Building diverse, inclusive communities to increase well-being and quality of life

He tangata, he tangata, he tangata
It's the people

When we lose the right to be different, we lose the privilege to be free – CE Hughes

O le tele o sulu e maua ai figota, e mama se avega pe a ta amo fa'atasi.
My strength does not come from me alone but from many – Samoan Proverb

In diversity there is beauty and there is strength

Maya Angelou

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Diversity and inclusion

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Diversity: "The condition of having or being composed of differing elements; variety, especially the inclusion of different types of people (such as of races or different cultures) in a group or organisation programme intended to promote diversity."

- Webster dictionary

Diversity: "means understanding that each individual is unique and recognising our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies."

- Webster Dictionary (in simple words)

Inclusion: "All people, regardless of their abilities, disabilities, or health care needs, have the right to be respected and appreciated as valuable members of their communities, and participate in recreational opportunities in neighbourhood settings."

- Webster Dictionary (in simple words)

Dimensions of diversity

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- NZ's population is changing rapidly
  - our communities, labour & consumer markets, etc. are changing too
- Social norms are changing
- Drive towards commitment to diversity and inclusion becoming more important

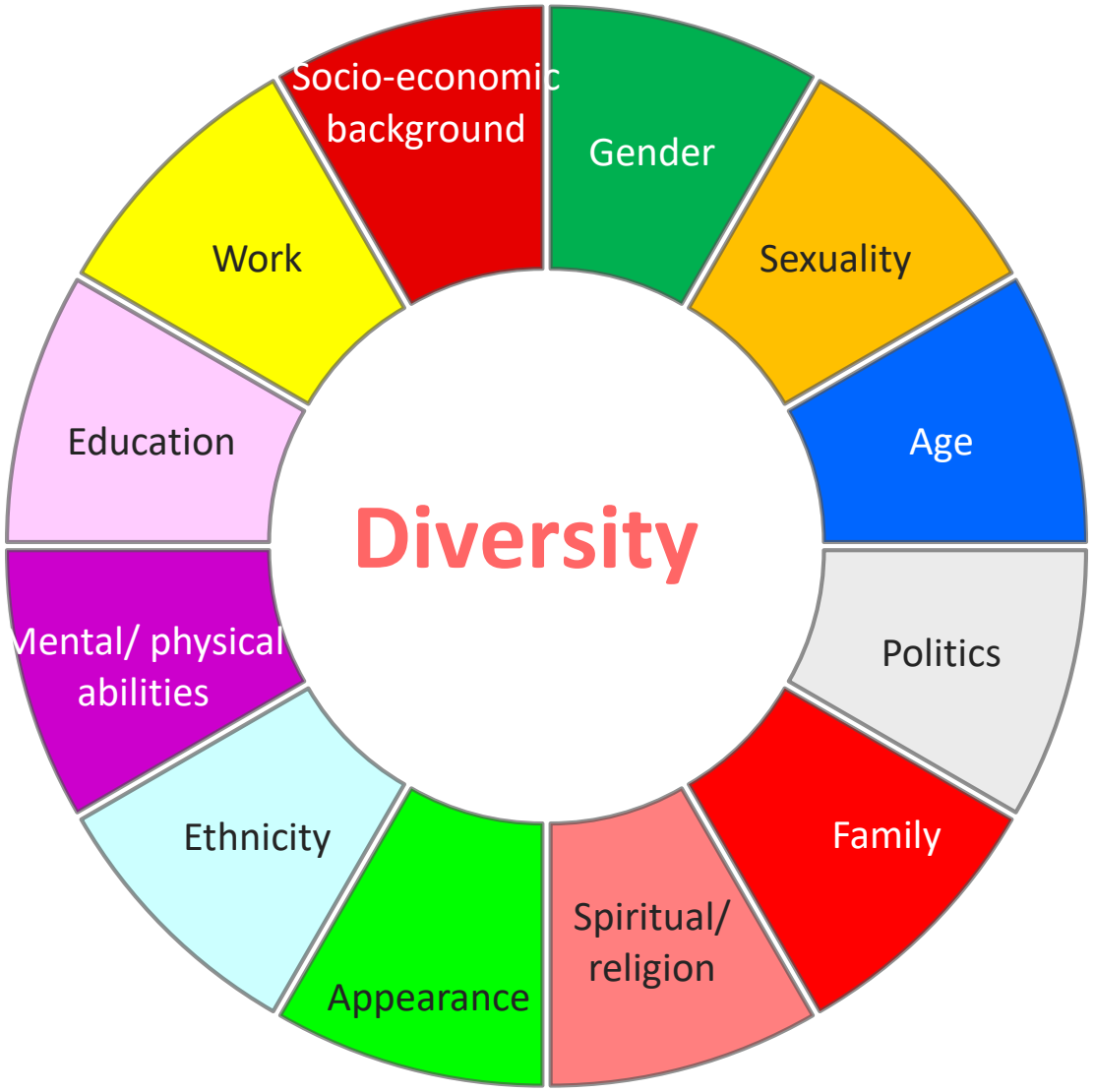

Image source: adapted from: http://web.jhu.edu/dlc/resources/diversity_wheel/

Developing dexterity with diversity

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A story about the everyday life of a typical inhabitant of your city:

The day starts with a drive from their home in the suburbs to the city centre for work. After navigating congestion, they eventually find a carpark that is usually slightly too far away, walk to the office and set about their day. At the end of the working day, they walk back to their car, and drive home to their family.

Various thoughts cross their mind. What shall we have for dinner? Why are there are so many cars clogging the roads?...

Example of exclusion?

- The story reflects, to varying degrees, some people's experience, but not others
- Perhaps the story makes assumptions such as:
  - the day is about paid work?
  - level of affluence?
  - a professional job in an office?
  - mode of travel?
  - personal safety not being a concern?
  - a hetero-normative family unit?
  - able-bodiedness?
  - a suburban home?
  - ethnicity?
  - gender? etc.

Developing dexterity with diversity

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- Bennett's Developmental Model of Intercultural Sensitivity
- Describes different ways people can react to cultural differences
  - **Denial, Defence, Minimisation, Acceptance, Adaptation, Integration**
- Ethnorelative skills and behaviours include:
  - empathy, flexibility and social adaptability
  - risk-taking and problem-solving skills
  - curiosity and self awareness
  - Bennett's Platinum Rule: "Do unto others as they would have you do unto them"
- https://www.youtube.com/watch?v=6vKRFH2Wm6Y

The Cultural Iceberg Model

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Observable

Not Observable

Adapted from Edward T Hall's Cultural Iceberg Model
(Hall, E. 1976. Beyond Culture)

Image source: Adapted from By AWeith - Own work, CC BY-SA 4.0, https://commons.wikimedia.org/w/index.php?curid=51789188

A more just approach…

- John Rawls' 'Veil of Ignorance' concept may be useful (Rawls 1971)
  - Imagine having no knowledge of who you are - no knowledge of your education, ethnicity, gender, age, sexuality, financial circumstances, etc.
  - Design a social contract for society
    - Result of experiment – the
    - social contract is more equal & fair than in current society eg for tax, social mobility, access to housing

