

# TAYplan pre-MIR youth engagement 2013

## Summary report

### Introduction

TAYplan is the Strategic Development Planning Authority (SDPA) for Dundee, Perth & Kinross, Angus and north Fife. The SDPA has a duty to prepare, monitor and keep up to date a Strategic Development Plan for this area. The role of the SDPA is to produce a long term land use plan for the next 20 years and it will affect everyone who lives and works in the TAYplan area.

TAYplan is keen to engage more young people in the preparation of its next Strategic Development Plan – not least because they will be affected by the outcomes of the plan for the rest of their lives.

During spring 2013, TAYplan planners worked with external support to engage young people in the pre-Main Issues Report stage – the very first stage in the preparation of a new Strategic Development Plan.

The objectives of the project were to:

- Gain an **insight into young people's aspirations and concerns for the future**, to feed into preparation of the Main Issues Report.
- Generate **interest and enthusiasm amongst local schools and youth councils** (where they exist) for further engagement with planning in the future.
- **Build capacity amongst planners** in TAYplan and partner authorities to undertake further engagement with young people when the Main Issues Report is published in 2014.
- **Develop new ways of engaging young people** in strategic development planning.

This report was prepared by Nick Wright Planning, who has experience of working with young people on planning and provided external support to the TAYplan team for the project.

### How we did it

The work was carried out jointly by TAYplan staff and Nick Wright Planning, with input from local authority staff at each session. The purposes of this partnership were to maximise skills transfer and resource efficiency, and to ensure that schools and youth organisations saw the engagement as being led and 'owned' by TAYplan.

The various stages of work were:

- 1 Develop a single-session workshop format suitable for use in classrooms or youth group sessions which meets the four objectives.
- 2 Contact schools and local authority led youth organisations in the four TAYplan local authority areas to identify one opportunity in each area for a session during the pre Main Issues Report period (April-June 2013).
- 3 Provide briefing information to the schools/youth organisations in advance of their session.

- 4 Run the session with involvement from planning staff in TAYplan and the relevant local authority.
- 5 Use the outputs to inform the preparation of TAYplan's Main Issues Report and further youth engagement in 2014.



A fundamental principle was to engage with young people about things they could relate to. For example, rather than explaining what a Strategic Development Plan is and asking young people what it should say, we asked them to imagine what their lives would be like in the future – the role of the planners being to draw out the implications for strategic development planning. This puts more responsibility on the planner to think through the implications of different future lifestyles and aspirations. It is very different from the conventional way of asking people to think what the plan should contain – a perhaps unfair question to pose to members of the public.

## Format of the sessions

Each workshop session lasted between 1 and 2 hours, and involved between 6 and 20 young people. Between 3 and 5 planners attended each session. They were drawn from the TAYplan team and the relevant local authority, plus the external facilitator Nick Wright. One or more teachers or youth workers were present for the majority of the sessions; they had each received a briefing note in advance.

To ensure that some results from the sessions would be comparable, a standardised format was developed that would suit all age groups. The format consisted of a number of different activities, all based around young people working together in groups.

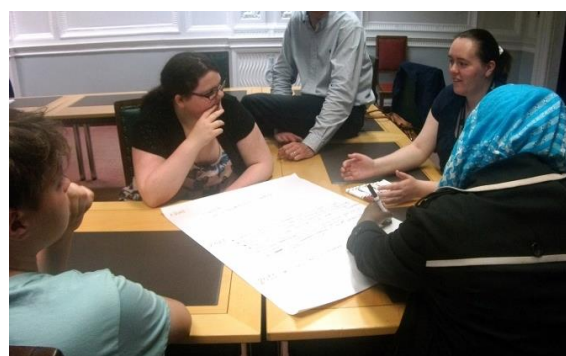
The basic menu of activities was as follows:

<b>A window on change</b>	What can you see through the window? How different would it have been 20 years ago? How might it change in the future?
<b>Lifestyles of the future</b>	Storytelling exercise: creating a fictional character aged between 10 and 20, and describe their lifestyle in 10 years' and 20 years' time – with the young people having complete freedom to generate their own narratives
<b>Imagining future places</b>	What might places look like in the future? What changes would you like to see happen?
<b>What skills do planners need?</b>	What do planners need to be good at to do their jobs well?

