

# **Mobilising Knowledge – Solving the Interaction Gap between Older People, Planners, Experts and General Citizens within the Thames Gateway**

## **Guidelines, Toolkit and Findings**

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# The Mobilising Knowledge Project – Guidelines, Toolkit and Findings

## What is Mobilising Knowledge? A Summary

The Mobilising Knowledge Project was delivered through a summer school that ran over three weeks in summer 2007. It was organised by the Centre for Urban and Community Research (CUCR), Goldsmiths, University of London, in New Cross, Lewisham. It was funded by 'UrbanBuzz - Building Sustainable Communities' which aims to breakdown the barriers of knowledge exchange in order to contribute to the development of sustainable communities in London and the South East. Mobilising Knowledge was developed with the co-operation and support of a range of departments at the London Borough of Lewisham. We worked with 22 residents of Lewisham who were over 60 years old. The project aimed to create a space for dialogue between older people and policy and planning professionals in order to explore older peoples' experience of the city, and find ways of incorporating these perspectives into the planning and design processes. In this way the Mobilising

Knowledge Project sought to overcome the institutional and knowledge barriers among older people, planning professionals and academics.

In running the summer school, we found that many older people have an active interest in planning, regeneration, and design decisions that affect them. The people who took part had been involved in park user groups, opposing and influencing planning applications and developments and had been part of neighbourhood watch schemes. While half of the group had been involved in older people's social and campaigning groups, walking groups and local history groups, the other half had not been involved in such matters previously. In the Mobilising Knowledge summer school we explored a range of themes through a variety of workshops. The different formats of these workshops are summarised in the Mobilising Knowledge Toolkit and the results are found in the findings document.

We found that older people were concerned about urban change, urban design, demographic change and regeneration. They were also interested in the Thames Gateway developments, which will alter the east and south-east of London in the coming years. Participants discussed the impact of these changes on design, housing policy and local services such as transport, schools, hospitals and GPs.

Following on from the Mobilising Knowledge project, we have produced this document and a short film on DVD which will be of use to a range of professionals seeking to work with older people.

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## About the Mobilising Knowledge Good Practice Guidelines

The Mobilising Knowledge good practice guidelines came out of the Mobilising Knowledge Summer School which aimed to:

- Explore older people's experiences of the urban environment, especially accessibility, mobility and neighbourliness,
- Establish an opportunity for knowledge exchange between older people and planning professionals,
- Identify the barriers for older people in the urban environment,
- Identify the barriers for older people when wanting to get involved in the planning processes,
- Identify ways these barriers can be overcome,
- Identify good practice when consulting older people about planning issues and
- Find ways of incorporating these views into the planning and development process.

*This document*

- offers a set of good practice guidelines for professionals who seek to engage and interact with older people in planning processes,
- provides a toolkit which outlines a set of workshops for practitioners seeking to engage older people in planning and urban design processes, and
- sets out and explains the project findings.

*Who is this document for?*

This document offers a useful set of guidelines for professionals whose work impacts on older people's experience of the city and those seeking to gather the viewpoints of older people. It sets out practical, accessible guidelines for good practice which can help to ensure that urban developments are more livable and more inclusive of older people's needs in the future. The guidelines together with the toolkit will be useful for:

- Planners,
- Policy makers,
- Community involvement and community development officers,
- Equalities officers,
- Developers,
- Consultants,
- Designers and
- Transport planners.

### *How can I use it?*

The good practice guidelines offer a set of principles when working with older people in planning while the toolkit explains how to run a set of straightforward workshops. The workshops can be used to repeat the Mobilising Knowledge process: running an intensive 'summer school' over a short period of time. Alternatively individual modules can be used as stand alone workshops. The toolkit and guidelines can also be read together with the Mobilising Knowledge Findings document which is one example of the kind of lessons that can be learnt, and the data and information one can access in this process. The 15 minute Mobilising Knowledge DVD illustrates the process.

Read more:  
Toolkit - Page 19 ff.  
Findings - Page 37 ff.

### *Why should I read the guidelines?*

Many planning consultation processes - such as sending out leaflets or e-mails, asking the public to look at plans online, and showing models - do not fully engage a wide range of local residents. In particular, those residents who are not able to attend public consultations or who are unable to participate due to barriers such as mobility, hearing impairments, language, and access to the internet often do not get their views heard. Furthermore, many people find it difficult to read plans, cannot understand planning language and do not understand how abstract plans for the future may be relevant to their everyday lives. Using overly technical specialist planning language puts people off. The Mobilising Knowledge guidelines offer you ways to overcome these barriers. They offer a useful instrument that helps professionals bring older people's experience of urban change and past regeneration projects

into new attempts to regenerate cities. The guidelines establish clear and practical considerations for seeking the views of older people. In using the guidelines, you can interact with older people in local communities, explore their knowledge of the local area, and in that process work to ensure that planning and regeneration are sustainable whilst considering urban and demographic change.



Participants working with professionals

### *A Guiding Principle: Active Ageing*

Just as cities are changing, people's experiences of cities change as they grow older. Their needs, experiences and ability to move around the city change profoundly; as does their ability to partake in everything that cities have to offer. However, ageing should be considered a positive experience; especially when we bear in mind that ageing brings about many physical, mental and physiological changes that affect people's functional ability. Longer life should be accompanied by continuing opportunities for good health, participation and security. The World Health Organisation has adopted the term 'active ageing' to express the process by which we can achieve this vision: "Active ageing is the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age" (WHO 2002). The word 'active' refers to continuing participation in economic, cultural, spiritual

and civic affairs, not just the ability to be physically active or to participate in the labour force. 'Active ageing' aims to extend healthy life expectancy and quality of life for all people as they age (Hanson 2007).

### *Sustainability and Active Ageing*

Although older people are often no longer part of the formal labour force, planning and development processes can create opportunities for the continued participation of older people in economic, cultural, spiritual and civic affairs. Older people can make a valuable contribution to these processes. You may want to use the Mobilising Knowledge workshops as a way of capacity building. By using the Mobilising Knowledge modules and following these guidelines you will end up with a group of informed and engaged older people who can provide a useful resource. They can be consulted regularly

and/or can help with engaging other local older people in the consultation process.

Working with older people in the Mobilising Knowledge process also contributes to other strategic goals such as building sustainable communities, creating community cohesion, and involving communities. It contributes to ensuring that the principles of 'active ageing' are promoted in all aspects of local governance where this helps to fight prejudices and work towards the inclusion of older people.



Participants working on their mental maps of their neighbourhoods

# The Good Practice Guidelines

## Engaging Older People through Outreach

The following guidelines set out the factors that should be considered when working with older people.



Older people and professionals working together



When consulting with older people it is important to ensure that the group is representative of the older population locally. This needs to be considered in the outreach process. In order to ensure that the summer school was attended by a wide range of participants from a variety of backgrounds, we consulted listings of older people's social and support groups and representational forums, targeted towards older people across the borough from a range of ethnic groups. These were reached through mail-outs, telephone conversations and face-to-face visits, attending drop-ins, etc. The workshops were also advertised through leaflets and an article in *Lewisham Life*, a community information magazine produced by the London Borough of Lewisham. When seeking to get a diverse and representative group of older people involved in the planning processes, the following factors are important:

- In order to check whether you are accessing a representative group of

older people check the demographics of the area you are working in either through local authority statistics or the on the national statistics website. <http://www.statistics.gov.uk> and go to the area on neighbourhood.

- Your local authority will have statistical information on the local population. This will inform you of where, on average, populations of older people reside.
- Try to engage with existing older people's networks such as campaigning groups, support groups, social groups. Your local voluntary services umbrella group may have a list of older peoples groups and an officer who leads on older peoples concerns.
- Get out and about to publicise the project, go to the places, events, drop-in centres that older people use and talk to them. This may seem more time-consuming than sending out leaflets, putting up posters or putting an e-mail link on a website, but you will get more qualitative responses and build up local

## Principles when Running the Workshops: Communication, Creativity and Consideration

interest as people get talking. This process is more inclusive and you also put a name and a face to an otherwise anonymous process.

- Remember that many older people do not have access to the internet. Do not rely on web based public information and e mails.
- Use the local press and community newspapers. Older people tend to read local papers.
- It is sometimes more appropriate to take your workshop/consultation out to older people, to the places they are familiar with rather than expecting them to come to you. This is especially the case with older people from minority ethnic groups (who may not be willing or able to come to you).
- In order to be inclusive, translation may be necessary when working with some older people from BME communities when English is a second language.
- Allow plenty of time to plan and run this process.

The toolkit offers a set of workshop modules which can be used to gather the views of older people. These include: an introduction to planning process, reminiscence, mental mapping, future visioning and local trips. The workshops delivered together demonstrate the ways in which older people can be consulted effectively. However, many of the principles which contributed to the summer schools success can be used in consultation generally. The following are important points when consulting older people.

### *Communication*

- Incorporate older people's knowledge in the planning process, by consulting them if an area is going to be changed. Make use of their old photos, listen to them talk about the history about the spaces. Create a 'living archive' with recordings, photos, films.
- Acknowledge older people's previous experience of the city and urban change. Older people who have lived in an area for a long time have seen a lot of development and regeneration initiatives come and go. They have lived through planning mistakes and successes and have a wealth of local knowledge.
- It is important that you present your project in a way that makes it relevant to them. This will build people's interest. It should not be too abstract and involving too much theory.
- Speak in plain understandable terms and check whether they are understood e.g give participants red cards and green cards which they can hold up to show a speaker whether participants felt something has been clearly presented or not.
- Give older people a chance to engage with professionals of various backgrounds to stimulate a debate and exchange. Everyone can learn from each other.

## *Creativity*

- Don't just talk at people and show them your plans. Don't just rely on the written word. Consultation sessions should be stimulating and participative. Use creative methods such as photography, story telling, filmmaking and drawing. This allows people to express themselves in a variety of ways.
- Make your consultation fun – e.g. give people cameras to use, ask people to bring in objects, music, photographs, go out into the built environment.
- Run a reminiscence workshop (see toolkit). This important way of recognizing and acknowledging older people's knowledge of the local area and an opportunity for planners to get a longitudinal perspective on local change.

## *Consideration*

- When showing plans, don't expect people to stand up for long periods of time walking around them. Consider putting them on a table so that people can sit around and have discussions.
- Consider acoustics when choosing a venue. Look for a room with an induction loop for people with a hearing aid. Don't use rooms that echo a lot.
- Printed information should be accessible for the visually impaired. Use a large font on a plain light coloured background.
- Use a PowerPoint projector and screen to ensure that images and text are visible to all.
- Take people on a field trip or site to get a feel and vision of the potential of redevelopment and regeneration plans.
- Trips and visits should be carefully scheduled and planned. Some older people are not as mobile as others. Allow lots of time to get from A to B and arrange accessible

transport if necessary.

- Each consultation and/or workshop day should be relatively short (1 – 1 1/2 hour sessions) and a working day that runs from 10 or 10.30am to 3 or 3.30pm. Older people can get tired quickly. A short day allows older people to take advantage of free travel and avoid the morning and evening rush hours.
- Schedule activities carefully, they should not be so spread out that people lose interest, but they should not be so close together that people get tired. (We suggest running workshops a maximum of two days per week over 2 to 5 weeks).
- Consider how old your older people are. Activities and schedules that are suitable to a younger older people's age group (i.e. just retired people, those in their 60s and early 70s) may be inappropriate and too intensive for the older older people's age group (people in their late 70s up-wards).
- When booking a venue consider older people's mobility and the time it can

## Good Design through Inclusion

take some older people to get from A to B. Try not to use a venue with lots of stairs or long walks between rooms.

- A free lunch, breaks up the day and allows for much valued unstructured socialising. This also gives older people something back in return for their input.
- Older people tend to turn up on time and are ready to work. Be prepared!
- Expect a few people to drop out due to illness, work or care commitments or bereavement.



