



RTPI

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Education for Sustainable Development

Engaging with Young People

A Manual for Planners

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This Manual is a companion publication to the 'Manual for Schools', which is available online at: www.rtpi.org.uk

Section 1:

Who is the Manual for?

Planners are increasingly being required to engage with local communities, including with young people. The new Planning System, and in particular Local Development Frameworks (and their equivalents), makes this more explicit than ever. The introduction of the Royal Town Planning Institute's Associate Membership Class in 2007, and the natural inclination of planners to work with other professions, facilitates this process.

So this Manual is for you, the practising planner.

Work with schools and youth services can address three specific areas:

- consulting children and young people about plans, proposals and issues;
- supporting the work of teachers / youth workers who are required to engage young people with sustainability issues;
- raising awareness of the planning process and public participation in it.

The second area is particularly important in building society's capacity to deal with sustainability issues as they emerge in the future. The third area is important for the future understanding of planning and may encourage some young people to consider planning as a career.

Working with young people can not only be great fun, it can be good for your Continual Professional Development (CPD). For academically qualified graduate planners working towards corporate RTPI membership through the Assessment of Professional Competence (APC), working with young people can provide valuable opportunities to extend your skills and work towards your APC competencies in ways that might not be available through your regular work

schedule. Full information on the APC programme, including required skills, knowledge & competencies, can be found at: www.rtpi.org.uk.

We all know the long term benefits to planners of a public that understands better the role of planning, so lets do more to involve children and young people at an early stage. There are also significant benefits to society of a planning profession that better understands young people's needs. The 2007 Budget report emphasized the importance of placing responsibilities on all public service, facility and infrastructure providers to demonstrate co-operation and engagement of the community.

Section 2:

What is the Manual about?

This Manual is a companion publication to the 'Manual for Schools', a guide to Education for Sustainable Development for *teachers* published in 2004 and available online at: www.rtpi.org.uk. This 'Manual for Planners' now provides *planners* with advice about the needs of teachers, youth workers and students.

'Planning for Sustainability' is now an essential part of the work of all practicing planners. 'Education for Sustainable Development' is an integral part of teaching, and an essential part of study in a range of subjects. This Manual aims to make the links between the work undertaken by planners and the needs of teachers. Planning issues are relevant in many subjects and curriculum areas in all parts of the UK education systems, from early years through to further education.

This Manual highlights practical and up-to-date case studies, drawn from real life. Current planning and related issues can help teachers and students understand the work of planners and the role that planning plays in influencing land use and change in their local area.

Teachers, like planners, are busy people. If you want to consult school children, teachers will need to see how your consultation fits with their curriculum and timetable. If teachers are devising a planning project, they will need to know what issues are relevant in the local area and what information you are able to supply.

Professional planners have a responsibility to share their values, expertise and knowledge to further the art and science of planning. This Manual aims to give you practical and inspiring examples of how you can do this.

Section 3:

What is the strategic context?

Participation and consultation with children and young people in the planning process is central to the strategic framework for the delivery of local government services.

England

The **Local Government Act 2000** called for widespread local authority reform in order to ensure better delivery, coordination and more responsive services to the public which take account of the needs of future generations. Part One of the Local Government Act 2000 requires principal local authorities to prepare **Community Strategies**. The Act also specifies that efforts should be made to involve underrepresented groups, citing children and young people as an example. The emphasis on local government working in partnership with children and young people is also evident in the guidance for creating Local Development Frameworks.

The introduction of **Local Development Frameworks** (LDFs), through Planning Policy Statement 12, in September 2004, required local authorities to move away from the old system of ad hoc approaches to community consultation by introducing statements of community involvement. The LDF guidance promotes 'frontloading' of community and stakeholder involvement, in order to involve people in the process at an early stage and improve the responsiveness of local planning service delivery. LDFs present an opportunity to introduce a proactive approach to managing the involvement of children and young people in the planning process.

Governance reform has favoured spatial planning and involvement exercises can be done together for both Community Strategies and Local Development

Framework documents thus avoiding unnecessary duplication. The RTPI/CLG document *Planning Together* provides further information: available at www.rtpi.org.uk.

The **Planning and Compulsory Purchase Act 2004** places a much greater responsibility on local authorities to increase community participation in the new planning system.

The former Office of the Deputy Prime Minister (ODPM) published a discussion document '**The Future of Local Government: developing a 10 Year Vision**' in July 2005, setting out four broad themes for the future of local government in England: leadership, citizen engagement, service delivery and new settlement between levels of governance. The participation and engagement of children and young people in planning can therefore play a valuable part in helping to push forward the Government's vision for the next 10 years.

Every Child Matters: Change for Children is the Government's approach to the well-being of children and young people up to the age of 19. The aims of the programme are for all children and young people to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. The Every Child Matters Agenda, when implemented, will require every local authority to work with partners through Children's Trusts to ascertain what will work to deliver the programmes' aims and implement changes, involving children and young people at all stages of the process.

