Neighbourhood accessibility plans: Guidelines for coordinators

Web resource G – General information to support projects

NZ **TRANSPORT** AGENCY
WAKA KOTAHI

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G1 – The Local Government Act 2002 and long-term council community plans

The Local Government Act 2002

The Local Government Act 2002 (the Act) provides a framework, and describes the powers that local authorities can use to undertake activities and the way in which they should be undertaken. The Act promotes accountability of local authorities to their communities and recognises a broad role in social, economic, environmental and cultural wellbeing of communities by taking a sustainable development approach.

The Act (Section 4) also recognises the Crown's responsibility to the Treaty of Waitangi (Te Tiriti o Waitangi) and therefore includes principles and requirements to facilitate participation of Māori in local authority decision-making. The Act has taken a more focused approach to the interaction between local authorities and the community through the inclusion of requirements such as long-term council community plans and community outcomes.

The purpose of local government as defined in the Act is:

a. To enable democratic local decision-making and action by, and on behalf of, communities; and

b. To promote the social, economic, environmental, and cultural wellbeing of communities, in the present and for the future.

Section 14 of the Act sets out principles that recommend the way in which local authorities should carry out their business. Broadly speaking these are:

- open, transparent, accountable conduct of business
- effective and efficient conduct of business
- consideration of community views
- recognition of diversity
- interests of future communities
- impacts on wellbeing
- involvement of Māori
- cooperation with other bodies
- sound business practice
- prudent stewardship
- sustainable development approach.

Part 6 describes requirements for planning, decision-making and accountability. This sets out obligations of local authorities in relation to decision-making and includes the involvement of Māori, interested and affected parties, the nature and use of the special consultative procedure and other methods of consultation, identifying and reporting on community outcomes; process and content of the long-term council community plan, annual plan and annual report, as well as financial obligations.

Long-term council community plans

Local authorities are required to produce and regularly update, a long-term council community plan (LTCCP), which sets out a 10 year forward planning process to deliver clear goals that have been agreed between the council and the community.

The purpose of an LTCCP is to:

- describe the activities of the council
- describe the community outcomes desired for the city
- provide integrated decision-making (between the council and the community) and coordination of resources
- provide a long-term focus for the council's decisions and activities
- provide a basis for accountability to the community
- provide an opportunity for community participation.

An LTCCP builds on what has been done already and generally sets out the next phases of work for the coming 10 years, while reaffirming the long-term vision for the area.

Three-year LTCCP cycle

When an LTCCP is adopted, it will be reviewed every three years, and reported on every year. Local authorities may amend an LTCCP at any time using the special consultative procedure required under the Act.

Long-term financial strategy

Under the terms of the Act, each council must develop a long-term financial strategy (LTFS). This is a 10 year plan for the area as a whole, detailing projected expenditure. It provides the template for how the community is likely to develop under the direction of the strategic plan.

Strategic planning for large communities is complex, especially given the need to plan for increasing (and diverse) population growth. Building developments need to accommodate this growth, whilst also integrating environmental and safety needs. The Resource Management Act 1991 (RMA) provides the overall guiding principles for this.

Annual plan

Local authorities will also produce an annual plan each year, based on the LTCCP. Each of these plans is required to consider the social, environmental, economic and cultural wellbeing of current and future communities.

The annual plan details priorities for the coming financial year and the allocated budget for these activities. It is linked to 'strategies' that govern priorities internally and also aligns to external central or regional government strategies, funding priorities and/or policies. An example is that the neighbourhood accessibility planning project may fit under a 'sustainable transport strategy' in the transport team's annual plan. This in turn, is linked to the community outcomes and the strategic goals of the LTCCP.

The annual plans have contestable funding rounds where budget items get prioritised and bid for or voted on. This is why it can be important to have high level support to advocate for your project at the annual planning round.

Three-year National Land Transport Programme plans

Every three years each council will submit a transport programme to their regional transport committee or to the Auckland Regional Transport Authority (ARTA) for inclusion in the Regional Land Transport Programme (RLTP). Only activities that are in the RLTP can be included in the National Land Transport Programme (NLTP) and funded by it. The regional council submits the RLTP to the NZ Transport Agency (NZTA). The cycle for the three-year NLTP is the same as that for the LTCCPs, ie the first implementation period is for 2009/10 – 2011/12. The three-year RLTPs and NLTPs may be varied in consultation with the NZTA.

The NZTA is expecting that each council will include a programme of community activities in its transport programme. Where this programme of works reflects a series of low cost activities (<$250,000 each) then these are submitted as one Land Transport Programmes (LTP) online project with three phases, one for each year. The project objectives are described in the submission made using LTP online, and the programme of minor activities is listed in a spreadsheet which is attached to the submission. When the programme of works includes activities costing more than $250,000, each of these larger activities would be submitted as a separate phase within the community programme project. Each group of activities should be described in LTP online including the overall strategic objectives of the programme of activities, and the total expenditure expected on the programme over three years. Each significant activity listed requires a benefit cost ratio (BCR) to be calculated and attached as supporting information.

G2 – Presenting

Presentations can be daunting. For some, speaking in front of people comes naturally, to others it doesn't. However there are some important things that you can do to make presenting easier. The suggestions below will help but make sure that you give yourself every chance to practice them. Get some friends or colleagues together to hear your ideas and delivery. Get their feedback and thoughts. Then after you have delivered to your audience, reflect on what worked and what didn't. Learn what works for you and what doesn't and you'll get better and better. Virtually every great speaker has improved over time through learning, planning and practicing.

Planning

Planning is the most important part of a presentation. A well planned presentation feels good, looks good and it shows that you've made an effort to give and receive information.

A key part of planning a presentation is to develop a structure or plan. This should include how long you will speak for, what points you will make and how you'll summarise what you said with opportunities for questions and discussion.

Key questions that you should ask yourself to plan the presentation include:

- What do you want to achieve?
- Who will your audience be?
- What does your audience already know and what will interest them?
- How will you achieve what you want?
- What information will you need to achieve your purpose?
- What visual aids will you need?
- What will you need to make your presentation space right for your needs?
- How will you make your presentation accessible (eg translations, easily seen)?

Give time to research and practice so you know your subject matter fully.

Delivering a presentation

On the day give yourself time for a practice run through. Arrive at the venue early to make sure that everything is the way you want it. If it's not, ask for it to be changed. This is very important if you're using technology. Test it out to make sure it's all working and you know how to use it. Always remember to have back up hard copies of electronic information in case something goes wrong.

Ensure that you're physically comfortable in your setting, remember your presentation style and make sure everything's right for you and that your audience will be comfortable (no squeaking or wobbly chairs!). Below is a list of tools that you can build into your planning and delivery.

- Be confident when you start your presentation and maintain this throughout your presentation and never start with an apology.
- Use your visual aids, but remember, do not speak to them and forget your audience.
- It is important to remember that while you are presenting, the attention of your audience will waver. The attention of people can be influenced by external factors beyond your control, such as a lack of sleep, sickness, stress at work or at home, or who won the netball game.

- Eye contact: Do not just speak to the back of the room, the flipcharts or your feet.
- Humour: Helps to increase understanding.
- Enthusiasm: What is worse than a presenter who's bored by what they're saying themselves?
- Stories: Make what you're saying real by adding your experiences or anecdotes.
- Pauses: A pause here and there helps people digest what you're saying and shows that you're thinking while you make your presentation.
- Difference: How can you make your presentation that little bit different so that people will sit up and take notice?
- Rapport: How can you build a relationship with the listener?
- Be confident and be yourself: While you present, you are the boss.

Answering questions

- Be assertive, not aggressive.
- Listen to what people say.
- Be observant. Especially of the time!
- Listen to points raised and don't interrupt.
- Treat participants equally.
- Practice a five-to-one ratio of appreciation to criticism.
- Encourage participants.

G3 – Holding a stakeholder workshop or a community meeting

At some stage of your project you will need to hold a community or stakeholder meeting. This may be at the very beginning when you are trying to gauge interest in the project. Or, it might be later on, when you are presenting on the issues that have arisen from information collection, or when you need to present a draft action plan for consultation. This section provides some suggestions to help you ensure your meetings run as smoothly as possible.

Learning to facilitate

Facilitation is a vital part of community engagement as it ensures everyone who wants to engage in the project is able to. Facilitating can be challenging – many facilitators hold a large degree of responsibility. Within a community engagement context, you may be required to facilitate between young people on one day, older people the next; or you may need to facilitate discussion between the two groups in the same room.

Learning how to facilitate takes time and practice to learn and to get right. Every group of people has different needs and requirements. Good facilitation involves planning, understanding your audience, being adaptive, open-minded and ready for anything.

You could attend training courses to develop your facilitation skills or you could bring in a trained facilitator if you have the resources. External facilitators may have an advantage as they are more likely to be viewed by the public as neutral and therefore may be more effective than a member of council.

A facilitator may have to act slightly differently in different situations according to the requirements of the meeting and the people there. One of the most important things to be is you. Some effective facilitation points are:

- use humour (if appropriate)
- summarise and communicate
- lead, but don't take over
- maintain objectivity
- listen and observe the feel of the day
- ask open-ended questions
- build on points as they develop
- offer praise and support.

Prior to the meeting have a think about how you might cope if the following happens:

- The group remains silent despite the questions being posed.
- A member of the group talks all the time.
- There are some members who won't talk.
- Too many hands go up when a question is asked.
- The group is not engaged.

Planning your meeting

- Set out the objectives or purpose of the session. What is it that you want to achieve and how will decisions be made?
- Gather the information needed. Who is coming and what is the relationship of the attendants if any, is there a history of conflict, are some people more confident than others?
- Set out the agenda or format of the session. Is the meeting to be around a table or in a formal style with people seated facing the front, will people break up into groups and then provide feedback, will there be presentations carried out by other people?
- If you intend to have a traffic engineer at the meeting, be sure to specify to your meeting attendees what subjects will be discussed and what is not 'for discussion' to avoid high-jacking of your workshop by residents who want to discuss specific traffic engineering issues and/or make traffic complaints that are not related to your project.
- Look at what has happened before and what information you may need from other meetings.
- Determine with a public affairs section of council whether there is a legal requirement to advertise the meeting (in the public notice section of the local newspaper for example).

