranging academic regeneration courses (and funding for this)
- Increasingly multi-disciplinary research
- Community groups being more aware of a wider resource that they can draw on
- Use of the Fresh Eyes thinking in local planning exercises and scheme development

Fresh Eyes events can be undertaken as one-off events but seem to have greatest promise where a group of academics develop and maintain a connection with a particular place.

The Project was initially designed so that little time was required of academics and other participants – a ‘light touch’, low-level commitment (a day or two a year at most). That said, the academics (and stakeholders) can become as involved as they want – some may find funds for research/knowledge transfer projects whereas others may attend an event once a year.

Outputs

The primary output is this document – a suggested way to run the Fresh Eyes process and a template of the questions that are thrown up by the process. Ideally, the document can remain a work in progress – in the sense of something that can always be added to.

The secondary outputs are:

- Detailed background material on a case study area
- Participant academics’ one-page discipline outlines and recommended texts

These can be accessed on the FEFUR project web pages – part of the UrbanBuzz website.
http://www.urbanbuzz.org/scommunities/showFundedProject.do?id=9
There is a lot of interest in the Fresh Eyes concept – academics, community activists, developers, planners and private sector consultants have all either attended events or stated a strong interest. The network of interested people (academics and others) is the project’s most overt outcome to date. The need is to build on this.

Ideally, universities in a given city-region can form a network and develop a relationship with one or more places over a sustained period. It is not overly problematic if just one place gets ‘all’ the attention in that region – the key is that the concept is being developed, understood and supported.

There is still a need to work out how to engage more with residents in the case study areas – some form of outreach work is the order of the day here. There is also a need to persuade politicians and developers that the exercise can have some value for them – at present it seems to be seen as a potential spoke in the wheel of developments. This is not insurmountable – the private sector needs to be represented on any panel taking Fresh Eyes forward. Blue skies thinking and commercial realism are both needed.

The template in part three is still very generic. On one level this is ideal since all regeneration in an area needs to be planned in a well thought out contextual framework. There is however also a need to start and develop thoughts on specific plans and developments – this is important in order to engage private developers and to retain the interest of academics and others. It is far more likely to get stakeholder buy-in if discussions are to focus on real decisions.

The whole point is that by asking good questions it encourages all key stakeholders to assess what is and is not being done at present. Many of the points made in the template may be ‘old hat’. The need then is to try and move these aspects into the background material and to then focus on questions and observations that participants feel have the greatest novelty.

The most likely way forward is to make each of the subject headings in the template the focus of a seminar or workshop – ideally one that stretches into the evening and so allows local residents who work elsewhere to attend. These events will have outputs that can be circulated – on a project website http://pbwiki.com and at subsequent meetings.

All of the work needs to be taken forward by a group of interested and appropriately diverse individuals. There was a provisional User Panel established for the purposes of the exercise and this is a good working model to build on (it contains course tutors, private sector master-planners, developers, councillors and community groups).
Structure of the Toolkit

The Toolkit is divided into three main sections. The first outlines how background material can be pulled together on a case study area. The second details the key steps needed to run a Fresh Eyes event – i.e. an event that draws on numerous academic disciplines. The final section is a template of questions (and some observations) about urban regeneration that has emerged from the two events held to date.
PART ONE: CASE STUDY PREPARATION

Selecting a Case Study

Place
An area needs to have:

- regeneration activity (or clear need for it)
- strong connections of the co-ordinating body with an area
- an area that is marketable to potential participants

Scale
The scale should be something that people can walk around in a few hours – a neighbourhood or community. The aim is to present people with an area and population that is large enough to offer some interesting challenges and small enough for people to be able to feel that they know the key locations and, over time, have a sense of the type of people that live there. The exercise has thus far been conducted in an area that mainly focused on one electoral ward.

Background Material

Nature of Background Material
A Fresh Eyes event takes place in a short space of time – so, for the initial events, it is important that participants are sent good background documents prior to the event.

One document will cover the case study community/area and the wider local authority/urban context in which it is located. It should look at the economic, the social, the environmental and the institutional (i.e. politics, governance, key organisations etc.).

There should also be a document that outlines, for the lay-person, what regeneration and development entail in the case study area.

Resources
Numerous resources can be used in producing summary documents. These include:

- Internet
- Local Development Framework – prepared by local authority planning department
- Community Strategy – prepared by Local Strategic Partnership
- Local Authority Regeneration Strategy
- Local historians
- Local studies library
- Google Earth - http://earth.google.co.uk
- Google Scholar - http://scholar.google.co.uk
It is useful to get local stakeholders to check and comment on the documents before they are circulated. In terms of preparing good documents there is, alas, no substitute for good hard work – lots of googling (albeit guided by a report structure – addressed in the next sub-section).

Document One – General Overview

This is a general overview of the case study area. It could typically be expected to include:

<table>
<thead>
<tr>
<th>THE AREA IN SOCIAL TERMS</th>
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</thead>
<tbody>
<tr>
<td><strong>Demographics</strong></td>
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<tr>
<td>Population</td>
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<td>Age</td>
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<td>Incomes</td>
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<td>Diversity</td>
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<td>Refugees and Asylum-Seekers</td>
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<td>Faith</td>
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<td>Family</td>
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<td>Education</td>
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<td>The Elderly</td>
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<td>Youth</td>
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<tr>
<td>Housing</td>
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<tr>
<td><strong>Community</strong></td>
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<td>Voluntary and Community Activity</td>
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<td>Tenants and Residents Associations</td>
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<td><strong>Politics</strong></td>
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<td>Parliamentary Constituencies</td>
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<td>Local Politics</td>
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<tr>
<td><strong>Education Provision</strong></td>
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<td>Primary and Secondary Education</td>
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<td>Further and Higher Education</td>
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<tr>
<td>Other Education</td>
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</tbody>
</table>
Health and Welfare
  Health
  Caring

Law and Order
  Crime
  Anti-Social Behaviour

Culture
  Heritage
  Cultural and Creative Events
    Music
    Pubs
  Restaurants and Cafes
  Leisure and Recreation

THE AREA IN ECONOMIC TERMS
  Current Economic Activity
  Local Economic Development
  Sector Specialisms/Cluster

Work
  The Local Population and Formal Work
  Support for the Unemployed

Retail
  Town Centre Activity
  Retail in General

Social Economy
  Support Agencies

Creative Industries
  Economic Support Agencies
  A Look at Some of the Key Players

THE AREA IN PHYSICAL TERMS
  Transport Infrastructure
    Road
    Rail
Air
Cycling and Walking

**Waterways**
Rivers
Old Canals

**Open Space**
Parks
Gardens
Play Areas

**Heritage**
Special buildings/spaces

**Waste Management**

[Multi-Map] Bird's Eye Tour of Case Study Area

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**PLANNING AND REGENERATION STRATEGY**

The Planning Framework
The Scenario Adopted in the Core Spatial Strategy
Case Study Area and the Regional Spatial Strategy
Other Development Areas
Regeneration Strategy

**EARLY COMMUNITY REGENERATION**

Overview
Single Regeneration Budget
City Challenge
New Deal for Communities etc.
n.b. the above will vary from place to place

**RENEWAL OF THE MAIN ESTATE IN THE CASE STUDY AREA**

The Estate Action Plan
Tower Block (Sale and Decantation)

**MAJOR PHYSICAL SCHEMES**
Document Styles
The background material needs to be read – and so needs to be readable. Important then is succinct treatment of issues and use of case studies and visuals (these latter may be taken on previous visits or downloaded from various websites). It is helpful if the documents can be uploaded to a project website – this makes it available to a wide online audience and also overcomes the problem of emailing large documents to participants.