Local authorities are subject to an **Annual Performance Assessment (APA)** of local services for children and young people. The APA makes judgements about the children's services delivered by local authorities and the contributions those services are making to improve outcomes for children and young people. The APA also examines the performance of local authorities in the delivery of a **Children and Young Peoples' Plan**.

Scotland

Scotland has operated a two-tier **development plan system** for 30 years, with every part of Scotland covered by a structure plan and a local plan. Since the change to a single tier local government structure in 1996, **structure plans** have been the responsibility of groups of local authorities acting jointly for the urban parts of Scotland and of the individual local authorities in large rural areas. The introduction of a **National Planning Framework** for Scotland in 2004 provided an overarching national perspective for all development plans.

At the very end of 2005, the Scottish Executive (the devolved government of Scotland) submitted a **Planning Bill** to the Scottish Parliament (which has full legislative competence within the scope of its devolved powers) to bring about changes, *inter alia*, in the development plan system. The Bill was passed by the Scottish Parliament in November 2006 and has since received Royal Assent to become the Planning etc (Scotland) Act 2006. At every stage, the opportunities for public involvement are improved. A two-tier structure is retained with **strategic development plans** being prepared for the four main city regions while **local development plans** will be prepared for the entire country. The large rural areas will be subject to a single tier development plan.

Under the new proposals, each planning authority is obliged to prepare a **consultation statement**, indicating how it intends to consult all sectors of its community, including young people. There are examples under the existing regime of special arrangements for consulting young people, such as the Highland Youth Forum which was formed in 2001 to assist with the preparation of the Highland Structure Plan.

The Scottish Executive is publishing a **Planning Advice Note (PAN) on Community Engagement** within the planning system. The PAN contains advice

on techniques for consultation with all groups, including young people, and on working with other partners interested in effective consultation. The RTPI in Scotland is supporting this work through its Community Engagement Task Group and Planning Aid Scotland is commissioning research on the engagement of young people in planning.

Wales

In Wales, the **Community Plan (or Community Strategy)** provides the context for involvement with children and young people. They include structures for consultation and participation or policies regarding sustainable development and global citizenship.

The **Local Development Plan** procedures include new provisions for public participation. Local authorities will agree a **Community Involvement Scheme** with the Welsh Assembly, setting out the proposals at each stage of the plan process. Children and young people may be identified as a 'hard to reach' group where specific effort is needed to involve them.

In Wales, there is strong support for education for sustainable development. The Assembly has produced a **Strategy for Education for Sustainable Development and Global Citizenship**, which includes proposed actions for schools and the youth sector as well as further, higher, continuing and work based education.

Northern Ireland

The **Planning Service**, an Agency within the Department of Environment, is responsible for the preparation of **Development Plans** for the 26 District Council Areas of Northern Ireland. Development Plans may be in the form of area plans, local plans or subject plans. They apply, at a local level, the regional policies as contained in **Planning Policy Statements** and are required to be in general

conformity with the **Regional Development Strategy**. Development Plans provide a framework for guiding investment by public, private and community sectors and help harness additional resources through collaboration in tackling spatial problems by:

- Providing confidence for those wishing to develop and those affected by development proposals;
- Establishing a framework for positive co-ordination of public policies in joined-up government at both regional and local levels;
- Providing an effective land supply phased and allocated to meet the full range of needs to support the life of the local community and social and economic progress; and,
- Establishing a process for involvement and ownership by local communities wishing to influence the future development of their area.

Full details of legislation and information on Development Plans in Northern Ireland can be obtained from the Planning Service web site at www.planningni.gov.uk. Further information on the **Planning Appeals Commission** can be obtained from www.pacni.gov.uk. It is advised to watch these websites closely as the Planning System in Northern Ireland is likely to be subject to major change as planning powers are proposed to devolve from central to local government by 2009 under the **Reorganisation of Public Administration**.

Section 4:

How can planners contribute to the resource needs of students and teachers?

Further information on the resource needs of students and teachers can be found in the RTPI's *Manual for Schools* available at www.rtpi.org.uk

This section provides a summary of the roles planners can and do take with their local schools and youth groups, showing the great variety of activities that you can get involved with. Many of these roles are exemplified in the online case studies. Some are inevitably more time consuming than others, but many of these projects can be hugely rewarding and satisfying, as well as being great fun too! It should be an integral part of your job, and not viewed as an 'add-on'. Young people of all ages and abilities will usually be lively and opinionated and give you a whole new perspective on a scheme or issue.

Many of the topics, issues and subjects within teaching and youth work are also familiar planning issues. Planners can provide a wide range of resources for teachers and youth workers who can adapt and use them in the manner considered most appropriate to meet their own and their different students' needs.