Participants getting on the bus to get to Deptford

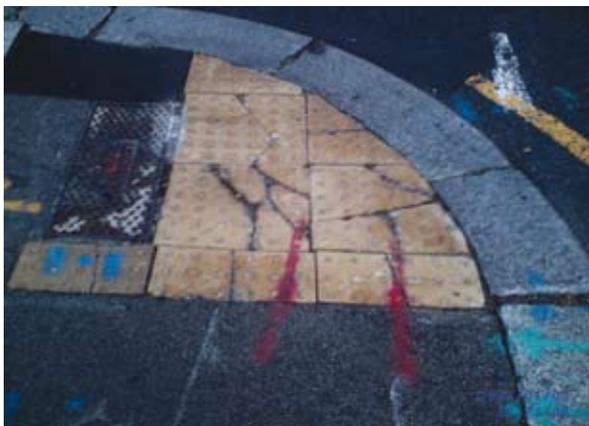
One of the themes that emerged early on in the summer school was the importance of good design. Improving the design of cities and public spaces benefits not only older people, but the whole community. Together we identified our priorities for improving older people's experience of the city. This can be summarised as 'Inclusion through good design'. Clearly good design of external space is important to a sustainable and inclusive society. This is not merely a question of aesthetics. It is crucial to safety, health and longevity of all. Poorly designed streets and roads have severe consequences for older people. Nearly half of all pedestrians killed on the roads are over 60. Furthermore, when injury is sustained, it is six times as likely to be fatal to someone over 80 as for someone of 40 (see research by Age Concern 2007). Other factors such as safety, affordability, lack of information, unhelpful drivers or unreliability of services are also important in encouraging older people to get out and

about in towns and cities. Designing only for the young, fit and able discriminates against many people while designing with older people in mind unlocks access for all. The Mobilising Knowledge workshops modules can be used to focus on design matters. Rather than this being abstract they can be used to focus on matters which concern older people such as:

- Neighbourhood: Design features that enable older people to get out of their homes as much as they would like, e.g. matters of security, neighbourliness, access to local services (the chemist, post office, shops, buses),
- Homes and gardens: Design features that enable independent living,
- Access to local services and to the built environment outside one's home and
- Socialising and participating in society.



A participant's example for inclusive design



A participant's photo of an example of poor urban design: it is very easy to trip because of uneven pavement

Neighbourhoods in which older people are able to actively age in are ones which are

familiar, legible, distinctive, accessible, comfortable and safe (Hanson, 2003, 2004, Burton and Mitchell, 2006). Clearly, ensuring that these principles are adhered to in the planning and design process requires a commitment from a wide range of partners. The Mobilising Knowledge Findings document contains specific examples of some of the street design features which are important to their sense of place, access to place and mobility within an area. When designing and planning urban space there are a range of simple features which can ensure neighbourhoods are conducive to active ageing. During the Mobilising Knowledge summer school the following themes emerged as local priorities for older people.

- Liveable town centres – How town centres can be amenable for older people and every other citizen,
- Heritage and planning – How to protect the heritage of Lewisham,
- Housing – How houses should be prioritised, the numbers and availability of

- affordable and sheltered housing,
- Mobility – How streets should be designed (paving, bus stops) and how to improve older people's movement through the city.

These topics were then discussed in groups along with participating professionals such as planners, local councillors and representatives from older peoples groups. The table below sets out some examples of the suggestions gathered in the workshops and examples of how these may be translated into guidelines and makes suggestions as to what a range of agencies and organisations, such as the local authority and Transport for London, can take into consideration.

The table below sets out some examples of the suggestions gathered in the workshops and offers ways of how they can be translated into practical guidelines. These are suggestions as to how older people's perspectives and priorities can be included in design and planning processes.

## Examples of Suggestions from the Mobilising Knowledge Workshops and Guidelines

Theme	Participants' Suggestions	Guidelines
<p>Liveable town centres – how town centres can be welcoming to older people and every other citizen.</p> <p>and</p> <p>Mobility – how streets should be designed (paving, bus stops) and how to improve older people's movement through the city.</p> <p>Local authority provide and maintain public toilets. Start a community toilet scheme – local traders provide facilities to public and offered tax rebate in return.</p> <p>Details of such a scheme are available at <a href="http://www.richmond.gov.uk/press_office/business_pride/community_toilet_scheme.htm">http://www.richmond.gov.uk/press_office/business_pride/community_toilet_scheme.htm</a>. This programme enables local businesses like pubs, restaurants and shops, to work together with the Council to make more clean, safe and accessible toilets available to the public. Members of the public can use toilet facilities during the premises opening hours and without the need to make a purchase. Participating premises display a stickers in their window.</p>	Need for regular seating on long roads and hills.	Local Authority provide seating on long roads and hills in existing areas and when planning new developments.
	Overhanging shrubs are a hazard.	Conduct a 'walkability audit' with older people in neighbourhoods where there are higher than average percentages of older people.
	Uneven pavements – Dangerous to older people.	Local Authority make a process of reporting pavements in bad condition and system of repairs transparent.
		Neighbourhoods with high pedestrian traffic or higher than average numbers of older people prioritised.
		Conduct a 'walkability audit' with older people in neighbourhoods where there are higher than average percentages of older people.
	Well designed buses and bus shelters: Older people need to sit and rest.	Transport for London (TfL) provide seats that you can sit on at bus stops, not just ledges.
	The lack of public toilets – there is no statutory duty to provide them!	Local authority provide and maintain public toilets. Start a community toilet scheme – local traders provide facilities to public and offered tax rebate in return (see left).
	Traffic lights – longer crossing times.	Local authority liaise with Transport for London (TfL).
	Buses – Transport for London – Seats at bus stops poorly designed seating issues. Young people not giving up their seats, people not queuing.	Start a public awareness campaign with TfL.
		Development in new areas needs infrastructure. Regular bus services and good bus drivers.
	Need for a pedestrian centre with trees and landscaping, seating, water features, a quiet place to feel relaxed, with suitable routes for buses and convenient bus stops or bus station.	Take advantage of redevelopment opportunities to route buses and provide bus stops, shelters and seating.
		Consult local residents, work with GLA/TfL and routing and locating shelters and seating
		Redevelopment opportunities to keep car parking on the edge of centre: park and ride.

## Examples of Suggestions from the Mobilising Knowledge Workshops and Guidelines

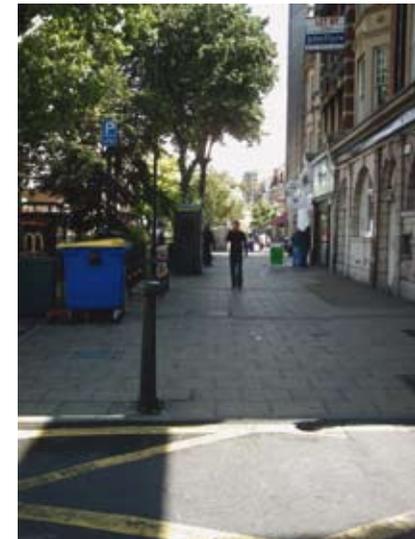
Theme	Participants' Suggestions	Guidelines
Heritage and planning – how to protect the heritage of Lewisham	Protect local amenities.	Work with older people on local history and heritage, carrying out a landmark audit, building up a register of locally significant landmarks.
	Make a register of local landmarks – keep it up to date to speed up planning applications.	
	Need for a Museum – local study centre and heritage group?	
	Principle of Preservation shouldn't be authenticity but LOCAL Landmarks that have meaning and memory locally	
	Principles of retain and re-use: NOT demolition (i.e. retaining just facades)	
Housing – how houses should be prioritised, the numbers and availability of affordable and sheltered housing	We need suitable and affordable home for everyone – regardless of age.	Consultation on planning policies.
	Better and more efficient support networks should exist to assist those elderly residents who cannot cope with general housing upkeep	Provide lifetime homes – which can be adapted to the flexibility of living arrangements
		Some separate provision of housing specifically for the frail elderly.
	Housing areas should endeavour to accommodate all age groups promoting a social 'mix'. However, design of these areas should appreciate different age groups different housing needs – promoting harmony.	Develop partnerships with voluntary and community sector, Monitoring group to maintain the state of non-private residence
		Extensive development of lifetime homes will require visionary architects and local authority.
	Developers should include housing for the elderly: bungalow type developments with no stairs and easy access.	Plan and design housing for all, not just young urban singles and couples, Some separate provision of housing specifically for the frail elderly.
	Some separate provision of housing specifically for the frail elderly.	Incorporate provision for all elderly people into new design and development.

## Conclusion

Throughout the Mobilising Knowledge summer school it was clear that older people would like to be involved in planning continuously and from an early stage, i.e. not after decisions had already been made. Furthermore, they prefer to be consulted as a community and as part of neighbourhoods rather than engage in the planning process as individuals, e.g. by writing individually to oppose planning applications. The Mobilising Knowledge guidelines and toolkit set out some clear instructions as to how to meet this aim. Clearly knowledge exchange among the participants and policy and planning professionals is helpful and everyone could learn from each other and produce urban communities which are more sustainable in the long-term. We hope that many boroughs will follow our example and try to incorporate our findings on how to include older people in the planning process and make urban developments more inclusive of their needs.



Participants' images of public spaces





# The Mobilising Knowledge Toolkit

## The Mobilising Knowledge Summer School Process

This toolkit provides a set of instructions for running participative planning workshops as part of consultation processes with older people.

It is designed as a modular workshop system so that, depending on time frame, budget and group size, either the whole summer school or parts of it can be repeated. With this document we try to give some advice on what needs to be taken into consideration when planning a similar event, e.g. methods, budget or time frame. The Toolkit has been developed from the lessons we learnt from the 2007 Mobilising Knowledge Summer School Process.

The modules are kept general so that they do not only apply for planning consultation processes but also for other kinds of consultation.

### *Aim of the whole process*

To work with a group of interested older people on urban change, teach them different skills and learn more about past urban regeneration schemes, changes in a particular area and planning processes. How to do it: Plan your budget and schedule, make a choice of the workshop modules and then apply for funding. Make contact to older people's groups and newspapers. Do the outreach according to the group of people you wish to consult. Plan the modules in more detail, purchase materials, organise venue and catering. Send an information pack to the participants. Make the modules happen. Wrap up. Report or other dissemination.

### *What you will get out of the session*

A diverse group of informed, capable and engaged older people who will be able to participate in planning consultations and potentially engage and train others.

### *Group size*

20 persons maximum

### *Time span*

2 days per week for 2-5 weeks. A two hour session in the morning followed by a half an hour lunch break (or a bit longer to allow time for socialising), a one and a half hours session in the afternoon.

### *Equipment*

Laptop(s), projector, scanner, microphone, 1-2 flipcharts and flipchart paper, sound recorders, pens and pencils, sketchbooks or folders for the participants in order for them to take notes and collect information, digital cameras, plenty of paper (A4 and A3), maps, printer, photo paper, ink cartridges, material for exhibition (foamboard, velcro, spray mount and post it notes) and exhibition boards. If you film the summer school or modules you will need DVDs, cases and labels. If you plan an intervention in public space, you should think of renting a canopy in case it rains.

## Module: Reminiscence Workshop

### *Budget (depending on salary)*

2 people organising the whole summer school: 5 days outreach, 2 days advertisement, 10 days organising summer school and buying materials, running the summer school for approximately 6 days, 3 days for wrap-up. If other outcomes are expected, include more days. Two assistants for the whole summer school are useful as a lot of extra work accumulates. For lunches calculate for £6 per head. On some days sandwiches are fine, then a buffet for a change. For refreshments calculate about £1.5 per head and day (tea, coffee, water). You may need to consider transport costs. Older people can get a Freedom Pass from the age of 60. For equipment we had a budget of £1.100, but we also got in kind contributions from Goldsmiths of £7.000.

### *Lessons learnt*

- It is good to regularly stay in touch with the participants by phone, e-mail or post as this gives them the feeling

of being taken seriously.

- If you plan to engage more BME groups it is advisable to include money for a translator in the budget.
- Allow enough time for planning the summer school and wrap-up.
- Older People start rather early.
- They are very punctual.
- Free lunches and refreshments should be provided to offer something for their time and effort. That was very popular.
- The afternoon session shouldn't last too long as people get tired after lunch.
- People like to set off home before the school rush on buses starts.
- It is useful to focus on a smaller area in your borough, not the whole borough.
- Two days per week are enough (read more on page 10 Guidelines).

### *Aim of the session*

To find out how older people perceive their neighbourhood/borough/city in the past and present and what has changed in a certain area.

### *How to do it*

To ask the participants certain questions, guided by a moderator, and record their answers with sound recorders. These are the questions that Age Exchange asked the participants:

### *What you will get out of the session*

- Older people feel that their experiences are taken seriously and validated.
- Impressions of the borough's past.
- An archive of old photos and memories.
- An overview of the extent to which older people have been involved in planning and have been consulted by planners in the past.

### *Group size*

2 groups with 8-10 people, each with 2 project workers.

### *Time span*

At least two hours. Older people have a lot of knowledge of the area where they live and want to talk about it. If they present photos, it takes up more time.

### *Equipment*

Participants' photos, sound recorders.

### *Budget*

£400-500 for four project workers who deliver two two-hour sessions.