Five sessions were held, each lasting between 50 and 90 minutes:

<b>Monifieth High School, Angus</b>	6 young people	S6
<b>Madras College, St Andrews</b>	20 young people	S2-S3
<b>Perth Grammar School</b>	20 young people	S4
<b>Kinnoull/Inchview Primary Schools, Perth</b>	20 young people	P1-P7
<b>Dundee Youth Council</b>	7 young people	

Since some sessions were shorter than others, some activities were omitted from those sessions. The first two activities in the table were used at all sessions.



Each participant also received a briefing pack to take home with further information about TAYplan, strategic development planning, and planning as a career, in addition to a letter for their parent/guardian to explain the workshop their child had participated in and how they could get involved.



# What the young people said

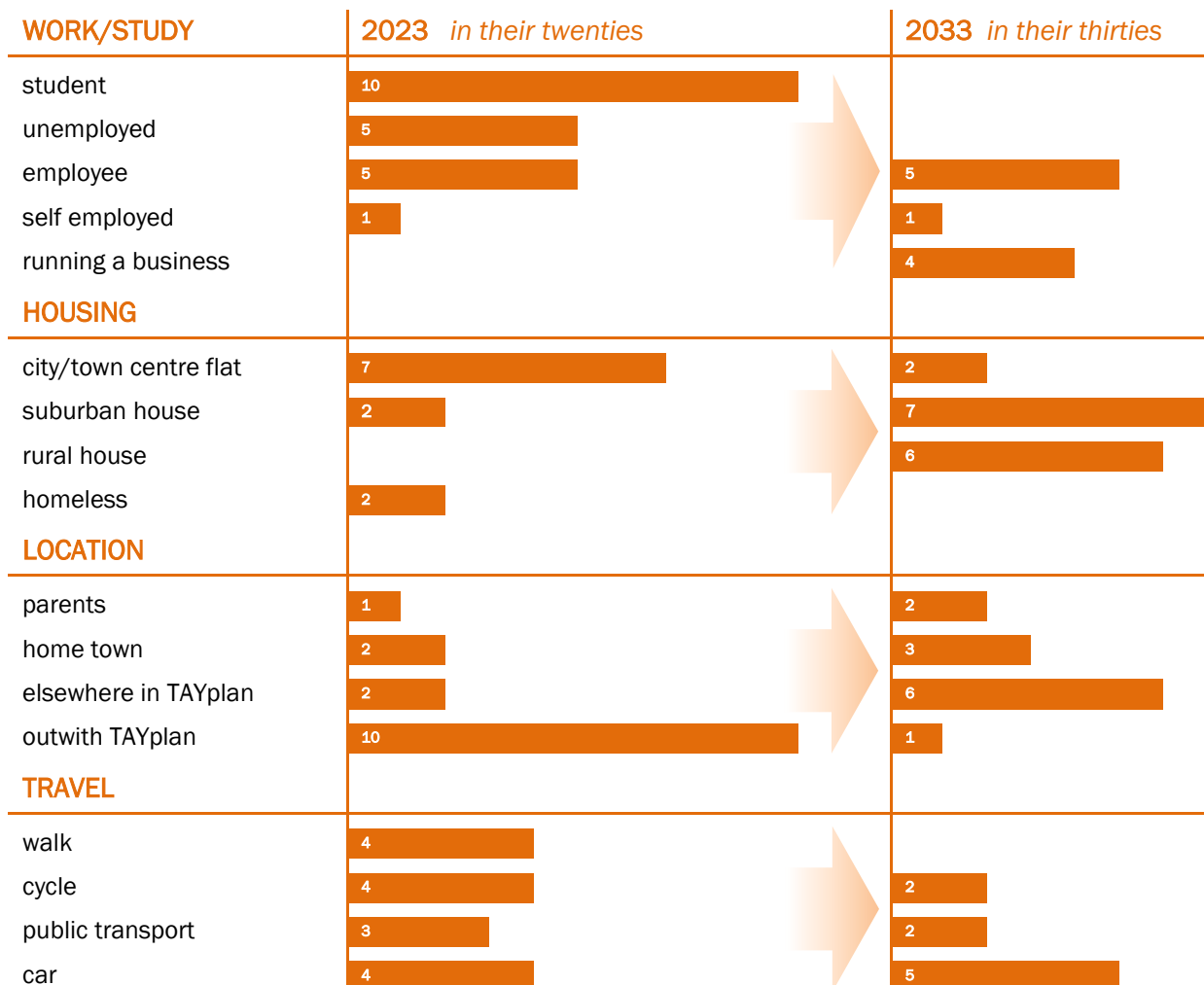
Summarising the range of viewpoints that emerged from over 70 young people, and then considering their impact on strategic development planning, is a tall order. What follows is a summary of what was expressed during three of the activities.