Of interest will be strategic topics such as regeneration and transport, and local topics such as specific site development, changes of use, community safety and designing out crime.

Teachers may require information in depth so that a fuller understanding of issues can be appreciated, even if they are distilled and adapted by teachers for use by students. This is seen as a distinct advantage by some teachers and enables older students to examine issues in greater detail and appreciate different opinions and values which influence decision making and conflict

resolution. This in turn is a valuable mechanism for students to develop their own opinions and values, an integral part of education.

Some of the methodologies used by teachers are:

- Investigation and appreciation of political, economic, social and environmental factors which affect issues and recognise the interdependence of people, places and environments over different time scales.
- Analysis of written visual and statistical evidence, enabling students to develop their own views about contemporary issues, drawing on a wide range of resources including maps, plans, photos and statistics, gathering views and factual evidence about local issues.
- Collecting, recording and presenting evidence and communicating in a variety of ways suitable for the audience.
- Field study techniques, such as town-trails, site visits, questionnaires, land use surveys, use of secondary evidence, use of maps and preparation of sketch plans.

You already have lots of information that schools will find useful. You just need to let them know what's there and help them to use it effectively!

Provide information and project support

- Your Council's website may be a valuable resource for schools. Other resources such as local maps, historic photographs, census or tourist information may be available.
- A resources directory with web links may be useful, but must be kept up to date, and on the web for ease of access. It will enable teachers to know what is available, such as maps, statistics, consultation documents,

newspaper cuttings etc. Develop this with your local teachers so they can tell you what is most useful to them and in what format. Link up with subject support teachers in various subjects. Most Local Education Authorities (or equivalents) have subject advisers who are a good first point of contact to discuss what local resources may be of value to schools and whether any particular recent planning issues or controversial decisions might make good case studies. The Geographical Association (www.geography.org.uk) and other subject associations may be helpful.

- Consider developing new material for specific projects, perhaps working with local RTPI Regions and Environmental Education Officers.
- Consider holding a day workshop or event for a number of schools in the area.
- You could also develop a walking tour audio tape of key features in an area, with a supporting map pointing out key buildings and places of interest, with descriptions and notes about how development has been influenced. This could be developed as a project with young people taking the lead and doing the recordings too, ensuring that the information is of interest to the relevant age group.

Target children and young people for meaningful consultation and involvement

- Make a point of involving young people in live consultations about site developments. Local authority developments such as new schools or leisure centres, park refurbishment and town centre enhancements are examples where young people are directly affected as users of the facility.

- Involving young people in policy issues can be more challenging. Encouraging consideration of their lives in 10 years time can help to make topics like housing and jobs more relevant.
- Involve young people in policy issues and for the Local Development Framework or Local Development Plan. Education for Sustainable Development is not a “one off” but is integral to planning and achieving the wider objectives of planning. The importance of a better involved and informed local community of all ages is recognised in guidance documents in England, Scotland, Wales and Northern Ireland.
- Developing joint projects with the RTPI’s Planning Aid Service (www.planningaid.rtpi.org.uk). If you have additional funding they may be able to put in the expertise you need to run some larger projects and consultation/involvement exercises.
- Remember to liaise with the Youth Service, as well as teachers, as they have a lot of good practice material available. Consultation and involvement projects run with youth workers can tap into another group of young people who may not be engaged through school.
- Safe Routes to School projects (www.saferoutestoschool.org.uk) can also be a good way to introduce wider planning issues. It is useful to be aware if/where these are operating in your area. There will already be a teacher contact that could be a useful link for you.
- Other professionals within the Local Authority may be working with schools already. They may be able to assist you on relevant projects or provide useful contacts. Examples could include pedestrian and cycle safety, waste recycling, libraries and Local Agenda 21.

- If you have a local youth forum or assembly this is a useful way to obtain comments on proposals, and may or may not offer the opportunity for more in depth consultation and involvement, depending on how they are set up and managed.
- Help young people to understand the importance of their opinions in their own right NOW as young people.

Promote planning as a career

- Careers workshops - dull “careers talks” are a thing of the past, so you will want to make your session active, participatory and engaging. Avoid ‘talks’ if at all possible, and engage them in discussing local places / issues.
- Show them why you love it! Explain what makes your day. You will no doubt have anecdotes about disastrous site visits/events that will make them laugh and your talk memorable.
- Young people often ask questions about the mundane stuff like when you have to get up in the morning and what you earn. Be ready with information about starting salaries and progressive scales etc.

Support work related learning in schools

- Provide work placements and/or work shadowing opportunities (2 weeks in the summer term usually, for Year 10 or Year 11) or paid work in summer break for 6th formers e.g. survey work.
- Broker links with the developers and contractors on major sites. Offer site visits to the major sites, with support material and on site discussion.