Disseminating the Background Material
send out several weeks before the event
issue a reminder (two or three days before the event) that reading the documents is important to the day need to stress that the Multi-Map links are there – as most people print and then read (rather than viewing them online and then clicking the link).

Developing the Outreach Element
Getting to Know People and their Needs
In addition to working with community groups, there is a need to get in touch with the residents of the case study community.

This is the area of Fresh Eyes that needs to be developed the most. In other words there needs to be increased emphasis on Ears as well as Eyes.

Resident Research
Resident voices can be accessed through informal outreach processes – individuals and small teams that spend lots of time visiting communal sites such as pubs, clubs, launderettes, events etc.

This process can however be given a more scientific/robust base by having local resident research teams who undertake surveys in their communities.

Such research offers the potential for
- Recognition of researchers by their fellow residents
- Greater similarities between researchers and researched (dress/language/accent etc.)
- Access - knowing key-holders / friend of friends etc.
• Easier to make repeat visits if a householder is not in

Efforts are being made through the new Citizens Research Network to link up existing resident research teams and to start to think about improving quality standards and certification. The Network is also enrolling many academics across the UK and Ireland who are interested in developing this concept.
http://www.mailtalk.ac.uk/cgi-bin/webadmin?A0=CRN

Making Use of Resident Research
The information gathered in the resident survey can be further developed by workshops with interested residents to discuss emerging themes in more detail. The key thing is that the results and many of the interested residents can be engaged in the Fresh Eyes event.

Other Possible Techniques
The following quote (from an academic respondent to the Fresh Eyes Toolkit consultation) is instructive in terms of thinking about techniques that are less time-intensive than outreach/research but that involve the academics in meeting local residents other than community activists

“‘The most readily available local people tend to be self-selecting activists and so may well not be representative of the locality. A new technique is needed alongside the Tour to enable academics to talk freely, and perhaps individually, to locals, as well as to one another – maybe something like door-stepping when canvassing at an election. One way or another, the existing process is good at promoting ‘horizontal’ i.e. interdisciplinary relations, but not good at promoting vertical ones, i.e. relations between academics individually or as a group, and locals. The Ears as well as Eyes point is vitally important’.

The key is to be able to realise such communications whilst also recognising that many residents will not be home or willing to chat on their doorstep to strangers. Perhaps an outreach team can arrange appointments.

Identifying Local Stakeholders

<table>
<thead>
<tr>
<th>Aged groups</th>
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<tbody>
<tr>
<td>Architects</td>
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<td>Arts centres</td>
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<td>Bloggers</td>
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<tr>
<td>Churches and Faith Centres</td>
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<tr>
<td>Citizens Advice Bureau</td>
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<tr>
<td>Community enterprises</td>
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<tr>
<td>Community groups</td>
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<tr>
<td>Community Radio</td>
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<tr>
<td>Credit Union</td>
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</tbody>
</table>
Developers
Early Years / Sure Start
Funding bodies
Health Centre / GP surgeries
Law Centre
Nurseries/kindergarten
Primary and secondary schools
Publicans
Refugee and Asylum-Seeker Groups
River governance bodies (Port Authorities etc.)
Safer Neighbourhoods Team
Tenants and Residents Associations
Time Bank
Town Centre Manager
Ward Councillors
Youth centres

**Working With Local Stakeholders**
Project staff to visit the site to look at the site and the venue
n.b. this is unnecessary if the project organisers are already based in the area
PART TWO: PLANNING A FRESH EYES EVENT

Academic Invitees

Geography
Try and find invitees within a fifty mile radius as it keeps down travel expense claims
It also increases the likeliness of people wanting to attend

Numbers
identify several hundred possible participants
have several for each discipline
Generally events have not exceeded forty or so participants – this seems to have worked well
give a response timescale – so that numbers do not suddenly get out of hand with a belated flurry of
would-be participants

Who
Aim to attract tenured staff or those in latter stages of doctoral research
The key is that people are there as participants – not to listen

Disciplines/Study Areas

Anthropology
Archaeology
Architecture
Architecture in regeneration
Behavioural economics
Brownfield studies
Chartered Surveying
Civil Engineering
Communications studies
Community development
Community psychology
Community social psychology
Community studies
Construction management
Corporate social responsibility
Creative industries
Cultural studies
Design
Venue
look for unusual spaces – it adds to the sense of novelty/occasion
the first two venues were a Norman church with fine décor and grounds and the Stephen Lawrence Centre (a name known nationally and beyond and so perhaps more likely to attract curiosity)
affordable premises should be available in most regeneration areas

Planning for the Event
Travel directions
These include:
• underground
• mainline rail
• buses
• directions [http://www.streetmap.co.uk](http://www.streetmap.co.uk) (and parking information).

Materials
• Flipcharts
• Marker pens
• Camera
• Tape/Digital recorder(s) – probably need several as there will be breakout sessions
• Mobile phones – for guides to liaise with Project Director

Food and Drink
• Ensure (slightly) more than enough to go around
• Refreshments too – tea, coffee, biscuits, juice, water
• Vegan and vegetarian options

Localism Principle
• Use local caterers to ensure more money retained locally
• Purchase refreshments in independent local stores
• Give any unused food and drink to local residents

Weather
Summer, Spring and Autumn dates reduces cold as a variable. People were encouraged to bring an umbrella and waterproof. People were emailed the website of the BBC’s 5-day forecast - http://www.bbc.co.uk/weather/5day.shtml

**Staffing the Event**

**Chair**
Needs to have:
- a foot in both the academic and practitioner camps
- enthusiasm for the subject area
- willing to attend pre-events discussions/walkabouts

This is perhaps the one area where spending might be justified – in particular a big name Chair could assist in drawing in participants (without these latter needing to be paid too). The danger is that someone who is ‘too high profile’ (a media celebrity, for example) somehow affects the balance of the group.

**Tour Guides**
Needs, in an ideal world, to be:
- very friendly
- help set the friendly/informal tone for the day
- someone who is animated and can animate others
- knows the area well and the politics surrounding each site
- tell us a great deal about the history of the area
- infectious enthusiasm for subject and area
- able to make themselves heard

Ideally, since people will sometimes be unavailable and because several tours may be running, there needs to be a pool of eight to ten such individuals to select from.

**Event Manager**
The importance of someone in this role cannot be over-estimated. The person will need to:
- remain at the venue to ensure that there was a point of contact for latecomers
- ensure that refreshments are ready when people returned from the guided tour
- to do odd jobs (such as wash dishes and cups if these run out)
- to chat and assist the Project Director in the meeting and greeting at the start of events

**Facilitators**
This work was paid – a hundred pounds honorarium
It is something that is worth having done well
Time and Timing of the Event

Best Months

The aim was to hold the event:

- before commencement of the academic term
- after schools had returned
- after the main summer months

April, July and Sept all earned a handful of nominations

many academics are engaged in induction weeks by late September and so could not attend.

Day of the Week

The event was held on a Thursday on both occasions.

Friday's are notorious for events in that many are likely to want to head off for an early weekend start.

Duration

9:30 to 5 is a long day

Possibly into the evening if a grand dinner or event is involved.

If 2 days there would be more time walking the area, meeting people in the field, community members etc.

difficulties for academics to take time off, get funding etc.

