

Fresh Eyes Toolkit

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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>

Fresh Eyes: Past, Present, Future

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
- Multi-Map Aerial Photos - <http://www.multimap.com>
- Google Earth - <http://earth.google.co.uk>
- Google Scholar - <http://scholar.google.co.uk>
- Government statistics - <http://www.neighbourhood.statistics.gov.uk>

- Google Maps - <http://maps.google.co.uk>
- Election Maps - <http://www.election-maps.co.uk>
- Wikipedia - http://en.wikipedia.org/wiki/Main_Page
- GP Surgery finder - <http://www.nhs.uk/servicedirectories/Pages/ServiceSearch.aspx>
- Pub/bar locations - <http://www.beerinthevening.com>

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:

THE AREA IN SOCIAL TERMS

Demographics

Population

Age

Incomes

Diversity

Refugees and Asylum-Seekers

Faith

Family

Education

The Elderly

Youth

Housing

Community

Voluntary and Community Activity

Tenants and Residents Associations

Politics

Parliamentary Constituencies

Local Politics

Education Provision

Primary and Secondary Education

Further and Higher Education

Other Education

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

Document Two – Planning and Regeneration

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

Riverside Development
What of the Wealthier Incomers?
Inland Development Schemes

OTHER REGENERATION

Town Centre Schemes
Some Novel Approaches

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

Aged groups
Architects
Arts centres
Bloggers
Churches and Faith Centres
Citizens Advice Bureau
Community enterprises
Community groups
Community Radio
Credit Union

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

Economic Geography
Economics
Education
Environmental economics
Environmental law
Environmental psychology
Environmental science
Ethnicity
Food studies
Futures/scenarios
Gender studies
Graphic design
Health
Housing
Labour market studies
Land economy
Moral philosophy
Mutuality studies
Operations research
Permaculture
Philosophy
Planning law
Property/Planning
Social enterprise
Social policy
Social psychology
Social work
Sports studies
Systems thinkers
Textile futures
Transport Planning
Transport Studies
Urban Design
Urban ecology
Urban ethnobotany
Urban history
Urban Planning
Urban Politics
Urban Sociology
Urban theology

Voluntary sector studies
Walkability and cycling
Youth studies

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> (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

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

Tool/Process	Website
Tour creation through mobile technologies	http://www.futurelab.org.uk/projects/mudlarking-in-deptford

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-EventThe 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 recommend 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.

Tool/Process	Website
Charrette [Urban Design]	http://www.charretteinstitute.org
Open Space meetings	http://www.peopleandparticipation.net/display/Methods/Open+Space

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?

Subject	Title	Publisher and Location	Year	Author	Recommended By
Anthropology	What is Anthropology?	Pluto Press	2004	Thomas Hylland Eriksen	Camilla Power

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.

Tool/Process	Website
Community Audit	http://www.ioe.mmu.ac.uk/caec

Vision

Aims

9) What do community groups, local authorities, developers and national policy makers understand as the goal of 'regeneration'?
10) Who and what is regeneration for?
11) Defining what 'success' would look-like from a gender, age, race perspective etc. at the start is important.
12) How is the relationship between 'economic regeneration' and 'social regeneration' conceived of by those who are designing and implementing regeneration plans?
13) 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)?
14) What is the time frame for redevelopment - revolution or an evolution?

Changing Understanding?

15) What is the problem that an institution or policy is supposed to be solving
16) Is the problem a failure of the market or a result of the market?
17) What is the worldview about how cities should be – e.g. Jacobs, Schumacher, Illich, Ward, Freire, Young
18) How is regeneration (and regeneration spending) evolving?
19) Is regeneration market-led or a mix of market and socio-economic programme?

Subject	Title	Publisher and Location	Year	Author	Recommended By
(Self-)Education	Tools for Conviviality	Marion Boyars Publishers Ltd	1973	Ivan Illich	Liz Richardson
(Self-)Education	Pedagogy of the Oppressed	Penguin	1968	Paulo Freire	Liz Richardson

Grand Theory

<p>20) Three broad relevant perspectives on problems of urban localities, their relation to market, state and civil society, and issues of governance. These are:</p> <ul style="list-style-type: none"> • Neo-Classicism • Social Reformism • Marxism
<p>21) Other perspectives have their roots in – or have emerged through dialogue with – these three theories.</p> <ul style="list-style-type: none"> • 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)?