### *Lessons learnt*

- This is a good module to start with as participants can introduce themselves and where they come from.
- Older people have a lot of valuable knowledge of the borough's past.
- Older people like to talk about their past experiences.
- It is interesting to look at their old photos (here it is important to restrict the number of photos and give them a certain topic, e.g. a photo of their house,

one photos of the place they like most and one of the place they dislike most).

Age Exchange who delivered the module asked the participants to do the following:

- 1) To introduce themselves.
- 2) To describe a memorable feature of their home. This could either reflect the design or construction or a special object within ie glass-work, bathroom, mantelpiece.
- 3) Each person is asked to reflect on a place in Lewisham from the past where they feel safe. This could be compared with a modern day place where they feel safe today
- 4) To describe a memorable:
  - Street
  - Shop
  - Place of industry or work
  - Place of entertainment
- 5) To tell the group about their photo(s):
  - Who, where, when, what?
  - Tell us a story about it, the place, the people
  - If you took a photo there today, what would you see?
  - How do you feel about the change?
- 6) 'The Good, the Bad, and the Ugly':

If you were to take three photos in Lewisham Choose something 'Good', something 'Bad', and something 'Ugly'. Tell the group about the reasons for your choices

### 7) A Journey in Lewisham:

Pick a favourite / familiar journey from the past Describe your journey at a particular time (you could be a guide, take people with you, pointing out things and telling stories) Take this journey today, what has changed? How do you feel about the change?

8) To recreate a part of Lewisham through sound. The group work to create a soundscape of the past and then describe the place ie the docks, market, work, etc.



Laurie Grove Baths, New Cross (now part of Goldsmiths)

## Module: Meeting the Planners



Hither Green Hospital - past and present



### *Aim of session*

That older people understand the basics of the planning system and get an understanding of particular projects in the borough/town.

### *How to do it*

30 minutes presentation and enough time for discussions. It is important to inform participants about the work planners do so that their work will not be confused with what the whole council does. Most likely not every person has been involved in planning issues before. Avoid planning language. It is useful if planners briefly describe their work, the planning system with its different administrative levels, what different plans mean and their level of influence on decisions specific to an area.

### *What you will get out of the session*

This session will help participants to better understand planning and its implications. Be clear that you either focus on a

specific area or the planning process in general.

### *Group size*

Whole group

### *Time span*

Approximately one hour, max. 1.5 hours. 30 minutes presentation with 30-50 min. discussion.

### *Equipment*

Laptop and projector, microphone

### *Budget*

Planners will most likely come in for free.

### *Lessons learnt*

Good moderation and a questionnaire for the case that the discussion goes in a direction that doesn't help the process.

## Module: Digital Photography

### *Aim of session*

To familiarise older people with digital technologies and to prepare them for going out to photograph their area.

### *How to do it*

Purchase or borrow simple digital cameras as those will allow the participants to focus on the most important functions: where to switch the camera on and off, how to hold the camera, to familiarise themselves with the LCD display and the viewfinder. Explain how to store digital images and how to process them. Introduce them to the cameras in a big group and then hand out cameras. Let them take photos alone or in pairs of two. Give them specific tasks as this helps to structure the outputs, e.g. take photos of good or bad urban design. Afterwards meet again in group to discuss experiences. Depending on time and output, participants can learn how to print images themselves and how to edit them with a photo software, e.g. Picasa or

Photoshop. You can upload images and create a slide show where people show their photos and discuss why a participant took a certain photo, what it means to her/him. You can also upload the images to the web – create a website or a blog. There are lots of possibilities!

### *What you will get out of the session*

Photos that show the participants' subjective experiences and views of places and topics, their likes and dislikes following themes of access, comfort, safety, etc. (see Guidelines page 11ff).

### *Group size*

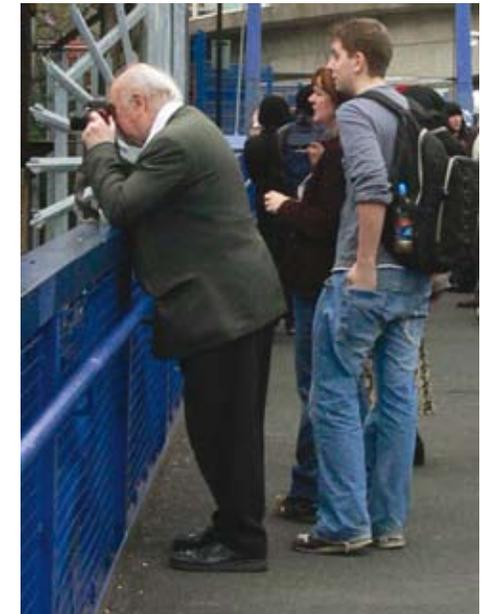
Explanation in big group. Photographing alone, in pairs of two or small groups depending on how many cameras are available.

### *Time span*

20-30 minutes introduction. 1 hour for trying out. 20 minutes for discussion.



Images by the participants



## Module: Walk

### *Equipment*

10-20 simple digital cameras and memory cards

### *Budget*

approximately £40 for a simple digital camera and memory card, e.g. Vivitar. A photographer will take between £ 100 and 300 for a 2 hour session.

### *Lessons learnt*

Most of the older people are interested in learning something new. We didn't have enough time to show everyone how to print images themselves and how to edit them on the computer, but there was definitely demand for it! This was the most popular session. Older people using digital cameras prefer cameras with a very clear display.



### *Aim of session*

To provide the participants with an overview of a particular area or a particular development. Participants may get to areas they haven't been to.

### *How to do it*

Organise a route with old and/or new urban developments. Give explanations of history and future plans.

### *What you will get out of the session*

A basis for future discussion. It is often easier with an image in mind. Helps the group to interact with each other.

### *Group size*

Whole group

### *Time span*

The maximum is 1 hour. It depends on how fit the group is.

### *Equipment*

It is convenient to organise a bus in order

to move from one place to the next. Microphone for explanations. Digital cameras. Maps.

### *Budget*

Get a quote for a bus. The Council may support you.

### *Lessons learnt*

- Taking the bus was helpful as not everyone in the group can walk far.
- The participants enjoyed the session as they learnt new facts about Deptford.
- They had a chance to test the digital cameras.
- It gave them time to talk to each other.

Impressions from the walk



## Module: Mental Maps

### *Aim of session*

To get to know older people's perceptions and memories of spaces.

### *How to do it*

Introduce them to the concept of mental maps à la Kevin Lynch and ask the participants to draw mental maps of how they experience their neighbourhood. You can ask them to draw a map according to the following questions:

- Movement: Where do you go within the borough? Which places do you visit regularly? Which never? What makes it easy or difficult to move?
- Accessibility: Places you would like to visit but you cannot go there (e.g. because of transport, distance, barriers, etc.).
- Neighbourliness: Things you like/dislike in the neighbourhood. Places you visit. Things that need to be improved.
- Past/Present: Important places for you that are there/not there any more/are new at the old places.

Explain why the results of mental maps are so useful for later interpretation.

Ask the participants to draw a map of their neighbourhood.

Explain them that there is no right or wrong way of drawing the map.

The map doesn't have to be to scale.

Colours can be used to code areas as nice/not so nice/horrible/safe/dangerous/noisy/pleasant/frequented/not visited (see also Findings page 47 ff.).

### *What you will get out of the session*

Mental maps show very personal views of spaces. It gives you a better understanding of the neighbourhood in which participants live, what they like, what bothers them.

### *Group size*

Whole group

### *Time span*

10 minutes introduction, 20 to max. 30 minutes drawing. The session can be

repeated or continued some other time if needed.

### *Equipment*

Paper, pencils, coloured pens, laptop and projector for presentation.

### *Budget*

£ 20 max. for paper and pens.

### **About Mental Maps**

The American planner Kevin Lynch describes his idea of mental maps in his publication "The Image of the City" (1960). He was seeking for ways of how to visualise individual perceptions of the urban landscape, of how people walk through a town, and which paths they take. He conducted studies in Boston, Jersey and Los Angeles. Lynch's intention was to use the results as the conceptual basis for good urban design, and he states: "Nothing is experienced by itself, but always in relation to its surroundings, the sequences of events leading up to it, the memory of past experience" (Lynch 1960: 1). He then grouped the results in groups/categories by focusing on objective aspects.



## Module: Academic Input

### *Aim of session*

To get information on a certain topic.

### *How to do it*

Let the speaker present the topic and leave plenty of time for discussions. Someone needs to moderate the session.

### *What you will get out of the session*

A better informed group of older people. Input for future discussions.

### *Group size*

Whole group

### *Time span*

20-30 min. presentation, 30-45 min. discussion

### *Equipment*

Laptop, projector, microphone, flip chart, pens

### *Budget*

Most likely speakers will come for free. Otherwise you may want to pay them a £150 fee.

### *Lessons learnt*

Older people get tired more easily, especially when presentations are scheduled for the afternoon. Present in easily understandable language. Make it interesting and interactive by asking the group questions in between (e.g. ask them what relevance the topic has to their borough).



Prof. Michael Keith, Goldsmiths, gives a presentation on the Thames Gateway

## Module: Futures Workshop

### *Aim of session*

To focus on one or more topics that need(s) further clarification or are important.

### *How to do it*

“Future Visioning Workshop” is a participative method that has been invented by the two researchers Robert Junck and Norbert Mueller in the 1960s and further developed by other researchers and practitioners. The aim of Future Visioning is to structure working and thinking processes, to apply creative thinking and argumentation structures, to encourage creativity and fantasy, to confront wishes with the reality and apply them creatively to a vision of the future. It offers a method of realising common ideas and implementing them. A moderator leads the group through the workshop.

Future Visioning is usually organised into three main phases with breaks in between:

- 1) Critique
- 2) Fantasy
- 3) Realisation

The Future Visioning workshop can be divided into seven steps:

- Preparation: Here you clarify aims, the question/problem and agreements amongst yourselves as organisers/moderators – it is your script, which can be modified depending on the situation.
- Orientation: People arrive, introduce each other, you explain the theme/topic and method,
- Critique: What is happening, what is bad, and why is it like this?
- Fantasy: Develop visions: What do we aim for? What is our common ground?
- Realisation: Check and prepare implementation: What do we wish to realise,

how can we realise it? What do we like to bring forward? What hinders us from doing so?

- Reflection: Reflection in group and perspectives.
- Permanent Workshop (after the Future Visioning Workshop): Advising and accompanying, organising project and organisation structure.

The moderator explains the most important 'Rules of the Game' at the beginning of the orientation phase, which are:

- There is no hierarchy of ideas or comments, no good or bad ones. All ideas are treated the same.
- No one uses "killer phrases".
- Participants help each other, ideas of others can be taken up and developed.
- Visualise as many comments as possible on moderation cards (one idea per card explained in a few words and in easily readable handwriting).
- Be concrete, name examples.

- And there are no constraints, especially in the fantasy phase.
- Interferences have priority .

The main principle is to work in small and large groups and to encourage the participants' differing opinions, perspectives and wishes. It is important that they are expressed in ways that all of the group understand. All these ideas will be bundled in the three main phases, especially in the fantasy phase, and grouped into thematic clusters. The participants will decide which themes are the most important ones and select them, e.g. by sticking up stickers on the themes that the participants are most interested in.

After having asked the participants "what needs to be changed in the borough", they wrote their comments on cards, which were then stuck on the wall with bluetack. Everyone chose three cards that seemed most relevant to them and stuck 3 stickers on them. Afterwards we

grouped the cards into themes (read more about the themes that emerged during the workshop in the Findings chapter on page 51 ff.).



Impressions from the Lewisham Futures Workshop



Then the whole group split up into sub-groups depending on interest and discussed the topics alongside with the experts. After each session the sub-groups gave feedback to the large group.

#### *What you will get out of the session*

Ideas for future changes, how these ideas can be realised and implemented.

#### *Group size*

Introduction in the whole group and then split up into smaller groups (3-6 people). You can already host the workshop for 2 persons. If your group consists of 15 persons, 1 moderator is enough. If 15-40 participants attend, 2-3 moderators will be needed. If the group is even larger, you may need to think about employing moderators for the sub-groups.

#### *Time span*

One day with breaks or continue on the second day and also on a third day.

#### *Equipment*

Moderation cards (ideally half A5s), thick pens. Pencils, paper in A4 and A3 to take notes. Blotack, stickers, flipcharts.

#### *Budget*

If you know how the method works, you can lead the workshop yourself. Otherwise a moderator will take between £400-800 per day. A moderator will add costs for preparation and wrap up. About £50 for materials. A venue may be free.

#### *Lessons learnt*

Be specific with the main topic/question. Good moderation is key as well as good time management. It is important to be very clear about the purpose of the session, as people easily either get bogged down in detail or talk in very general terms – the ideas people have need to be turned into points that are both generalisable and concrete.