2 days will be possible if a regular network forms [i.e. less effort in marketing is needed]

Many participants stated a desire for 2 days but getting them to commit to this is much harder – especially if they come from outside a region.

Brief for the Event

Need to look at:

- Main problems in case study area/site
- What causes these?
- Main opportunities in case study area/site
- What needed to address these?
- Come up with between one and three firm proposals to stakeholders (the local authority/developer/community) about substantive change they should make in their plans, developments, ways of working

Introductory Session

The Project Director kicks off with five to ten minutes of welcome and information.

everyone quickly introduced themselves – long self-important histories can kill the momentum!

This shows people that many disciplines are present and that the day will be unusual.

short opening presentations from different stakeholders

- reps of voluntary and community groups
• politicians
• developers
• council officers

The Tour

Aim
The aim is to get the participants to think about:
• What the area/proposed development’s problems are
• What the area/proposed development’s opportunities are
• How their discipline might offer practical examples and/or research to assist in solving these problems
• How their discipline might offer practical examples and/or research to assist in realising these opportunities

In particular the need is to now move towards feeding into specific developments

Itineraries
Sight of key social, economic and environmental sites
Sight of some of the existing attempts to regenerate
Highlight the issues highlight what is/is not working

Make reference to things referred to in the preparatory documents
Link trip to earlier presentations

There could be several themed tours each focusing on specific elements of the area.

Planning the Tour
Need to walk the tour and time it [allowing for breaks for guide comments and questions]

Logistics
Use of a bus to collect participants obviates the need to walk in a circle

Elements of a Good Tour

• Opportunity to take photos (for academics’ subsequent use in lectures)
• Time to ask questions
• Time for participants to chat as they walk
• Presence of professionals directly involved in regeneration projects – try and get developers and council planning officers there
• Presence of local residents/business folk

**Duration**
walk was long for older people – need warning
should not exceed two hours unless broken by lunch

**Group Size**
large groups [15-20] get staggered out and it becomes hard to hear the tour guide
large groups obstructed foot pavement traffic
a few participants were keen that the Tour not be seen as ‘academic regeneration tourism’
so 10-15 seems a good size

**Community Input**
need to have some input from local residents who had experienced regeneration
these can be from community groups/activities or just everyday residents
the key is that academics are in contact with local people

**Technology/Materials**
loud-hailer might be considered for very noisy parts – in particular along road-sides
digital recorder and microphone – could also use this for trial tours [that can then feed into the background material]
A4 (coloured) street-plan of the area indicating:
  • direction of the route
  • main landmarks

<table>
<thead>
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<th>Tool/Process</th>
<th>Website</th>
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<td>technologies</td>
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**Managing the Tour Process**
The day manager and Project Director need to have
  • taxi numbers for latecomers (not needed so far)
  • tour guides’ mobile numbers
  • (where relevant) number of the bus driver and company that will pick up the tours

**The Discussion Groups**

**Aims**
The need is for the facilitators to try and go round their groups and tease out academics’ views on the questions set them immediately prior to the tour. Here there probably needs to be some way of local
participants and key stakeholders assessing what they feel constitutes a novel response and, therefore, something the remainder of the group/workshop can focus on.
**Group Working**

More breakout groups would have meant more people could have said more
But if the same population is split into even more groups it reduces the opportunity for cross-fertilisation between disciplines

**Disciplinary Perspectives**

In the initial post-tour groups some people largely had their ‘human hats’ on rather than their academic ones - that is, they often approached the issue at hand without reference to their own disciplines.

The need then is to try and tease out disciplinary perspectives.

keeping urbanists (those who typically deal with regeneration and/or urban development) and non-urbanists separate ensures fresh perspectives and ensures regeneration voices do not dominate

urbanists do need to be invited – to identify what is ‘Fresh’ and to offer advise/background to non-urbanists

**Facilitation**

Facilitators should not be participants

The events have used experienced academics and consultants as facilitators – it requires a safe pair of hands.

**Materials**

large scale maps of the area for the workshops

**Final Plenary Session**

This is where the groups come together for a final hour of discussion and attempt to make some suggested changes that can influence the deliberations of planners, residents, developers and others.

This has to be the high-point of the day. There needs to be a feeling amongst most of those present that at least some of the suggestions will be acted upon.

**Post-Event**

**The Feedback Form and Collection**

Gather feedback – continuous improvement is the order of the day

Keep this concise – not more than one sheet of A4/10 questions

Entrust the even/day manager with ensuring that no-one leaves without handing in a form

Only give expenses forms to those who have completed their feedback forms

Can also offer SAEs to make return of the claim forms easier if people want to fill them in after the event
Accounts and Recommended Reading

Academic participants should be asked to supply a 1-2 page account that adds:

- any further thoughts they have had since the event
- the essence of their discipline
- a text they would recommended to give an educated layperson an insight into their discipline

Other Possible Tools to Consider in Planning Discussion

During the course of the various events (and subsequent feedback) a couple of methods for running events were mentioned (see Table). These were not explored during the project but it will be useful to look into whether these can help inform Fresh Eyes in the future.

<table>
<thead>
<tr>
<th>Tool/Process</th>
<th>Website</th>
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<tbody>
<tr>
<td>Open Space meetings</td>
<td><a href="http://www.peopleandparticipation.net/display/Methods/Open+Space">http://www.peopleandparticipation.net/display/Methods/Open+Space</a></td>
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</tbody>
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PART THREE: CONCEPTUAL TEMPLATE

Using the Template
As has been mentioned earlier, the two events funded by UrbanBuzz generated a large template of questions to be asked of an area’s regeneration plans and/or of particular developments.

This is just an initial list and many of the issues mentioned are ones that might quite quickly, upon reading through by an expert panel, be placed in the background material.

In the coming months and years the need is to do this and to add material – some of which, in turn, may also need to go into background material if judged somewhat ‘old hat’.

The greatest likelihood is that future events will be more thematic and more focused on specific developments.

Wants and Needs

Identification
1) What is being done to identify resident’s wants/needs/values/cultures – e.g. anthropological (participant observation) and/or interviews/surveys?
2) Are surveys being broken down by gender, age, race, sexuality, disability, ethnicity etc.?
3) What do residents value in terms of built and environment and wider social fabric?

Anthropological (Participant Observation) Methods for Understanding Needs
4) Is the anthropologist there to interpret or collect views (or some blurring of the two?)
5) Don’t communities already know their priorities – or, put another way, what can anthropology deliver?
6) Are there the resources available to help fund anthropological studies to support regeneration projects?
7) Is there a willingness to accept the findings of such studies?
8) Is there the danger of the researcher ‘going native’ and taking the local groups side – e.g. on a forthcoming development?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Title</th>
<th>Publisher and Location</th>
<th>Year</th>
<th>Author</th>
<th>Recommended By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>What is Anthropology?</td>
<td>Pluto Press</td>
<td>2004</td>
<td>Thomas Hylland Eriksen</td>
<td>Camilla Power</td>
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A couple of tools were mentioned (see Table) as possibly being able to help. Future iterations of Fresh Eyes may well be able to draw upon these.

