

Case study 2 – City-wide planning

Title: Sustainable Communities - Race and Planning

Aims

This 10-week project can be used with students from second year undergraduate onwards of spatial planning, and focuses on developing the basic awareness, skills and knowledge of working with increasingly diverse communities²⁵.

Students take on the role of planning consultants, retained by the City Council to provide an assessment of how, in the future, the Development Plan for the city can best promote race equality.

The aims of the project are to:

- Identify demographic social trends and issues by means of desk research and focus groups
- Develop a framework for assessing how the Development Plan can best promote race equality
- Report back to the client with a power point presentation, making specific suggestions for the promoting Race Equality and the future Development Plan.

As part of the brief, students organise and run a series of focus groups involving black and ethnic minority young people. In addition they benchmark with other metropolitan cities in the UK and internationally.²⁶

Learning Outcomes

In terms of knowledge, the project involves students learning about their legal responsibilities; about the ethno racial diversity of communities and how to build this perspective into planning.

The project develops community involvement skills and the use of tools such as focus groups for information and opinion gathering. In terms of organising their learning, this project introduces systematic tools to help students facilitate discussions about material they have read and it also develops report writing and group skills.

²⁵ Language: the term black and ethnic minorities BEM is the term used by the CRE in the UK. The term ethno-racial diversity is used by teachers of planning in Canada, Milroy, B. Wallace, M. (2002) Ethno-racial diversity and planning practices in the Greater Toronto Area: Final Report, Toronto: Ryerson University, School of applied Geography.

²⁶ For instance students could benchmark against Dublin, Los Angeles, New York and Sydney. The choice should be theirs.

Each group chooses one UK city/town/community and one international city/town/community against which to benchmark the primary area of study.

At the end of the project students should:

- Be able to access and make proper use of the relevant sources of information on race equality and planning.
- Have developed a professional approach to their work and report writing in particular.
- Be able to run a focus group.
- Have developed group work skills and be able to assess group effectiveness and time management skills.

Assessment Strategy

The strategy is designed to assess the above learning outcomes.

The presentation and final report to the client and tutor will assess (1) (2) and (3) and this will represent 80% of the total marks, (30% presentation and 50% for the final report).

The individual reflection and project diaries will assess (4) and this will represent 20% of the total marks (10% each).

Group organisation

Students work in groups of 5 or 6. It is the responsibility of every member of the group to make it work. This project highlights the importance of systematic progress in project work. In addition, there will be an opportunity to assess the performance and contribution of peers.

Programme week by week.

Week	Activities and Learning Outcomes
Minus 8	Identify clients and groups.
1	Introduction, sustainable communities, race and planning, responsibilities and duties. Establishing the ground rules for group work, project work, time management, exploring race and planning issues.
2	Understanding further the concepts of race and the relationship to planning; round table discussion. Introduction to Focus groups.
3	Report Writing Skills: Content and Process; Analysis of plan.
4	Focus groups, analysis, write up and feedback.
5	Focus groups, analysis and write up of Draft Report for formative assessment.
6	Feedback on the draft report
7	Finalising final report
8	Preparation for presentations
9	Videoed or tape recorded group presentations to the client and tutor
10	Submission of final report

Specific templates for project 2

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Template 7: Suggested criteria for “equality proofing” development plans

No	Criteria	Tick and comment	Comment
	Commitment to planning for a diverse community		
	Use of disaggregated baseline statistics		
	Evidence of use of qualitative material from different ethnic groups		
	Evidence that different ethnic groups have been involved in the formulation of the plan.		
	Evidence that different ethnic groups have responded to consultation on the plan.		
	Evidence that policies are addressing issues identified in the literature.		
	Positive imaging in the plan document – photos etc.		
	Equality impact assessment of the plan and its policies		
	Evidence of a monitoring framework		

Template 8: Assessing the ethno racial diversity of official plans

Category of Statement	Case study city	Another UK city	Inter-national City
<p>NO STATEMENT</p> <p>For example the word 'cultural' may have been used but clearly not in an ethno-racial sense.</p>			
<p>BROAD STATEMENT</p> <p>For example the broadness of the statement means it can be ambiguous, such as 'cultural facilities/activities/ opportunities'; 'ceremonial and cultural purposes'; diversity of cultures/special needs'; ' recognize and acknowledge cultural diversity.'</p>			
<p>UNAMBIGUOUS STATEMENT</p> <p>For example 'to provide, encourage and publicise a wide range of cultural and recreational opportunities that reflect the diverse ethno-racial communities'; 'Council will ensure a planning process that is fair, open and accessible to everyone by ... encouraging participation across all ethno-cultural and racial groups' 'strengthening communities by...removing ethno-racial, linguistic, physical or other systemic barriers to services and resources'; periodically reviewing services and programs to assess their accessibility to diverse ethno-racial communities.'</p>			
<p>UNAMBIGUOUS STATEMENT WITH FOLLOW-THROUGH TO IMPLEMENTATION SECTION</p> <p>For example 'City Council shall regularly review its public participation and notification procedures to ensure adequate and appropriate public involvement in community development matters, and in so doing so, shall consider the extent to which under-represented groups are involved...'</p>			
<p>Further suggestions</p>			

Source: Milroy, B. Wallace, M. (2002) Ethno-racial diversity and planning practices in the Greater Toronto Area: Final Report, Toronto: Ryerson University, School of applied Geography.

Template 9: Focus Group Proforma

FOCUS GROUP DATE.....

LOCAL	
Do you like living in the area and what do you like about it?	
Do you intend to stay in the area in the future? Where would you like to live?	
What do you do in your spare time? What would you like to see for young people in your area?	
How strong is the sense of community here? How often do you mix with people from other areas? Is this due to work, education or social reasons? How would you react to a new neighbour?	
What do you use public transport for? <ul style="list-style-type: none"> • Does the public transport get you to places you want to go? • In your area, do you have easy access to public transport? • How would you improve public transport? Is the travel information available what you need? Do you think public transport is good value for money? Do you feel safe while travelling on public transport? If not, why not? Would you use public transport for convenience or do you use it to help reduce pollution?	

Case Study City	
Do you like living in {city/town}? and what do you like about it? Have you visited attractions? Have you had the chance to visit any other cities in the UK or Europe? How do they compare to {city/town}?	
Do you feel safe in {city/town}?	
What would you like to see for young people in {city/town}?	
Lastly if we have time I would like to know if you have thought of going into town planning as a career.	

4. Visioning exercise

Students are asked individually and in groups to draw an image to depict:

How they see their country or region.

What they would like the country or region to be like in 20 years time.

5. Creative problem solving

Using CPS techniques outlined in: Creative Thinking Tools for Planners:

<http://www.cebe.heacademy.ac.uk/publications/workpapers/pdf/WorkingPaper_04.pdf>

Students generate their own ideas about how best to engage young people in planning in Scotland and work out which one's are feasible in the time available.