- Support role play projects, mock inquiries etc. If you are into amateur dramatics and/or ever wanted to be the Planning Inspector now is your chance!
- Join business ambassador/mentor schemes if they are operating in your authority. This gives you the opportunity to support schools, not necessarily in the role of a planner! You can provide assistance as a supportive adult and can link informally to work related learning in secondary schools.

Local democracy

- Facilitate visits to the council chamber, to committee/executive meetings where young people can make representations on key issues and contribute to the debate (and co-chair the meeting).
- Suggest to schools that they invite their local councillors, as well as officers, to present their project findings to, and to join in the discussion.
- Facilitate “shadowing councillors” perhaps during local democracy week each year. “Be a councillor for a day” schemes have operated in a number of local authorities. Some schools also operate school councils.

Risk assessment

For all projects remember to work with the teacher on risk assessments. You may wish to get a CRB enhanced disclosure yourself, as this is helpful for the schools.

We hope this has given you some ideas and whetted your appetite. Take a look at the Case Studies for more information.

HAVE FUN!

Appendix 1:

Case Studies - Examples of individual projects and initiatives

The *Manual for Planners* illustrates that planners can and do provide highly stimulating learning experiences for young people. These case studies reveal how, through engaging with local planning issues and processes, teachers and pupils are enabled to:

- think about future developments
- make suggestions for improvements
- learn about the planning system and regeneration
- provide input into local plans and facilities
- think about the aesthetics, uses and qualities of places
- identify issues and formulate action plans
- create educational materials (in classroom and outdoors)
- take part in study trips
- take part in discussions, role-plays and simulations
- express their personal opinions and listen to the views of others
- think about what they like and dislike
- use their imagination
- write and be published!

Better informed citizens understand the processes, can think critically about the issues, can engage in the debate and articulate needs and concerns, and can call upon greater imagination and vision. All of which is likely to lead to better plans and better futures.

Case Study: Young people's views on Leeds City Centre

At a meeting of Leeds Youth Council, 32 young people between the ages of 13 and 18 participated in an hour-long workshop to consider the future development of Leeds City Centre. Working with representatives from Leeds Development Department, the Youth Service, and Yorkshire Planning Aid, the young people gave their opinions on some of the good and bad points about Leeds City Centre, and made suggestions about improvements. Their comments were considered by planners from Leeds Council as part of the consultation process on the Leeds City Centre Area Action Plan.

Six of the young people at the event volunteered to meet again to form a Planning Sub-Group of the Youth Council. Yorkshire Planning Aid has provided support and training to help them to better understand the planning system. This will assist them to provide further input to the City Centre plan, and to other development plan documents relating to the Leeds area, and hopefully will help to identify ways of getting involvement from other young people in the area.

All the agencies involved felt that it had been a very positive session, and were delighted with the interest shown by the young people. The opinions of young people are often overlooked, but even in such a short introductory session planners at the event agreed that a number of very relevant issues had been raised.

Further information available at:

<http://www.communityplanning.net/casestudies/005/casestudy005.htm>

Case Study: Partners Against Crime

As part of the nationwide WHAM project (part of the national Partners Against Crime Taskforce (PACT) work), Planning Aid in the East of England worked with Blyth Jex School in Norfolk.

A group of Year 10 students were given the task of identifying priority areas within two school sites that were important to them. A Community Planner from Planning Aid organised a series of activities to take place during lunch times once a week. One of the projects' activities was for the students to take photographs of areas which they felt needed improvement, and to put these photographs into categories such as:

- things that are beautiful or ugly
- places to be alone, to socialise or play
- private places, public places, threatening or welcoming places.

Areas covered in the process included pathways, areas to eat lunch, bicycle-sheds and play areas.

The participants had the opportunity to assess the environment of the school through a different medium and were observed doing so by their classmates, raising the profile of the work being done, and showing that they were having fun! From these photographs, the students identified issues and formulated an action plan, deciding on how to take their key priorities forward.

Further information is available at:

<http://www.planningaid.rtpi.org.uk/hai/education/eoe/>.

Case Study: Bristol Harbourside

This educational project has been developed by South West Planning Aid, South West RTPI Region, Planners from Bristol City Council, members of the British Geographical Association, the Bristol Architecture Centre and the University of the West of England (UWE) who joined forces to create an educational resource for the Bristol Harbourside Project.

Bristol Harbourside is situated in the old dockland area of Bristol which has been redeveloped over the last ten years. New buildings and features have been built and some of the old buildings and warehouses have been developed into museums, galleries, arts centres, shops, wine bars, pubs and restaurants and accommodation. Attractions include '@ Bristol', an IMAX cinema and The SS Great Britain, among many others.

A number of teachers and experts from Bristol worked on an Educational Resource pack, so that schools not only from Bristol but also from surrounding areas, could benefit and learn about regeneration 'at the coal face'.

