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## ***Inclusive Streetscapes:***

Perspectives of Disabled People and Older Citizens challenge mainstream consultation processes

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## Cycling & Walking

Whether you are planning to cycle to work, walk to school, run during your lunch break, or just quietly explore Auckland on the weekend, there are plenty of places to ride, run and walk.



### Cycle & walkway maps

Auckland has a number of off-road cycle and walkways that are perfect for a recreational ride or run, or for a more leisurely scenic commute.



### School travel

Promoting and facilitating safe alternatives to the private vehicle drive to and from school.



### Cycle events & activities

Events to help you discover the fun and freedom of riding a bike.



### Cycle training courses

Training courses to help you learn to ride or sharpen those bike skills.



### Cycling & walking monitoring

Researching how people use, and want to use, our cycling and walking infrastructure.



### Pedestrian safety

Pedestrians are vulnerable on our roads. Pedestrians and motorists have a shared responsibility to keep our roads safe.



## Inclusive Streetscapes Project team:

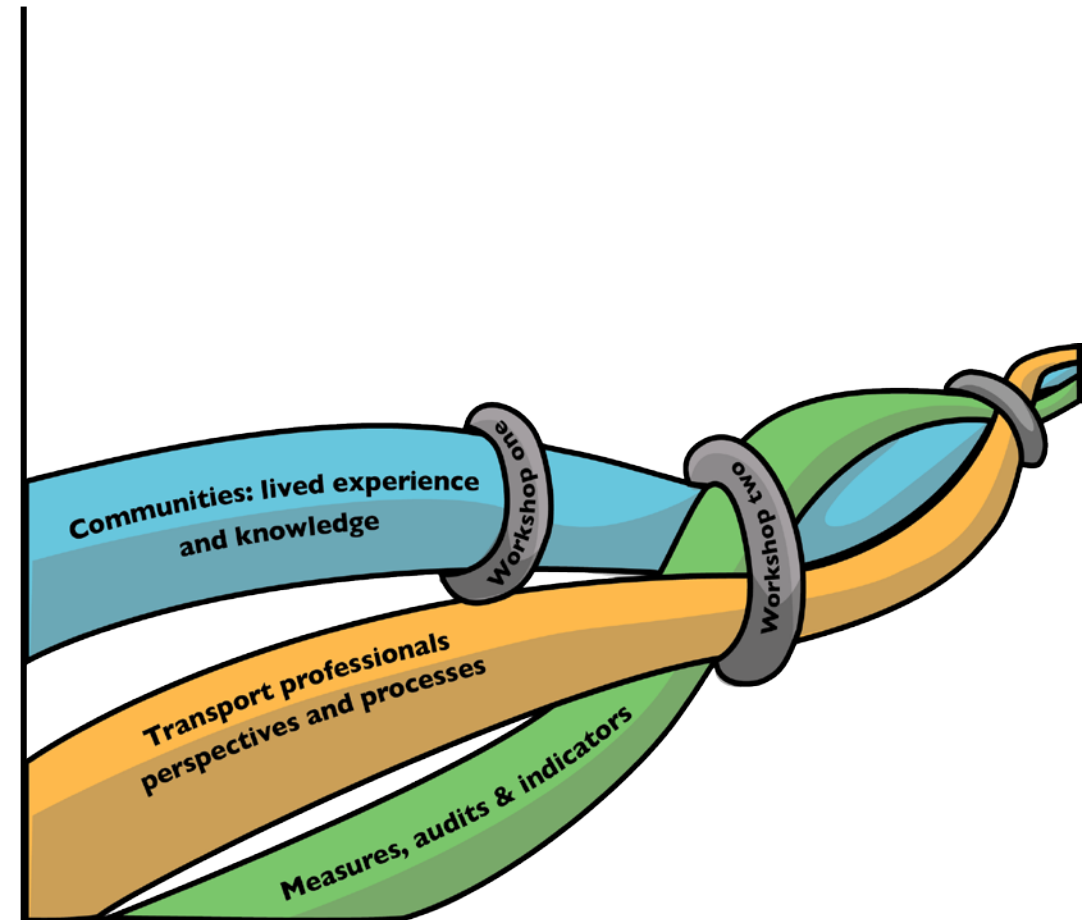
Anneka Anderson, Esther Willing, Whaea Dolly Paul, Whaea Julie Wade, Malakai Ofanoa, Roshini Peiris-John, Janine Wiles, Karen Witten, Julie Spray, Mythily Meher, Bridget Burdett, Shanthi Ameratunga (PI)