## Exhibition

### *Aim of session*

To present results to the public.

### *How to do it*

Either a short discussion on what to present or the topics have already emerged from the previous sessions.

### *What you will get out of the session*

- A visual presentation of the themes the participants have worked on,
- An opportunity to communicate with the public,
- To engage with the wider public, not only the group that has been involved in the modules/process, and
- To build an interest in planning.

### *Group size*

Decision-making in large group, then work in smaller groups on different topics.

### *Equipment*

Photo paper, ink cartridges, laptop, printer (or otherwise take photos on a CD to a

photo lab for prints), paper in different sizes and colours, various pens and pencils, at least another laptop and printer for printing texts, titles, etc., foamboard, photo mount, bluetack, Velcro, exhibition boards.

### *Time span*

1-2 days

### *Budget*

About £50 for materials. If you have to buy a photo printer and ink, you will need to budget for approx. £170. If you take the images to the photo lab, then it will be cheaper. You may have to rent exhibition boards (we paid £330.00 + VAT for eight panels).

### *Lessons learnt*

Two days of preparation are better than just one day. The photos and whatever material is needed should have been ready printed, copied, etc. in advance so that the group can start to work on it immediately.

## Intervention

### *Aim of session*

To present results to the public and to interact with the public.

### *How to do it*

Organise and put up a market stall, organise a canopy in case it rains. You may want to put up chairs for the older people. Display the results of the modules or the exhibition. Interact with the visitors of the market in a variety of ways to make them think about their local area. City Mine(d) and the participants asked the public questions about themes that emerged from the workshop. Consider 1 hour for setting everything up, 2 hours for the intervention, 30 minutes to an hour to take everything down (read more about the intervention in the Appendix Two of the Findings).

### *What you will get out of the session*

Empowered older people who engage with the public and a more informed public.

## Film

### *Group size*

Whole group

### *Equipment*

Materials to be displayed, canopy (in case it rains), chairs, table(s), refreshments.

### *Time span*

2 hours

### *Budget*

For the case of bad weather we rented a canopy (£200) and chairs and tables. They were also delivered and collected by the company. Provide refreshments and lunches or cookies. You may need to obtain a license for the intervention. Think about your public liability insurance.

### *Lessons learnt*

Have a space that is big enough for the whole group. Don't make it too long as otherwise people will get tired. Not everyone likes to engage with the public. Have a poor weather plan B.

### *Aim of the film*

To document the process and give others an idea of the project and process.

### *How to do it*

Find a filmmaker who can film the process. You will need to ask the participants for their permission. Get their signatures on a consent and release form (see Appendix 1 of the Toolkit, page 31).

### *What you will get out of the it*

A film about your project. Marketing material.

### *Group size*

n/a

### *Equipment*

Camera, tripod, film tapes, DVDs, DVD labels and DVD cases

### *Time span*

Shooting depending on the number of modules/days; editing depending on number of days; burning DVDs, designing

and printing labels 1 day. Our filmmaker filmed for 6 days and edited for 3 days.

### *Budget*

£1300 for 6 days filming and 4 days editing.

### *Lessons learnt*

It makes it easier for the filmmaker if you have ideas or a script from the beginning.



Exhibition board 'Protecting the Area's Heritage'

## Walkability Audit

### *Aim of the whole process*

To gather information on the pedestrian environment in a particular area, identify both hazards and positive features that impact on the mobility of older people and those whose mobility is impaired.

### *How to do it*

Recruit your group. They should have varying degrees of mobility. This could include people who are fit and well, people with hearing or visual impairments, people who walk with a stick, wheelchair users and their carers, people with push-chairs. Identify your area.

### *What you will get out of the session*

Clear information on the walkability of a particular neighbourhood or street.

### *Group size*

20 persons maximum

### *Time span*

1 half day walking, 1 day analysing information and discussing the process and results.

### *Equipment*

Digital cameras, a laptop, projector, sound recorders, pens and pencils, sketchbooks or folders for the participants in order for them to take notes and collect information, digital cameras, plenty of paper (A4 and A3), maps. You can use more or less of these depending on your budget. Cameras, prints of the images, pens and paper are the minimum requirements.

### *Budget (depending on salary)*

1 person organising the walk: 1 day outreach and advertising, 1 day for walk, 1 day write up.



Street/Path Design - Impressions from the participants



# Appendix 1

## Consent and Release Form

### MOBILISING KNOWLEDGE – CONSENT & RELEASE FORM

Film maker: Amanda Egbe

Client: Goldsmiths: Mobilising Knowledge

Participant's Name: \_\_\_\_\_

For valuable consideration I hereby grant the \*photographer/agency/ client the absolute right to use the photograph(s) and digital footage, from the above mentioned project, but only for the project specified above, solely and exclusively:

**Media:** All rights

**Territory:** Worldwide

**Period of Use:** In perpetuity

I understand that the image shall be deemed to represent an imaginary person unless agreed, in writing, by my agent or myself.

I understand that I/We have no interest in the copyright, nor any moral rights, in the photograph/ image.

I am happy for the image to appear in:

- the exhibition of work on July 25<sup>th</sup> 2007
- a written report about the project
- a short film used for educational and training purposes

Name of participant: (print) \_\_\_\_\_

Signature of participant: \_\_\_\_\_

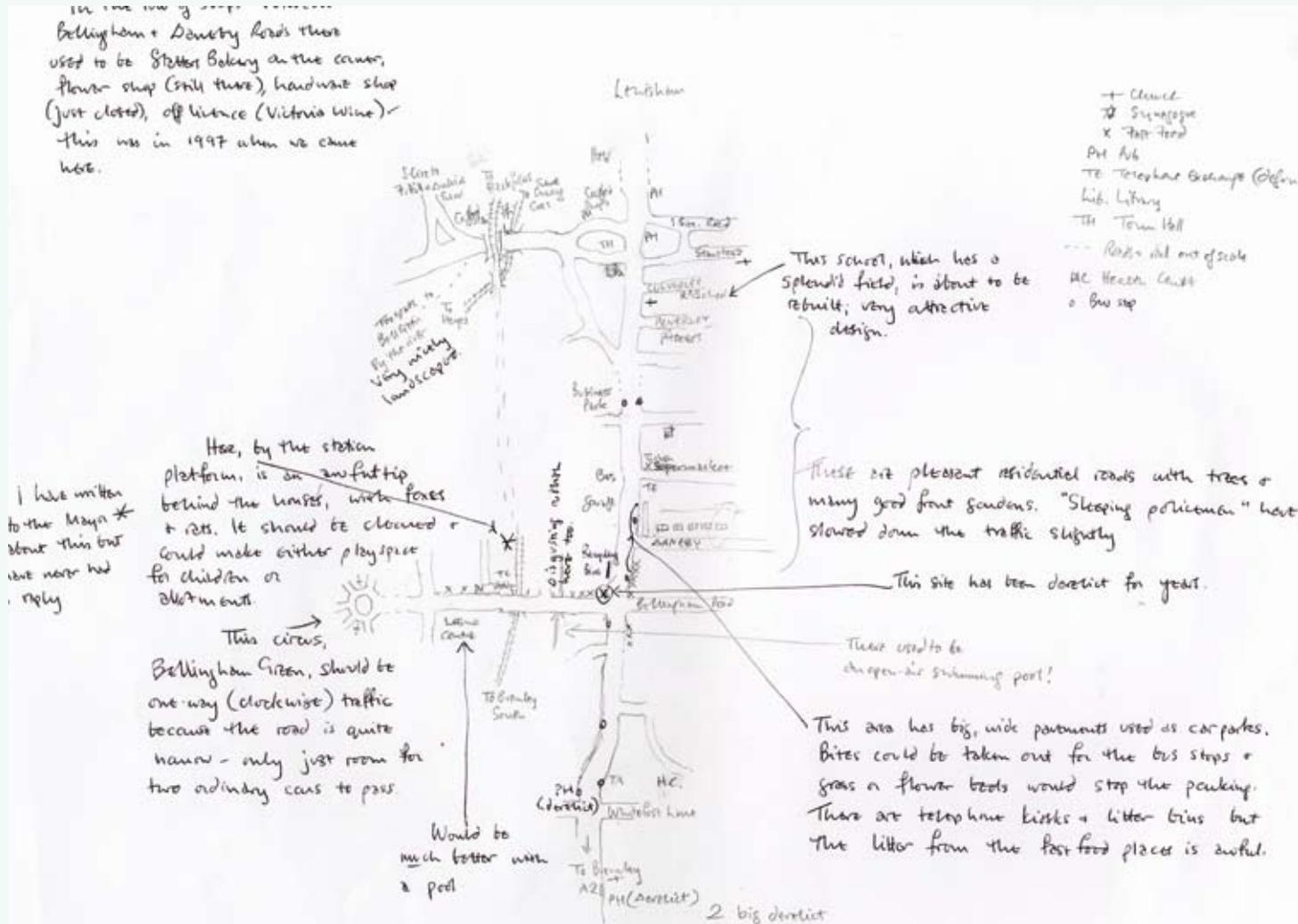
Date: \_\_\_\_\_

## Appendix 2

### Mobilising Summer School Schedule

10 <sup>th</sup> July	Time	
Goldsmiths College, Richard Hoggart Building (room 141)	10.30	<b>Introductions (15 minutes)</b> <ul style="list-style-type: none"> <li>▪ Introduce us</li> <li>▪ Explain project and go through schedule (Alison and Gesche)</li> <li>▪ Name and why you came along</li> <li>▪ Explain urban intervention (Jim)</li> </ul>
	11.00	Tea
And room 138	11.10	<b>Lewisham Past (Age Exchange)</b> Reminiscence work with old photos Session plan by Age Exchange <ul style="list-style-type: none"> <li>- Get people to think about how much the urban fabric of Lewisham has changed in the time they have lived in the borough - this may be about changes on their estate, journeys they make, places they used to go, places they go now.</li> <li>- Think about how changes to the urban fabric have impacted on their lives, e.g. socialising, journeys, accessibility etc.</li> </ul>
	12.30	Lunch
	1.30	<b>Lewisham Future 1</b> Introduction to Lewisham regeneration projects (Chris Brodie, Emma Talbot, Sara Feys from the Borough of Lewisham) <ul style="list-style-type: none"> <li>▪ Current urban development projects (Deptford and Lewisham Gateway and Catford (maybe refer to press clippings in pack)</li> <li>▪ Masterplan Lewisham North</li> <li>▪ How planning applications work</li> <li>▪ Consultation</li> </ul>
11 <sup>th</sup> July	Time	Detail
Goldsmiths (room 141)	10.30	<b>Introduction to photography (Simon)</b> <ul style="list-style-type: none"> <li>▪ Difference analogue and digital photography</li> <li>▪ Familiarise self with digital cameras</li> <li>▪ Photography practice</li> <li>▪ Health and safety</li> </ul>
	11.00	Tea
	11.15	<b>Bus Tour: Route to be confirmed</b>
	12.30	<b>Lunch at the Albany</b>
Rm 141	1.15	Bus back to Goldsmiths
	1.15	<b>Reflections on the walk (All)</b> <ul style="list-style-type: none"> <li>▪ Comparing the walk and drive to the plan.</li> <li>▪ Remembering the area in the past.</li> </ul>

		<p><b>Mental maps of Participant’s local geographies</b></p> <ul style="list-style-type: none"> <li>Producing maps on A3 paper of their everyday geographies (in a week places you go to regularly, daily, weekly, and places you don’t go, and why not) positives and negatives (can be map, picture, can include prints of photos taken the day before) (Gesche and Alison)</li> </ul> <p><b>Summary, discussion of next week , quick trip to Ben Pimlott Building, thanks and bye</b></p>
<b>18<sup>th</sup> July Ben Pimlott Building (room 3+4)</b>	10.30	<p><b>Welcome back</b> <b>Participative Planning</b></p> <ul style="list-style-type: none"> <li>Recap on the week before.</li> </ul> <p><b>Inclusive Design of Public Space (Prof. Julienne Hanson, UCL) to talk about the Lewisham Gateway and Deptford</b></p>
	12.30	Lunch
	1.30	<p><b>The Thames Gateway (Prof. Michael Keith for Thames Gateway)</b></p> <ul style="list-style-type: none"> <li>Introduction to the Thames Gateway</li> <li>Why it came about</li> <li>Futures of London</li> <li>Planning and participation in the TG</li> <li>Lewisham in the Thames Gateway</li> </ul>
		<p><b>Prepare for workshop</b> Tell participants who is coming Participants prepare their questions for next day</p>
<b>19<sup>th</sup> July Ben Pimlott Building (room 3+4)</b>	10:30	<p><b>Workshop</b> <b>Lewisham Future 2</b> Workshop with Participants, Lewisham Council (Dep. Mayor Heidi Alexander, Cllr Robin Cross, John Miller (Head of Planning), Lovelace Poku, Barbara Gray), Chris Bain (Age Concern), Prof. Harbhajan Singh (LOPSG), Prof. Julienne Hanson (UCL), Prof. Michael Keith (for Thames Gateway), Jim Segers (City Mine(d))</p>
	12.30	Lunch
	1.30	<p><b>Workshop</b> <b>Lewisham Future continued</b></p>
	3.30	<b>Close</b>
<b>20<sup>th</sup> July Ben Pimlott Building (room 3+4)</b>	10.30- 3pm	<b>Prepare for Exhibition</b>
	3pm- 6pm	<b>Exhibition</b>
<b>25<sup>th</sup> July</b>	noon – 2pm	<b>Urban intervention: Deptford Market</b>



A participant's mental map of Bellingham

# Findings from the Pilot Project: Mobilising Knowledge – Solving the Interaction Gap Between Older People, Planners, Experts and General Citizens within the Thames Gateway

## Introduction: The Mobilising Knowledge Summer School

Older people are an increasingly large percentage of the population but are often disconnected from the development process. Even if, according to Lewisham Primary Care Trust, about 11% of the Lewisham population are aged 65 or over, (which is 2 % lower than the UK average), finding strategies on how to integrate the needs of this group means accessing the views of a significant percentage of the local population. Older people are a group who are often disadvantaged in their interactions with the urban environment and their valuable knowledge and experiences remain untapped by planners.