<table>
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<tr>
<th>Tool/Process</th>
<th>Website</th>
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<tbody>
<tr>
<td>Community Audit</td>
<td><a href="http://www.ioe.mmu.ac.uk/caec">http://www.ioe.mmu.ac.uk/caec</a></td>
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Participatory Poverty Assessment  
http://www.hakikazi.org/trcdd/newpage7.htm

**Vision**

**Aims**

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<td>9)</td>
<td>What do community groups, local authorities, developers and national policy makers understand as the goal of ‘regeneration’?</td>
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<td>10)</td>
<td>Who and what is regeneration for?</td>
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<td>11)</td>
<td>Defining what ‘success’ would look-like from a gender, age, race perspective etc. at the start is important.</td>
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<td>12)</td>
<td>How is the relationship between ‘economic regeneration’ and ‘social regeneration’ conceived of by those who are designing and implementing regeneration plans?</td>
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<td>13)</td>
<td>What plans are put in place to ensure that regeneration does indeed benefit marginalised groupings (rather than simply assuming these benefits will ‘trickle down’ to them)?</td>
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<td>14)</td>
<td>What is the time frame for redevelopment - revolution or an evolution?</td>
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**Changing Understanding?**

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<td>15)</td>
<td>What is the problem that an institution or policy is supposed to be solving</td>
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<td>16)</td>
<td>Is the problem a failure of the market or a result of the market?</td>
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<td>17)</td>
<td>What is the worldview about how cities should be – e.g. Jacobs, Schumacher, Illich, Ward, Freire, Young</td>
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<td>18)</td>
<td>How is regeneration (and regeneration spending) evolving?</td>
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<td>19)</td>
<td>Is regeneration market-led or a mix of market and socio-economic programme?</td>
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<tbody>
<tr>
<td>(Self-)Education</td>
<td>Tools for Conviviality</td>
<td>Marion Boyars Publishers Ltd</td>
<td>1973</td>
<td>Ivan Illich</td>
<td>Liz Richardson</td>
</tr>
<tr>
<td>(Self-)Education</td>
<td>Pedagogy of the Oppressed</td>
<td>Penguin</td>
<td>1968</td>
<td>Paulo Freire</td>
<td>Liz Richardson</td>
</tr>
</tbody>
</table>
20) Three broad relevant perspectives on problems of urban localities, their relation to market, state and civil society, and issues of governance. These are:
- Neo-Classicism
- Social Reformism
- Marxism

21) Other perspectives have their roots in – or have emerged through dialogue with – these three theories.
- Public Choice Theory
- Regime Theory
- Communitarianism
- Regulationism

Impacts

22) What meaningful indicators are being used in planning and monitoring regeneration initiatives?

23) What (predictive) impact assessments are being undertaken prior to regeneration projects gaining consent (i.e. how might different groups might benefit from a policy proposal)?

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<tr>
<td>Cultural Studies</td>
<td>Regeneration and the Race Equality duty</td>
<td>CRE</td>
<td>2007</td>
<td>CRE</td>
<td>Ursula Troche</td>
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</tbody>
</table>

Political Issues

Power

24) Environmental and Community Psychology both highlight the importance for people to have control over their environments.

25) Sociologists are also mindful who has power more generally - is it the developers, the local planners, politicians, residents?

26) Power can be about power to make decisions and about resources (finance, land, property, networks) and their role with respect to the creation, exacerbation or solution of urban problems.

27) How can power be sufficiently wide for people to feel a genuine level of control over their environments?

An interesting response to the initial Toolkit consultation generated the following quote – a quote that needs to be incorporated into future versions of the Toolkit.

“Power, in my reading, is not about ‘feeling’ more or less empowered. It is about hardnosed ownership and control. And it is not possible to have control in the absence of ownership. ‘Fresh’ thinking would, therefore, concentrate, instead, on ownership (“ownpowerment”). ‘Participation’, as commonly understood, as well as literally, refers to being ‘part’ of what others have ownership of and control over. Which means that ‘part-icipation’ can be allowed or disallowed at will by the
(real) ‘holders-of-power (aka ‘holders-of-the-L-chequebook’). More often than not, ‘participation’ is about eg locals being ‘allowed’ to be ‘part’ of (Regeneration?) projects or initiatives which, in the final analysis, are not ‘theirs’. “Reaching-out’ to the “hard-to-reach” and ‘building’ capacities is part and parcel of the same obnoxious (Active-acting) Agent /Donor – (Passive) recipient/beneficiary/part-icipant dichotomy. (NB ‘Trainer-trainee’)" [academic attendee at second Fresh Eyes event].

Residents

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<td>28)</td>
<td>How much power do residents have – e.g. are they being asked what type of supermarket they want rather than whether they want one?</td>
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<td>29)</td>
<td>How many community groups are involved in the regeneration process, to what extent?</td>
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<td>30)</td>
<td>What are the perceived barriers to involvement?</td>
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<td>31)</td>
<td>Is participation in decision-making tokenistic or genuine?</td>
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Gender and Decision-Making

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<tr>
<td>32)</td>
<td>What efforts are being made to ensure women as well as men effectively participate in decisions that affect their lives?</td>
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<td>33)</td>
<td>What recognition is given to involving local women’s organisations in decisions</td>
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<td>34)</td>
<td>What recognition is given to recognising and involving women activists in decisions</td>
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<tr>
<td>35)</td>
<td>Is data gathered on attendance of women and men</td>
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<td>36)</td>
<td>Are women and men used equally to promote events</td>
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<td>37)</td>
<td>What recognition is given to women’s role as primary carers in the family and responsibility for domestic work reduces time available and reduces flexibility for participation?</td>
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<td>38)</td>
<td>What recognition is given to the fact that women often lack confidence in speaking in public and have less experience of formal meeting procedures?</td>
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<td>39)</td>
<td>What recognition is given to the fact that women from ethnic minority groups may have additional barriers, for example, women-only groups or bilingual representatives may be needed?</td>
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<td>40)</td>
<td>Is childcare provided so that those with young children can participate?</td>
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<td>41)</td>
<td>Are meetings held with women and men separately?</td>
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<td>42)</td>
<td>Is publicity of events too reliant on the internet?</td>
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<tr>
<td>43)</td>
<td>Is ongoing engagement too reliant on the internet?</td>
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<tr>
<td>44)</td>
<td>With mixed groups, are efforts made to have male and female co-chairs?</td>
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<td>45)</td>
<td>Are efforts made to choose a venue with safety, security and transport accessibility in mind?</td>
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<td>46)</td>
<td>Are efforts made to initiate capacity-building of women to take up decision-making and leadership positions?</td>
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Councillor Capacity

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<td>47)</td>
<td>Do councillors and regenerators get enough exposure to successful projects elsewhere – i.e. how do they learn about best practice?</td>
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<td>48)</td>
<td>What are the skills, capacities and powers of Councillors and officers to get involved in thinking about (and acting upon) regeneration?</td>
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<td>49)</td>
<td>How can such skills, capacities and powers be built?</td>
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Delivery

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<tr>
<td>50)</td>
<td>Look at how big systems like bureaucracies have and can inadvertently damage delicate social systems by clumsy delivery</td>
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<tr>
<td>Urban Politics</td>
<td>Urban Policy and Politics</td>
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<tr>
<td>Development Studies</td>
<td>Gender and Development</td>
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<tr>
<td>Social Policy</td>
<td>Making Social Science Matter: Why social inquiry fails and how it can succeed again</td>
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**Consultation**

**Issues for Consultation**

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<tr>
<td>51</td>
<td>What are consultations on the LDF and regeneration schemes like?</td>
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<td>52</td>
<td>What human and financial resource is put behind them?</td>
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**Nature of Consultation**