# Why this project?



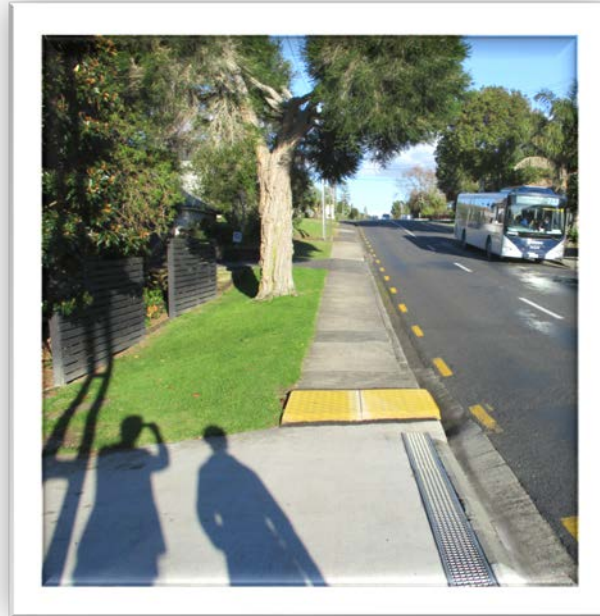
## Questions that prompted our study involving people differently challenged by built environments

- How can transport systems support mobility, participation, and wellbeing of disabled people and older residents?
- How can we make environments more inclusive and less hazardous?
- How can these groups be better engaged in transport design processes?
- How can transport monitoring processes better reflect the lived experiences of diverse groups?



# Strand one

- 4 case study sites
- Go-along interviews
- Photovoice
- Workshops



What did we learn?



- Historical infrastructural decisions have ongoing, intergenerational, and inequitable consequences for wellbeing.