Subject	Title	Publisher and Location	Year	Author	Recommended By
Cultural Studies	Regeneration and the Race Equality duty	CRE	2007	CRE	Ursula Troche

Political IssuesPower

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-£-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

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

Gender and Decision-Making

32) What efforts are being made to ensure women as well as men effectively <i>participate</i> in decisions that affect their lives?
33) What recognition is given to <i>involving local women's organisations</i> in decisions
34) What recognition is given to recognising and <i>involving</i> women activists in decisions
35) Is data gathered on attendance of women and men
36) Are women and men used equally to promote events
37) 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?
38) What recognition is given to the fact that women often lack confidence in speaking in public and have less experience of formal meeting procedures?
39) 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?
40) Is childcare provided so that those with young children can participate?
41) Are meetings held with women and men separately?
42) Is publicity of events too reliant on the internet?
43) Is ongoing engagement too reliant on the internet?
44) With mixed groups, are efforts made to have male and female co-chairs?
45) Are efforts made to choose a venue with safety, security and transport accessibility in mind?
46) Are efforts made to initiate capacity-building of women to take up decision-making and leadership positions?

Councillor Capacity

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

Delivery

50) Look at how big systems like bureaucracies have and can inadvertently damage delicate social systems by clumsy delivery

Subject	Title	Publisher and Location	Year	Author	Recommended By
Urban Politics	Local Government in the United Kingdom	Palgrave	2006	D Wilson and C Game,	Hugh Atkinson
Urban Politics	Urban Policy and Politics	Palgrave	2000	Dilys Hill	Hugh Atkinson
Community Psychology	Community Psychology: In pursuit of Liberation and Well-Being.	Palgrave	2005	Nelson, G., and Prilleltensky, I.	Louise Goodbody and Carol Campbell
Development Studies	Gender and Development	Routledge	2004	Janet Henshall Momsen	Hazel Reeves
Environmental Psychology	Psychological theories for environmental issues.	Ashgate, Aldershot	2003	Bonnes, M., Lee, T. & Bonaiuto, M. (eds)	Gerda Speller
Philosophy	Contemporary Political Philosophy (second edition)	Oxford University Press, Oxford	2002	Will Kymlicka,	Andrew Edgar
Organisation/Politics	Anarchism: A Very Short Introduction	Oxford University Press	2004	Colin Ward	Liz Richardson
Social Policy	Making Social Science Matter: Why social inquiry fails and how it can succeed again	Cambridge University Press	2001	Bent Flyvbjerg	Mel Evans

Consultation

Issues for Consultation

51) What are consultations on the LDF and regeneration schemes like?

52) What human and financial resource is put behind them?

Nature of Consultation

53) How open is consultation?

54) Does consultation have an element of dialogue (as opposed to tick-box responses and/or set options to be consulted on)? If not, why not?

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

'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.?

Subject	Title	Publisher and Location	Year	Author	Recommended By
Cultural Studies	The Creative City: A toolkit for urban innovators,	Earthscan Publications Ltd.	2000	Landry, Charles,	Karina Berzins

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?
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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.?

Subject	Title	Publisher and Location	Year	Author	Recommended By
Economic Geography I	Unequal City. London in the Global Arena.	Routledge	2003	Chris Hamnett	Andrew Jones and Jane Lewis
Community Based Development	A Future for the Excluded	ZED books	2000	Carmen & Sobrado	Raff Carmen
Local Economic Development	Ripples from the Zambezi: Passion, Entrepreneurship and the Rebirth of Local Economies	New Society Publishers	1999	Ernesto Sirolli	Stuart Smith
Economics	Small Is Beautiful: Economics as if People Mattered	Harper Perennial	1973	E.F. Schumacher	Liz Richardson
Local Economic Development	The Making of a Ruling Class: Two centuries of capital. development on Tyneside	Benwell Community Development Project	1978	Benwell CDP	Gareth Potts

Green Space

Ecology

127)	Biodiversity 'stepping stones' are important – these are places where different mobile species (usually birds) can stop and find food/shelter.
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128)	The case study area was seen, by the participating urban ecologist, as having an absence of space that is of high quality in terms of biodiversity.
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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 tours 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 <i>throughout</i> 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 produced 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.

143)	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.
144)	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.
145)	Can some of the existing green open space be used for allotments?

Meanwhile Uses

146)	Demolition of buildings can leave 'holes in the ground' for long periods, particularly with economic downturn/credit crunch.
147)	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.
148)	Such use requires clear assurances that it will be vacated on demand.
149)	Alternatively, hoardings can also be put around sites to hide the unsightly.