This was the reason for planning a summer school which critically explored future developments from the perspective of local older people. The summer school worked with 22 senior citizens of mixed ethnic and class backgrounds. We equipped them with knowledge and skills in art, geography and citizenship, by means of photography, mapping and an

exploration of the plans for the Thames Gateway. This process allowed senior citizens to interact with urban change, reflect on their needs, and propose solutions for how developments can be more inclusive of the entire population. The results were disseminated to diverse public and private agencies in a variety of formats. In this process we made the broader public as well as policy-makers aware of the older people's particular requirements in the urban environment.

Throughout the workshops it was clear that older people would like to be involved in planning continuously and from an early stage, i.e. not after decisions had already been made. Furthermore, they prefer to be consulted as a community and as part of neighbourhood communities rather than engage in the planning process as individuals, e.g. by writing individually to oppose planning applications.

Older people, having lived in the city were vocal about the impact of planning decisions on their everyday life. Many workshop participants had lived with the consequences of the earlier approaches to planning in the past and had lived through/and with through the planning mistakes of the past. These included high rise social housing and social housing which did not incorporate a neighbourly public space.

The project sought to increase older people's involvement in planning decisions while also increasing urban planners' and everyday citizens' knowledge about the needs of older people. This will elicit the perspectives of older people on urban development, thereby empowering a part of the population that is often excluded from official decision-making processes. By including them in planning processes, we expect developments that produce urban communities which are more sustainable in the long-term.

## The National And Local Context: Statistics on Older People

The results of the summer school and the process and the findings of the summer school are summarised in the Findings document, the learning from the process is also captured in the Mobilising Knowledge Good Practice Guidelines which can be used in future planning processes in London, the Thames Gateway area and the whole of the UK. In this document we will describe the process of running the summer school workshops and summarise the results.



Population: by gender and age, mid-2005; Source: National Statistics (2007a)

In the next decade demographic and urban changes will have profound effects on all UK residents. According to the Office for National Statistics (2007a) the population in the UK is ageing as a result of declining fertility and mortality rates. Older people are living longer and people are having less children. This has led to an increase in the percentage of the population aged 65 and over and a declining proportion of aged under 16 year olds. However, not all age groups have been affected by the change in the same way. In the United Kingdom, in 2005, according to estimates based on the 2001 Census of Population, there were more than 11 million people of state pension age and over (11,244,000): Of these

- 9,381,000 live in England,
- 975,000 live in Scotland,
- 609,000 live in Wales and
- 280,000 live in Northern Ireland.

In 2005, the population of the United Kingdom, based on mid-year estimates, was

60,209,000. Of this figure, 18.7% were over pensionable age:

- 7,100,000 were women aged 60 and over (of whom 5,505,000 were aged 65 and over),
- 4,143,000 were men aged 65 and over,
- 9,647,000 were people aged 65 and over,
- 4,599,000 were people aged 75 and over,
- 1,175,000 were people aged 85 and over (Age Concern 2007).

Looking at the minority ethnic population in the United Kingdom, in 2001, within specific ethnic groups:

- 11% of Black-Caribbean people were aged over 65,
- 2% of Black-African people were aged over 65,
- 7% of Indian people were aged over 65,
- 4% of Pakistani people were aged over 65,
- 3% of Bangladeshi people were aged over 65, and
- 5% of Chinese people were aged over 65 (Age Concern 2007).

## The Local Population

According to Lewisham Council (2006) the younger age profiles in Lewisham, London and the UK are quite similar. However the 24 to 44 age group is proportionally much bigger in Lewisham (39%) than the UK average (29%). Consequently, Lewisham has lower proportions of its population in the older age groups compared to both the London and UK average. 36% of the UK population is aged between 45 and 79, whilst this is 26% in Lewisham. As the 22-44 population ages it is likely that in the future older people will be a larger percentage of the local population than at present.

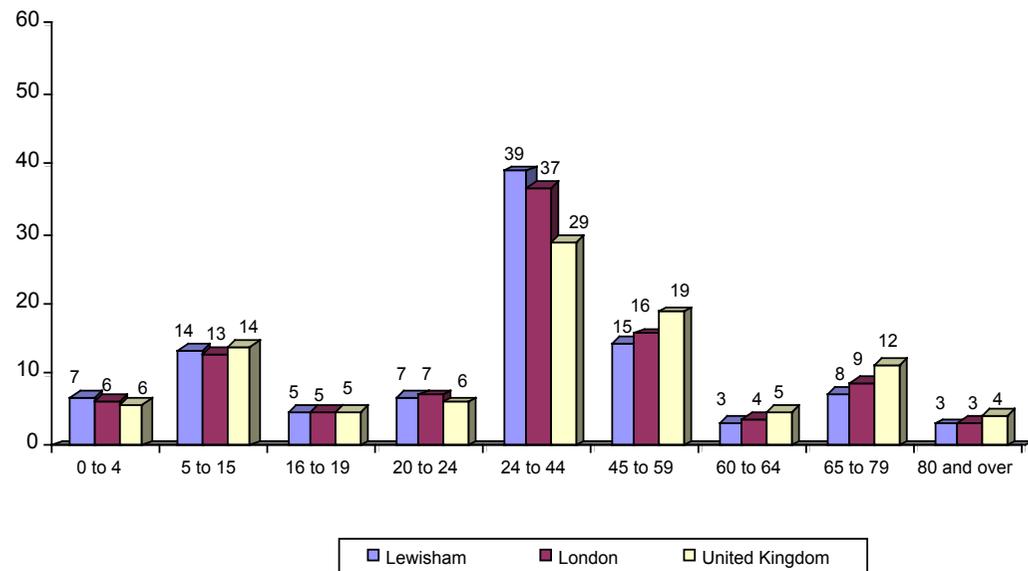
The older population of the borough also has gendered and ethnic dimensions: Lewisham's older population is ethnically diverse and made up of more women than men: 3,000 more women than men live in the borough (2002). However in the younger age groups the male population the percentages of males in the population is slightly higher. But this difference is being overtaken by the significantly higher num-

bers of elderly females. There are twice as many females as males in the over 80 age group (Lewisham Council 2006).

There are two main areas of Lewisham where the Black and Minority Ethnic Group population exceeds 50%: These are New Cross, Evelyn and parts of Telegraph Hill in the north of the borough and Rushey Green, Lewisham Central in the centre. Wards along the southern

and eastern boundaries of the borough tend to have the lowest BME populations with many parts of Blackheath, Lee Green, Grove Park, Whitefoot and Downham having less than 18% of their population that classify themselves in the BME groups (Lewisham Council 2006).

In Lewisham, where we ran the summer school the average percentage of pensioners in the borough is 15.7%.



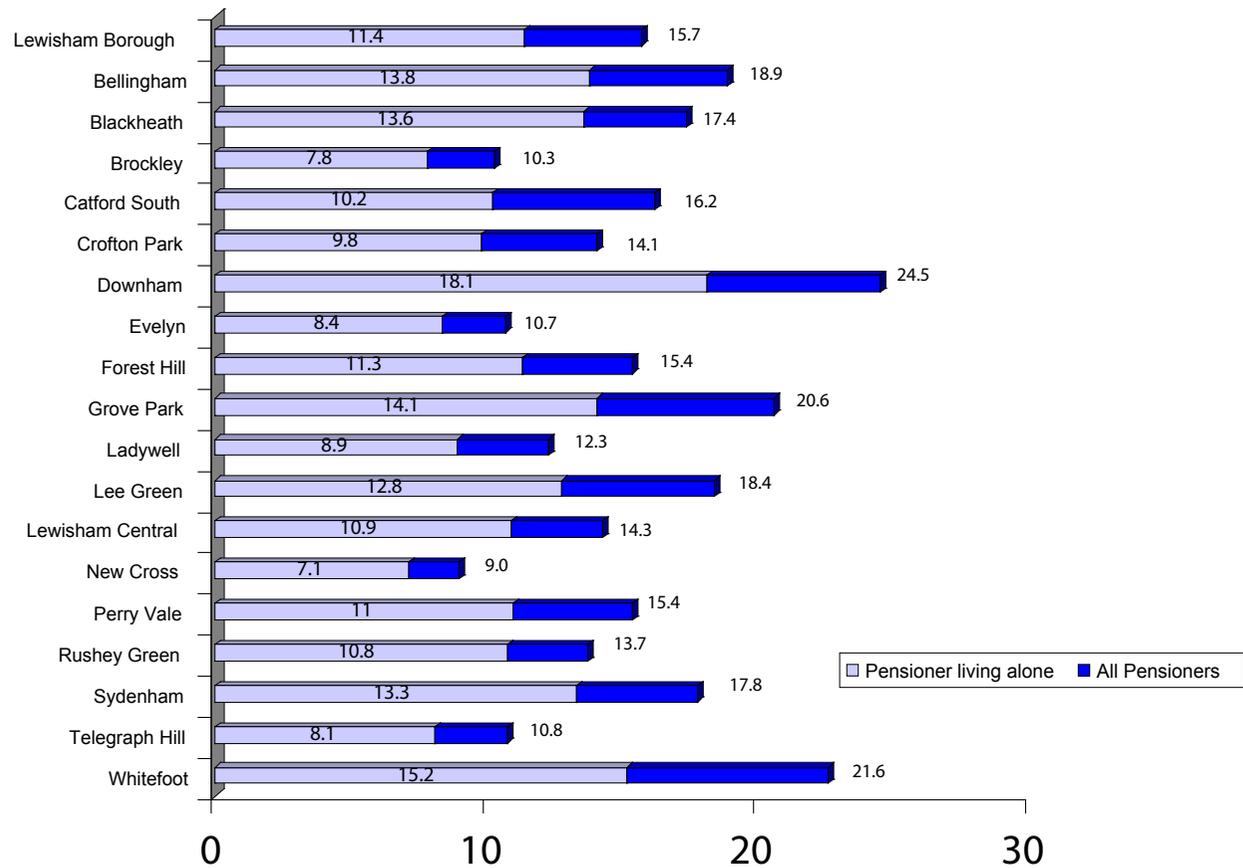
Resident Population by Age, 2002 (Percentages); Source: London Borough of Lewisham (2006)

	Lewisham	London
Total Population	248,922	7,172,091
Male	48.2%	48.4%
Female	51.8%	51.6%
Aged 0 to 14	19.9%	19.0%
Aged 15 to 29	22.8%	22.9%
Aged 30 to 44	28.2%	25.7%
Aged 45 to 59	14.5%	16.1%
Aged 60 to 74	9.2%	10.5%
Aged 75 to 89	4.8%	5.4%
Aged 90 and over	0.5%	0.5%

Age Groups (2002): Source: London Borough of Lewisham (2006)

Most pensioners live in the south eastern wards of Downham, Whitefoot and Grove Park where the proportion of pensioners is above 20%. Bellingham, Blackheath, Lee Green and Sydenham also have proportions of pensioners in their population that are well above the borough average. The northern wards of Brockley, Evelyn, New Cross and Telegraph Hill have substantially lower than average proportions of pensioners (Downham has almost three times as large a proportion at

24.5% compared to 9.0% in New Cross). It is worth noting that just under three quarters of pensioners live alone.