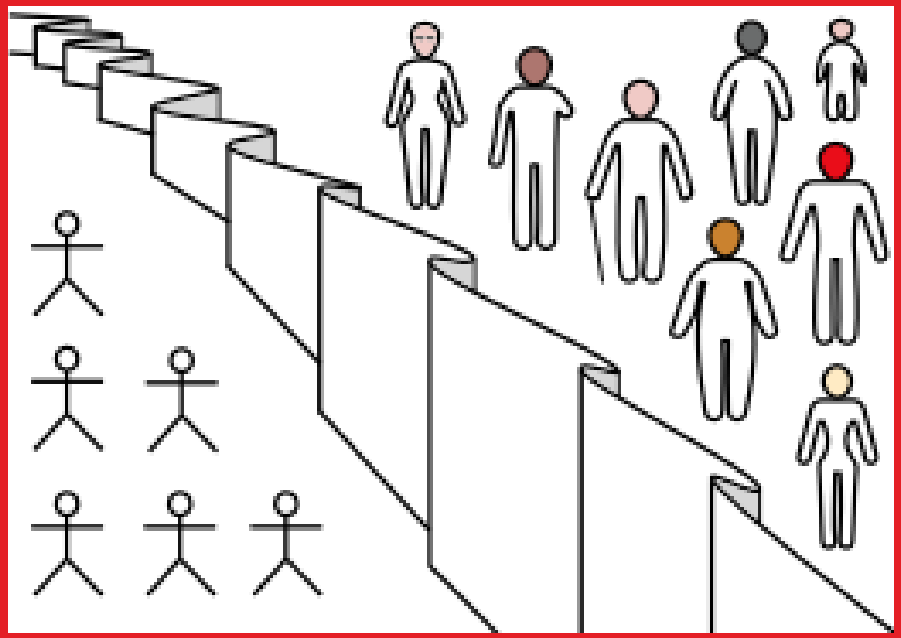


Image source: Philosophyink CC BY-SA 4.0 at https://en.wikipedia.org/

One size^ fit all

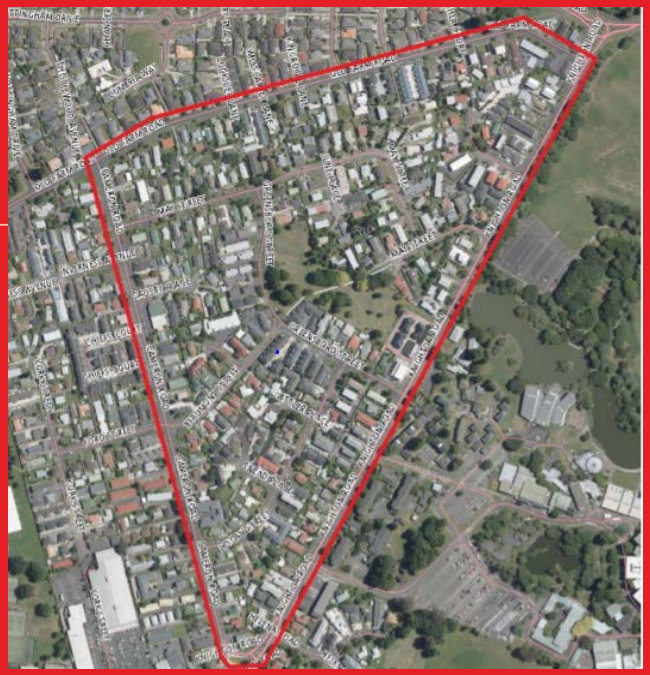
does not

Examples of projects promoting diversity and inclusiveness:

1. Dishonesty crime and urban design in high density areas
2. Waiwhakareke Natural Heritage Park: A multi-generational public realm project

Image source: jcon1827. At: https://www.cartoonstock.com/ © CartoonStock Ltd. 2020

1. *Dishonesty crime and urban design in high density areas*



- Our research investigated whether/extent to which urban design features are associated with dishonesty crime in two Hamilton residential locations (Mackness & Shires 2020)
  - I'll focus on 'Waikato University Triangle', zoned Residential Intensification*
  - University Triangle identified by Waikato District Police as dishonesty offending hotspot – significant impacts on affected students
  - Residents' median age: 21.4 years, reflecting high numbers of students
  - Research undertaken Aug.2017–Aug.2018

CPTED: crime prevention concept that assumes 'the proper design and effective use of the built environment can lead to a reduction in the fear of crime and the incidence of crime, and to an improvement in the quality of life' (Crowe 2000 46).