*Māngere*



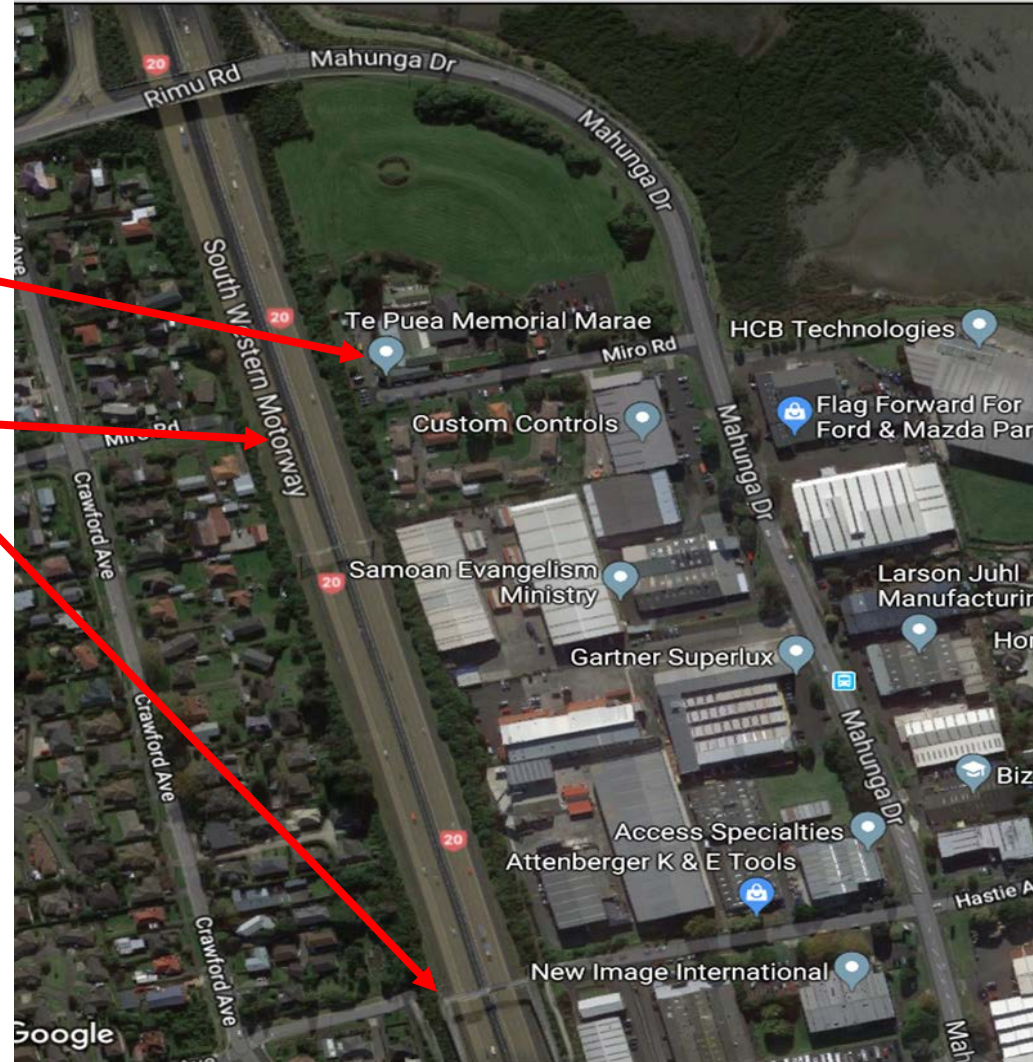
**Infrastructural  
violence.**

# Te Puea Memorial Marae

State highway One motorway extension (built in the 1980s)

Overpass

*"We were alright, until the motorway came. That changed the whole dimension of where you sit in Māngere Bridge (Whaea Matire)."*





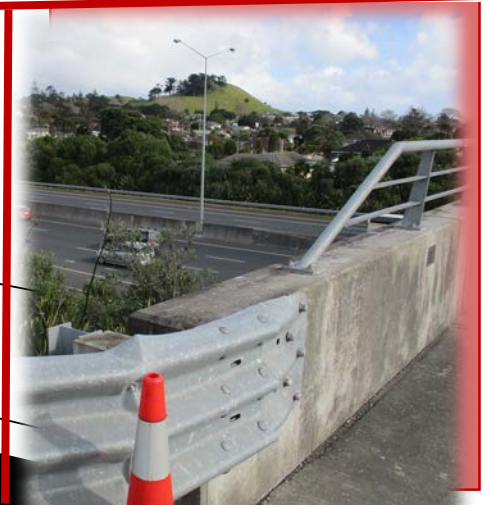
“I’d like to make a lot of journeys. But I depend on other people because there’s no buses. No way out. Some people, not like me you know. They walk up to, because they’re capable of walking up to the bridge. To catch a bus to go all over. You know, wherever the pension card takes you. And if you’re not in like, if you’re, not capable of doing that, then, it’s look outside the window. Yeah see the big world then. Hello, here I am!”



**Marama**



***Māngere***



- The effect of power and affluence on mobility and health.
- This group was both the oldest and the healthiest of the four sites.
- High levels of education, computer literacy, and systems knowledge...
- ...Translates to confidence in navigating the systems, and advocating for themselves

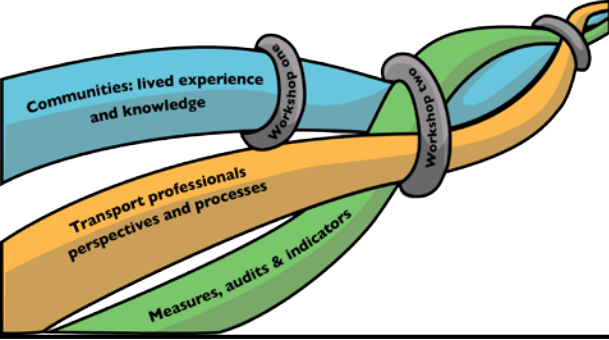


*Howick*



**Privilege matters.**





**Strand 2:** 20 key informant interviews  
Anonymous web survey

How do transport professionals ...