Proportion of Pensioners by Ward (2001); Source: London Borough of Lewisham (2006)

## The Thames Gateway

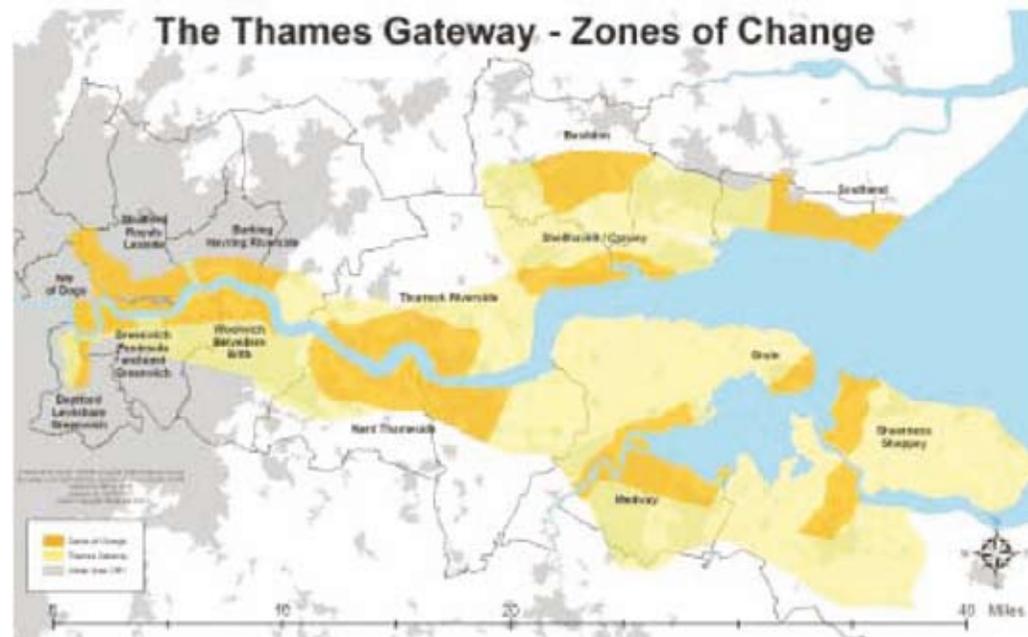
Lewisham sits at the western edge of the Thames Gateway area. The Thames Gateway area stretches 40km east of London on both sides of the river Thames from the Docklands in London to Sheerness and Southend, formerly known as the East Thames corridor, home to manufacturing and port sectors. The development area includes:

- Thames Gateway London (Lewisham, Greenwich, Waltham Forest, Newham, Tower Hamlets, Dagenham, Havering and Bexley),
- Thames Gateway East (including Thurrock, Basildon) and
- Thames Gateway South-East (including Gravesham, Dartford and Sittingbourne).

This area is now London's and the South East's prime area of growth. Between 120,000 to 160,000 new homes and about 230,000 new jobs will be created by 2016. The vision is one of urban renaissance of

quality and opportunity, replacing a legacy of neglect, damaged land, low density sprawl, limited opportunities and degraded environments" (McGlynn 2006: 108). The Thames Gateway's huge development potential is mainly seen as being close to London and therefore it has the potential "to improve economic performance, enhancing London's position as a major

World and European city" (Communities and Government 2007a) as well as being close to North West Europe. Secondly, it contains 3,000 hectares of brownfield land, most of it being for former warehouses, docks and industrial use that can be developed. The Thames Gateway project is the largest single regeneration initiative in North West Europe, in the largest area



The Thames Gateway Zone; Source: Office of the Deputy Prime Minister on behalf of East of England Regional Assembly, Mayor of London and South East England Regional Assembly (2004)

of brownfield land in the South of England.

In 1995 the Planning Framework for the Thames Gateway was established with its main principles being the following (according to the Interregional Planning Statement by the Thames Gateway Regional Planning Bodies 2004):

- Best use of the area's strengths and resources for growth and regeneration.
- Creating a vibrant, inclusive and sustainable pattern of communities.
- Making the most of transport facilities and especially public transport.
- Raising environmental standards and the quality of development and bringing life to the river.
- Promoting sustainable development in which employment, housing, transport and other activities are planned in a mixed and co-ordinated way.

However, it is worth noting that within the Framework neither quantifying objectives nor a baseline were established against which the progress could be monitored.

The London Plan suggests that almost half of the capital's new homes will be built in the London Thames Gateway boroughs over the next two decades. Furthermore Canary Wharf, Stratford, Lewisham and Woolwich town centres will accommodate very substantial employment growth (Communities and Government 2007c).

To sum up, the Thames Gateway can be considered a political initiative to tackle the structural change in the area. It presents significant opportunities for innovation in terms of sustainable planning and developments as existing populations and the urban fabric sit side by side with new populations and developments.

## Lewisham within the Thames Gateway

The Mobilising Knowledge Summer School took place in the London Borough of Lewisham. The area sits at the western edge of the Thames Gateway development area, opposite the Isle of Dogs. Lewisham is an ethnically diverse borough with vibrant markets and distinctive town centres. Older people in the borough of Lewisham have a range of networks and support networks which offer opportunities for participation. These include for example the Lewisham Pensioners' Forum, the Deptford Action Group for the Elderly (DAGE), the Indo-Chinese Association, the Elder People's Support Project, the Afro-Caribbean Elders Club or the Lewisham Irish Pensioners' Club. The main Lewisham development areas within the Thames Gateway are Convoys Wharf, Lewisham Town Centre, the Laban, Deptford Station and Pepys Estate. Up to 9,500 new homes will be built in the borough by 2016 (Communities and Local Government (2007b); BBC London 2007).

## Planning in the UK: The National, Regional and Local Context

### Lewisham Leisure and Living



Lewisham Leisure and Living; Source: London Borough of Lewisham (2006)

The field of urban planning is concerned with planning for and making decisions about, the future of our cities, towns and countryside. Most broadly, planning helps to manage the use and development of land for the benefit of the whole society. The aim of the planning system is “to ensure a balance between enabling development to take place and conserving and protecting the environment and local amenities” (Planning Aid 2006: 1).

Planning affects our daily lives in many respects, e.g. the houses we live in, the streets we walk through and the parks we use for leisure purposes. There are ways that the public can get involved into influencing planning decisions but it can be argued that there is room for improvement. This is one of the reasons why we have

organised the summer school and write the good practice guidelines.

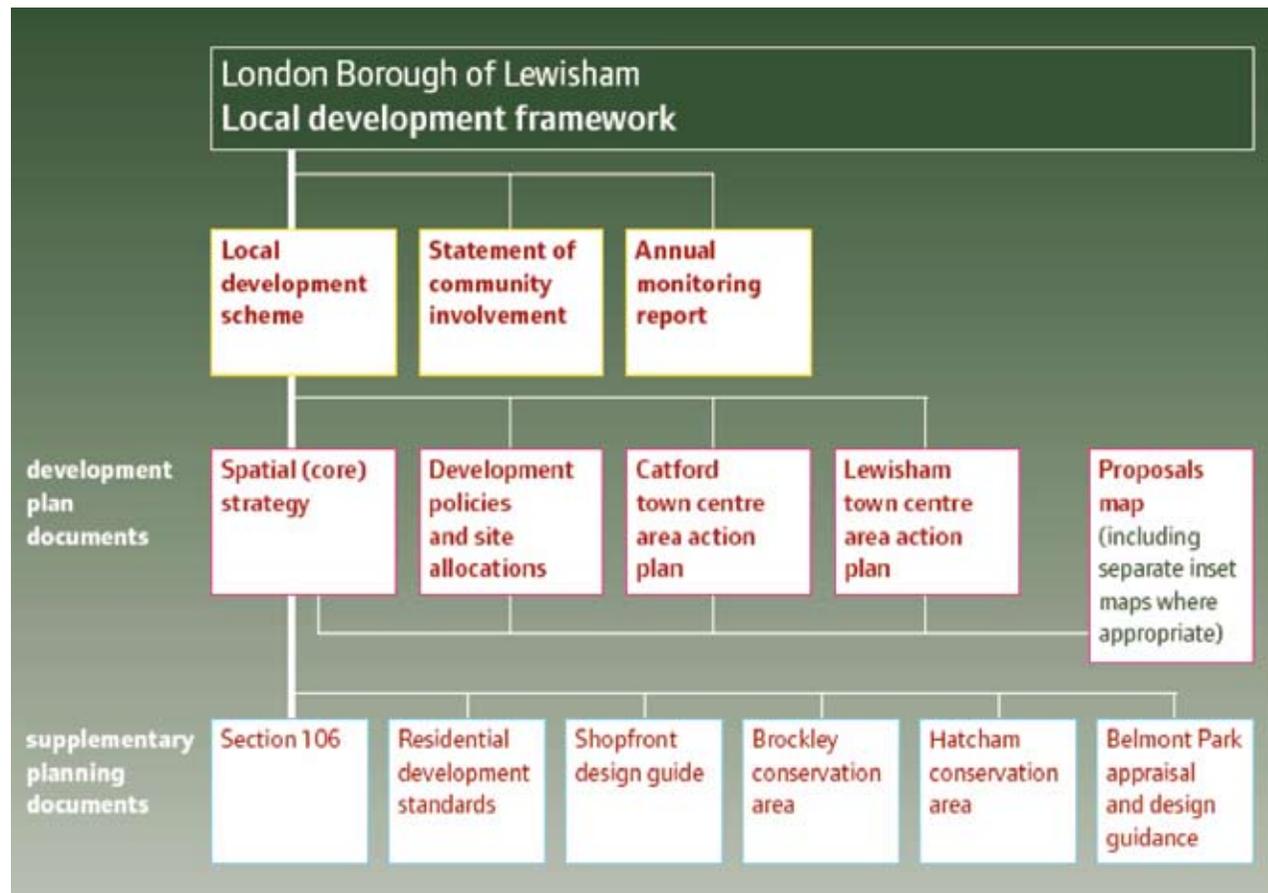
Planning decisions in the UK are made at several levels: the national, regional and local level.

The national government oversees the whole planning system, whereas the regional and local authorities are responsible for most of the functions. Within the national government, the Department for Communities and Local Government (DCLG) runs the UK planning system. Other government departments have an influence on planning matters, e.g. the Department of Transport Environment and the Regions (DETR). In addition, there are a range of agencies that support the Government with their special knowledge, e.g. English Heritage, Urban Development Corporations or the Environment Agency (Planning Aid 2006). The planning system in England and Wales follows a plan-led system. This involves preparing plans that set out what

can be built and where. The plan-led system was updated by an Act of Parliament (the Planning and Compulsory Purchase Act) in December 2004.

On the regional level, the Regional Assemblies are responsible for planning specifically, preparing, monitoring and reviewing Regional Spatial Strategies (see also below). In London, the Mayor is responsible for strategic planning. The Mayor's office produce the London Plan, which is the Spatial Development Strategy for London.

A Local Planning Authority is responsible for deciding whether a proposed development (from an extension on a house to a new shopping centre) should go ahead. A local planning authority usually means the district or borough council. This should not be confused for a parish or town council. The planning system is needed to control development in your area.



Local Development Framework; source: London Borough of Lewisham (2005)

## The Mobilising Knowledge Process

Under the new law there are now two main levels of plan:

**Regional Spatial Strategies:** Each Regional Planning Body (such as the north-east of England) is preparing a Regional Spatial Strategy. This sets out things such as how many homes are needed to meet the future needs of people in the region, or whether the region needs a new major shopping centre or an airport.

**Local Development Frameworks:** Each Local Planning Authority is preparing a Local Development Framework. This is a folder of documents that sets out how a local area may change over the next few years. There may also be other types of plan, such as how to deal with waste. More often than not these are usually prepared by County Councils. Lewisham has recently developed Lewisham's Local Development Framework. In the overview on page 44 you can see the different documents it contains.

The Mobilising Knowledge Summer School ran over three weeks. Prior to the actual delivery of the project we worked together with a wide range of professionals in order to be able to benefit from their expertise and give them an opportunity to contribute to the project and ensure that the project was embedded in local processes. These included the London Borough of Lewisham Departments of Planning, Design and Economic Development, the Mayor's Office, local councillors, Age Concern and the London Older People's Strategies Group (LOPSG). We also had the chance to work with Professor Julienne Hanson from the Bartlett School of Graduate Studies (UCL) who has extensively worked on design needs within homes for older people and with City Mine(d) which is a non-profit organisation concerned with interventions in public space with offices in Brussels, London and Barcelona.