Tips
When planning a meeting – schedule any discussions about engineering until the end of the meeting, as discussions on engineering tend to be popular with working group members and the public.
There are numerous ways to increase the feeling of involvement working group members have. Suggestions are:
• Getting different group members to chair the meeting, or sections of the meeting.
• Group exercises, such as brainstorming.
• Giving group members specific tasks to report back on prior to the meeting.
• Highlight future tasks which participants could work together on.

Choosing a meeting venue

There are a number of considerations to take into account when choosing a meeting venue. Things you should think about include:

- The number of people attending the meeting.
- The best time that would suit the majority of your participants.
- Car parking and/or drop off points.
- Public transport access.
- Cycle parking facilities.
- Physical access to the building for those with disabilities.
- If there is an outside area suitable for assistance dogs' exercise and their toilet needs at break times.
- If there is sufficient circulation space within the training room.
- Whether there is adequate space and facilities for support workers/personal assistants.
- Breakout or syndicate rooms for small groups to work in, to avoid the noise created by others working in the main room.
- Accessible toilets, ideally on same floor/level as the training room.
- If there are a variety of seating types available.
- The layout of the room in relation to light sources, avoid bright lights/uncovered windows.

Logistics preparation

Logistical things you will need to plan include:

- The equipment will you and other meeting participants need.
- Whether the meeting will need to be catered. Do your participants have any special dietary requirements?
- Whether you will need help to carry food, or set up technical equipment, or get these things to the location.
- Disability considerations (eg the deaf community).
- Language considerations.
- How will you feedback your information after the meeting?
- Whether power point presentations have text that is obscured by a bold background image or colour.
- Presence and colours of board markers (choose black or very dark blue markers for maximum contrast with flipcharts and boards).
- Signage to assist your attendees find the meeting (if this is necessary).

It is worth visiting your meeting space a few days before, to get a feel for where the meeting will be held. Things to check through and know include:

- safety procedures, for example the standard evacuation procedure
- toilet locations
- refreshment break times
- number of seats
- number of tables and ease of movement if the meeting needs to break into smaller groups.
- power connections – locations and whether they are working
- room layout. (For example, would it be easy to move around in if you were in a wheelchair or if you have a guide dog?)

Tips
• Try to avoid podiums as they can be threatening.
• Use round tables if they are available as these can help facilitate improved communication.

On the day

- Ask for all external lighting and lighting from the entrance to the meeting room to remain on throughout any evening meetings.
- Clearly signpost the meeting room.

During the meeting or workshop

- Run through health and safety, toilets, refreshment times.
- Set out how the day will run. How long will people be there? What time will lunch be?
- Set out the objectives for the day.
- Clearly set out the context – does everyone know why he or she is there?
- Set out ground rules.
- Keep any eye on the atmosphere. Are people enjoying themselves? Are the objectives being met? Are actions being set out with responsibilities? Are there tensions between attendants?

- Ensure everyone can participate.
- Read out content of all PowerPoint, overhead projections (OHP) presentations and flipcharts used (you may also want to provide handouts).
- Do not speak or deliver a presentation in a fast manner, give people time to absorb what you have said, but do not deliver information in a patronising manner by talking too slowly.
- Never assume someone will not understand what you are trying to communicate.
- Always show respect and be patient.
- Ensure you face the group when talking.
- Comfort breaks every two hours should be considered.
- Offer assistance in filling in forms. Never allow someone to sign something if they are not sure they want to or if they think they don't understand it.

G4 – Planning and managing meetings within the council

Because service areas are so specialised, there is a lot of collaboration required in order for action to happen. Individuals and teams, such as engineers, are usually adept at attending meetings or working groups in order to agree a plan of action. However, these meetings need to be both concise and productive if you want to maintain ongoing commitment from participants. To ensure everyone gets the most (and the most happens) out of meetings, the following steps are suggested:

1. **Send out agenda well in advance of meeting.**
   This can be brief, with a reminder of date/time of meeting. Allow invitees a time limited opportunity to add or change agenda prior to meeting. Ensuring everyone is aware of the topics of discussion, will increase the likelihood they will come prepared.

2. **Background papers can be useful.**
   Prepare these in advance, summarising the background to the project and the key issues you wish to discuss so people can come prepared to discuss things in a meaningful manner.

3. **Send out a brief reminder just prior to meeting.**
   This can be just a brief e-mail reminder.

4. **Keep to the agenda.**
   Ensure the meeting remains focused on the agenda and any other business is left until the end or 'parked' until the appropriate time.

5. **Record outcomes and actions.**
   Always clearly record outcomes of the meeting and actions that are required – ensuring that people are allocated tasks and there is a time frame for completion. Also, agree date/time for next meeting before the meeting is closed.

6. **Send copy of outcomes and actions within 48 hours.**
   Ensure every person who attended the meeting is sent a copy of the outcomes and actions promptly. If minutes are also to be sent out these may be sent out a little later, but it is important people are reminded of anything they have responsibility for completing as early as possible.

7. **Keep the group informed.**
   If anything comes up in the interim before the next meeting, let the group know. This will save any confusion developing at subsequent meetings.

8. **Encourage feedback and acknowledgements.**
   When people report back on what has been completed, ensure this is acknowledged at the meeting. Also, if obstacles have occurred encourage participants to discuss these within the group so as to get feedback from others who might suggest ways forward. By facilitating positive acknowledgements and a sense of 'working together' group members are more likely to feel that the meetings are productive and that achievement is collective.

G5 – Reporting to council committees and community boards

There are numerous general and issue based committees which involve elected members and representatives. In some circumstances, it may be appropriate for one or more of these committees to be included in a consultation process. These may include the community board for the local area, or the community safety, or transport, or urban design/live-able community committee for the council. However in all cases discuss with your contract manager or employer at the start of your project to determine what is required and to determine whether or not the scope of the committee includes such involvement. Then find out who is the contact person for reports (usually a committee secretary).

Committee meeting schedules

Council committees and community board meetings usually run on a similar format. The agenda for the meeting may have been timetabled some time ahead, which is why it is important you contact the committee secretary well in advance to ensure your report is ready in time. In most cases reports would need to be approved by an agenda group, before inclusion on the agenda.

Writing a report

If you need to report to a council committee or community board, be aware that there are two purposes for reporting. 'Information only' reports keep the committee members up-to date with the progress of your project. 'For action reports' require a decision to be made as to whether council funds can be spent on the initiative.

Reports that recommend actions typically require a decision to be made as to whether council funds can be spent on the action. Decision makers often like to see evidence that various options have been explored in these types of reports. Options range from 'do-nothing', to the most expensive option or the option requiring the most change.

Obtaining a committee report, that's recommendations were accepted by the committee, will be helpful to use as a guide to the type of language that you should use.

If the first report you write is just to let committee members know about the project, then keep it simple. You can build upon the information you provide each time you report in the future, as the project progresses.

Your audience will be particularly interested in knowing how the project will assist the council in achieving its objectives. Community boards are likely to be the most involved in assisting your actions, as they have a much greater focus on resolving local issues.

Keep the structure and language formal, bullet-pointing or tabling any important points. The committee secretary may be able to provide you with a standard template for the report. Otherwise, use the following suggested titles/sections for your report.

- **Purpose of the report**
  Why are you here? Is it to introduce the project, provide information only, seek feedback, demonstrate progress or to make a request?
- **Background**
  Information on how the project came into being, objectives and how it is relevant to them (council and community).

- **Progress/expenditure**

  What has happened so far – any accomplishments? List relevant expenditure that is required to meet objectives and how this is funded.

- **Conclusion**

  What strategies are in place to meet objectives and where to from now?

- **Recommendations**

  What do you want the audience to do with the above information? Do you just want the information received or are you asking for some type of action from board members/councillors?

If actions and recommendations have been endorsed by your working group, acknowledge this in your report. As evidence of a collaborative and coordinated effort increases the credibility of the project .

Presenting reports

The time you are likely to have to present or 'talk to' a report is minimal. The best way to make use of this time is to refer your audience to a few key points in your report, such as an area of progress made – what this means for the community and what you recommend should happen now to build upon this. If you have a councillor or community board member present who has some involvement in the project, they are likely to support you in the meeting by also acknowledging what is happening.

Do not use this forum as a means to debate problems. Unlike members of the public who often use the open forum part of official meetings to cite grievances, you have the structured support of a robust working group. Issues that arise in the project should be able to be debated and resolved within your working group(s), as long as these relationships (and responsibilities) are working effectively.

G6 – Commonly used abbreviations and jargon

3 Es	engineering, education, enforcement
4 Es	engineering, education, enforcement, encouragement
ACC	Accident Compensation Corporation
Agenda Group (or committee secretaries)	Management group who approve all reports before their inclusion on an agenda.
AMP	Asset management plans (now Activity management plans)
AO	approved organisation (under the LTMA)
AP	annual plan
ARTA	Auckland Regional Transport Authority
BCR	benefit cost ratio (also Efficiency rating or ER)
C funding	crown funding allocated to Auckland, Wellington and Bay of Plenty.
CAAP	community alcohol action programme
CAB	Citizens Advice Bureau
CAS	crash analysis system
CBT	compulsory breath test
CDEMG	Civil Defence Emergency Management Group
CFA	community focused activities (now community programme)
CPU	central processing unit
CRS	crash reduction studies
CRSP	Community Road Safety Programme (pre-NZTA – Land Transport Safety Authority funded programme)
CSR's	customer services representatives
CVIU	commercial vehicle investigation unit (NZ Police)
Directors Group	Group consisting of the Chief Executive and Directors
DLR	driver licence register
EM	executive meeting
FAR	financial assistance rate
FTE	full-time equivalent
GMs	general managers
GPS	Government Policy Statement
ICGs	Industry Consultative Group
ICMP	Integrated Catchment Management Plan
ICT	information and communications technology
IPENZ	Institution of Professional Engineers New Zealand
ITO	Industry Training Organisation
L Funding	local authority rates, charges and levies, and borrowing
LA	local authority