## Lifestyles of the future

This was the main activity of each session. Young people, working in small groups, were given free rein to create a fictitious character of their own age and then imagine what their lifestyle would be like in 10 and 20 years' time. Initially, the only constraint was that the character should aim to be

back in the TAYplan area in 20 years' time – although we did relax that 'rule' in the end. We asked them to imagine where the character worked, what they did for a living, where they lived, if they had any family, and so on. The objective was to make the character as lifelike as possible.

This exercise provides a clear idea of what 15 groups of young people think will be important to them as they grow into their twenties and thirties. The diagram below aggregates those transitions from all the characters created by the 15 groups. Some of the implications for planning are described overleaf.



2033  
He's the leader of his own business called Phil's building. Phil's put a lot of weight since he was 20. Everybody comes to his business. He still has his box of Lego.

2033  
• Working in Perth as an engineer  
• Well developed town  
• Good chance of getting a job / more jobs opportunities  
• Living in the suburbs in a house  
• The suburbs are clean  
• Having a train station close by  
• Shops are within walking distance / massive tesco  
• Uses a car to go to the shops and job

2033  
• Living in the country - house  
• Lots of open space for children  
• High earning jobs  
• Higher demand  
• Weekly shop - possibly online shopping  
• Higher speed broadband  
• 1 car - improved public transport - higher demand  
• house prices high  
• have a garden - more home produce  
• Character still work from home  
• government help smaller house  
• closer to work & health care  
• good air quality  
• less noise pollution  
• if relaxing stay on laptop - smaller house



A number of interesting points emerged which have implications for long term strategic planning:

- **Earning money** – there was strong awareness of the need to work and earn money, even from an early age. Ensuring access to work in towns, villages and cities must clearly be a priority.
- **Business opportunities** – many of the characters aspired to run their own businesses in their twenties and thirties – all of which will need land and property. How should we plan to avoid constraining future economic activity?
- **Education** – virtually all of the characters aspired to further or higher education. In most cases this required a move to Dundee, St Andrews, Glasgow or Edinburgh. This has planning implications for those towns and cities.
- **Health** – a small but significant number of characters became ill or extremely unhealthy during their lives even up to their mid 30s, needing frequent access to health services. This would only increase as people get older. This has implications for where individuals choose to live relative to health facilities, and the planning and distribution of those facilities.



- **Mobile lifestyles** – although most characters stayed within the TAYplan area, they generally moved around within it. Typically, they would choose to live in a city centre or town centre flat in their 20s before moving out to a suburban or rural house in their 30s – at which point they might be living in Angus or Fife and working/shopping in Dundee, relying on cars (or improved public transport). There was a widespread aspiration to enjoy cosmopolitan city living in your 20s, and then get away from it to the suburbs or the countryside to have a family in your 30s.
- **Sustainable lifestyles** – renewable energy, active travel, use of public transport and healthy living were common threads. That said, the characters' lifestyles seem generally to get less sustainable as characters get older, certainly in terms of travel patterns and urban living.
- **Getting around** – many characters realised how important mobility was for their lifestyles, and wanted better public transport and easier cycling/walking to avoid being reliant on cars. Some thought we might have hovercars by 2033. Who knows, they might be right!