## Outreach and Recruitment

In order to ensure that the summer school was attended by a wide range of participants from a variety of backgrounds we consulted listings of older people social and support groups and representational forums, targeted towards older people across the borough from a range of minority ethnic groups. These were reached through mail-outs, telephone conversations and face to face visits, attending drop-ins etc. The workshops were also advertised through leaflets and an article in 'Lewisham Life', a community information magazine produced by the London Borough of Lewisham. The 22 older people who participated were from an age range of 62 to 88, 12 of them were females and 10 males, from a diverse ethnic background from the London Borough of Lewisham.

## The Summer School

The summer school consisted of a set of workshops. These are summarised below. If you intend to plan a similar process, you can have a look at the Mobilising Knowledge Toolkit in which we give practical information about the different modules.

### *Reminiscence Workshop*

The summer school started by exploring older people's experience of their borough. Working with Age Exchange, based in Blackheath, and using old photographs, we explored Lewisham's past and the changes that the borough had gone through in the last 50 years. We wanted to tap into the wealth of knowledge of the borough that older people have. In this way we aimed to draw out how decision-makers and developers of large-scale urban regeneration schemes can go about understanding how past and present developments are experienced by older residents. This process offers ways to make ongoing and future development more sustainable.

### Dialogue with Planners - Understanding Local Planning Priorities and Processes

Several planners and designers from the London Borough of Lewisham attended the summer school for the workshops. They described some of the future developments that will be happening in Lewisham over the next five years. Some of the developments are described in the North Lewisham Masterplan, which sets out London Borough of Lewisham's vision for the future of that part of the borough. We then went on to discuss what a good neighbourhood should consist of. The group identified key aspects (see Guidelines).

### *Introduction to Digital Photography*

Following on from the planning workshop we were keen to give the participants the opportunity to represent their experience and views of Lewisham. The participants were introduced to digital photography by Simon Rowe, a local photographer. He

talked about the differences to analogue photography, about the lifespan of digital photos and what a digital 'toolkit' involves. The group took a few images in the building to test the cameras and then took them on a walk through Deptford in order to document aspects of local change and regeneration. They also took the cameras home and photographed some of the features of their local environment that were significant to them.



Leaving Goldsmiths for the photo tour and walk

## *A Walk through Deptford*

We were keen to give participants an opportunity to see first hand some of the developments going on in the borough. Together with Dr. Ben Gidley from the Centre for Urban and Community Research (CUCR) at Goldsmiths we travelled along the New Cross Road, a short distance to Deptford: an area which has undergone a great degree of change through a succession of urban regeneration initiatives. The area was formerly a hub of local industry focussed around the Creek and the River Thames. We saw traces of this past and also looked at newer aspects of Deptford: luxury housing developments (One SE8) and transport links to London's Docklands and the new industries and economies of Canary Wharf. We also saw evidence of some of the arts based regeneration which has come to characterise Deptford.



## *Mental Mapping Workshop*

We asked the participants to draw mental maps of how they experience their neighbourhood. One reason for doing this is that different artistic media are preferred by different people. The American planner Kevin Lynch describes his idea of mental maps in his publication 'The Image of the City' (1960). He was seeking for ways of how to visualise individual perceptions of the urban landscape, of how people walk through a town, and which paths they take. He conducted studies in Boston, Jersey and Los Angeles. Lynch's intention was to use the results as the conceptual basis for good urban design, and he states: "Nothing is experienced by itself, but always in relation to its surroundings, the sequences of events leading up to it, the memory of past experience" (Lynch 1960: 1). He then grouped the results in groups/categories by focusing on objective aspects.

We took Lynch's idea as a basis but wanted

wanted to look at the participants' subjective perceptions of their neighbourhoods drawing on sociological theories of Symbolic Interactionism. This approach focuses on the subjective aspects of social life. Symbolic interactionists examine how people make sense of their lives using a common set of symbols which are determined through the course of human interaction. People act toward things based on shared social meanings (such as public space, social encounters, objects). These meanings are derived from social interaction and modified through interpretation. So, everyone perceives and interprets space in a different way depending on background, education, upbringing, social environment or other factors (Strauss, Corbin 1998). For example someone who has grown up in the countryside may always look out for trees in London and may interpret a space as boring if no trees are around. Also, this person may be more likely affected by a lot of traffic whereas a person who has

grown up near a major road, will not interpret the traffic in the same way.

Through the mental mapping session we intended to find out how the participants subjectively perceive their neighbourhood or certain spaces in Lewisham by choosing one of the following themes that we had identified:

- Movement: Where do you go within the borough? Which places do you visit regularly? Which places do you never go? What makes it easy or difficult to move?
- Accessibility: Places you would like to visit but you cannot go there (e.g. because of transport, distance, barriers, etc.).
- Neighbourliness: Things you like/dislike in the neighbourhood. Places you visit. Things that need to be improved.
- Past/Present: Important places for you that are there/not there any more/are new at the old places.

The participants worked on their mental maps later in week two, after they had a chance to reflect on the earlier sessions.

### *Inclusive Design of Public Space*

In the following week we had more opportunities to think about the specific ways in which ageing impacts on one's experiences of the city. Prof. Julienne Hanson from the Bartlett (UCL) shared her research on 'Neighbourhoods for Life' and showed us how, for example by incorporating simple design features, planners can vastly improve older people's experience of the city (read also Guidelines pages 15-16)



Prof. Hanson's 'Neighbourhoods for Life' presentation

An Introduction to the Thames Gateway - 'Mobilising Knowledge - In whose image will the new Thames Gateway be built?'

We also had an opportunity to examine the wider dynamics effecting London through the development of the Thames Gateway area. Prof Michael Keith discussed some of the plans for London through the Thames Gateway and discussed some of the ways in which a range of individuals and agencies see, conceptualise and produce accepted knowledge of London and its growing population and development process.

### *The Lewisham Futures Workshop*

Central to the Mobilising Knowledge Summer School was the Lewisham Futures Workshop. This was attended by Lewisham Council officers, councillors and representatives from Age Concern, London Older People's Strategies Group (LOPSG), the Thames Gateway, the

Bartlett School (UCL) and City Mine(d). It allowed the participants to engage with urban issues, reflect on their needs, and propose concrete solutions for how development can be more inclusive of the entire population.

This was one example of a 'Future Visioning Workshop' This is a participative method that has been invented by Robert Junck and Norbert Mueller in the 1960s. Junck and Mueller wanted to find out how people envisioned living and working in the future. The aim of Future Visioning is to structure working and thinking processes, to use creative thinking and argumentation structures, to encourage creativity and fantasy, to confront wishes with the reality and apply them creatively to a vision of the future. It offers a method of realising common ideas and implementing them. There is no hierarchy of ideas or comments, no good or bad ones. And there are no constraints, especially in the fantasy phase.



The workshop was organized into three phases:

- 1) Critique: What is bad? What needs to be changed?
- 2) Fantasy: What's the vision? What should the urban environment in Lewisham look like (ideally)?
- 3) Realisation: How do we want to change things? How can these ideas be implemented? How can problems be solved?

The participants were asked to write comments or questions on what needs to be changed in the borough on six cards which were then stuck up on a wall. After this the participants were asked to choose three cards that seemed most relevant to them and stuck stickers on the cards. Afterwards the Mobilising Knowledge team grouped the cards into themes of which the following emerged:

- Liveable town centres – how town centres can be amenable for older

people and every other citizen.

- Heritage and planning – how to protect the heritage of Lewisham.
- Housing – how housing should be designed and prioritised, the numbers and availability of affordable and sheltered housing.
- Mobility – how streets should be designed (paving, bus stops, toilets) and how to improve older peoples experience of and movement through the city.

These topics were then discussed in groups along with the experts (see also page 53 ff.).

### *The Exhibition*

In the exhibition, the participants displayed the work that had been produced throughout the summer school. The material which had been produced over the summer school period was displayed on foamboards. This included maps, photographs, stories and newspaper clippings

and details about the workshop themes. This was displayed at Goldsmiths, University of London, in New Cross. Participants invited families and friends. The exhibition was also attended by a wider audience which included professionals from a range of agencies and the university.



### *The Urban Intervention*

Before the start of the workshops City Mine(d) made a number of visits to the Deptford area, and identified Deptford High Street Market as the ideal place to present the results of the Summer

## The Findings of the Summer School

School. Following on from the workshops and exhibition we held a public intervention in Deptford market. This was organised by City Mine(d), a European organisation who work to encouraging cutting edge public artwork and interaction with urban space. The participants worked with City Mine(d) to set up a temporary area where the artwork and materials produced in the course of the summer school could be displayed. The participants engaged with passers-by by exploring the themes that emerged in the Lewisham Futures Workshop.

### *The Mobilising Knowledge Film*

A film about the summer school was produced along with the good-practice guidelines. It shows the process and outputs in a visual and easily accessible way. Together with the guidelines and the toolkit the film is an important and accessible tool for disseminating the projects findings to a broader audience.

The Mobilising Knowledge Summer School set out to engage local people in a process where they could enter into dialogue with policy and planning professionals. It offered a range of methods by which participants could reflect on their experience of their borough, and the city beyond. Existing research (Hanson 2007) shows that sustainable cities are dense and compact cities. As more and more people move into cities and as the planet is increasingly urbanised, more older people will live in cities all over the world. With this trend in mind it is important that cities continue to maintain balanced and cohesive communities. This requires considering the needs of older people.

In many ways the findings of the summer school confirmed much of what has been discussed in previous research (e.g. Hillier and Hanson 1984; Burton and Mitchell 2006). Just as cities are changing, people's experiences of cities change as they grow older. Their needs, experiences and

ability to move around the city changes profoundly as does their ability to partake in all that cities have to offer. However, ageing should be considered a positive experience; especially when we bear in mind that ageing brings about many physical, mental and physiological changes that affect people's functional ability. Longer life should be accompanied by continuing opportunities for health, participation and security. The World Health Organisation has adopted the term 'active ageing' to express the process by which we can achieve this vision: "Active ageing is the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age" (WHO 2002). The word 'active' refers to continuing participation in economic, cultural, spiritual and civic affairs, not just the ability to be physically active or to participate in the labour force. Active ageing aims to extend healthy life expectancy and quality of life for all people as they age (Hanson 2007).

Existing research shows that older people go out nearly every day to the shops, GP surgery, Post Office, places of worship, parks, visiting friends and family, or just to get out and about. This points to the importance of high quality in the design of the external built environment if planners and developers are to contribute to the development of sustainable communities. Research (e.g. Burton and Mitchell 2006) has identified many unobtrusive, easy to incorporate and low cost design improvements to the public realm that can offer many advantages to older people.

Furthermore, through the project we found that older people have an active interest in planning and design decisions. Some participants had been involved in park user groups, opposing planning applications and developments or being part of neighbourhood watch. Participants had been involved in getting preservation orders on building and trees

which were significant to the history of the borough. They also discussed the extent to which the historical significance of certain buildings and places had been overlooked in the planning/ and development process (see also Meeting the Planners from the London Borough of Lewisham on page 46). Through the reminiscence workshops it became apparent that older people had a historical and longitudinal perspective about changes to the borough. They had lots of knowledge about the borough's past and changes to the urban fabric over time. This perspective was contrasted to the knowledge of local borough employees who, they felt, tend to 'come and go', as they changed jobs and moved on. We also found that Older people were concerned about the increase of the borough's and more generally, London's population and the impact of this increase on services, schools, hospitals and GPs.

One of the themes that emerged early on in the summer school was the importance

of good design, (see also research by Hanson, 2003, 2004; Burton and Mitchell 2006). Together we identified our priorities for improving older people's experience of the city. This can be summarised in the phrase 'Inclusion through good design'. Clearly good design of external space is important to a sustainable and inclusive society. Recent research (Age Concern 2007) shows that poorly designed streets and roads have severe consequences for older people. Nearly half of all pedestrians killed on the roads are over 60, furthermore, when injury is sustained, it is six times as likely to be fatal to someone over 80 years than for someone who is 40 years. Other factors as safety, affordability, lack of information, unhelpful drivers or unreliability of service are also important to encourage older people to get out and about in towns and cities. It is clear that designing only for the young, fit and able discriminates against many people while designing with older people in mind unlocks access for all!!!