LGA	Local Government Act 2002
LGAAA	Local Government (Auckland) Amendment Act
LIM	Land Information Memorandum
LTCCP	long-term council community plan
LTFS	long-term financial strategy
LTMA	Land Transport Management Act 2003
LTNZ	Land Transport New Zealand (now NZ Transport Agency)
LTP online	Land Transport programmes online (NZ Transport Agency online application funding database
LTP	Land Transport Programme
LTSA	Land Transport Safety Authority (Pre-NZTA crown owned entity)
MoT	Ministry of Transport
MOU	memorandum of understanding
N Funding	National funds generated from road user charges, petrol excise and motor vehicle registration.
NAP	Neighbourhood accessibility plan
NEECS	National Energy Efficiency and Conservation Strategy
NLTF	National Land Transport Fund
NRF	National Road Fund
NZIHT	New Zealand Institute of Highway Technology
NZQA	New Zealand Quality Assurance
NZTA	NZ Transport Agency
NZTS	New Zealand Transport Strategy
OPAC	online public access catalogue
PEM	*Project evaluation manual* (Land Transport NZ)
PEOs	police education officers
PIARC	World Road Association
PPFM	*Planning, programming and funding manual* (NZ Transport Agency)
PT	public transport
R funding	Regional funds generated from increases in petrol excise and light vehicle road user charges.
RAMM	road assessment and maintenance management
RCA	road controlling authority
RDF	Regional Development Fund
RFP	request for proposal
RFS	request for service
RLTC	Regional Land Transport committee
RLTS	Regional Land Transport strategy
RMA	Resource Management Act 1991
ROI	registration of interest

RSCs	road safety coordinators
RST	Road Safety Trust
RTPP	risk targeted patrol plan
RUC	road user charges
S(A)P	Safety (Administration) Programme
SADD	Students Against Drunk Driving
Service Plan	Business plan prepared by each service area in council
SHF	State Highway forecast (prepared by Transit NZ)
SMS	safety management systems
SPARC	Sport and Recreation New Zealand
SUV	special utility vehicle (meaning 4 wheel drive)
TA	territorial authority
TAG	Transportation Advisory Group (also Technical Advisory group)
TAIC	Transport Accident Investigation Commission
TBhC	travel behaviour change (or TBC)
TDM	Travel Demand Management (also Transport Demand Management)
TLA	territorial local authority
TM	total mobility
TMA	Transport Management Association
TNZ	Transit New Zealand (now NZ Transport Agency)
TOD	Transit oriented development
TRAFINZ	New Zealand's Local Authority Traffic Institute
TVC	television commercial
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VTNZ	Vehicle Testing New Zealand
YES	NZ Police Youth Education Services

G7 – The structure of local government

It is important to have a good understanding of how local government operates. This includes knowing how various groups are structured, so you have a clear understanding of where responsibility lies for assessing and approving changes.

The areas of local government, or council, can be broken down into the following areas: **political, strategic** and **operational**.

You need buy-in from every part of council for success. If your partnership is only focused on operational aspects, you will lose opportunities for high level advocacy, political action and shared outcomes within Council.

The political structure

There are a number of groups which make up the political structure, with varying limits of power. Most groups meet on at least a monthly basis and it would be useful to introduce the neighbourhood accessibility planning project to all of the key groups early on, even though some of the members may be the same across a number of different meetings. You should aim to get support from a community board representative or a councillor.

As these people are in influential roles it is useful to have a relationship with them to help justify your project. This will be particularly important if any of your outcomes are likely to be politically contentious (ie car parking changes).

Council

Council consists of elected councillors, community board members and a mayor. It is councillors who agree on policy, prioritise activities and approve expenditure. However, decisions made by council are informed by community boards, director groups, subcommittees and advisory boards via the reporting structure.

Council committees

Council committees are formed as a way to break down the work load of council. Elected councillors make up the membership for a number of council committees, which have a particular focus or strategic responsibility. It is important to ascertain which committee(s) is most relevant in effecting outcomes for the project.

Community boards

Community boards consist of both elected councillors and locally elected community board members. Community boards are responsible for local decision-making by assessing and responding to local issues. This includes issues relevant to the neighbourhood accessibility planning project, such as road works and traffic management. Community boards provide crucial information for council, which in turn affects strategic planning and expenditure.

Your community board may be very interested in your project and may request regular progress reports. They may also wish to be consulted on any engineering improvements, and any other outcomes you are proposing. Having them supportive of your project can be a huge asset to your political leverage. Community boards also lobby for funding in the annual planning process, so can assist you to ensure your engineering projects get priority.

Subcommittees

Subcommittees are developed by council committees and community boards, in response to an identified need to address an issue at a more operational level. For example, a special festival that is planned for the community which will entail road closures and affect local business would be overseen by a special subcommittee which will ensure local issues are managed appropriately.

Advisory boards/advisory committees

Advisory boards often consist of individuals who may provide advice, consult and make recommendations on behalf of a particular group, such as those representing Iwi or Pacific Island interests. It is their job to ensure that decisions made for the community take into account the needs of special interest groups. Advisory boards may seek to represent particular cultural/ethnic populations, as well as disability and mobility groups. Some council's may have also developed **youth councils**, which have a role in informing council about the issues affecting young people.

Reporting/relationships

Your relationships at this level are likely to be quite formal. You may be required to report formally to specific groups via a committee report or in some cases member may be elected to your advisory group.

The political tier of council consists of people who have been democratically elected into positions of responsibility. Because they are elected positions there is a great sense of local accountability, with individuals quite often coming into office with 'agendas' which they have pledged to uphold on behalf of their constituents. Having an understanding of councillors or community board member's particular areas of strategic interest (these are usually quite publicly known), will assist you in finding an appropriate political 'sponsor'.

Building a rapport with a particular councillor or community board member, who may also be part of your working group, will provide you with the formal support required at this level. They can be influential not only in avoiding 'political obstacles' but also in recommending and approving expenditure. Political 'agendas' tend to be very localised and this is where the strength and skill of local electorates – both local MP's and community boards, health and education boards, key service providers and local business committees come into play. A community or ward which has a number of strong voices, at a political level, within local government will always have a greater advantage.

The strategic structure

Strategic planning occurs at the most senior management level in council. Senior management consists of staff employed to develop the strategic vision and implementation for their specialist service area. Working both individually as well as collaboratively with external and internal partners, this group ensures policy alignment across services and manages the political and legal relationships (or responsibilities) between the community and local government.

You should aim to get support from a senior manager. Your direct management line, are likely to be able to assist with this. This senior manager will be the project 'sponsor' or 'champion' and should help to advocate for the project at the strategic level and help to ensure integration across council service areas.

Directors group

In order to meet this diversity of services, whilst also providing its own infrastructural support, local government is broken down into a number of service 'branches'. The 'directors group' (see Waitakere City Council example below) consists of the top level management who are responsible for the overall integration, implementation and strategic direction throughout the council (www.waitakere.govt.nz/AbtCnl/to/index.asp).
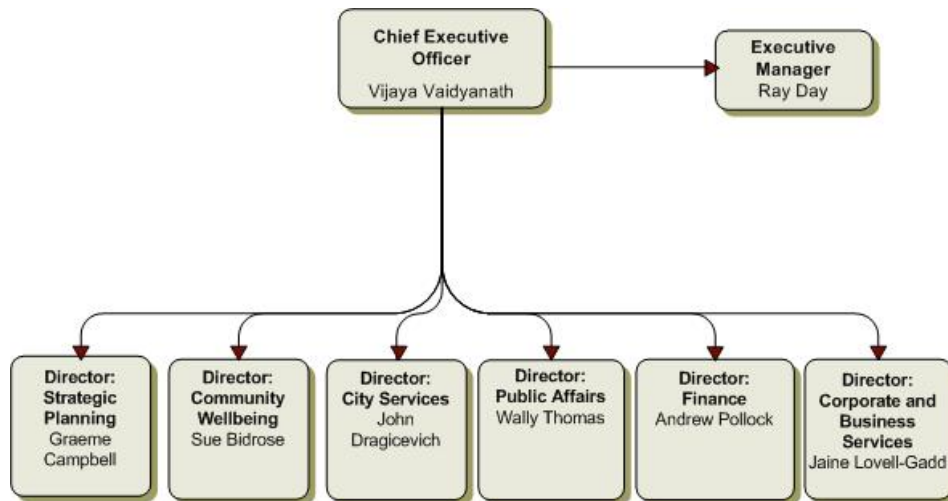
The (top tiers) council services are divided into service areas which are managed by directorships which report directly to the chief executive. These service groups are responsible for the strategic delivery of services which have been agreed by council.

Although the neighbourhood accessibility planning project will be of relevance to a number of service groups, its outcomes will be most appropriate to one particular area – and this is where the project would be placed, so as to meet the overall strategic direction of council.

Reporting to senior management

Each council will have their own internal system for reporting, which usually occurs on a fortnightly to monthly basis. Every project falls under a particular service area, which has a mid-management structure. It is these middle-managers who have responsibility for reporting directly to the relevant director or directors group. As a project leader you will have a dedicated manager who you will report to and who has responsibility for ensuring the project's activities are in line with the overall strategic vision for that service area.

It is also important to inform your manager as soon as possible if any issues arise which could be politically contentious. This is to ensure that the director is aware of issues which might potentially be questioned or highlighted by politicians and/or media.

Types of reporting

This could include all or some of the below:

- **Service reports**
  These would be fortnightly or monthly reports on progress, including a list of priorities for the next fortnight/month.

This would be completed on an internal template and forwarded to your manager who would then collate the information for their report to the director.

- **Team reports**

  The neighbourhood accessibility planning project may be part of a group of projects which form a 'team' which might share collective resources, including administrative resources. Team reports might be, by way of verbal updates which are formally recorded in team meeting minutes, or as part of a collective service report which may be used for reports to management or for media release.

- **Internal media**

  Reports, updates or information sharing via the council internet or intranet.

The operational structure

The operational level is the largest part of local government. This involves actual service delivery and involves those employed to 'action' service plans. At this level you will need to develop working relationships with many different mangers and staff. This will involve thinking laterally about how your project can 'fit' with their work for mutual outcomes.