- think about accessibility?
- incorporate and deliver accessibility through their own work?
- engage with disabled people and older residents to understand their needs?

What prevents or enables making accessible streets an important priority?



What do we hope  
to understand from Strand 2?

# Service delivery and decision making

- The NZTA and the Ministry of Transport determine network, strategies, plans and build in line with national priorities of safety and active travel.
- Assumption/expectation that public consultation, engagement, and localised attention to diversity will happen further down the chain.

“If we go to an engineer and say to them look....our community told us this roundabout is not safe, for walking for pedestrian use, they would tell us...we need to drive it with council and they'll just do, whatever it is that council asks them to do. The problem is we don't have anyone in our council to do that.”

Road Safety coordinator, local council



# Tools, Processes, Knowledge, Relationships

- Enmeshed: The Pedestrian and Planning guide has friction with documents like the Subdivision Code of Practice (2004), and it falls to council to mediate adherence to the planning guide

“We are coming from a mathematics background, we all studied physics and mathematics, mainly. And we have never you know studied anything about the human..... You know to make elderly people to use walking, which could be very beneficial for their health... We don't have these guides at all, at least I never came across any of that.”

Graduate transport engineer

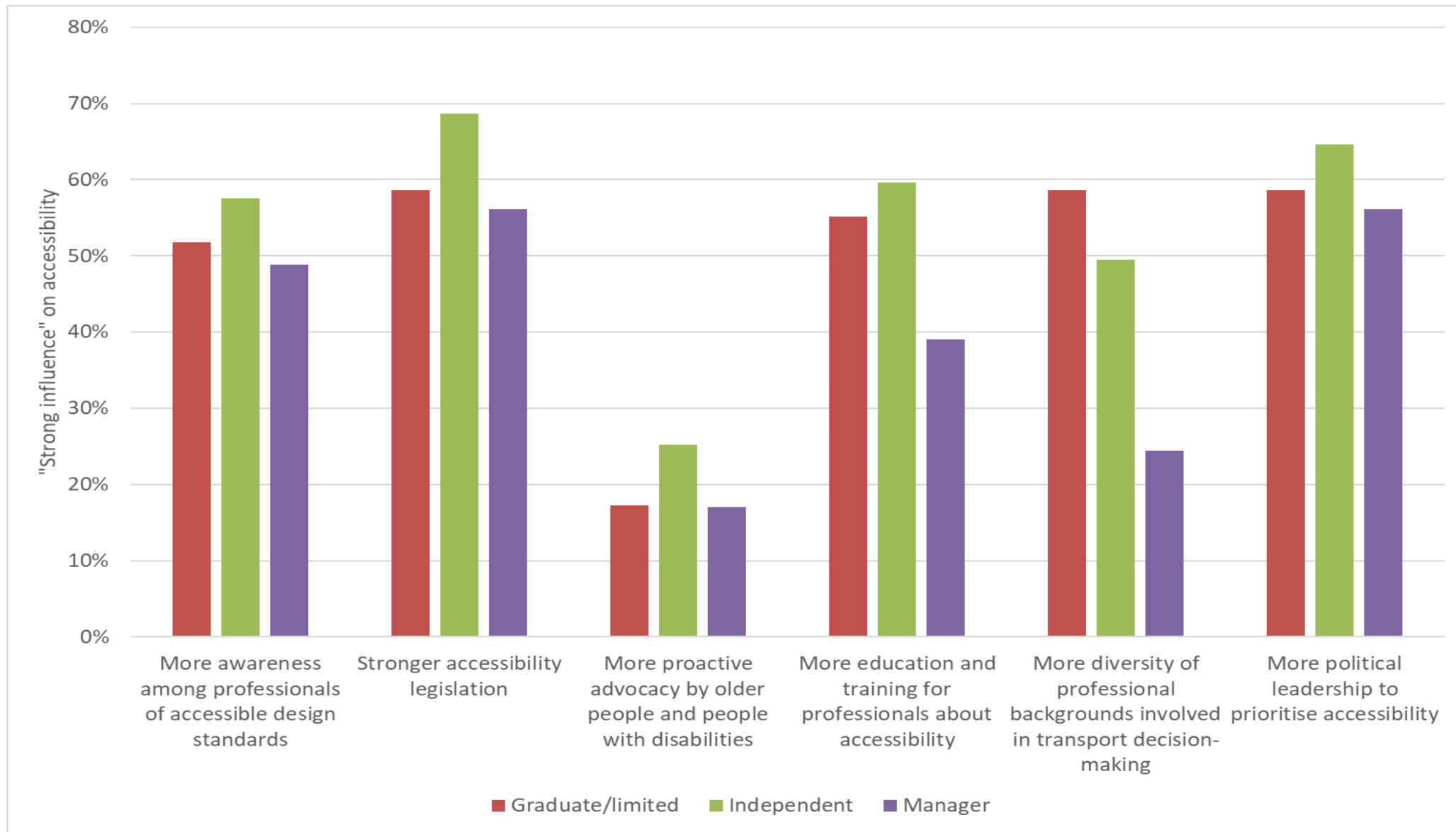




“I think most people who work within our industry are aware of the need for and benefits of facilities that improve accessibility; however priorities still tend to be set with the primary focus being capacity for motor vehicles.”

“Most designers are able-bodied and drive everywhere, so just telling them that it sucks for people in wheelchairs isn't going to have much meaning.”



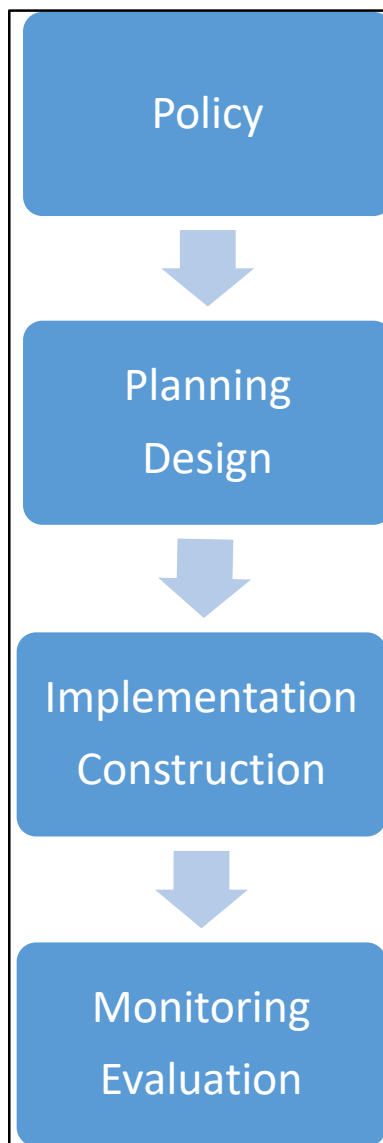


What would make accessibility a more important transport objective?