Environmental Action (and its Community Benefits)

150)	Environmental Psychology is also interested in action research – specifically developing (environmental) changes with the local people as they envisage them.
151)	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.

Subject	Title	Publisher and Location	Year	Author	Recommended By
Urban Ecology	The Ecology of Urban Habitats	Chapman and Hall, London.	1989	Gilbert, O.L.	Richard Fuller
Political Ecology (Geography)	The Allotment: Its Landscape and Culture	Five Leaves Nottingham	1997	David Crouch and Colin Ward	Richard Wiltshire
Political Ecology (Geography)	Growing in the Community	Local Government Association London	2008	Richard Wiltshire and Deborah Burn	Richard Wiltshire
Urban Ethnobotany	Travelling Cultures and Plants. The Ethnobiology and Ethnopharmacology of migrations	Berghahn Books Oxford	2007	Pieroni, A. & Vandebroek, I. eds.	Melissa Ceutheridge

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?
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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

165)	Regeneration and development should not give people something that developers, architects and planners themselves would reject for themselves.
166)	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?
167)	Ideally those who would develop in an area should live there for at least a week

Conditions for Developers

168)	What are the main new environmental requirements on developments?
169)	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

170)	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)?
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The Life Cycles of Buildings

171)	How can the 'safe service life' of existing buildings and structures be maximised?
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Subject	Title	Publisher and Location	Year	Author	Recommended By
Real estate and economic/urban regeneration	Development and Developers: Perspectives on Property,	Blackwell, Oxford:	2002	Guy, S. and Henneberry, J. (eds.)	Joe Doak
Real estate and economic/urban regeneration	Sustainability and the Built Environment: An Agenda for Action	Upstream, London	2004	Cadman, D. and Hirigoyen, J.	Joe Doak

Social

Population

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

Population Change

175)	What is the incidence of buy-to-let residences?
176)	What is the incidence of 'moved-on council tenants'?
177)	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.)?
178)	Do the newcomers ignore residents of longer-standing (and vice-versa)?

179)	How to bring out (and celebrate?) the residents' different heritages – for example, how might refugees share their experiences with local white working class people?
180)	What will 'tomorrow's community' look like in the area – are efforts made to project it and plan facilities etc. for it?

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
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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;

198) 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.

Subject	Title	Publisher and Location	Year	Author	Recommended By
Urban Sociology	The Conscience of the Eye: The Design and Social Life of Cities	1992	1992	Richard Sennett	Ben Gidley
Social Policy	People of Providence: A Housing Estate and Some of Its Inhabitants	Eland Publishing	1996	Tony Parker	Liz Richardson
Social (general)	Intimate History of Humanity	Harper Perennial	1995	Theodore Zeldin	Jon Griffith
Sociology	The Sociological Imagination and Public Sociology	OUP	1959	C. Wright Mills	Karen Evans
Community	Family and Kinship in East London	Penguin Classics	1957	Michael Young and Peter Willmott	Liz Richardson
Community Development	Can-Do Citizens	Social Enterprise Services	2003	Matthew Pike	Gareth Potts

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
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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

Subject	Title	Publisher and Location	Year	Author	Recommended By
Transport and Accessibility	Running on Empty: Transport, social exclusion and environmental justice	The Policy Press, Bristol	2004	Lucas K	Karen Lucas
Transport Planning	Sustainable Transport: Planning for Walking and Cycling in Urban Environments	Woodhead Publishing, Cambridge.	2003	Tolley, R. (ed.),	Graham Parkhurst
Civil Engineering	Civil Engineering Practice: An Introduction	Arnold	1997	Stephen Scott	Chun Qing Li

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

220)	Are there the resources available to help fund an 'architectural interest audit' – i.e. listing of buildings that are interesting (if not formally listed).
221)	What exists at present to identify and protect listed buildings – just listing? Who oversees this?

Planning

222)	Should there be industry (especially dirty industries) alongside residential areas?
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Canals

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

Carbon Neutrality

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

Design Lines

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

Archaeology

231)	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
232)	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
233)	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.
234)	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.
235)	also important to consider involving the community in the excitement of discovery. This can be achieved through archaeological site open days, talks & lectures, web and paper dissemination, plus potential participation in fieldwork and 'added value' research projects running alongside.
236)	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.

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 <i>cul de sacs</i>
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 crèches 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)?