The operational structure consists of every employee in local government – from mid-management to call centre representatives. Every service area is broken down into service delivery branches which have a particular focus. Using the strategic structure example above, from Waitakere City Council (www.waitakere.govt.nz/AbtCnl/to/cityserv.asp), we can look at the service areas for 'city services.'
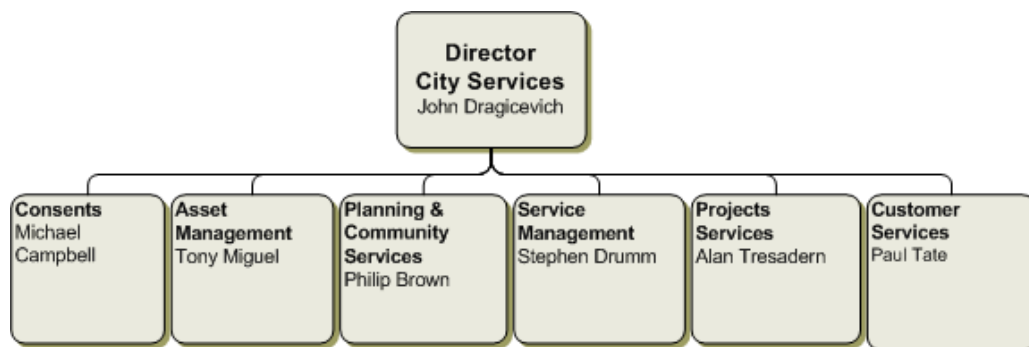
The trial Lincoln-Rathgar Safer Routes project (a neighbourhood accessibility planning project) was run from the asset management team.

Reporting/relationships

These can vary from:

- informal catch ups
- working together on specific issues
- neighbourhood accessibility planning working group involvement
- technical and specific advice
- collaborating on achieving outcomes.

G8 – Working with different groups in the community

This appendix includes general information for working with people in your community. It also has specific sections on working with:

- children and young people
- older adults
- different genders
- disabled people and the mobility impaired
- Māori
- minority ethnic groups.

General principles for working with groups in your project area

Effectively working with any community group requires you to establish trust and win the confidence of the people you are working with. It involves developing and maintaining an ongoing relationship with two-way communication, so you can obtain information from and provide feedback to the community. Participation is often time consuming and costly for community members. Be mindful and reasonable with your requests for involvement – wherever possible use your links with paid agencies, as a first point of call.

Understand 'who' your community is

Local census information should give you a clear indication of the number of different ethnic groups and age groups within your project area. In some cases, there may be a significant percentage of a particular population.

Where there are 'clusters' of ethnic groups, there are often culturally specific services or groups in that area. For example, a geographic area which has a concentration of people with Indian heritage may develop specialist food shops or markets, meeting venues, temples or culturally based schools. The same may apply to any other group which may be prominent and may extend as far as developing culturally specific health services. In other words, culture and cultural identity can be the basis for community development – that is 'communities within the community'.

A good understanding of the ethnic diversity, age composition and characteristics of the people who live and work in the project area will help to inform all aspects of your project planning – including how best to communicate, deliver services/messages and promote the project. This is particularly important if your target 'group/s' is prominently made up of one or two specific groups.

First introductions

Be prepared before you engage with a group. Ensure you have researched the groups protocols and any issues they may have (be mindful that they may have worked with your organisation before and may already have formed a perception about what it will be like to work with you).

It will be a lot easier for you to approach the group you wish to engage with if you have someone to introduce you to the group. It is likely that the group will have dealt with other staff members in your local authority, so ask around. If you find an appropriate person, they may be able to give you some valuable insights into how to work with that group. For example, they should know who within the group has the authority to speak for the group, and may know who in the group would be interested in your cause. (Keep in mind that the person needs to be an accepted member of the group, and that person needs to be prepared to represent the group, and feedback to the group.)

In most cases face to face contact is the best way to make a positive first impression. From that point on, you can discuss with the group what kind of communication method they would prefer. If you are meeting with someone from a different culture try to learn a few words of their language. Any effort is likely to be well received and will convey that you are making an effort to be friendly.

Before you contact people you should be clear on what your initiative will mean for them, what it will involve them doing and how it can benefit them. In most instances you should approach managers or senior staff first.

Your communication style

It may sound like a contradiction, but you need to be 'prepared to be flexible'. That is, don't assume that one way of communicating will always be appropriate. Be humble, sensitive and non-judgmental. Ensure that your own values do not get in the way of interaction.

You may need to consider the language you will use with the group. Do you need to use an informal or formal communication style? Consider what types of language the group uses and follow their lead. If you are working with people whose first language is not English, you will need to consider whether an interpreter or written interpretation is necessary. Similarly, you will need to think about the types of media and presentations you use and what will work for the group you are trying to engage.

Remember, everyone is different. Don't assume that people from the same region or country always have the same beliefs, customs, or way of communicating.

Be visible

To promote buy-in and to reinforce messages the project needs to be seen as a visible part of the community. Cultural festivals or events provide an opportunity to inform target groups. Participation in these events also helps support the activities of the groups you are working with.

Be honest and transparent

Be honest about what it is the project can and can't do. Also be honest when you are not sure of something, in most cases people will be happy to wait while you find the right answer and will be appreciative of your efforts to do so. Be seen to be open about the sharing of resources and information. Always provide groups with your contact details and leave them with copies of any information you have imparted at the meeting, so that they can share this later with others.

Record contacts

Keep a thorough record of the contacts you make, along with how they wish to be (or not) involved or informed on an ongoing basis.

Meetings

Remember procedures such as health and safety and build them into your meeting agenda as a reminder. Make sure everyone can access the meeting. And provide reminders of when the meetings will be.

Maintaining relationships

Try to keep an open mind throughout the project and always be willing to learn about others perspectives. Respond to issues as they come up, even if it means you need to find creative ways to respond to them! Keep everyone up to date with project progress, and keep the lines of communication open. Always try to do new and different things to keep people engaged.

Working with children and young people

When working with children and young people, the best results can come from working in partnership. This can be hard as adults become used to having power over children and young people, and the idea of devolving some of that power may seem strange. But the results are definitely worth it.

You can involve children and young people in designing, creating and planning events. They can be part of decision-making including allocation of budgets, venues, and timing. It is important to identify the issues that young people most want to talk about and work on. Working with children/young people throughout the entire process to make it 'by young people for young people' will help 'buy-in' and create community interest. It is helpful to target specific groups around needs, ability or age.

Things to consider when working with young people:

- How you will build a relationship with them. But don't move too fast. Remember that it takes time to develop trust and rapport with youth because some youth are unsure about adults' intentions. Take the time and make the effort to develop a good relationship with youth *before* expecting too much. Take time to explain why actions are being taken. Youth may interpret adults' being abrupt and hurried as a sign of disinterest in youth's participation; so go slow and explain what's going on.
- Many youth feel intimidated by adults and are not used to participating in discussions with adults. Some may feel they have nothing to contribute. It will require time and commitment to get the input of these youth. Be aware of this factor and work to overcome it.
- How can you reward them for their time and effort?
- Do they need any support?
- Project documentation – its wording and design – appropriate for youth? Could young people or a young journalist reword them?
- How can you make the activity relaxed and fun? Can you push the boundaries? Are there engagement techniques you can use that will capture the imagination of children and young people?
- Keeping meetings short.
- Youth are not a homogenous group, some young people will be interested in a local focus, some more city-wide, they may have different needs and issues.
- Does your council have a youth forum or youth council to represent youth views that you can access?
- How many young people are there, what service provision is in operation and what are they doing, where do young people like to hang out?
- What does the work mean to them? Explain activities in terms of what it means for them.

Some different ways of engaging with young people include:

- Using art and performance.
- Involving young people in decision-making.
- Consulting with them through schools but also outside schools to show commitment.
- Using different media – megaphones, mini films, texting and radio shows.
- Getting youth to work with youth. Youth are the best people to bring their peers to your activity. Explore their ideas for involving others then ask them to talk to their friends, and spread the word.

Other tips for working with young people include:

- Making the activity a social activity so that they can also spend time with friends.
- Can you turn the activity into an authentic work experience?
- Be honest about expectations for the project, what you want the youths to contribute, and how you hope to benefit from their participation. Don't expect more from a youth than you would from an adult. Keep expectations realistic; hold young people to your expectations. Do not patronise youth by lowering expectations.
- Be clear about how much and when you need youth involvement. Perhaps more than their adult counterparts, youth quickly find new activities to fill their time. So don't expect them to be available if there is a break between activities.

Working with the mobility impaired and disadvantaged

Mobility impaired and disadvantaged users are a key stakeholder group for neighbourhood accessibility planning projects. Many mobility impaired and disadvantaged people will have limited travel options. Many use public transport or get around as pedestrians. People with mobility impairments or mobility disadvantages can have wide ranging issues. Examples of people who are affected include: people using wheelchairs, pushchairs, mobility scooters, crutches, canes; people with visual impairments, epilepsy or without access to a car.

Over half of the population will be disabled at some time in their lives, be it a permanent or temporary disability caused by either: an accident, illness, ageing, or a congenital condition.

Disability is the process which happens when one group of people create barriers by designing a world only for their way of living, taking no account of impairments other people have. Our society is built in a way that assumes that we can all move quickly from one side of the road to the other, that we can all see signs, read directions, hear announcements, reach buttons, have the strength to open heavy doors and have stable moods and perceptions.

Accessibility and diversity are principles of community engagement. If we plan our services and community engagement well, we can enable all people in the community to be involved in a meaningful way. Often people are left out because we do not provide services and engagement that enables them to attend (for example wheelchair access to meetings).

Main barriers can be:

- prejudice and stereotypes
- inflexible organisational procedures and practices
- inaccessible information
- inaccessible buildings
- inaccessible transport.

To develop community engagement with disabled people:

- attend training on disability awareness
- carry out access audits as party of your information gathering stage
- liaise with organisations in your area that work with mobility impaired people
- get your action plan reviewed by mobility impaired persons to see if what you propose will meet their needs
- map your community to understand what organisations are in operation, what support you may be able to get from them and what places and spaces are access friendly
- examine all your engagement methods and consider them from different perspectives
- develop and implement protocols for event management in your area, which include accessible pathways and ensuring organisers are aware of disability issues
- support the development of community engagement projects run by and for disabled people.