Inclusive cities should have the following facilities: Doctor's Surgery, Post Office, Theatre (Participant's images)

In the Lewisham Futures Workshop participants made suggestions of what needs to be changed and who can make the changes. The following four themes emerged:

- Liveable town centres – how town centres can be amenable for older people and every other citizen.
- Heritage and planning – how to protect the heritage of Lewisham.
- Housing – how housing should be prioritised, the numbers and availability of affordable and sheltered housing.
- Mobility – how streets should be designed (paving, bus stops) and how to improve older peoples movement through the city.

### Liveable Town Centres

During the Lewisham Futures Workshop and also during an earlier session with planners and designers from Lewisham Council, we discussed what a good neigh-

bourhood should look like and which features it should contain. We had the opportunity to look at future plans for housing development in Lewisham. The participants identified the following characteristics of a liveable neighbourhood. The following facilities should be within walking distance or a short, well-served bus ride away:

- Newsagent,
- Post office,
- Medical facilities,
- Pubs,
- Churches,
- Schools,
- A nursery for young mums,
- Adequate public toilets and
- Enclosed rubbish storage.

More general considerations included clean public toilets, well-maintained street lighting, fire and flood facilities and more litter bins.

The group also emphasised the importance of community and educational

facilities which should be used by both younger people and older people. It was felt that this could promote cross-generational understanding and conversations between young and old generations who may have several similar issues regarding living in and, moving through the city.

Other issues identified included:

- Improving of seating in the streets, esp. seating on hills,
- Removing overhanging shrubs, to repair uneven and dangerous pavement.
- Installing public toilets( at present there are not enough public toilets in Lewisham Town centre)
- Secure litterbins,
- Creating more green spaces,
- Having a convenient range of shops and a cinema,
- Having a pedestrian areas and park-and-ride as a possible approach to reduce cars in the centre,
- Providing a pedestrian centre with trees and landscaping, seating, water

features, a quiet place to feel relaxed, with suitable routes for buses and convenient bus stops or bus station,

- Providing adequate schools, which needs to take account of fluctuations in pupil numbers over time and look into future provision,
- Providing stable and secure street bins which don't get knocked over, and
- Improve the look of public space, modern public art should have local significance and not be tokenistic.

Older people also identified the following design features which could improve their experience of the urban environment:

- Level access, automatic doors, and handrails, gentle slopes and steps,
- Well maintained, wide, smooth, level, non-slip pavement, dropped kerbs, good road maintenance, traffic calming, safe crossing points,
- Good street lighting and clear signage,
- Well-lit and located bus stops,

- Traffic calming and clearly lit crossings, and
- Imaginative provision and shared use of local facilities such as chemists, post offices, GP surgeries, local schools.

When discussing how to take things forward, it was of interest to everyone to identify the people in the borough that are responsible for improving conditions or who are in charge of changes. One of the themes that emerged out of this discussion was the way in which older people found it very difficult and frustrating when trying to identify the person in the local authority who is responsible for particular issues. The following departments and agencies were identified in a discussion of how to take things forward (see the following page).

What	How	Who
Pedestrian areas in Town Centres	Take advantage of redevelopment opportunities	Residents, planning officers, councillors, businesses
Suitable locations for buses	Take advantage of redevelopment opportunities to route buses and provide bus stops, shelters and seating	Consult local residents, work with GLA/ TFL and routing and locating shelters and seating
Keep cars out of central areas	Redevelopment opportunities to keep car parking on the edge of centre: park and ride	Council parking services
Parking for cars 'park and ride'	May need new car park locations or to be underground /basement level	Council parking services
Courtesy bus services	Development in new areas needs infrastructure. Regular bus services and good bus drivers	Transport for London, council planning new developments, sponsorship from private companies
Adequate school provision for the long term	School places across the borough	Councils education department, understanding long term trends, partnership with academy etc

Liveable Town Centres -The What, How and Who

### *Housing*

Participants discussed the importance of suitable and affordable home for everyone, regardless of age and income. It was agreed that housing areas should endeavour to accommodate all age groups promoting an intergenerational social

'mix'. It was felt that inclusive design was one way in which these areas could be open to different age groups and there various housing needs, thereby promoting harmony. Many of the participants were critical of plans to build tall 'tower block' type accommodation in the borough, as part of new developments. It was felt that

they were detrimental to accessing public space and the day-to-day quality of life of both older people and others with reduced mobility such as parents with small children and disabled people. This is especially the case when lifts break down. However, participants were also critical of 'small flat' type housing. The preference was for street housing with a garden. While high density housing is likely as part of Lewisham's regeneration within the Thames Gateway, the quality of these high density areas and their compatibility for different age groups can be improved via good design. However, participants felt that housing in new developments should accommodate all aspects of the local population. Participants discussed the potential consequences of designing and marketing new housing towards younger individuals and couples. Participants pointed out that young peoples lives change, as they have families. This consequently leads to a need for school places and local services such as GPs.

It was felt that in order for developments to be sustainable these considerations should be incorporated into regeneration and development. Participants also voiced concerns about the extent to which 'dormitory developments' could mean that segregation of the younger and more affluent members of the local community become segregated from the local community and do not contribute to the local economy. It was agreed that, bungalow type developments for the elderly with no stairs and easy access should be included in new developments.

Other suggestions included: providing better and more efficient support networks to assist those elderly residents who cannot cope with general housing upkeep but who wish to remain in their homes. It was also felt that a more 'green' outlook should be promoted – more solar panels and energy saving systems and devices should be installed and made commonplace across the borough.

### *Mobility*

It is worth noting that most participants used buses as their most frequent mode of transport. Although it was generally felt that services and connections are good, the presence of lots of younger people during the pre school day and end of school day 'rush' can sometimes intimidate the elderly. Older people would like comfortable seats at bus stops. It was felt that the style of seat that flips up, although not very comfortable, would be better than none at all which is often the case now. It was pointed out that the extent to which shops outside of the immediate neighbourhood are accessible depends on transport availability, availability of toilets and places to sit down once you have arrived. Lots of older people are active and walk considerable distances but, some simple measures could make walking a more viable option.

Participants suggestions included:

- Having street seating so that older people can sit down for a short rest, particularly on hills, and a desire for more seats in parks.
- Well designed buses and bus shelters.
- Improved seats at bus stops – currently poorly designed.
- Bus services may not always be reliable, can use courtesy busses run by food stores coupled with home delivery services.
- Suitable bus routes.
- Longer crossing times at traffic lights

Participants identified the following problems in Lewisham:

- Young people often do not give up their seats to the elderly on the bus.
- People are not queuing.
- There are not enough public toilets. Richmond with its community toilet scheme was mentioned where local

- traders provide facilities to the public and were offered tax rebate in return.
- Not enough seats in public at regular intervals, especially on hills.
  - The Pavements are often dangerous, e.g. broken paving slabs, tree routes or narrow pavements.

### *Heritage and Planning*

The group that discussed heritage and planning issues in Lewisham identified the following points (see table):



The clock tower in Lewisham

What	Who	How
A Museum of Lewisham  (this could be a way of passing assets on to the community)	Could Lewisham Council work with charities and private enterprises to develop a scheme to provide a building under central government scheme? Could they subsidise community use of vacant buildings?	Lewisham local history society and local studies centre could join together to promote a heritage centre in such a scheme.
Principle of Preservation shouldn't be authenticity but LOCAL landmarks that have meaning and memory locally. (Things to protect in Lewisham: Broadway Theatre Hither Green Hospital, Beckenham Place. AND Protect Views of these places. (Examples of sensitive new build: Former Odeon on Deptford Broadway)	Local authority and Local history society with developers	Conduct a landmark audit. Make a register of local landmarks and heritage sights (Don't wait until planning applications) . Developers to fund preparation of a design brief for heritage sensitive sights. This should be an automatic component of developments on or near heritage sites.
Older people not segregated – mixed communities/ include Cottage style sheltered housing	Local authority with developers	Include housing for older people in new developments.
Prefabs are part of our heritage: make people's homes and a reminder to future generations of the spirit of British people not to let bigger powers overcome them.	Local history group work with local authority	Work together to preserve some Prefab housing.
The natural living heritage: examples: Hither Green Hospital, Ladywell Fields, the rivers, Southend Pond. Preserve non-native trees as well as native ones.	local history society , developers, English Nature	Conduct living heritage audit.
Condition to planning approval that developments alongside the river ( e.g. Ravensbourne) include opening up; river as a public amenity (e.g. section 106)	Local Authority with various partners: private developers, English Nature	Include this in planning agreements.

## Conclusion

The 22 older people who participated were from an age range of 62 to 88, 12 of them were females and 10 males, from a diverse ethnic background from the London Borough of Lewisham. They often varied in their view points, so for example some participants felt that older people should be entitled to their own housing developments, community buildings and means of transport; while others felt that this was a form of segregation that could lead to the isolation of different age groups. We have tried our best to capture all of these perspectives and voices within this report and provide a balanced account of the summer school in its process and findings. Moreover, we did find that all of the participants shared a commitment to active involvement in their communities and demonstrated a significant degree of awareness around matters of planning and the built environment.

### *Older People in Cities*

To some extent the summer school raises the question of the validity of the category 'Older People' as a demographic group. It is important not to stereotype older people. The older people we worked with were a very heterogeneous group, made up of what we might call older older people, in their late 70s and over, and younger older people, aged 60 to early 70s) As we have discussed, ageing is often associated with physiological and physical changes which affect older peoples experience of the city. However, quite a few of the workshop participants were limited in their use of space by factors other than age such as having limited financial resources (for transport or leisure). However, as this report argues it remains the case that there are structural and situational circumstances which demand that we consider older people's experience of the city. Clearly cities should be designed in a way that they do not become a trap for those "who are unable

to escape to a better life in later life, but a positive choice, so that older people can continue to reap the benefits of city living" (Hanson 2007). It became clear at the summer school that in order to make cities liveable for older people and to attract more older people, cities/councils need to provide:

- Affordable housing for all members of society.
- Integrated and affordable transport.
- Reduce people's car use and encourage people to walk to make the external environment safer and less polluted for all.
- Accessible, high quality services.
- Accessible, high quality health care.
- An attractive, well designed, safe and accessible urban environment.
- A holistic consideration and integrated funding of housing, social care, transport and health.
- Sustainable lifetime neighbourhoods (sustainable communities are those that provide a good quality of life for all).

By implementing these changes now, there will be a lot of beneficiaries, and Lewisham will be equipped for the future. By working to incorporate older people's experiences and perspectives into the design of the built environment now, older people may benefit from living independently in their homes and communities. This has the potential to bring older people and society in general many benefits, when we consider that so many older people live alone. It is important for older people to be able to enjoy the city with the opportunities to meet other people that urban life brings. Key benefits according to Burton and Mitchell (2006) include:

- Freedom and autonomy, feeling in control of life.
- Dignity and sense of self-worth. Doing something useful like posting a letter, purchasing everyday necessities.
- Fresh air and exercise. Walking outdoors is important to feeling good

about oneself and reaping physical health benefits.

- Psychological well-being. Enjoyment, feeling happy, appreciating landscape and townscapes.
- Social interaction. This affords opportunities for informal contact with others.



The walk through Deptford gave lots of opportunities for social interactions as did the summer school

Finally, we would like to emphasise that all of these measures suggested here contribute to strengthening the benefits that older people as active citizens bring to society as a whole. Living longer is 'a triumph of modern medicine that deserves to be celebrated' (Hanson 2007). It is worth considering that older people represent a significant economic and social resource, and will continue to do so, especially as younger cohorts shrink and the proportion of older people grows over coming decades. As the population ages, older people going on to work later in life is likely to become more widespread (Reday-Mulvey, 2007). Older people are a significant proportion of the many volunteers in the UK today. Approximately 3 million people over 50 take part in unpaid voluntary work (Age Concern England 2005). In this sense older people are the glue that binds society together" (ibid). Furthermore those aged 50+ are thought to provide over half of all informal care, worth about £57 billion in the UK (Carers

UK, 2005, 2007), while older people also provide support to young working parents (Wheelock and Jones 2002, Dench and Ogg 2002) and support young families through grand-parenting. Clearly considerate and informed urban design and planning, should takes into account the experiences and needs of older people, thereby enabling them to continue to be fully active citizens. We all need to see that the ageing society is not a problem, but that we can deal with it. And we all hope to grow old and live in an attractive environment.



Active citizens

### *Dissemination*

The different levels of dissemination are viable in order to involve different stakeholders through different media/events: exhibition, urban intervention, event with presentation of guidelines and film. The summer school can be considered as the starting point of a long-term debate about demographic change and its impact on urban developments within the Thames Gateway, the whole of London and other cities in the UK. We hope that many boroughs will follow our example and try to incorporate our findings on how to include older people in the planning process and make urban developments more inclusive of their needs.



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