**2013** High school pupil (Comms)  
 • Small village  
 • countryside  
 • ageing population  
 • infrequent bus service  
 • lack of part time jobs for 17 year olds  
 • Social worker, engineer, truck seller

**2033**  
 • Living in the city - larger flat - house prices higher  
 • Stuff for young people to do  
 • Lots of jobs available - skilled jobs  
 • Starting a family  
 • more public transport - trains  
 • more working at home  
 • 2 cars 1 car married

**2033**  
 • Living in the country - house  
 • Lots of open space for children  
 • High earning jobs  
 • Higher demand  
 • Weekly shop - possibly online shopping  
 • Higher speed broadband  
 • 1 car - improved public transport - higher demand  
 • good air quality  
 • less noise  
 • pollution  
 • Character ill  
 • still work from home  
 • government help - smaller house  
 • closer to work  
 • a health care  
 • if returning stay on lease  
 • smaller house

**NOW BOB**  
 Age: 9  
 MALE  
 Brother: Fred  
 Lives with Mum and Dad  
 Bob and Fred live in Scotland

**2023**  
 Age: 19  
 He's at college learning to be a chef at St. Andrews  
 Bob drives to school and back, gets tessa driving to house.

**2033**  
 Age: 29  
 He's the business fails.  
 He lives in a tiny house his mum didn't want him cause he is a loser  
 He has to live in a tiny house  
 He has to live in a tiny house

**2013**  
 CHARACTER: Megan McLaughlin 13  
 Gets the bus to school  
 For free  
 Bus - OK once every hour  
 Surgery - Linda, Julie  
 Open garage, hills  
 Womans Fife, Scotland, city, every  
 Church, Matrus College  
 FAMILY  
 Mum: Sarah McLaughlin, hair dresser  
 Father: Campbell McLaughlin, 10 years  
 Sister: Beth McLaughlin - 8 years

**2023** St Andrews university Nice Place.  
 • It's close by  
 • Shops in a flat / Not going to be able to get a flat  
 • To many people using the flats - high population  
 • No train station in St Andrews / would have to go to Leven  
 • Uses a car to travel around