Working with older adults

Older people are a group that are increasing in numbers so it is important that the transport system accommodates their needs.

Barriers to older people's participation include:

- organisational inflexibility to undertake involvement in a way and at a pace that suits older individuals
- disabling effect of professional language, jargon and acronyms
- negative attitudes to older people.

To develop engagement with older people in the community:

- undertake a mapping exercise to find out the percentage of older people in your area, the organisations, groups and networks that support them and places/spaces that are older people friendly
- do not make ageist assumptions about older people and the amount of experience and expertise they may or may not have
- look at how meetings are conducted, where they are held, times of meetings and use of language
- ensure print, format and content of documents/papers for consideration at meetings is accessible
- involve older people using appropriate feedback mechanisms. For example, do not presume that every person has access to email or the internet and do not assume that just because they are older that they don't
- look for safety issues involving meeting locations, transport availability, movement to and from cars in the evening
- go to places where older people are, for example older people's accommodation and housing. Or use techniques such as video link for events
- provide support for older people to participate, or engage and support advocacy groups for older people such as Age concern, Grey power, etc.

Working with different genders

It may be useful to consider the need for gender analysis in assessing and reporting the outcomes of community engagement processes. This may be a worthwhile activity if your data highlights a significant gender trend in crash rates, for example. It is also a good idea to monitor gender balance in participation and project responsibilities.

When conducting surveys and interviews try to ensure that 50 percent of the respondents are women and 50 percent are men. In any case the representation of either gender should not fall below 40 percent. Other things you can consider include:

- using a female/male co-facilitating team in engagement activities
- alternating the chairing of the meetings between male and female
- pay attention to the contributions in a meeting. If a meeting seems to be dominated by one gender, make efforts to invite people from the other gender to participate and express their views
- invite as many men as women, paying attention and targeting the gender group less likely to participate
- use inclusive language so each group feels invited. Consider using people from both genders in the promotion of an event.

Particular considerations for including women

- Some women feel more comfortable expressing their views in a separate process. They feel that they have more opportunities to share their views and opinions in women-only group activities. This would guarantee the inclusion of some women for whom culturally it is not appropriate to speak in front of men.
- Consider the need to provide childcare to enable women with young children to participate. Inform them about childcare provision in advance so women know it's available.
- Consider the most suitable time of day for women with family, childcare and work commitments.
- Consider safety and security barriers associated with going out at night.

Particular considerations for including men

- Ensure the meeting is at an appropriate time of day.
- Consider providing food.
- Keep to time and topic.
- Ensure you have all the facts.
- Provide a decision-making capacity where possible. For example provide options for choosing, rather than asking for opinions.

Working with Māori

The Act contains a number of provisions that relate specifically to Māori. The Act recognises and respects the Crown's obligations to Māori under the Treaty of Waitangi (Te Tiriti o Waitangi) by placing some specific obligations on councils. These obligations are to:

- establish, maintain and improve opportunities for Māori to contribute to local government decision-making processes
- ensure processes are in place for consulting with Māori
- consider ways to foster Māori contribution to local government decision-making processes
- provide relevant information to Māori.

For more information see www.localcouncils.govt.nz/lgip.nsf/wpg_URL/About-Local-Government-Māori-Participation-in-Local-Government-Index.

'Operating at all times in a manner consistent with the Treaty of Waitangi' means that if Māori in your community want to be involved in the project, or they require feedback, then you set up suitable procedures to ensure this happens. The extent of the ongoing working relationship with local Māori will depend on the level of impact the project will have on

them and what involvement local Māori wish to have. In any case it is up to Māori to decide what they should be consulted on and how they should be consulted with. This should be reviewed on an ongoing basis.

You should discuss the project and your plan for involvement of Māori with your council's Iwi Liaison Officer.

Process of consultation

Ensuring you implement an appropriate process of consultation is important – if you want to develop a collaborative, transparent, working relationship from the onset. The following considerations are provided to help you establish a process that suits Māori.

- Meet with Māori policy staff or your Iwi Liaison Officer from your local authority. They should be able to advise you on how to proceed and who are the people you should make first contact with. In most cases they should also be able to facilitate an introduction and support you in the ongoing process.
- Be aware of Māori interest groups in your area. These may include Māori service providers or Māori council groups or advisory boards. These may be based within the local authority, at marae or business institutions. Some of these groups may have a memorandum of understanding to provide services to all local Māori and may have board members made up of key representatives.
- Ensure you meet with the appropriate people. Māori society is diverse and it is not always clear who has authority to talk on behalf of the tangata whenua. From a Māori perspective, it is important that Māori identify and nominate their own representatives or spokespeople.
- Be prepared to meet face to face, rather than communicating via letter, phone or e-mail.
- Arrange a hui (meeting) on the local marae, to explain your role and what the project is about.
- When visiting marae follow Māori protocols, traditions and customs. Take the lead from others and make an effort to use and understand some te reo Māori.
- Make sure you understand the nature of koha and when it is appropriate.
- Invite participation on working groups. Working group meetings could be held on a rotational basis at a number of community or council venues, including on the marae.
- Ensure regular reporting to Māori interest groups, in the same way you schedule reporting to keep council informed of progress. Your local authority may have a members group which represents local Māori, in which case formal consultation and reporting would be organised via the committee secretary.

There should be a number of people and resources available to you, to help guide you in ensuring you invoke a positive process for working with Māori and considering Māori issues.

Working with minority ethnic groups

New Zealand is now a very diverse country. Your community is no doubt, very diverse. Minority ethnic groups may make up a large and growing percentage of your community's population. With the many different ethnic groups, each with their own languages, traditions and different amount of time settled in New Zealand, there comes the need for a flexible approach to community engagement. While also being aware of the different traditions, views and social norms that people bring with them, to engage all members of the community.

Here are some things to consider when working with different minority ethnic groups:

- don't classify minority ethnic groups together. Groups have different needs whether they are due to culture or language
- challenge stereotypes – personally and with others

- research what groups are in your area and attend meetings to develop relationships
- try to recruit ethnically diverse residents or tenants into your community working group
- connect and build relationships with existing networks of groups and/or help support the development of new ones to address any gaps
- consider the need for translation of leaflets and the use of translators at meetings
- explore the opportunities for training on racial awareness to help challenge stereotyping, perceptions and assumptions
- undertake a mapping exercise of the diverse ethnic communities in your area. How long have communities been there? What are the customs and traditions that they bring? How many languages are spoken and written in the community you are working in?

G9 – Working with council and other agency stakeholders

Your project is broad. This will be one of the strengths of the project. But knowing what is your work, and what is someone else's is likely to become problematic at some point during the project. Have comfort in knowing that every project manger has experienced some confusion or conflict with this aspect of the work. Chapter 2 of the *Neighbourhood accessibility plans – guidelines for coordinators* document provides a quick outline of your tasks as a project manager. It may be helpful to review this from time to time, if you feel you are getting significantly off track.

Critical success factors to working with people.

- Do not underestimate the importance of your contacts and networks within council.
- Reduce duplication of effort.
- Share your information.
- Keep everyone updated on your progress.
- Work to solve issues together.
- Understand the culture of the organisations your contacts work for.
- Make team members, working group members and other stakeholders accountable as well.
- Understand that your contacts have other work priorities too.
- Understand the annual plan/budget timeframes and processes for funding 'shared' outcomes.

Some specific points concerning your role and working with others are provided below.

- Your role will involve 'influencing' the work plans of others. Preferably you will be able to secure their commitment to the project from the outset. But it is likely even with this commitment you will still need to encourage them to consider new aspects to their work.
- Involving the main staff and agencies early, particularly if they will need to provide funding or time to the project, will help to ensure that actions can be implemented quickly and easily.
- You will not be responsible for all of the project implementation yourself. Engineers will be responsible for adding or changing infrastructure, road safety professionals for educational initiatives, parks and recreation staff for parks projects etc. Your role will be to keep a track of all of these projects/actions, whilst managing any actions you are able to do, and offering support[1] to the staff involved in implementing other actions.
- You should try to encourage a coordinated consultation and implementation approach. The action plan will provide a graphic way of detailing implementation.
- Think of what drives each person when planning your project process. An engineer will be more happy being presented with a problem and a desired outcome rather than be asked to implement a pre-agreed solution. Generally people like to feel involved, have a sense of ownership and autonomy. However people who are exceptionally busy may be happy for you to tell them exactly what is required, and for you to help out as much as possible. It is best to ask people right from the beginning how they would like to work with you, and to keep reviewing this arrangement.

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[1] Support in this context means promoting the planned action, undertaking consultation to obtain community support, assisting with obtaining approval and gaining funding.

- Unless you are a manager you do not 'delegate' work to others (never use this word when talking to your colleagues – you will be misinterpreted), rather you may respectfully and carefully request that they undertake a task, better suited to their skill set than yours. If it is a large task it is probably best to approach both the person and their manager to explain why the task is necessary, or to formally agree a way of working together.

For more general information on working with people see web resource G8 concerning working with different groups in the community.

G10 – How to write a communications plan

This appendix on writing a communications plan has been specifically written taking into account the whole neighbourhood accessibility planning process. A communications plan in another setting is likely to include additional content.

The tasks involved in writing a neighbourhood accessibility planning communications plan include:

- Writing a background.
- Listing the objectives.
- Identifying the key audiences.
- Identifying the key issues.
- Summarising your high risk communications issues.
- Developing key communication messages.
- Determining accountability.
- Finding your spokespeople.

Background – Provides contextual information and should include a statement about the project in relation to the communications required.

Objectives – Outline concisely what it is you want to achieve through communication.

Key audiences – List what you are planning to do, at each project stage, during the project and who the key audiences are for each stage. Look at each stage and ask the question, 'Who will be affected by this?', and prepare a list of all major audiences. Appendix T6 on stakeholder participation by stages in decision-making will assist you.

Note: Your key audiences can be internal, external or community based.

Key issues – Outline the communications issues that concern or affect the key audiences. List these issues and identify the level of risk each issue represents.

Examples of key issues could include:

- councillor interest or availability
- community has a history of not trusting the council
- strong conflicting opinions on x piece of infrastructure being implemented.