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| **Post-Consultation** | 55) What, if any, are the blockages that stop existing consultation results getting acted upon?  
56) Are there things the local communities have (reasonably) asked for that have not been forthcoming?  
57) How much feedback is there from consultations? |
| **Support for/Interest in Consultation** | 58) Do local people have ‘consultation fatigue’ – probably best not to survey them to find out!  
59) Are local Deptford people disillusioned by the ‘consultation process’?  
60) Are consultation processes designed and organised in such a way that local people feel that outcomes reflect their perceived needs and interests?  
61) Are people more interested in being consulted in a scheme that they might use (e.g. a leisure facility)? |
| **Involvement of Locals** | 62) Consultation can be carried out by local people – with a little support and training and professional input.  
63) Need to move beyond just consulting/involving the “usual suspects” or the most vocal community groups and community members.  
64) Is consultation done by professional community-based outreach or through professionals brought in? |
| **Co-ordination and Learning** | 65) Where is the strategy for consultation?  
66) Are there any lessons to be learnt from previous consultations? |
| **Outreach** | 67) Are efforts being made to reach the most marginalised?  
68) What efforts are made to consult youth?  
69) What of pre-teens? |
| **Community Expectations** | 70) How can community expectations be managed in the participation/consultation process – i.e. how can hopes for community benefits be kept high but also not raised too high.  
71) In Deptford there will be consultations on development proposals for 6 sites that are in quite close proximity – can these consultations not be brought together to hold 1 more thorough consultation, with proper skill giving workshops included? |
| **Culture** | 72) Which elements of the environment are existing residents proud of?  
73) Which elements of the environment do existing residents use?  
74) Which elements of the environment are existing residents ashamed of? |

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**Psychological Accessibility**

72) Which elements of the environment are existing residents proud of?  
73) Which elements of the environment do existing residents use?  
74) Which elements of the environment are existing residents ashamed of?
75) Which elements of the environment do existing residents not use?

**Distinctiveness**

76) What elements of the area’s heritage are being (or could be) capitalised upon?

77) Do developers typically look to keep some local aspects in a re-/development?

78) Are local cultures (e.g. recycling culture, customs etc.) and cultural assets in a broad sport/leisure/arts-type sense audited and fed into regeneration discussions?

**Culture and Regeneration**

79) Use of art in regeneration projects opens up opportunities for the community

**Behaviour**

80) Should certain cultures be encouraged – e.g. healthy living, environmentalism etc.?

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<td>Cultural Studies</td>
<td>The Creative City: A toolkit for urban innovators,</td>
<td>Earthscan Publications Ltd.</td>
<td>2000</td>
<td>Landry, Charles,</td>
<td>Karina Berzins</td>
</tr>
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**Work and Labour Force**

**Local Work**

81) How many work on sites for which development is proposed?

82) How many displaced jobs will there be?

83) How is the workforce divided up between public, private and VCS?

**Local (Resident) Workforce**

84) What is the case study area’s skills base? Has there been an audit?

85) What is local unemployment in the area?

86) What are local peoples' work aspirations?

87) How many want employment or training?

88) What efforts are being made (or could be made) around local labour clauses?

**Travel to Work**

89) How can people get in to work in the area?

90) How to get out to work from the area?

91) How many local residents will work locally in the years to come?

**Link-Up or Trickle-Down**

92) How to tie up local residents' fortunes with the high incomes of newcomers?

93) How to move local people into higher paid jobs?

**Economic Strategy**

**Strategic Thinking**

94) Does Porter’s ‘clusters of competitive advantage’ thinking inform decisions?

95) What are the local economic strengths and weaknesses
**Inner-City Economic Activity**

96) A significant part of the case study site looked at in the first Fresh Eyes event is given over to transport ancillary activities: fuel sales, taxi sales/repair, MOTs, classic vehicle restoration, vehicle breaking, logistics.

97) There was also a strong recycling theme – both vehicle dismantling and community food recycling.

98) How is regulation set to affect dirty industries in future? E.g. the EC ‘End of Vehicle Life’ directive will require manufacturers to take responsibility for the dismantling and recycling of vehicle parts – could be an opportunity to create jobs. Areas with such activity might be expected to boom.

**Dirty Industry v ‘Classic’ Riverside Regeneration**

99) Can there be successful mixed-use regeneration when one of the uses is ‘dirty’? – e.g. recycling

100) Recycling sites can be seen positively, if well-designed – as has been seen Vienna

101) Recycling does not have to be dirty

**Links to local Economic Centres**

102) The Fresh Eyes site was directly opposite Canary Wharf (CW).

103) Encourage some service industries to locate there and serve CW?

104) Are there any existing local business/computer parks (or businesses) that would benefit from serving CW?

105) Does CW offer the right employment opportunities for local residents?

**Creative Industries**

106) Organic processes often help buildings and spaces get used e.g. artists taking over buildings to use as informal galleries etc – development can push this creativity out.

107) Is there sufficient affordable space for embryonic creative firms?

108) What efforts are being made to ensure that ethnic minorities and women have the opportunities to become part of the creative small business sector?

**Other Possible Local Economic Development Strategies**

109) Are Heritage/Tourism viable strategies?

110) Can cruise liners use the river? n.b. in the case study area there are said to be issues around the ‘natural scour’ / berthing capacity?

**Place-Marketing**

111) How is the case study area (and wider local authority/sub-region) marketed and who to?

112) Are tourists/visitors ever consulted on what they like/dis-like?

**Social Economy**

113) Suggested that the local recycling business (a social enterprise) goes way beyond just economic aims.

114) How much social/community enterprise is there?

115) What efforts are being made to encourage not-for-profit organisations!

116) Could there be a social/community enterprise zone?

117) Suggested that a recycling Local Exchange Trading System might be introduced?

118) What is the experience of LETS in the area/borough?

**Organisation Workshops**
119) de Morais’ answer to the question: “Why are people poor?” is: ‘Because they have no jobs’.

120) OWs are different from both ‘training’, ‘instruction’ and ‘capacity building’

121) They are about ‘capacitation’ – learning by delivery of real contracts aided by support that the workshop participants, often local unemployed people, call on as/when needed.

122) The aim with OWs is to generate sustainable community enterprises

**Business Support**

123) What efforts are being made to build business partnerships between small local businesses to develop effective networking, lobbying, marketing and commercial links?

**Retail**

124) What is the retail offer like in/around the case study area? Can this be boosted without harming existing retail centres?

125) Have attempts been made to hypothecate rates (and leveraging in s106 from adjacent developments?) to improve the high street?

126) What is being done to ensure diversity in terms of shops, pubs, cafes etc.?

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<td>Community Based Development</td>
<td>A Future for the Excluded</td>
<td>ZED books</td>
<td>2000</td>
<td>Carmen &amp; Sobrado</td>
<td>Raff Carmen</td>
</tr>
<tr>
<td>Local Economic Development</td>
<td>Ripples from the Zambezi: Passion, Entrepreneurship and the Rebirth of Local Economies</td>
<td>New Society Publishers</td>
<td>1999</td>
<td>Ernesto Sirolli</td>
<td>Stuart Smith</td>
</tr>
<tr>
<td>Local Economic Development</td>
<td>The Making of a Ruling Class: Two centuries of capital development on Tyneside</td>
<td>Benwell Community Development Project</td>
<td>1978</td>
<td>Benwell CDP</td>
<td>Gareth Potts</td>
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**Green Space**

**Ecology**

127) Biodiversity ‘stepping stones’ are important – these are places where different mobile species (usually birds) can stop and find food/shelter.
### Ethnobotany

129) Ethnobotany is knowledge and use of plants for food and health care within urban environments, often among migrant communities.

