(ii)   any such integration should be based on a knowledge of the skills underlying the community-based approach and supporting the urban regeneration process

(iii)   this knowledge should in turn be built on the competencies required to measure the environmental improvement achieved by civic renewals of this kind.

Learning from What Works have compiled a set of guidelines for professional bodies to consult when putting the theory of socially-inclusive visioning into practice as part of a community-based approach and step-wise logic of the urban regeneration process. How the environmental improvements surfacing from this process of civic renewal can be designed to meet the expectations of sustainable development is also set out in the guidelines. These are available at: http://www2.napier.ac.uk/clc/resources.shtml

Transforming Craigmillar, Edinburgh
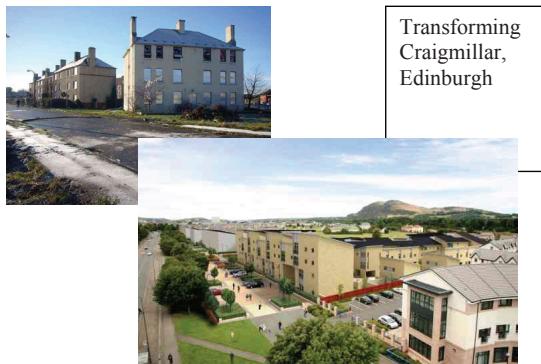
This research is one of 11 research projects commissioned from Universities across the UK, under the ESRC/HCA Academy Joint Targeted Initiative on Skills and Knowledge for Sustainable Communities.

To see how the HCA Academy is taking forward lessons from the research, visit:
http://www.HCAacademy.co.uk/

This summary is published by Department of Geography & Sociology, University of Strathclyde, Glasgow

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http://gs.strath.ac.uk/suscoms

University of **Strathclyde** Glasgow

SKILLS & KNOWLEDGE FOR SUSTAINABLE COMMUNITIES RESEARCH PROJECT SUMMARY

Learning from What Works in Sustainable Community Development

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Birmingham: development of Attwood Green

Socially-inclusive Visioning

Key Policy Implications

➢ The move towards socially-inclusive visioning, based on need, equality of access and opportunity, is a radical break from the legacy of 'utopian' thinking on the role of community in urban regeneration

➢ Planning professionals have a vital role to play in this move towards socially-inclusive visioning and needs based representation of community

➢ For planners to fulfil this role socially-inclusive visioning needs to engage the community and involve them as equals, able to access the opportunities urban regeneration offers

➢ The skills required for the professions to secure equality of access and opportunities can be acquired through analysing how communities actively participate in the process of urban regeneration

Further results at: http://www2.napier.ac.uk/clc/resources.shtml

Key Words
- Generic Skills
- Local Empowerment
- Sustainable Communities
- Partnership Working
- Environmental Sustainability

Background

Urban design, architecture and surveying professionals have a long tradition of mastering technical and specific skills. This project focuses on a further challenge introduced by the Egan Review (2004) - the need for a range of generic skills meeting the planning, property development and design requirements of sustainable communities.

Inclusive Visioning
Innovative thinking and approaches to engaging and including the community. The ability to vision a future state for a community including all dimensions of the community. The ability to articulate a vision and get buy in from a wide variety of people. Imagining a future state and simultaneously the implications of getting there (Egan, 2004:103).

Approach

Across North America and Europe, the new urbanist village and neighbourhood renewal models of urban regeneration have argued for more inclusive visioning. This move represents a radical break from the so-called 'bootstrap theories' of community-led urban regeneration because it is based on an understanding of social need. However, the ambition of socially-inclusive visioning to represent everyone's needs equally and to empower communities is still experimental and often viewed, by the professions, as resting on ill-informed representations of urban regeneration.

Lacking knowledge of how socially-inclusive visioning can adequately represent communities as equal and active partners, the professions have been slow in responding to the call for community planning and instead continued to rely on the power of traditional development scenarios to represent community interests

In the past 'visioning' has been criticised for being 'unrealistic', 'idealist', or 'utopian' and pushing a limited set of interests. 'Inclusive visioning' has involved more stakeholders, but equally been criticised for its tendency to rest on overly cultural and economic representations of community. Consequently, although supportive of the need for visioning to be socially-inclusive, the professions have lacked the confidence required for them to believe communities can be properly represented as equal and active partners in shaping the urban regeneration process.

This research studies the emerging literature on socially-inclusive visioning and examines how communities in Chicago, Vancouver, Edinburgh and Birmingham have put theory into practice. Each case study offers critical insight into how the community-based approach developed by these cities has sought to empower them as key stakeholders in the urban regeneration of their villages and neighbourhoods.

"socially-inclusive visioning provides the basis for the community to be included in representations of future development scenarios and what they mean"

Each is examined with respect to:

- the development of their community-based approaches
- the processes by which stakeholders engage in urban regeneration
- the techniques employed in the village and neighbourhood renewal models of their urban regeneration process
- the step-wise logic and stages of the urban regeneration process
- the measures by which communities become involved with and participate in the process of urban regeneration.

Findings

The research concludes that:

- ❖ planning professionals need to collaborate with other stakeholders in the diagnosis of social need and to start building consensus over the community-based approach

- ❖ planners and other professionals need to learn new skills to be competent in inclusive visioning and these can be best drawn from case studies of 'what works' under a community-based approach

- ❖ drawing on these skills and competencies, professionals can illustrate how working with communities, it becomes possible for them to approach urban regeneration as a process of sustainable development

Importantly, the study argues that such skills are currently being learnt through practice. It also suggests that by 'learning from what works', it becomes possible for practitioners to use these competencies in ways which help communities sustain urban regeneration. The case studies in this research help to identify the steps communities can follow in searching out ways to sustain urban regeneration.

Steps to Follow:
- diagnosis of social need;
- analysis of the material realities the community encounter
- critical review of development planning;
- adoption of collaborative planning;
- consideration of development options;
- building consensus over the development options;
- setting environmental design standards;
- undertaking aesthetic valuations;
- ecological computations;
- bio-physical qualifications;
- evaluation of development options;
- selection of the preferred development option

The research emphasises the way in which social needs drive the community-based approach to urban regeneration. It suggests that neighbourhoods are the appropriate units of analysis for diagnosing social need because this is where the inequalities of poverty and multiple-deprivation become concentrated and begin to exclude communities from mainstream development opportunities. The research also emphasises that process skills are required to support the diagnosis, visioning and programming steps of the community-based approach, whereas practical skills are concentrated in the planning, property development and design stages of the urban regeneration process which they seek to sustain.

However, the report urges caution towards any wholesale adoption of socially-inclusive visioning. This is because community-based approaches are still in their infancy and for the reason that insufficient evidence is currently available to suggest the process of urban regeneration is strong enough to meet the expectations of sustainable development. It suggests to overcome this:

(i)   a more integrated approach to learning is needed based on a closer relationship between the theory and practice of socially-inclusive visioning