*Hamilton City Operative District Plan

Image source: : Imap viewer 2020

Number of Burglaries in University of Waikato Triangle Area, and Frankton, from August 2017- August 2018 by Building Type

Building Type	Burglaries in Frankton Aug.2017–Aug.2018	Burglaries in University Triangle Aug.2017–Aug.2018
Apartment buildings qualified for CPTED audit (eg burglary, attempted entry)	9	37
Apartment buildings not qualified for audit (eg bike theft outside buildings)	16	17
Single residential dwelling	21	39
Commercial	0	5
Hostel	0	3
Retirement village	1	0
Total events	47	101

Research identified ‘at risk’ features for dishonesty crime relating to apartment building design:

Higher risk of dishonesty crime:

i) where apartments are orientated *away* from street

- No (or lack of) principally occupied rooms with windows facing the street - significantly reduces passive surveillance

Higher risk of dishonesty crime:

ii) where impermeable structures obstruct passive surveillance

- most common in the University Triangle are 1.8m high close-boarded fences (which obstruct passive surveillance)

Higher risk of dishonesty crime:

iii) University Triangle residents have range of identified security-related behaviours

- eg 30 percent of burglary victims had left their house unlocked
- eg more dwellings likely to be empty Friday/Saturday evenings - potential access to multiple individual economies
- study recommends apartment buildings be designed for their audience
    - eg installation of automatic locking doors externally and internally to secure individual economies

iv) Other issues: Streetscape Maintenance

- findings inconclusive
- however, streetscape amenity is often an issue in University Triangle

2. Quality, inclusive public realm projects - eg Waiwhakareke Natural Heritage Park

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- Flagship ecological restoration project, established 2004
  - HCC, in partnership with Waikato Tainui, Waikato University, Wintec, Waikato Regional Council, Tui 2000
- Vision: Te Kahu Ao Tuuroa o Rangitara - create a world-class ecological island in an urban environment
- Councils have a broad role in promoting social, economic, environmental & cultural well-being of their communities (LGA)
  - WNHP promotes well-being of future generations (a multi-generational project)

Source: https://www.hamilton.govt.nz/our-city/parks/parksandgardens/waiwhakareke/Pages/default.aspx

Quality, inclusive public realm projects - eg Waiwhakareke Natural Heritage Park

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- 65.5ha park reconstructing self-sustaining natural forest, wetland & lake ecosystem representing pre-1840s Hamilton
  - restoring mauri, re-creating part of kahikatea-pukatea forest 'Te Raukaakaa'; protecting puna (springs) & puna paru (black muds); planting flora; predator control encouraging native fauna
  - focus for wider restoration & education opportunities

Source: https://www.hamilton.govt.nz/our-council/parks/parksandgardens/waiwhakareke/Pages/default.aspx

Source: https://www.hamilton.govt.nz/our-city/parks/parksandgardens/waiwhakareke/Pages/default.as

KEY

- Predator Proof Fence
- Proposed Public Open Space
- Pathway Network
- Footbridge
- Pou
- Seating and Amenities
- Te Raukaakaa (Kahikatea Forest)
- Toilet Facilities
- Viewing Platforms
- Way-finding Signage
- Agricultural Heritage Remnants

Planting Zones

- Ridgetop Zone
- Hilltop Zone
- Semi-swamp Zone
- Wetland/Swamp Zone
- Lake Zone

Promoting more diverse, inclusive communities

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- Developing/maintaining attitudes, behaviours, values, worldviews, etc which move us 'up' Bennett's Developmental Model of Intercultural Sensitivity (DMIS)
  - **Denial, Polarisation, Minimisation, Acceptance, Adaptation**

- Understanding one size does not fit all
  - eg adaptability & using a range of tools for listening & engaging is important; understanding intersectionality; and continuously learning (eg from research)

Source: https://www.iap2.org/

Promoting more diverse, inclusive communities:

- Universal design - creating buildings, spaces & places for use by all
  - designing for diversity, inclusivity & life cycle eg pregnancy, childhood, disability, aging
  - eg designing student apartments to recognise student behaviours & individual economies
  - http://www.aucklanddesignmanual.co.nz/
- Creating quality living environments for people
  - eg planning for integrated, holistic long term needs
  - eg creating liveable environments for our children & mokopuna
  - eg liveable, walkable places to travel to rather than through; providing travel choice; employment options; quality public realm & building design; open space; retail & entertainment; protecting valued taonga & heritage, reserves & coastal areas

Questions?