130) Use of home-gardens in a city environment among migrant communities. Insights from such projects can add to a better integration of green spaces in urban areas and to the conservation of bio-cultural diversity. Urban ethnobotany also focuses on the use of traditional medicine among migrant communities.

131) Insights from such studies provide a better understanding of health care practices among those groups, their utilisation of the pluralistic health care system in which they live, and results thus attribute to culturally competent health care.

### Mapping Green Assets

132) Investigating the demand for and the creation of community gardens and communal green areas could be a useful starting point to work towards a better integration of different community groups.

133) An asset in Deptford is the Vietnamese community’s skill at gardening. Will there be growing spaces left for this to happen?

### Use of Spaces and Places

134) Numerous examples of sterile green space – land put to grass that has no obvious function.

135) Public space and streetscape were deemed uninspiring.

136) Under-used ‘green’ and ‘play’ spaces.

137) The relative absence of local people on the streets and public spaces around the housing estates and residential areas on the tour of the area (on a reasonable late morning in September)

### Potential Use of Spaces and Places

138) Dis-used green-space could be used more productively as a space to promote community cohesion through gardening and other projects.

139) What funds are available to fund quality green space and streetscape (e.g. public funds, Section 106 etc.)?

140) Need to think about spaces and places that get used throughout the day.

### Allotment Gardens and Community Cohesion

141) Allotments can be places where social capital develops and could even be a way for different nationalities to produce food and then exchange the culinary results.

142) Given the current fashion for “growing your own” amongst the middle classes (particularly as part of an ethical lifestyle) it is to be that demand for growing space will be generated from such newcomers moving into an area, and provision should be made for this as part of urban design for a sustainable community on the site to be redeveloped.
As an inner London borough, Lewisham is excluded from the obligation on other local authorities under the 1908 Small Holdings and Allotments Act to provide allotment gardens.

Strong gardening tradition on allotment sites in this area and its surroundings (e.g. Isle of Dogs, Kidbrooke), involving intensive vegetable production by gardeners from a range of communities with rich gardening cultures, such as Vietnamese and Madeiran Portuguese.

Can some of the existing green open space be used for allotments?

**Meanwhile Uses**

Demolition of buildings can leave 'holes in the ground' for long periods, particularly with economic downturn/credit crunch.

This creates an opportunity for “meanwhile” uses, including food production, to celebrate the vibrancy of local gardening cultures and make a material difference to the quality of diets for people in poverty.

Such use requires clear assurances that it will be vacated on demand.

Alternatively, hoardings can also be put around sites to hide the unsightly.

**Environmental Action (and its Community Benefits)**

Environmental Psychology is also interested in action research – specifically developing (environmental) changes with the local people as they envisage them.

Community Psychology’s interest in places and activities that create social capital is interesting. They cite the usefulness of getting different groups working on a positive social cause – they would have to have ownership of it but it would ideally be something like an environmental cause/approach.

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<td>Political Ecology (Geography)</td>
<td>Growing in the Community</td>
<td>Local Government Association London</td>
<td>2008</td>
<td>Richard Wiltshire and Deborah Burn</td>
<td>Richard Wiltshire</td>
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**Property Development**

*Development Variables*
There are numerous variables in the nature of development:

- Scale
- Type (retail v mixed-use v industrial)
- Location (city centre v suburb etc.)
- Competition for development
- Subsidy/state support available to developers
- Land Ownership/Restrictive Covenants on how land can be used

**Market Demand**

152) What is the (sustainable) market demand?
153) How are methods developing for predicting profitability of developments?

**Undeveloped Land/Sites**

154) What are the site clean-up costs (overseen by geotechnical engineers) likely to be?
155) Civil engineers, in particular geotechnical engineers, can advise planners and/or decision makers as to what can be built on sites.

**Development for Management and Development for Sale**

156) Do developers that don’t go on to manage that same property produce worse developments (i.e. by not taking the local place into account) than those that stay as managers? If so how can more developers be encouraged to think long-term?
157) Are developers more willing to consider whole life costing if they also plan to manage the completed development?
158) Developers in for a quick return often sell ‘off plan’ (i.e. where a building has been designed and has planning permission but has not been built) to buy-to-let landlords. What are the social effects of this?

**Undeveloped Land/Sites**

159) How easy is it to secure public access to the whole river-front? Do locals want this?

**Benefits to Developers of Good Community Infrastructure**

160) What mechanisms exist to calculate the effect on development value of (positive and negative) social and environmental variables – e.g. crime, green-space, neighbourliness etc.?
161) Do developers know about and/or take such data seriously?
162) How can maintenance of new public realm created by developments be ensured?

**Impact**

163) What are the wider property impacts of a development – e.g. raised rents and house prices that might affect owners and tenants differently. Is this considered when looking at a regeneration proposal?
164) What are the typical traffic impacts of a residential development?

**Design Quality**
Regeneration and development should not give people something that developers, architects and planners themselves would reject for themselves.

Developers, architects and planners need to answer three questions: where do you want to retire to; where do you live now; where do you go on holiday?

Ideally those who would develop in an area should live there for at least a week.

Conditions for Developers

What are the main new environmental requirements on developments?

Environmental requirements (e.g. 10% renewables) can mean long term impacts on service charges (money charged of tenants for upkeep).

Grand (and not so grand) Designs

Is there any way that investment in the built environment can be less constraining on what happens in future - for example, a limit on large one-piece buildings (e.g. large blocks/developments)?

The Life Cycles of Buildings

How can the ‘safe service life’ of existing buildings and structures be maximised?

Subject: Real estate and economic/urban regeneration
Title: Development and Developers: Perspectives on Property.
Publisher and Location: Blackwell, Oxford.
Year: 2002
Author: Guy, S. and Henneberry, J. (eds.)
Recommended By: Joe Doak

Title: Sustainability and the Built Environment: An Agenda for Action
Publisher and Location: Upstream, London
Year: 2004
Author: Cadman, D. and Hirigoyen, J.
Recommended By: Joe Doak

Social

Population

High proportion of unpaid care work
High proportion of children and young people
Need to understand the community or local culture – i.e. go beyond the data sets.

Population Change

What is the incidence of buy-to-let residences?
What is the incidence of ’moved-on council tenants’?
How great is the transient community – those who don’t stay more than a couple of years? Is this a bad thing and, if so, can anything be done about it (e.g. special efforts to target newcomers, more home ownership, better schools etc.)?
Do the newcomers ignore residents of longer-standing (and vice-versa)?
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<td>179)</td>
<td>How to bring out (and celebrate?) the residents’ different heritages – for example, how might refugees share their experiences with local white working class people?</td>
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<td>180)</td>
<td>What will ‘tomorrow’s community’ look like in the area – are efforts made to project it and plan facilities etc. for it?</td>
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**Social Mix**

| 181) | Do the rich ignore the poor and/or vice-versa? |
| 182) | Why do communities have to be mixed? |
| 183) | What problem is mixing helping to solve? |
| 184) | Can gentrification ever be converted to true regeneration? |

**Social Relations**

| 185) | How does the community and the sub-sets within it interact? |
| 186) | What are the community networks and strengths? |

**Fostering Links**

| 187) | Anthropology action research programme (i.e. researching as (and after) actions are taken) would aim to identify ways of fostering social exchange and neighbourly congregation as part of everyday life and routine |