Planning Aid trained a group of their own volunteers to lead school groups around the Harbourside and to teach them about planning and regeneration issues, pointing out key planning issues, difficulties and themes. A series of Case Studies have been produced, walking students through the regeneration process, and asking that they look at issues such as housing provision, visitor attractions, shops, transport, design, energy resources and much, much more; all of which should ultimately tie in to the overall aim and theme of the project, that of sustainable development.

The project is currently aimed at 15-16 year old secondary school students, with the potential aim of working with A-level students as well. Updates will be given

via the South West pages of the Planning Aid website at:
(<http://www.planningaid.rtpi.org.uk>).

Further information is available at: <http://www.planningaid.rtpi.org.uk>.

Or contact: Barry Pearce, South West Planning Aid Coordinator at
swco@planningaid.rtpi.org.uk or on 0117 929 7292.

Case Study: A Mock Planning Committee

South East Planning Aid is always looking for opportunities to raise awareness of planning issues amongst school children. They have worked with 150 fifteen-year-old students at the George Abbott School in Guildford. The project fulfilled part of the Citizenship curriculum. They helped with a role playing exercise which revolved around a mock planning committee meeting to discuss a proposal for a banana fizzy drink factory in the local area. As well as focusing the students' minds on environmental issues, they gained the opportunity to practice voicing their opinion and listening to what others have to say.

For further information contact: seco@planningaid.rtpi.org.uk

Case Study: Involving students in the development of Corby Town Centre

East Midlands Planning Aid Service (EMPAS) approached Tresham Vocational College in Corby to offer training to students on the planning system and to gain their views on the development of the current master plan for the town centre. Although the community had been consulted over the past two years, the students at the college had not been involved, so EMPAS asked if they would like to have their say.

EMPAS designed the training programme to complement the student's citizenship curriculum. The overall aim was to encourage the students to be enthusiastic about the potential development in Corby, and to help them to voice their opinions. To ensure the training was taken seriously, EMPAS agreed with the college that the work could be credited as part of their vocational course.

Another key aim was to introduce the role of the Town Planner and demonstrate to the students that as part of their future careers, they may need to engage with the planning system with regards to business or home developments or other proposals in their neighbourhood.

What were the learning objectives?

By the end of the session, the students should have:

- Known that there are some plans being prepared for changes in the centre of Corby and the important aspects of these plans
- Expressed an opinion about the proposals
- Gained awareness of some aspects of the planning system which are relevant to them
- Taken part in the various discussion points or questionnaire which would be assessed as part of the PSHE / key skills requirements

So, what happened?

Three separate classes of students were trained on three different days. Each training session was tailored for the subject the class was studying. A topical planning issue was linked to the introduction of each session:

- Construction students: Planning regulations, within an example based on Craig, the 'Big Brother' builder
- Hairdressing students: Running a business from home – needing permission for a salon? Used within an example of a nail bar bonanza
- Mechanics students: special requirements for the noisy sports in relation to motocross

Each class was asked similar questions to encourage them to think about how they use the town centre, what they like and dislike about it, how they use the public transport system and what leisure facilities they currently use. They were then asked to think about how they would improve the centre and the surrounding areas. Specific elements of the proposals were explained to the students and shown how their comments link in to the issues which were being addressed in these proposals.

A number of interactive techniques were used to stimulate interest and enthusiasm. Photographs were displayed to encourage discussion, students made posters of the town centre which demonstrated their needs and opinions, they looked at maps and identified where they lived and traced the routes they took to get in to town. Students were then asked to fill out some questionnaires which were completed and fed in to the formal consultation.

The outcomes?

The majority of the students participated in the activities and enjoyed the discussions about their town. The training exercise was certainly a success as

the students had the opportunity to have their say. The following statements are examples from the feedback:

Comments on the town centre:

- We would like attractive housing, we don't want flats
- We would like a nice place to socialise like bars, restaurants and clubs
- Have a park, where we can play basketball or football
- CCTV, Beat Officers, better lights
- Indoor shopping area and modern station

Comments on the woodland area:

- More lighting to make it safe
- Wildlife area – this is a place that should exist for wildlife in Corby
- Make park better for kids
- Make it look more attractive
- More benches
- Make it cleaner

Next Steps?

Now the students have been involved, it will encourage them to get involved with future stages in the development of Corby.