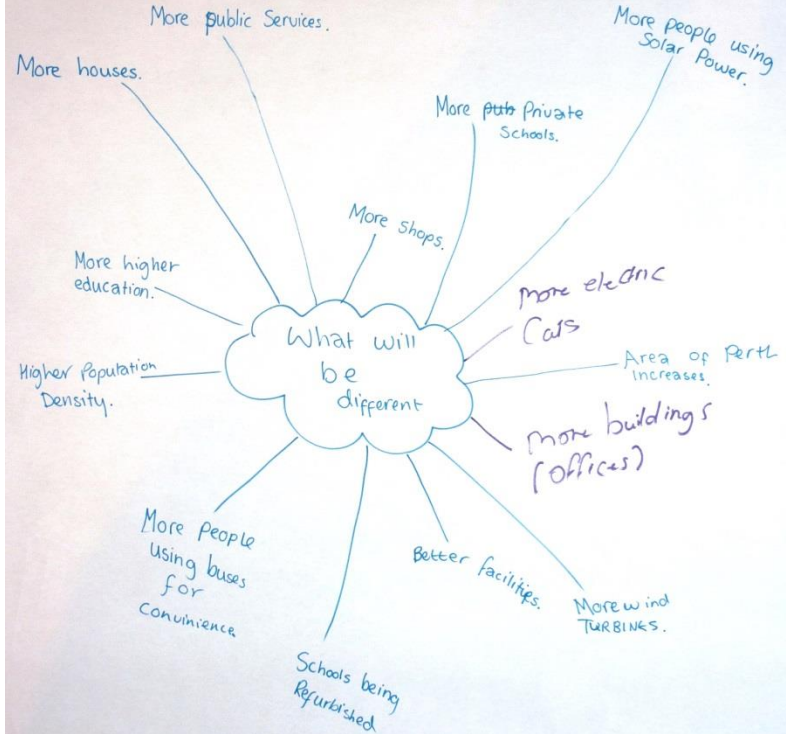
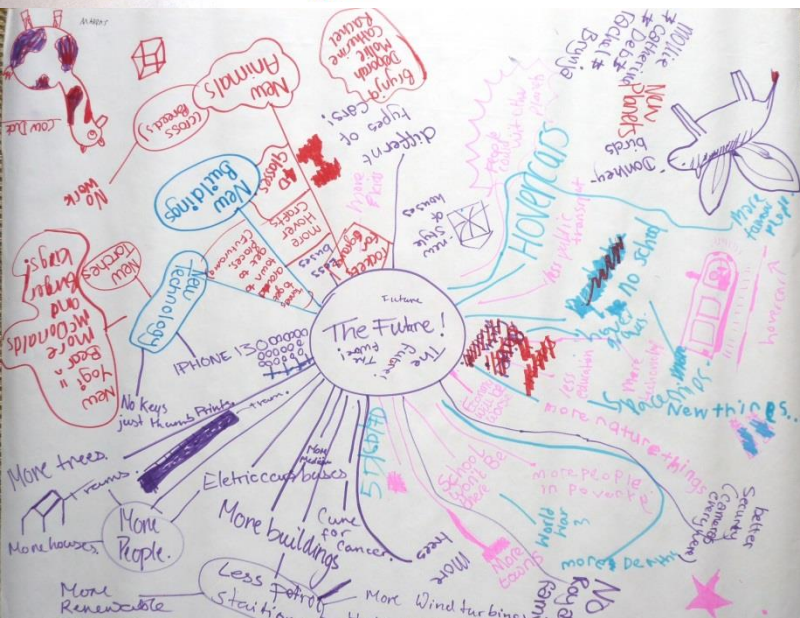
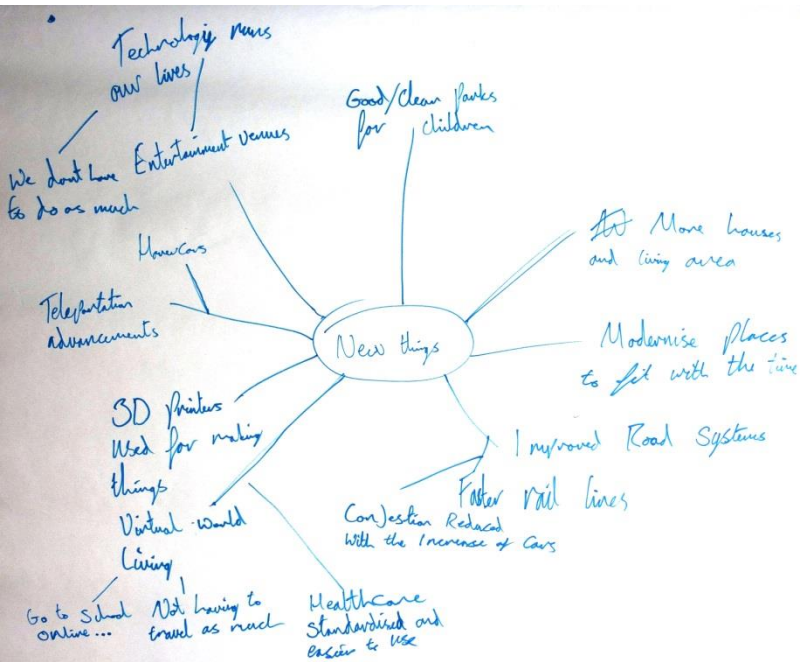
**2033**  
 • Working in Perth as an engineer  
 • Well developed town  
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 • Living in the suburbs in a house  
 • The suburbs are clean  
 • Having a train station close by  
 • Shops are with walking distance / massive tessa  
 • Uses a car to go to the shops and jobs



## Imagining future places

Having completed the exercise of creating a character and imagining their lives 10 and 20 years' hence, the young people were then asked to think about how places might be different in the future.

The answers were fascinating, as the images on this page show. There was a desire for “more”: more schools, more homes, more shops, more electricity, more travel, more facilities – all of which require more buildings and development, which will in turn need to be paid for and will need to go somewhere.



Develop Airports

Dedicated Land  
to Wind Power

- Climate change

Good/Clean parks  
for children

The Sea could rise and some places that are populated could flood.