High risk communications issues – Summarise any audiences or issues that need a particular focus.

Questions to answer include:

- Are there any audiences/stakeholders who will make or break the project?
- Are there any particular issues which require more time and attention?

Key communication messages – Provide a plan for dealing with issues. Key messages are short memorable phrases used to convey a position on particular issues. They are developed by:

- Analysing the relevant issues and their relevance to or impact on the different audiences.
- Identifying the negative aspects of the issue.
- Identifying the corresponding positives.
- In the light of the work already done, determining the organisations bottom-line position.
- Finding a brief and memorable way of expressing the bottom line position.

Accountability – Determine who is the accountable for each issue. If you are a council staff member then you will need to accept some accountability for providing communications on the issue. However there may be more appropriate people to be the main communications representative. In situations where you know little about the issue, it is best to be honest and refer people to those that do know more about the issue.

Spokespeople – Identify who the key spokespeople are for the project.

G11 – How to brand

What is a brand

When thinking about 'brands' we often think about commercial industry, brands such as 'Nike', 'Coca-Cola' or even the Kiwiana classic 'Glad Wrap'. However, branding is equally as important in promoting a service or message – particularly when it works alongside sustained campaigns (think of the well known drink-drive campaigns).

A brand gives people:

- An identity for the project which differentiates it from others.
- A definition of what to expect, what you do and how this relates to them.
- A visual message evoked by a logo, which encompasses your mission.

A brand identifies and authenticates a product or service. A brand should call up a host of positive associations, memories, and positive feelings. A brand should help people to recall the project and ultimately aim to get people to trust you.

Creating a brand

Your council communications team should be able to advise on the best way to go about creating your brand. A few key steps are provided below to assist you brand your project.

1. Conduct a **SWOT** analysis
   SWOT is an acronym for strength, weaknesses, opportunities, and external threats. Questions that you might use for each part of your SWOT analysis could include:
   - **Strengths** – What is the aim of the project? What will the project do for the community? How do we want our target audiences to view us? What distinguishes this project from other projects?
   - **Weaknesses** – In what ways are we likely to have trouble clearly explaining to people what we want to do? Are there any issues the community currently has with the council? What will the community want with the project that we are unlikely to be able to provide?
   - **Opportunitie**s – Can we identify a target audience for our messages? Who are the messages likely to reach easily? Who do we need to reach? What is happening in the community/city/town/New Zealand/the world, at present that may help us to sell our project and its messages?
   - **Threats** – Are there external factors that would prohibit us from promoting our brand? Who are we competing for the communities' attention/participation? How much do we know about the community, their beliefs relevant to the project and the time they have available?

2. Review your SWOT analysis for brand messaging opportunities
   What have you learned about the project in terms of why anyone should care? In terms of messaging, is their any aspects of the project that we need to steer away from?

3. Determine what messages your audiences want or need to hear
   Your brand messages should aim to provide your target audiences with information that explains 'whats in it for them'.

   To do this you will obviously need to know who your target audiences are. You will need to research their demographics and have an understanding of 'what need will you fill' so that you can create appropriate messages.

To complete this step you can survey a representative group of people, have discussions with your working groups, or a specially appointed focus group.

Those who have input, have ownership. Who do you want to have ownership of your project? It is probably the council management and stakeholders as well as your community. Therefore it is equally important that you engage with all audiences during the branding process.

Sometimes you learn that what you want to say about your project is not what your audiences want to hear. An example of this is where providers of affordable housing emphasised the needs of the people being served by communicating that they were providing 'subsidised' housing for 'needy' people in their communities. However the general community did not like the thought of this type of housing being provided in their communities. When the message was changed to emphasise the positive impact of this type of housing such as shoppers to help maintain local businesses, or more diversity in schools, the housing became much more palatable to communities.

4. Create a 'messaging package'
    A message package includes such things as a tagline, an aim or mission statement, supporting statements, and a logo. The messaging package is simply a compilation of the core messages you want your brand to communicate. Its purpose is to help you 'stay on message' whenever you communicate information about your project.

5. Before finalising your message package, go back to your focus group
    Get real reactions from real people to your messages. This step is absolutely necessary to make sure that the words or messages you have picked mean what you think they mean to your audience. Unless you want a nasty surprise later, test your messages.

Using your brand – promoting the project

Listed below are several strategies for using your brand.

- **Repetition**
  Repeated exposure to the brand is vital. It is very important to keep all of your design elements the same in all forms of communication, email signatures, letter heads, newsletters, posters, publicity, surveys etc.

- **Get appropriate endorsements**
  Expert or third-party endorsements can mean a councillor, a professional, a respected community member or local celebrity. If you have invested in characterising your target audience, coming up with personalities who will fuel the project hype should be easy. Involving this personality in endorsing your project can boost the image of, and interest in the project. It may be a way to get the media interested in your project and to convey your brand fast to your target audience. A word of warning – make sure the persons values, behaviours or lifestyle appropriately match the objectives of your project.

- **Create a buzz or hype**
  Word-of-mouth marketing is a cheap and effective way to get out your message. Figure out what it will take to start people talking about your brand. That way, every person turns into a brand ambassador.

- **Get out there during community events**
  Create a memorable display that promotes the messages of your project.

- **Get media savvy**
  Write media releases and pitch your project to journalists.

G12 – Working with the media

The relationship with the media is always symbiotic. The important thing to keep in mind when dealing with the media is that they have a job to do, just as you do. The most successful relationship and the most effective means of delivering a message to the public is to build a relationship of understanding and respect. Getting to know your local reporters is a good way to build that relationship.

Pitching to reporters

- Keep your pitch tight, bright, and to the point.
- Make your first sentence count. The reporter may not read the second.
- Have your facts straight.
- Be confident. You're doing a newsperson a favour by offering a story that readers or viewers will want.
- Don't call several reporters at one media agents to pitch the same story. If your key contact isn't interested, ask who else you might call. If you do pitch another reporter at the same place, let each know you have pitched the other.
- Don't call to ask whether a reporter received your press release. Better to simply pitch your story and while doing so remind them of the release.

Writing a media release

Your council may have a communications team who is prepared to write your media releases for you. However if you are in a situation where you need to do it yourself we have outlined how below.

Media releases can be used most effectively to announce an event, something that is new or has been changed. The first thing you have to remember is that a media release is a 'news' item. It needs to inform people and not sell them something. Writing a media release or any news article is easy if you remember the basics – who, what, where, when, how and why.

As an alternative to providing a formal media release you can also provide fact sheets (outlining – who, what, when, where, and why) or position statements (containing a brief explanation of the issue and why it is relevant).

If you haven't written a press release before a good way to learn the appropriate writing style is to read informational articles in a newspaper. Notice how each article is written and pattern yours after the same format.

Key elements of a media release

Embargo date
This tells the reporter when the story is for. If your story is time sensitive, make sure that the embargo is clearly visible on the top of the press release.

Title
A brief, attention grabbing title is best.

Introduction
Get the main gist of your story out within the first or first few sentences – who, why where, how and when.

Location

Where the news is happening and whom it concerns.

Spokesperson

Who is providing comments on the story.

Quotes

Provide quotes on the 'news', who said it, and why it is important. Not all the quotes may be used, but providing more than one allows reporters to choose from a selection.

Photos

If the media is visual, make sure you have a few high quality electronic pictures to go with the article. Promote photo/visual opportunities in the release, so that reporters know where to go to find them.

Notes and links

Provide references and links to important aspects/documents relevant to the press release to minimise the reporters researching time.

Contact

Provide telephone numbers, including an out-of-office number.

G13 – Using illustrations to help clarify the community vision

Images that illustrate a 'vision' for neighbourhoods have been found to be very effective in generating enthusiasm, buy-in and ultimately moving projects from ideas to action.

United States based walking and cycling campaigner Dan Burden of Gladding Jackson regularly uses and recommends the use of illustrations during community meetings (www.walkable.org/).

Images can either be presented as illustrations or 'in real life' using photos that are enhanced by computer. The examples provided below show one example of each.

It is important to use a range of images showing how the network and several streets look now and how they could look with various treatments. There are good online resources at www.greatstreets.org and www.completethestreets.com. Depending on the stage of community consultation you may choose to use very specific illustrations (eg the actual area in question and the potential enhancements that can be made), or more general concept images that illustrate the different treatments options that are available. Having general concept illustrations is more cost effective (as concept images can be used in multiple projects that are happening in your council/region). Regardless of the types of images that you use, having pictures will help trigger conversation, and will assist you to move people towards agreement.

Example 1: Illustrating a general concept – Chicane before and after illustration
[Courtesy of Dan Burden of Gladding Jackson, www.walkable.org/about.html – Illustrated by Steve Price, Urban Advantage]
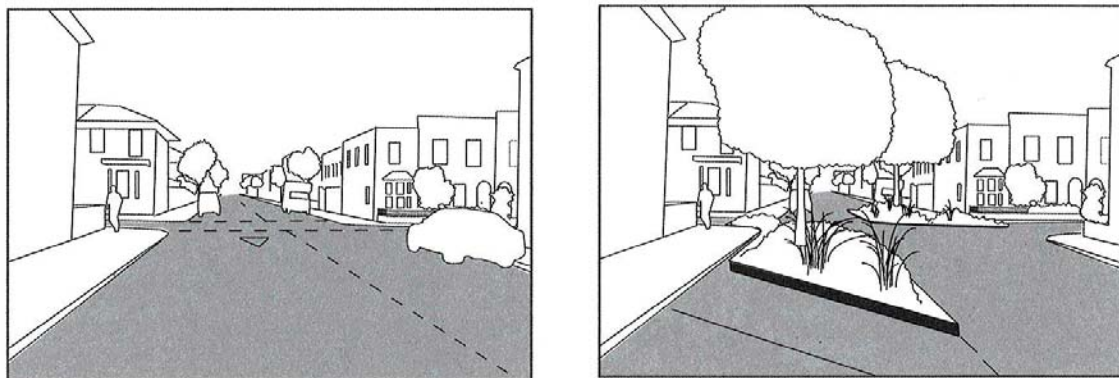
3D visualisation can help explain the benefits of possible features. This image will help spark residents' imagination and raise discussion about street trees and greenery, but also concepts like natural chicanes and the shortening of driver sightlines.