Further information is available at:

http://www.planningaid.rtpi.org.uk/pooled/articles/BF_PSART/view.asp?Q=BF_PSART_173785

Case Study: Key Stage 2 Children's Planning Activity Pack

Planning Aid North West has developed an education activity pack based on planning for teachers of Key Stage 2 students. The pack introduces children to the concepts of town planning in a fun, interesting way and provides both classroom and outdoor activities. To find out more about the project and download the pack follow the link:

Further information is available at:

http://www.planningaid.rtpi.org.uk/pooled/articles/BF_PSART/view.asp?Q=BF_PSART_168156

Case Study: Bolton Community Library Project

Planning Aid North West has completed activities on the Bolton Community Library project. The consultations that were developed and facilitated by NWPA have encouraged young people, men's and women's groups and families to have a say in how their new community library should be designed and the services that should be provided. Bolton Library Services will now use this valuable community feedback when planning the new building and facilities. This project is an excellent example of how Planning Aid and local authorities can work successfully in partnership and Bolton Metropolitan Borough Council have subsequently signed up to the Planning Aid Concordat as a tangible measure of their commitment to future partnership working. To find out more about the project follow the link:

Further information is available at:

http://www.planningaid.rtpi.org.uk/pooled/articles/BF_PSART/view.asp?Q=BF_PSART_178890

Case Study: Liverpool Vision

Development workers from Merseyside regeneration agency 'Liverpool Vision' sought Planning Aid North West's expertise in helping children to create a personal 'master plan' of how they visualise the future of the Kings Dock area.

Part of a Design Team activity with Liverpool Vision was the plan to connect schools, teachers, pupils and communities with the development plans at the Kings Waterfront as part of the regeneration of Liverpool city centre. The key focus of the activity was to think imaginatively about planning, architecture and the design and function of the built environment; North West Planning Aid visited Barlows Primary School to introduce ideas to teachers and students about land use, access and the environment as well as social and economic issues connected to planning and regeneration. To find out more about the project follow the link:

Further information is available at:

http://www.planningaid.rtpi.org.uk/pooled/articles/BF_PSART/view.asp?Q=BF_PSART_186473

Case Study: Learning about Planning

Ashley Primary School in South Tyneside has benefited from Planning Aid North with lessons to introduce them to planning. Site visits to explore development, planning and regeneration, as well as to an eco centre, were organised. To find out more about the project follow the link:

Further information is available at:

http://www.planningaid.rtpi.org.uk/pooled/articles/BF_PSART/view.asp?Q=BF_PSART_173869

Case Study: North Tyneside Educational Pilot

Shiremoor Primary School in North Tyneside has worked closely with Planning Aid North on the evolution of its education resources for primary schools.

A teacher from the school participated in the North Tyneside Educational Pilot.

They continue to deliver lessons on various aspects of planning in the school.

George Stephenson High School in Killingworth includes elements of planning in their geography syllabus for secondary students. The study focuses on map work and settlements, but they have also considered conservation issues. A geography teacher from the school took part in a one week teacher placement with Planning Aid North to consider opportunities to enrich the study of planning as part of the North Tyneside Educational Pilot.

To find out more about the project follow the link:

Further information is available at:

http://www.planningaid.rtpi.org.uk/pooled/articles/BF_PSART/view.asp?Q=BF_PSART_173869

Case Study: Our Voice Magazine

The One Voice magazine is compiled by Camden Schools & Youth Groups. The publication is written by and for young people with a focus on empowerment, citizenship and environmental education. Young people write articles about local issues that concern them, report on interviews they carry out, create and caption photo stories, edit and help to design the magazine. Council staff respond to any environmental or service delivery issues they raise, so the magazine offers two-way communication. Many of the stories within the magazine are inspiring examples of citizenship in action, and the children taking part in both the projects and the magazine itself get personal satisfaction and raised self esteem from seeing the product of their work in print. The magazine is also used as a resource for teaching in schools. Two editions are published each year.

Further information is available at:

<http://www.camden.gov.uk/ccm/content/environment/planning-and-built-environment/major-developments-in-camden/kings-cross/file-storage-items/our-voice---kings-cross-special.en>

Case Study: Careers Event

Stratford-on-Avon District Council used a real topical planning issue at a careers event:

An old industrial area has become run-down and is mostly unoccupied. The existing factory buildings are unsuitable for the requirements of modern businesses.

There is pressure to redevelop the site for housing. It is a brownfield site because it has been developed before. It is Government policy that such sites should be used for housing before greenfield land on the edge of town is developed.

However, the loss of industrial land means that there will be less scope to attract new businesses and employment to the area. There is a risk that the town will become a dormitory, with more people living in it but fewer jobs for them. This will result in increased commuting to work elsewhere, usually by car.

What decision would you take?

Should the site be retained for employment?

or should it be redeveloped for housing?

or is there another approach that could be taken?

NB. The latter is a prompt to think about a mixed-use scheme whereby part of the site could be redeveloped for housing and part for business use in the form of Class B1, which is likely to support as many jobs as the previous industrial uses did on the whole site. A policy in our District Local Plan Review sets out a number of criteria that we take into account in such cases.