**Community Assets**

| 188) | How many (local) spaces and places are there that might be important in building community (leisure, pubs, clubs, retail, community garden, cafes)? |
| 189) | How well cared for are spaces and places that might be important in building community? |
| 190) | Community ownership of assets – what is being done on this front? |
| 191) | How good is the provision of space for the voluntary/community sector? |

**The ‘Danger’ of Community Visions**

| 192) | Don’t assume all people want to live in communities |
| 193) | Much of the vitality and urban buzz comes from people who’ve rejected communities. |

**‘Corporate’-Community Relations**

| 194) | In Berne there is an off-campus public café (the Café Soz) run by various departments of the university, including the Social Work department. |
| 195) | How can major institutions (e.g. universities, local authorities, big companies) have an informal presence in the area (i.e. one that demonstrates good neighbourliness)? |

**Gender**

| 196) | Women experience a higher incidence of income poverty, time poverty due to the burden of care work, inequalities in the labour and housing markets, in access to services, facilities and transport, lack of control over resources such as property and credit, and inequalities in the degree to which they are decision-makers in government at all levels as well as in development and regeneration projects |
| 197) | Gender roles are deeply ingrained in societies and affect how jobs, resources, and power are allocated and how different work is valued |
Since the introduction of the Gender Equality Duty, all public authorities in England, Wales and Scotland must demonstrate that they are promoting equality for women and men and eliminating sexual discrimination and harassment.

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<tr>
<td>Sociology</td>
<td>The Sociological Imagination and Public Sociology</td>
<td>OUP</td>
<td>1959</td>
<td>C. Wright Mills</td>
<td>Karen Evans</td>
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<td>Community</td>
<td>Family and Kinship in East London</td>
<td>Penguin Classics</td>
<td>1957</td>
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<td>Can-Do Citizens</td>
<td>Social Enterprise Services</td>
<td>2003</td>
<td>Matthew Pike</td>
<td>Gareth Potts</td>
</tr>
</tbody>
</table>

Transport and Infrastructure

Access

199) How good is access to public transport?
200) How good is the transport to and from a proposed development site?
201) How good is the site in terms of its accessibility for contractors' vehicles?
202) Are the play areas, health facilities, schools and shops in the right locations for those reliant on public transport? Could public transport better meet these needs?

Traffic

203) How can rat-runs (short cuts through residential areas for drivers) be stopped/lessened (Grove Street in Deptford was identified as a rat run)
204) Junction at Lewisham college was deemed to be an onerous task for pedestrians to cross. This was the old Deptford Broadway – a big meeting place. Are there any opportunities to close roads and convert to public space?
205) How polluting/dangerous are the roads in/around the site?

Cycling

206) Cycle routes were deemed (by one of the transport experts) to ‘fall apart’ in Deptford
### Riverine Transport

| 207) | How great are the tidal constraints in terms of dis/allowing use of the river (Thames) for travel and distribution? |
| 208) | Has consideration been given to using the nearby River Thames for transport (river taxis)? |

### Design

| 209) | How can transport planners assist in streets that are attractive and/or used as social spaces? |
| 210) | Home Zones (HZs) were mentioned by one participant – where is the nearest? |
| 211) | How expensive/problematic are Home Zones? |
| 212) | What is the local authority’s experience with these? |

### Infrastructure

| 213) | This can refer to bridges, tunnels, roads, rail, airports, waterways |
| 214) | Civil engineers can provide expertise on whole life management of built environment, including the initial cost, on-going costs (e.g., maintenance cost, etc) and the final cost of decommissioning |
| 215) | more and more clients demand the whole life costs from the outset of a project. |
| 216) | Civil engineers can provide tools to prolong the remaining safe service life of existing buildings |
| 217) | Due to climate change, civil engineers can help planners and/or decision makers by providing information on the effect of extreme weathers on infrastructure |

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<td>Civil Engineering</td>
<td>Civil Engineering Practice: An Introduction</td>
<td>Arnold</td>
<td>1997</td>
<td>Stephen Scott</td>
<td>Chun Qing Li</td>
</tr>
</tbody>
</table>

### Urban Design and Environment Issues

#### Heritage

| 218) | Visually unappealing buildings/activities can be just as much a part of local heritage as beautiful ones. |
| 219) | How are/should visually unappealing buildings/activities be dealt with? |
**Architecture**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>220)</td>
<td>Are there the resources available to help fund an ‘architectural interest audit’ – i.e. listing of buildings that are interesting (if not formally listed).</td>
</tr>
<tr>
<td>221)</td>
<td>What exists at present to identify and protect listed buildings – just listing? Who oversees this?</td>
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**Planning**

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<th>Question</th>
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<tr>
<td>222)</td>
<td>Should there be industry (especially dirty industries) alongside residential areas?</td>
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**Canals**

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<td>223)</td>
<td>The case study had several filled-in canals</td>
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<td>224)</td>
<td>What are the costs of re-opening the canals? (several participants mentioned this)</td>
</tr>
<tr>
<td>225)</td>
<td>What would be the point of re-opening the canals – housing/distribution/leisure?</td>
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**Carbon Neutrality**

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<tr>
<td>226)</td>
<td>What consideration has been given to the environmental (carbon neutrality) dimension?</td>
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<tr>
<td>227)</td>
<td>How great are efforts to preserve embedded energy (i.e. to encourage re-use of buildings and other materials).</td>
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<tr>
<td>228)</td>
<td>Who judges the environmental quality of new schemes?</td>
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**Design Lines**

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<td>229)</td>
<td>There is an informal path worn across the main green space around the case study development site (so-called ‘desire lines’).</td>
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<tr>
<td>230)</td>
<td>Do developers (or rather their designers) routinely take these into account when redesigning a site?</td>
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**Archaeology**

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<td>231)</td>
<td>This looks at traces of structures (both above and below ground). It looks at finds of domestic objects and building materials, but also environmental remains such as plants, seeds, pollen and animal bone</td>
</tr>
<tr>
<td>232)</td>
<td>developers must now (PPG 16) take into account the impact of their schemes on both buried and upstanding remains and make appropriate provision (including funding) to ensure that such remains are either preserved in situ, or where this is not possible, that they are recorded adequately, with the results disseminated widely through publication</td>
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<tr>
<td>233)</td>
<td>initial historical and sensing trials can then inform the design process (through the use of piled or raft foundations or modifications to proposed building alterations) or see digs.</td>
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<tr>
<td>234)</td>
<td>Often with urban regeneration, entire plots are occupied by buildings, precluding site evaluation by trial trenching. In such instances, the planning authority may be persuaded to grant planning permission with archaeological conditions after the desk-based assessment stage.</td>
</tr>
<tr>
<td>235)</td>
<td>also important to consider involving the community in the excitement of discovery. This can be achieved through archaeological site open days, talks &amp; lectures, web and paper dissemination, plus potential participation in fieldwork and ‘added value’ research projects running alongside.</td>
</tr>
<tr>
<td>236)</td>
<td>making the heritage of the area relevant and attractive to all regardless of racial origin - show how the place has changed over time to meet the needs of different generations.</td>
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### Riverfront

| 237 | How much of a concern is privatisation of river frontages? |
| 238 | In Deptford the High Street is disconnected from the river – so why not reconnect it? |

### What Does Design Reveal About Values

| 239 | Ask how and why buildings are built – this relates to the points made (by the moral philosopher) about love and loving nurture. Are there buildings built specifically with care in mind? |
| 240 | Do developments accommodate the elderly (granny annexes) – what would it take to get development industry to shift to this? |

### Designing Out Crime

| 241 | How to ensure fewer dark areas or cul de sacs |
| 242 | Is designing out crime something all good design teams are aware of? |