Healthcare  
Standardized and  
easier to use

More

- More medicine
- Electric cars buses
- Cure for cancer.
- More buildings
- Less Petroc
- Stations
- More Hydro
- 5750

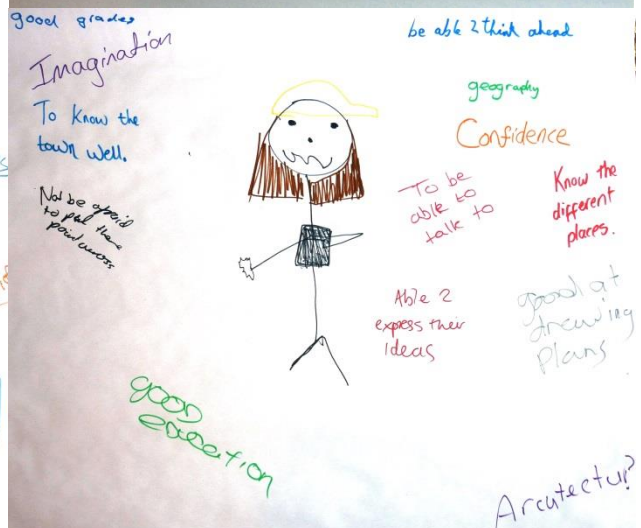
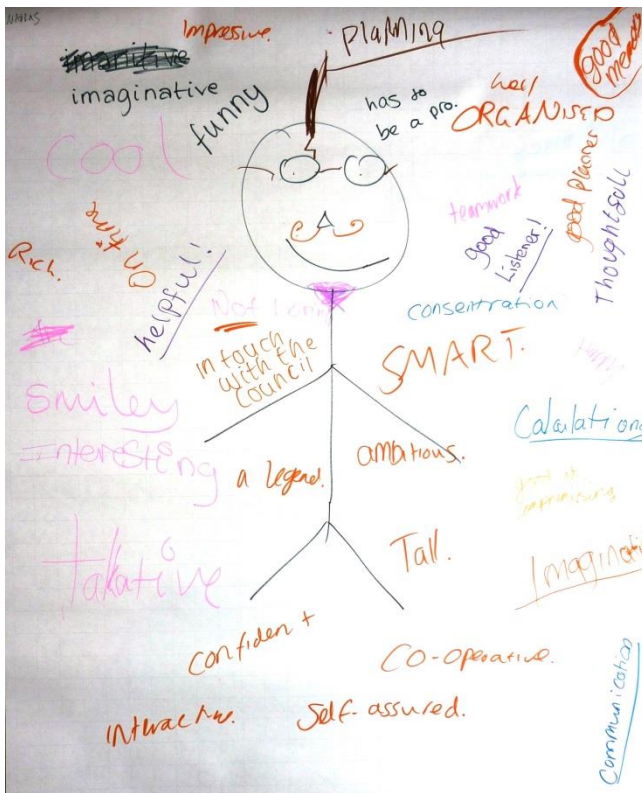
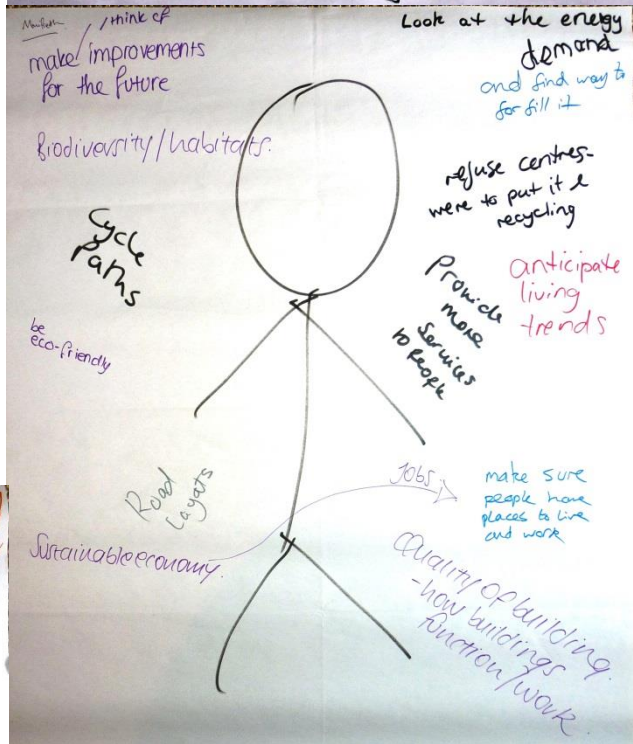
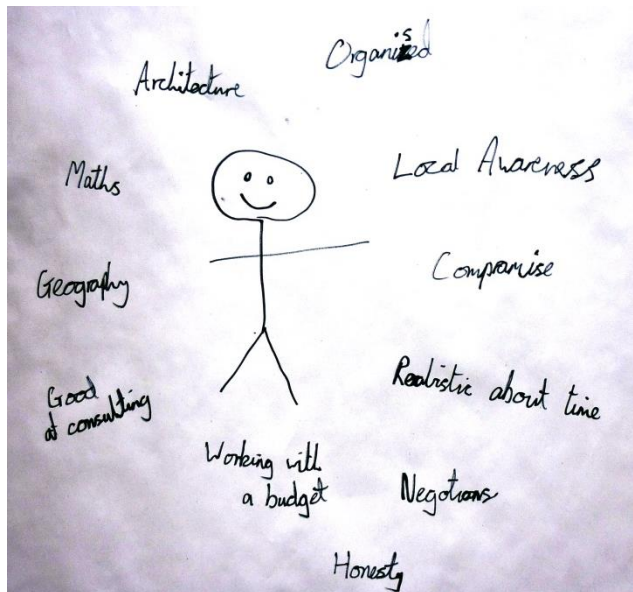