Further information is available at: westmidlands@rtpi.org.uk

Case Study: Sustainable Design of Housing in Garden Cities

Letchworth Garden City Heritage Foundation has launched a project with local schools based on the sustainable design of housing in Garden Cities. It is running in parallel with an international design competition (launched on 01.02.07) run by RIBA for professionals and graduate students.

The idea is to run an equivalent, parallel competition for primary and secondary children to tie with the local history and technology curriculum's taught within the schools.

The competition is aimed at encouraging children to think about environmentally and sustainable housing designs and the history of housing within Letchworth Garden City (the worlds First Garden City). The schools competition will assist in the development of local knowledge about the importance of good housing design.

Letchworth Garden City Heritage Foundation is running the competition with specialist input obtained from North Hertfordshire Homes.

Overview

The schools competition is split into two categories:

Primary Schools

11 schools to take part with the possibility of reaching 1000 children with the project.

Secondary Schools

The project identifies aspects of local history, planning, architectural drawing and environmental challenges. These professional areas cross over into History, Design and Technology, Science, ICT, and Geography. The inclusion of guest

speakers begins to bring in wider aspects of work related learning and careers information.

Secondary Schools Competition

As the secondary school pupils are approaching GCSE level the competition will mirror the international design competition as closely as possible, giving pupils precise criteria as to what they can submit. The project will support GCSE Science, Design Technology and English.

Primary Schools Competition

At present Primary Schools deliver aspects of sustainable development and recycling through the science curriculum, PSCHE and geography. The schools feel they need a package, which will allow them to incorporate all the taught aspects of the curriculum through a short, one off practical activity. The focus of the activity will be to:

Incorporate into the design of a house different methods of improving the energy efficiency of the house;

Raise awareness of the relative costs of creating a more sustainable design;

Work to a fixed budget to develop a sustainable design;

Develop pupils communication skills through discussion and explanations of the design outcomes;

Consider how the knowledge gained from the activity can help them form judgments about their environment.

The intention is for the pack to be A4 in size and to contain a skeleton picture of a house onto which examples of energy saving materials or systems can be temporarily fixed. Each energy saving material or system will:

- * Be clearly named and described very simply
- * Have an energy rating

- * Have a cost allocated to it

The main aim of the activity will be for the pupils to work in teams designing the most efficient house for a set sum of money. However teachers will be in a position to extend the work through:

- * The allocation of different budgets for different groups
- * Transferring the concept to the school environment
- * Setting teams the task around their home
- * Sourcing examples of energy efficient homes

For further information contact: TracyH@lethworth.com

Case Study: R.A.V.E. Space – Raising Awareness of Values of Space through the Process of Education

This is an INTERREG III B CADSES project. After a year and a half since the project started (spring 2005) four seminars for teachers have been held in four project partners countries: Slovenia, Italy, Greece and Montenegro.

Further information is available at:

<http://www.rave-space.org/ravespace/homepage.aspx>

Appendix 2

Resources

DfES Sustainable Schools website

The Sustainable Schools area of TeacherNet is designed to support schools on their journey to sustainability, introducing the principles of sustainable development and offering guidance on how to embed these principles into the heart of school life. The 2006/07 Academic Year is a 'Year of Action' on Sustainable development for schools. The DfES will be working with partners to provide resources and materials to help embed sustainable development into all areas of school life. Further information can be found at: <http://www.teachernet.gov.uk/sustainableschools/>

Sustainable Development Youth Work Forum

The Sustainable Development Youth Work Forum, of which the National Youth Agency provides the secretariat, is funded by the Department of Education and Skills. The Forum brings together twenty five national organisations including government departments such as the CLG, the Home Office, Defra, DFID and the DfES, and meets twice a year.

The Forum's work revolves around the promotion and development of young people's involvement in sustainable development and seeks to establish links between sustainable development in a youth work context with citizenship, community cohesion, cultural diversity, regeneration and social inclusion agendas. As well as sharing information and expertise, the Forum also commissions research, identifies and promotes effective mechanisms for young people to express their views, and influences public policies and practice relating to sustainable development.

Further information available at: <http://www.nya.org.uk>

Appendix 3

Planning as a Career and Studying Planning at University

This section contains information on a career in planning and studying planning at university. It provides helpful information for young people you are working with who are interested in finding out more about planning and planners.

A career in planning

Do you want to shape the way our cities, towns and villages are developed and built? Do you want to have a role in preserving biodiversity and safeguarding our architectural heritage? Do you want to shape policies to combat global warming? Do you want to help create self-sufficient communities and shrink our ecological footprint? If you can say yes to even one of these questions then consider a career in planning.

The RTPI is a dynamic organisation leading the way in the creation of places that work now and in the future. We understand that just as people develop places, so places develop people. We are committed to the enhancement of our natural and human environment, using spatial planning to manage competing pressures on our built environments and the very real effects on our space. Through our members, we constantly seek to create areas and places in which people want to live and work.