Images are able to be drawn up as a series that show phased levels of changes. The following example shows the existing area with two further images that show what the area could look like after improvements have been made. For less ambitious projects additional steps that show fewer changes could be provided prior to step 1. It should also be noted that the last step involving new developments does not have to be an active project the council manages. In many situations where traffic calming and mode diversification changes are made, areas become more desirable and private development follows.

Example 2: Specific street treatment – complete the street

[Courtesy of Dan Burden of Gladding Jackson, www.walkable.org/about.html – Illustrated by Steve Price, Urban Advantage]

Existing area

Step 1. Addition of street lighting, medium strip, low level planting, cycle lane, widened footpath, pedestrian crossing.

Step 2. Addition of trees and new development.

G14 – Community interaction methods

There are many different methods which can be used for educating, consulting and promoting the principles of the project. Details of these can be found in Waitakere City Council's *Community interaction guidelines 2004* (www.waitakere.govt.nz). However, here is a brief synopsis of some of the tools available to you:

Billboards/signs/notice boards/banners

These should contain simple messages which can be read in '3 seconds'. That is, they should have an obvious meaning – to express a fact, facilitate debate or evoke curiosity. Billboard and banners can be costly and should only be considered if part of a wider media strategy.

Community based mapping

This is a mostly pictorial exercise, which highlights geographical, technical and demographic observations. It is a useful exercise for identifying problems and potential resource issues.

Community networks

During your project work you will be continually developing and recording your community contacts. This helps ensure you don't need to re-gather contact information whenever you wish to distribute information. Distributing information can also be carried out easily by using established community meetings, newsletters and processes. You may choose to provide information kits, or present information at events which are already occurring. You may need to contribute some financial resources to help with the running of the event or the creation and distribution of the newsletter, but collaborating in this way can be very cost-effective. Because there is often already so much happening in the community, by getting involved in what is already going on you can also avoid that feeling of 'information overload' that the public and key stakeholders can often experience. Remember, no project is 'stand alone', but is connected to other providers on many different levels.

Community profiling

As detailed in the information collection section of the guidelines, community profiling requires the collation of both statistical data of the area as well as anecdotal information. The result should be a comprehensive 'profile' of what the neighbourhood 'is' in terms of who lives there, how to contact them and what projects are happening that affect the people of the community.

Council grapevine

Councils usually have intricate systems of communication, which enable people and groups to be contacted and informed quickly. Using these contact systems (eg e-mail, intranet, internal newsletters etc) allows you to reach people who have their own community and political networks. Information can be widely distributed by making use of this 'grapevine'.

Displays

Developing an interesting display is one of the more important tools for projects. Displays can be used in numerous situations, locations and events. A good display should involve a number of different visual aspects and should be able to 'stand alone'. Interactive displays could include things that are exploratory and invite the public to contribute – through tape recorders, visual 'mapping' and suggestion books. Creating tactile displays should also be considered, to do this you can use different types of art media to present information that is of local interest. Contact details should always be present at a display.

Events

Being involved in events is an opportunity to provide information in a positive, celebratory forum. It also allows you to reach a wider scope of people who might not necessarily attend meetings or respond to other forms of media. Having a set display or a list of activities you can undertake easily, will enable you to participate in any events that arise, regardless of how much notice you receive.

Field trips

A field trip to the area of 'issue' is an excellent visual way to explore, understand and agree problems and solutions. It is also a good way to facilitate a group of people in sharing a common concern – thus, greater 'buy-in' for implementation actions.

Focus groups

This usually consists of about 10 – 12 people and it involves listening rather than working through issues. It provides you with the opportunity to test ideas or concepts with a responsive group who will provide you with feedback. This is a good way of getting information in an interactive and manageable way.

Information kits

A range of different resources can be collected to form information kits which can be distributed. These may include fact sheets, brochures, resources, reports or educational tools. It may also include information or resources from other sources which are related topics. These kits need to be tailored to your target groups. For instance, information kits for schools may include information which can be used by the teacher as an education tool in the classroom.

Interactive workshops

This involves structured workshops designed to recognise common points of view, reach consensus or get feedback. Providing a worksheet can provide a visual tool and provide an easily accessible overview of what the general feeling or opinion of the group is.

Needs assessment

A needs assessment is a collation of individual and group interviews which helps to identify common issues. The outcome should be a list of community 'needs' and proposed solutions for addressing these.

Presentations

When making presentations it is important to consider your audience. It would pay to have a variety of different presentations available so you can adapt to the given situation – such as different types of PowerPoint, overhead projector, display or information kits. Depending on your audience, the presentation may need to veer more towards the formal or informal. Also, always ensure that your presentation is not too long – as this usually stifles interaction.

Public meetings

Public meetings are an opportunity to gather a potential large and diverse group of people together. To have a good response, the meeting should have been widely advertised – and there may also be a legal requirement to advertise under the public notices if you are seeking public consultation and interaction. Public meetings can be associated with conflict, as they are often used as a forum for people to express grievances or attribute blame for community problems. It is important that public meetings are facilitated well, perhaps even by an independent facilitator in some cases, so as to ensure the process is productive. An effective public meeting will have:

- an effective facilitator
- opportunity for smaller group discussion
- question and answer time
- a process for recording
- appropriate presentation material for the target audience – which may mean using a number of different media.

Reference groups/working groups/community advisory panels

Your project will have a few different working or reference groups which are developed early on in the project. These groups consist of a number of stakeholders and community representatives who bring a variety of skills and interests to the table. These groups provide a crucial advisory role to the project as well as assisting in developing strong community networks. It is important to develop these groups so that they are effective, which often means the membership may be quite 'fluid' in the beginning until a core group of contributors is established.

Role plays

Role plays can be used for educational purposes to inject a bit of fun into meetings where participants work together regularly. They are helpful to communicate different perspectives, help wake up your audience and get creativity flowing.

Submissions

This is a formal consultation process called for by legislation. Information is collected and recorded on a particular issue, which is then collated into an end report which is made public. Submissions are usually made via formal written submissions (which can include use of the internet) and verbal submissions which are recorded at formal meetings.

Town or neighbourhood meetings

As opposed to public meetings, this is a forum for providing and updating information to local communities about what the project is doing. This allows people the opportunity to see the progress of the action plan as well as feel informed about particular changes which might be occurring in their immediate area.

Usability audits

Usability audits are described in the information collection section of the guidelines. They are an excellent way to gather information and gain buy-in for the project.

Video

This can be an expensive tool, but can be effective in telling a story, detailing a process or as an education tool.

Visioning

You can use visioning to get your target groups to write their 'wish list' – that is, their vision for the future if there were no barriers. This vision statement can then be used to help determine actions to implement. Effective visioning would include:

- positive, structured facilitation
- creative use of resources, especially visual
- a recording process
- a summary of desired actions.

Workshops

These are informal groups which are brought together to focus on a specific issue. Breaking into workshops is a good way to manage a large group, so as to ensure that most people have an opportunity to contribute. Workshops also provide an opportunity for feedback and it is important that the people feel that the information they provide will be used and acknowledge. An effective workshop will have:

- a structured agenda
- a good facilitator
- 'creative' activities for participants to work through, so as to make the process more dynamic and inclusive
- a process for recording
- a process for follow up.

G15 – Understanding sponsorship

Sponsorship offers the possibility of achieving several goals at once; most companies expect the medium to deliver a combination of the above benefits. The most common reasons why companies use sponsorship are listed below.

- **To shape consumer attitudes**
  Sponsorship is often used to create a 'lifestyle association' with products or companies. Companies that sponsor events or people are looking to have the positive aspects of that event or person 'rub-off' on their image and ultimately their sales. Companies that have big advertising budgets and well known brands are generally not using sponsorship to generate visibility.

- **To communicate commitment to a particular lifestyle**
  The era of the mass audience is gone. Instead, companies are targeting and tailoring specific messages to small, targeted segments. Sponsorship is an effective vehicle for this type of individualised communication. Opportunities are divisible by age, income, geography and gender. Markets are segmented along geographic, ethnic, psychographic and demographic lines. Sponsorship allows companies to hone in on niche markets.

- **To differentiate products from competitors' products**
  This objective is what is driving much of the sponsorship by service industries like banking, insurance and telecommunications. Sponsorship provides companies a competitive selling advantage because it offers opportunities for category exclusivity and can be used as a platform for creating currency with customers.

Some practical tips

Sponsorship is most often a business relationship between a provider of funds, resources or services and an individual, event or organisation, which offers in return some rights, and association that may be used for commercial advantage. While there is no one-size fits all formula to follow, the approaches for sponsorship generation that work best are detailed below.

- **Learn their business first**
  To position your opportunity as a platform for building the prospect's business, you must first identify how you deliver value back to them. Do not contact a prospect until you have a clear idea of how your opportunity can benefit the sponsor. Draw cards include: corporate responsibility, strengthening customer relationships, acquiring new customers and increasing their retail and distribution channels.

- **Initially pitch to meet – not your project**
  Once you've identified what you offer, send a one pager and follow it up with a phone call. Companies are not going to buy sponsorship from an unsolicited call or proposal, so the objective of your initial contact should be to get a meeting.

- **Connect your opportunity with the interests of their customers**
  Proposals now undergo a two-step screening process. Sponsors used to just look at how well an opportunity matched their brand objectives and demographics. Today, they first look at how closely an opportunity matches the interests of their customers.

- **Market experiences not eyeballs**
  What distinguishes sponsorship from advertising is its ability to create an emotive link with an audience. Do not fall back on standard but not meaningful benefits like signage and impressions – after all the amount of interaction a brand has with its customers is far more important than the number of eyeballs reached. What sponsors want are experiential branding opportunities where audiences don't just recall their name, but their personality.

Other things a company will be interested to know about your project include:

- The involvement of a celebrity in the project or the support of a celebrity, as this may make the sponsorship proposal more attractive. (Beware though that some companies may have their own celebrities they use for certain types of events.)
- The support of local councillors or other high profile people involved in the project should also be made known to the company.
- Current and potential media interest.