## What skills do planners need?

As a final exercise at some of the sessions, we asked participants to draw a planner – and then note what skills they think that planner would need to plan all the things that they had been discussing for the previous hour or so. The images are reproduced below and right.

If you're a planner, do you have all of these attributes?

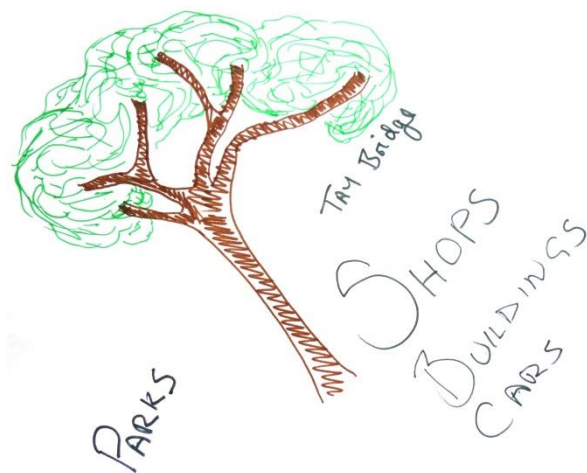


# Conclusions

How did the project compare to its original objectives?

- **Gaining an insight into young people's aspirations and concerns for the future, to feed into preparation of the Main Issues Report.** The diversity of places and backgrounds from where the young people came, and their range of ages, gave a useful insight for the pre Main Issues Report stage. With just five events and around 70 young people engaged, the aim was not to understand local youth aspirations from every part of the TAYplan area but to get small sample which was as representative as it could be of the whole area. The diversity of those who were involved has provided a wealth of information to influence preparation of the Main Issues Report. That process will, of course, be ongoing over the next few months as the Report will not be published until mid 2014.

As well as helping inform TAYplan, the sessions also had an important educational element for the young people – helping them to understand the concept of how places change over time, and how planning can manage that in a positive way for the future,



- **Generate interest and enthusiasm amongst local schools and youth councils (where they exist) for further engagement with planning in the future.** Despite engaging young people at a busy time of year for schools, we were pleased to be able to run sessions in each of the local authority areas. Each of the schools/youth organisations involved is keen to be involved again in the future. In the initial trawl for opportunities, a large number of schools and

Council-led youth services were approached – each of whom now have greater awareness of TAYplan. A number of those expressed interest in engaging at the Main Issues Report consultation during 2014.

- **Build capacity amongst planners in TAYplan and partner authorities to undertake further engagement with young people when the Main Issues Report is published in 2014.** The process of joint working between TAYplan planners, local authority planners and the external consultant has helped to ensure that TAYplan staff are confident of planning and managing more youth engagement next year.
- **Develop new ways of engaging young people in strategic development planning.** We were pleased that the fundamental principle – of engaging with young people about things they could relate to – proved to be effective for the TAYplan team and young people. Given the long term and often abstract nature of strategic planning, this is particularly important. The menu of activities that we designed worked successfully with a range of age groups, allowing comparability between different sessions. For the future, the actual activities that are used are infinitely variable, provided that the basic concepts of group work and a variety of easy-to-understand activities are kept in mind.

Many thanks to all of the young people, teachers and youth workers who took part in the sessions.

Nick Wright  
July 2013