Subject	Title	Publisher and Location	Year	Author	Recommended By
Environmental Economics	Cost Benefit Analysis and the Environment: Recent Developments.	OECD, Paris	2006	Pearce, D., Atkinson, G. and Mourato, S.	Rob Metcalfe
Urban Design	The Unknown City: Contesting Architecture and Social Space	MIT Press	2002	Ian Borden, Joe Kerr, Jane Rendell, and Alice Pivaró eds.	Ayona Datta
Urban Planning	Town and Country Planning in the UK 14th Edition (revised)	Routledge, London	2006	Cullingworth, B and Nadin, V	Nancy Holman
Architecture (History &	Theorizing a New Agenda for	Princeton Architectural	1995	Kate Nesbitt (ed.),	Teresa Stoppani

Theory)	Architecture: An Anthology of Architectural Theory for 1965-95	Press			
Architecture (History & Theory)	Further and more complex reader on the topic: Architecture Theory Since 1968	MIT Press	1998	K. Michael Hays (ed.),	Teresa Stoppani
Architectural Regeneration	Creative Reuse of Buildings, 2 volumes.	Donhead, Shaftesbury	2000	Latham, D.	Aylin Orbasli
Urban History	Cities and the Making of Modern Europe	Cambridge University Press	2007	L. Lees and A. Lees	Rebecca Madgin
Urban History	'The Changing Nature of Urban History', History in Focus 13 (The City)	Institute of Historical Research, University of Leicester	2008	R. Rodger and R. Sweet	Rebecca Madgin
Archaeology	Archaeology: Theories, Methods and Practice, 4th edition	Thames and Hudson, London	2004	Renfrew, C. & Bahn, P.	Richard Buckley
Archaeology	Historical Perspectives	New Start magazine	28 / 3 / 2008	James Symonds	Gareth Potts
Development Studies	A Place for Everyone: Gender Equality and Urban Planning	Oxfam UK Poverty Programme	2007	Oxfam UK Poverty Programme	Hazel Reeves
Ideology of Urban Planning/Design	The Death and Life of Great American Cities	Vintage	1961	Jane Jacobs	Liz Richardson
Urban Design	This is What We Do: a MUF Manual	Ellipsis, London	2001	MUF	Ed Harcourt

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?

251) 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

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

253) 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.

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

255) 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

256) 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.

257) 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.

258) 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

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

260) 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.

261) Why should this be?

Environment and Health

262) What is the role played by food environments on diet (and ultimately on health)?

263) What is the role played by green space in the promotion of health and well-being?

264) 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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Subject	Title	Publisher and Location	Year	Author	Recommended By
Moral Philosophy	For links between human nature and the human good (wellbeing), see, Ethics and the Limits of Philosophy, chap.2.	Fontana, London	1985	Bernard Williams	Ed Harcourt
Health (Public Health)	Essential Public Health: Theory and Practice	Cambridge University Press, Cambridge	2007	Eds Gillam S, Yates J, Bandrinath P.	Deborah Baker

Health (Health Geography)	Social Epidemiology	Oxford University Press, Oxford	2000	Berkman, L.F. and Kawachi, I. (Eds.)	Tim Brown
Love	interview with Camila Batmanghelidj h of Kids Company	http://society.guardian.co.uk/children/story/0,2186935,00.html	2007	Madeleine Bunting	Ed Harcourt
Psychoanaly sis & loving nurture	A Secure Base	Routledge, London	1988	John Bowlby	

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: <ul style="list-style-type: none"> • 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.

Subject	Title	Publisher and Location	Year	Author	Recommended By
Futures Studies	Foundations of Futures Studies, Volume I, History, Purposes and Knowledge (Second Edition)	Transaction Publishers, London	2003	Bell W,	Graham May,
Futures Studies	Engaging the Future; Forecasts, Scenarios, Plans and Projects,	Lincoln Institute of Land Policy, Cambridge MA,	2007	Hopkins L D & Zapata M A,	Graham May,

Tool/Process	Website
Future Visions	http://attainable-utopias.org/tiki/AuVision
Scenario building	http://www.slideshare.net/adgo/scenario-building-workshop-how-to-build-and-use-scenarios
Appreciative Inquiry	http://en.wikipedia.org/wiki/Appreciative_Inquiry

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 <i>boundary</i>) and those which are outside (the systems <i>environment</i>).
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.

Subject	Title	Publisher and Location	Year	Author	Recommended By
Systems Thinking	Systems Thinking Systems Practice - a 30 year retrospective	Wiley Chichester	1999	Checkland, P.B.	Frank Stowell

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.