### Gender

| 243 | Do women’s groups that support women subject to domestic violence have safe premises to work from? |
| 244 | Are there local employment opportunities for women with childcare responsibilities? |
| 245 | Are there creches available? |

### Valuable Design

| 246 | What tools are available to local authorities to ensure that developers produce designs that are welcome in the areas where they wish to invest? |
| 247 | Environmental economics can assist in working out what people might be prepared to pay to have better design (or what compensation they might accept for losing something they hitherto valued)? |

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<td>The Unknown City: Contesting Architecture and Social Space</td>
<td>MIT Press</td>
<td>2002</td>
<td>Ian Borden, Joe Kerr, Jane Rendell, and Alice Pivaro eds.</td>
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<td>Theorizing a New Agenda for</td>
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<td>Kate Nesbitt (ed.),</td>
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<td>Oxfam UK Poverty Programme</td>
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<td>Ellipsis, London</td>
<td>2001</td>
<td>MUF</td>
<td>Ed Harcourt</td>
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</tbody>
</table>

**Wellbeing**

**Happiness**

248) Should we ask people about options they would prefer (as tends to occur in consultations) or measure what really does affect their happiness at the time that they experience it? This latter is what some of the cutting-edge work at the interface between economics and psychology (Subjective Well Being) is suggesting.

249) How can this approach be used in consultations/master-planning (i.e. things have to have happened already for this technique to be used)? Feedback loops seem likely to be needed.

250) What interventions have been proven to make people happier?
How can community psychology’s concern with wellbeing (with its focus upon the local
environment in a broad sense) be linked with environmental economics (that focuses more upon
just the physical aspects of environment)?

Rationality and Love

Plato, Aristotle and most other great philosophers maintain that the development of our
practical rationality is central to the good life for us.

From psychoanalysis and child development theory comes the view that love and loving
nurture are at the centre of the right story about the good life for us.

love and rationality have often been thought of as in conflict with one another

Oxford University’s Ed Harcourt maintains that love and loving nurture are central to the
good life for human beings because they are formative of practical rationality – formative for
example of the capacity for emotional self-regulation, for envisaging and ordering one’s goals, for
working out the means necessary to achieve them, and for putting one’s deliberated choices into
effect without getting blown off course; and not only formative of it, but partly constitutive of it, in
the sense that we need to draw on the notions of love and loving nurture in order properly to
understand what practical rationality is.

Love, Rationality – and Regeneration

If loving nurture is crucial to understanding what it is to lead a good life, built
environments which are valuable in this way will somehow embody loving nurture. Any built
project comes invisibly wrapped in layer upon layer of administrative and other human structures
and practices. If this wrapping includes human structures through which users of the project are
lovingly nurtured, it is not much of a stretch to say the project embodies loving nurture.

SureStart [a government programme geared to supporting carers for children from 0-5] is one of the very few points so far at which thought about the right kind of loving nurture has
intersected with public policy. We could start by asking what a SureStart for all ages might look
like.

One participant noted that something done with love is done for someone else not for
your own benefit and that much regeneration work, it seems, is done for reasons other than the
local population, e.g. profit for developers, glory for politicians, etc.

Health

Important that small- and perhaps even, large-scale longitudinal studies are put in place
prior to major regeneration occurring.

Evidence that regeneration makes no difference to health across a number of different
outcomes – even that the health of the long-term indigenous population has worsened.

Why should this be?

Environment and Health

What is the role played by food environments on diet (and ultimately on health)?
What is the role played by green space in the promotion of health and well-being?
In terms of looking at health and regeneration both terms need to be broken down. For
example, in terms of the physical environment, regeneration would include such features as
availability and quality of ‘green space’ and key features of the urban environment (road networks/density, housing quality/density, industrial activity). With regards to the social environment, key social characteristics (age, ethnicity, gender, social class) need to be accounted for as do issues relating to culture, faith/religion, and social status.

Other Factors and Health

265) Tokenistic participation can have negative consequences for the morale and well-being of participants.

266) What can we learn from evaluation of neighbourhood social capital and its relationship to self-reported health.

Attachment to Place

267) Environmental psychology talks of the importance of place attachment - also something mentioned in the moral philosophy account.

268) What is the value of place attachment and/or the dangers of these ties being broken?

269) Are people tied to the physical and/or social aspects of place?

270) What conversations can take place between the environmental psychologist and the moral philosopher?

271) Environmental psychology talks of identity being bound up with place – what then are the implications of high population turnover?

(Dis-)Affectation

272) the most prevalent reasons for disaffection are poverty and racism – in short, inequality.

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### General

**Future Studies**

273) A study for the Swedish Government in the 1970s concluded that the allocation of land and the building of infrastructure have impacts on society further into the future than any other area of public policy.

274) Decisions made in the past, decades or even centuries ago, still have an important influence on the locality.

275) Decisions made today will similarly have long-term implications, not only on the current community but also on residents and other users of the area far into the future.

276) In the complex field of urban development with multiple actors and interests even one decision may not have predictable outcomes.

277) The well-established Futures method of Scenarios can offer some help in exploring the difficulties involved in such situations.

278) Although there are many ways to use Scenarios one useful approach is to consider four distinct future situations and to explore how they might occur and what we could do in those circumstances:

- Murphy’s Law, in which everything that can go wrong does go wrong
- Success, where our hopes are fulfilled
- Muddling Through, in which you win some and lose some
- The Monty Python Scenario based on something completely different!

279) If it is possible to identify decisions that could produce reasonable results in such different
situations it may be possible to avoid some obvious mistakes, and at least we will have tried.

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**Systems Thinking**

280) places emphasis upon understanding how the parts of any notional system are interrelated and the outputs appraised.

281) focussed on participation through a cycle of learning and, from that, empowerment to manage change.

282) ‘systemic’ rather than “systematic” to emphasis the recognition that there are competing dimensions to any situation of interest and what constitutes a “system” will vary accordingly.

283) A systematic approach on the other hand tends to exclude the environment such that all that is left are the elements of the problem that can be manipulated and investigated in detail.

284) to be successful in describing “the system” of interest it is necessary to find a way of enabling all concerned to do so with the minimum danger of misinterpretation.

285) Need to begin the activity by thinking about (and discuss with others involved) those aspects which are inside the notional system (within the boundary) and those which are outside (the systems environment).

286) From there we can develop models (using such tools as Soft Systems Methodology, Appreciative Inquiry, Systems Dynamics) to model the “ideal” system which will satisfy (or address) the perceived difficulties.

287) Once we have “idealised” models we can then compare these to the so called real world – what is actually being offered.

288) The models provide an agenda from which the “reasons why” and “the reasons why not” are discussed within the context of what those involved really want.

289) The outcome is an agreed a plan of action.
A Quick Recap on Where Fresh Eyes and the Toolkit Are At

There is much interest in bringing many non-traditional disciplines to bear on urban regeneration.

The events are enjoyable and informative.

The need is to go beyond this now and to start delivering outputs that make a difference in the case study area and, more importantly, that have wider generic applicability.

The Toolkit is thorough but attempts should probably be made to start focusing on events and Toolkits for each of the themes – all the while making it apparent that each is part of a wider suite of toolkits and that the need for holistic thinking about regeneration (i.e. making the links between themes) is kept firmly in mind.

In particular there is a need to forge more routes into the case study community and to involve these and other non-academic stakeholders in discussions with academics – without seeing academic input diluted or ignored.