As well as promoting spatial planning, RTPI develops and shapes policy affecting the built environment, works to raise professional standards and supports members through continuous education, training and development. The RTPI is the largest professional institute for planners worldwide, with over 20,000 members.

Planners are everywhere!

Traditionally, local authorities (city, district and county councils) in England, Scotland and Wales have been the employers of choice for planners in the UK and continue to be the destination for many newly-qualified professionals. RTPI Chartered Town Planners work in local authorities who are also responsible for producing local plans and development frameworks that take into account community involvement and sustainability in the local spatial planning process and for implementing national policies on development. In Northern Ireland, the Planning Service of the Department for the Environment performs similar functions to local authorities in other UK nations. The online directory at <http://www.theplanningdirectory.co.uk/> lists local authorities with their contact details.

Planners also have a role to play in the work of campaigning organisations such as the Royal Society for the Protection of Birds and Campaign to Protect Rural England and charities such as the National Trust and environmental and community groups involved in engaging local people and ensuring that their aspirations are respected in the planning process. Planners employed by the public and private sectors can also volunteer their services to individuals, community groups and charities who cannot afford to hire planning consultants. This may be through Planning Aid (<http://www.planningaid.rtpi.org.uk/>) the charity providing free and independent advice and support on planning issues to people and communities in England, Northern Ireland, Scotland and Wales.

The RTPI has more than 20,000 members in the UK, Ireland and overseas. Chartered Town Planners are professionals who hold corporate membership of the RTPI. We also have a number of non-corporate classes suitable for planners who can demonstrate a certain level of achievement within a particular area of planning or who are working towards gaining chartered status.

If you would like to join the RTPI log on to www.rtpi.org.uk

Studying Planning at University

To become a member of the RTPI you need an accredited degree to work towards becoming a Chartered Town Planner eventually. Chartered Town Planner status, which is gained when a planner becomes a Chartered Member of the RTPI, is the formal professional recognition that you have achieved a certain level of education, expertise and skills to practice as a competent planner and is another qualification, in addition to your academic qualifications, that many employers expect you to have.

The RTPI currently accredits planning courses throughout the United Kingdom and in the Republic of Ireland and Hong Kong. These accredited combined programmes meet the RTPI's academic requirements for Chartered Membership. A combined programme offers students a good background in spatial planning as well as knowledge of a specialist area in planning. RTPI-accredited undergraduate programmes take at least four years to complete. The standard route is three years of undergraduate study followed by a placement year with an employer and/or one year of postgraduate study, leading to a Diploma or Masters. If you already have a degree you can take an accredited combined one-year intensive Masters course.

A complete list of RTPI-accredited courses is available on the RTPI's website at www.rtpi.org.uk.

Choosing the right planning course

It is important to put some thought into choosing the course that is just right for you. University websites often publish quite detailed information about courses and you should take the time to compare course outlines before you pick the one with the most interesting modules. You may also want to discuss the course with

the admissions tutor or the academic administrator before you make your decision.

It is also important that you visit the university, if at all possible, before you decide to take up the offer to study there. Are the tutors friendly and interesting? What about the students? Are the facilities, e.g. library, computers, accommodation, etc, good? Does the university offer good student support, e.g. disability and learning support (if relevant) or career advice? Will you have chances to develop your other interests besides study? Will you be happy living in the city where the university is located? Is there a good social life? Remember what they say about all work and no play ...

Entry requirements for undergraduate courses in the UK

UK and Irish qualifications

Each UK University will have its own entry requirements for undergraduate courses. However, they all require applicants to have at least a C grade in GCSE English (or English Literature) and Mathematics. You should also aim to get as good A Level (or Scottish Higher or Irish Leaving Certificate) grades as possible. For GCE A Levels, most universities require at least 260 UCAS points, equivalent to BCC or above, BBC for Scottish Advanced Higher (or BBCC for Scottish Higher) and BBBB at higher level for Irish Leaving Certificate. It is a good idea to do some research on entry requirements as early as possible so that you know in which subjects you need to improve before the time comes to do your A Level exams.

Relevant A Level subjects include Geography, English, Mathematics, History, Economics, Sociology, Biology or Environmental Science, but other subjects may also be accepted. Please note, however, that some, if not most, universities do

not accept General Studies. A Geography 'A' Level is very useful, and for some planning courses it is actually an advantage.

You should contact the relevant university for further advice about entry requirements.

Go to www.rtpi.org.uk for further information on planning courses and what planners do.

Appendix 4

The United Nations Decade of Education for Sustainable Development (2005 – 2014)

In December 2002, resolution 57/254 on the United Nations Decade of Education for Sustainable Development (2005-2014) was adopted by the United Nations General Assembly and UNESCO was designated as lead agency for the promotion of the Decade.

Further information can be found at: www.unesco.org/education/desd