Contacting potential sponsors

- **How to find sponsors**
  - Find 'would be' sponsors through Yellow Pages and your local Chamber of Commerce.
  - Use your networks – Ask the advice of a local businessperson: they could help point you to a local company who may be interested.
  - Target companies with a history of sponsorship and/or ties with your organisation/area (also consider their competitors).
  - Have one person co-ordinating all sponsorship proposals – this person should be available on the phone during working hours.
- **How to make the first contact**
  - All letters should be typed and always addressed to a specific person. Phone up the company and ask who deals with sponsorship/marketing.
  - Initial letters should be no more than one page long.
- **Making your offer**
  - Show what you can offer the sponsor in return for their investment.
  - Always give a figure of how much sponsorship is required and what it will be used for – state who will benefit.
  - A more detailed breakdown of your proposal should be available on request. This should include: a more detailed marketing document about your organisation, relevant history and achievements, a comprehensive breakdown of all the costs and full details of what you can offer any potential sponsor.
  - Always follow up your initial contact, either by letter or preferably by phone – even if the response is negative.

Perseverance is likely to be the key to success.

G16 – The impact of walking and cycling on commercial areas and business

Purpose and scope of this resource

This resource aims to document evidence of walking and cycling projects that have contributed to individual business or area-based economic growth, or at the very least have had no negative impact on individual businesses or on growth. Council staff can use the resource to help communicate the economic benefits of walking and cycling projects to managers, councillors, property owners, business owners and the general public.

The writing of this resource required an international literature review. The intention was to document evidence across a broad variety of projects – from the removal of isolated car parks to the provision of area-wide schemes. However, perhaps unsurprisingly, the literature review did not produce information on what impact car parking removal has had on isolated businesses, as generally the results of smaller projects are not published. So the scope of this resource is limited to the documentation of larger-scale projects that generally have been applied in city and suburban centres.

Introduction

Active and sustainable mode users can be provided for in an area both with and without a significant impact on motor vehicles. Conservative projects would include treatments like traffic calming, which may allow similar volumes of traffic travelling at a slower safer pace. These projects often improve safety but do not necessarily improve air quality or economic growth. More ambitious and naturally more controversial projects tend to involve some form of space reallocation – reducing space for motor vehicles (for transport or for parking) and creating space for other users – and it is these types of projects that generally provide improved economic situations (Hass-Klau, 1993).

Opposition to pedestrianisation projects

Pedestrianisation schemes are frequently supported by the general public, but are seldom supported by local retailers. In some instances, retailers and car lobby groups have shown significant amounts of opposition to schemes (O'Kelly, 2002).

It is also normal for retailers to continue to dislike pedestrianisation projects in general, even when profits are boosted after the pedestrianisation project. For example, in a project in Glasgow, business owners said the scheme had a negative effect and yet most reported higher turnovers after the project's completion. This opposition is believed to be because of perceived interruptions to 'business as usual' as a result of the construction of the project and the time it takes to get customers back into the area (Hass-Klau, 1993).

Some opposition can also stem from common misconceptions that:

- car drivers have greater buying power than pedestrians

- all shoppers get to shops by car

- car traffic directly past the shop is needed for retail sales

- parking provision directly in front of the shop is crucial for sales

- people don't like to walk very far.

We believe that this depends on the situation and should always be tested for accuracy.

O'Kelly (2002) researched many different projects within the UK and found several projects that demonstrated pedestrians and public transport users had much more spending power than car users.

The Acland Street Traders Association (2003) found that more than 50 percent of expenditure in the Acland Street Precinct (Melbourne, Australia) was from walkers, while only 26 percent was from motor vehicle drivers. They also found that generally walkers spent more per year compared with those who drove or were driven.

These findings are quite possible, given that households can spend up to 20 percent of their net income on transport (O'Kelly, 2002). It stands to reason that households choosing to use alternatives to the car can substantially reduce the cost of their transport, which would free up cash to spend at businesses that can be accessed by walking, cycling and public transport.

Generally, people enjoy walking if the environment is nice. The quality of the shopping environment is much more important than the ability to drive past or park near shops. While some types of businesses require car access and parking, cars are not required to transport goods for the majority.

The benefits of successful pedestrianisation projects

Despite the misconceptions, most people do agree that high levels of pedestrian-friendly infrastructure and beautification have positive effects on town centres – economically and environmentally.

In communities where walking and cycling access is good, walking and cycling contribute to the local economy in a number of ways:

- **More time spent travelling in and around local destinations/increased 'dwell' times in retail areas**

  O'Kelly (2002) states that cities where pedestrian flow rates were measured before and after improvements (Oxford, Leeds, Glasgow) all showed increased pedestrian flows. They extend this by saying that more people in the streets creates a greater potential for retail spending and that it supports town centre vitality. This is supported in their view by a literature review and user attitude survey conducted in Glasgow and Edinburgh that showed that the public consider a better pedestrian environment as more conducive to spending more money and increasing the amount they visit. Parkhurst (2003) states that cities with pedestrian-friendly centres have more visitors who spend more time in the city centre. Hass-Klau (1993) found that well-designed pedestrianisation schemes result in 20–40 percent increases in the number of pedestrians visiting in the first year.

- **Increased property values (residential and commercial)**

  Worldwide, there are countless examples concerning the positive impact of pedestrianisation on property values (residential and commercial).

  Plaut and Boarnet (2003) state that there is strong evidence that people are willing to pay more to live in neighbourhoods where there is a combination of mixed land-use, good public transport and good street design.

  Snyder (undated) describes a package of traffic-calming measures that reduced the amount and speed of traffic, and increased residential property values by around 20 percent.

  Dokmeci, Altunbas and Yazgi (2007) explain that 1985 pedestrianisation of the main street of Beyoglu, a historic quarter of Istanbul, acted as a catalyst for revitalisation of the area. Over the next 20 years, other improvements were also introduced, including a tram and subway, restoration of buildings and facades and further forms of beautification. This investment, coupled with the area's close proximity to the city centre, the historic nature of the area and mixed-use development, made the area a thriving place to live and work. This attracted local and international businesses, and radically increased land values in the immediate and surrounding areas.

- **More businesses/increased retail demand and sales**

  O'Kelly's (2002) analysis of UK city case studies demonstrated that, in all of the case studies, each city centre's position in terms of UK retail demand ranking has remained high or improved following the introduction of the improvement scheme. Several of the case studies, in particular Glasgow, showed that retail demand, retail competitiveness and turnover had improved considerably following city centre improvements.

- **Reduced rental property turnover and decreased vacancy rates**

  A $4.5 million investment in streetscape and pedestrian improvements on School Street in Lodi, California (consisting of pedestrian improvements, widened and resurfaced footpaths, street lighting, street furniture, 140 new trees, kerb build-outs at intersections, and a gateway treatment) helped to attract 60 new businesses, decreasing the vacancy rate from 18 percent to 6 percent and increasing downtown sales tax revenue by 30 percent (Drennon, 2003). These findings are interesting given that many American cities are 'heavily auto-oriented' and many Americans believe that car access is essential to the success of shopping areas (Cervero and Radisch, 1996).

  O'Kelly (2002) states that, in all of their case studies prime retail rents remained steady or improved after public realm improvements. Edinburgh, in particular saw a huge increase in prime retail rents before and after their improvements. Office rents, representing the performance of non-retail activities also showed significant improvements in all of the case study cities since the introduction of public realm improvements. This was particularly evident in Leeds after the introduction of their 1997 traffic restriction proposals.

- **Reduced congestion and emissions**

  Traffic congestion affects quality of life and imposes a burden on businesses and residents alike through delays, unreliable journey times and the time spent sitting in traffic jams. Substituting a motor vehicle trip with walking or cycling, or walking/cycling to a bus/train station and taking the bus or train to a destination will help reduce this congestion and the consequent negative economic impact (Auckland Road Pricing Evaluation Study, 2006).

- **An increased number of tourists**

  A community that encourages walking also attracts tourists. In Dunedin, surveys indicate that 80 percent of visitors list walking as the most popular activity (Dunedin City Council, 2003).

  Cycle tourists are also good for the local economy. Research in Victoria, Australia, found that backpacker tourists (of which cycle tourists are a subset) spend less per day than the average overseas tourist, but stay longer and tend to spend about double the average per person (author unknown, 1999). Ritchie and Hall (1999) have also found that cycle tourists travelling in the South Island spend considerable amounts of time and money in regional areas due to their pace of travel and length of stay.

- **The freeing up of parking space**

  Twelve bicycles can be parked in the space occupied by one car, which means 11 extra customers (Cycling Promotion Fund and Bicycle Federation of Australia, 2007).

Negative consequences of pedestrianisation schemes

However, not all projects work. The literature search revealed that the only country with projects that were consistently reported as not being successful was America. Other authors have suggested that possibly this fault lies in perceptions of safety related to crime and undesirable people downtown, or town structures that have become so dominated by provision for the car that change needs to be radical for success. In saying this, however, there is plenty of evidence of projects that have succeeded in America.

Cautions and recommendations related to implementing pedestrianisation projects
(Robertson, 1997; Monheim, 2001)

- Once in place, market the area and provide events (most commercial areas will be competing with other areas, eg most suburban malls do market their complex and regularly host events to attract customers).

- If possible, create a position for a manager who is responsible for marketing the area and planning events (this will require the cooperation of all businesses in the area; often transport management associations or business associations can perform this function).

- Addition of mass transit will significantly boost pedestrian numbers and will help to alleviate any negative consequences of providing less road space and parking for motor vehicles. Buses have been utilised in many of the examples, along with subways, trams and trolley buses.

- The possible impact on surrounding areas should be factored into the project and surrounding areas should be monitored after the project.

- Surrounding areas may also require parking management schemes.

- Local business financial situations should be monitored before the scheme, during construction of the scheme and at least one year afterwards. The area should be compared with another similar business area not undergoing change so that general economic trends can be factored into the equation.

Finally, most of the research agrees that pedestrianisation is not a panacea. Schemes need to be accompanied by other physical improvements and a rethink in the way the space is used. Pedestrianisation projects should be successful in most instances if they are coupled with improvements in public transport services (Parkhurst, 2003), parking reform projects and other non-transport related forms of urban renewal/revitalisation, such as building façade upgrades and environmental beautification.

Recommended reading

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