# Inclusive Transport



**Trips not made????**



**Outcome Measure**

# Road safety

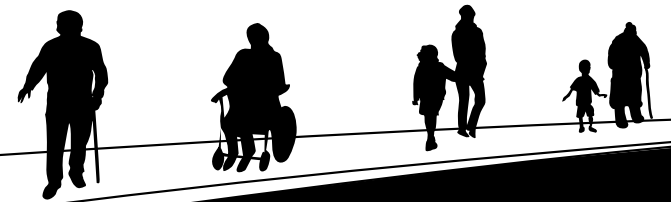


Stuff.co.nz, 14.9.19

**Crash-related injuries**

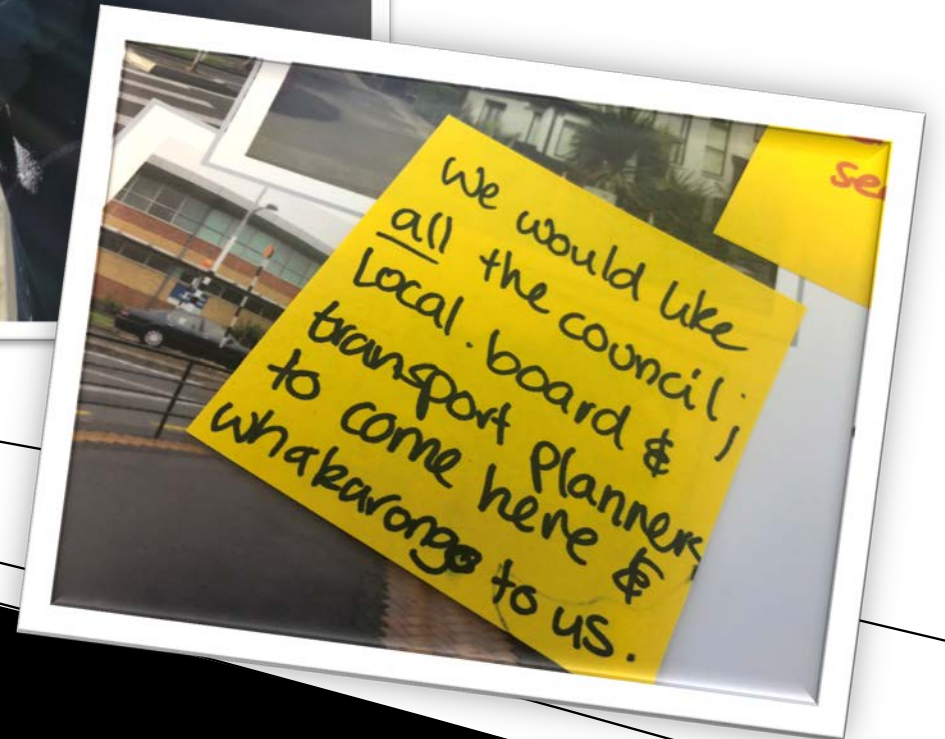
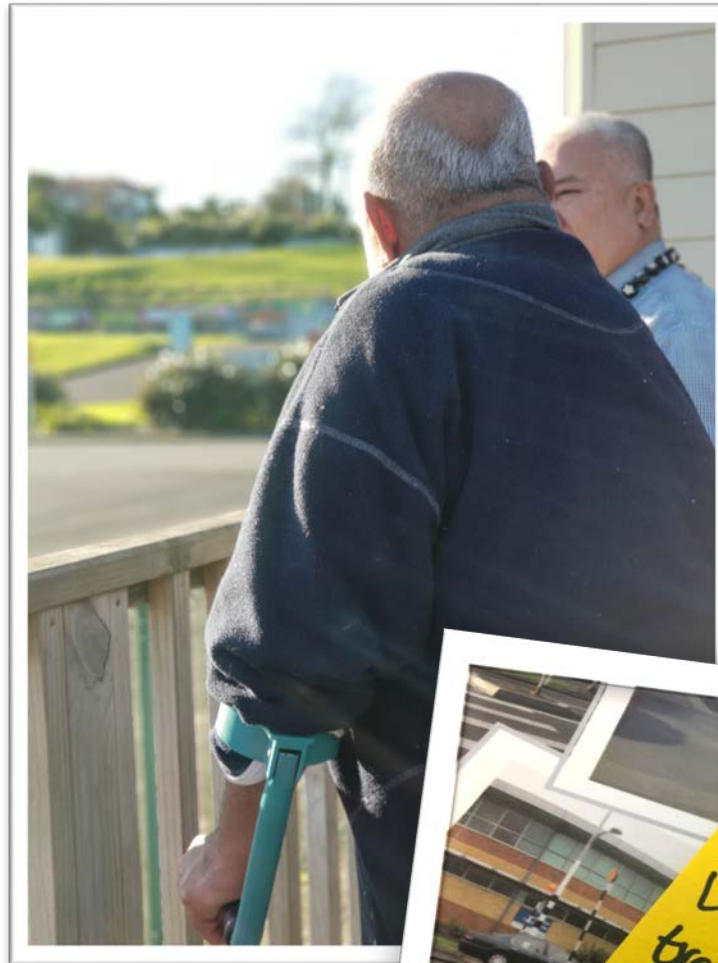


- The importance of reaching communities to engage on their terms.
- When we design infrastructure, what we privilege for some may have devastating consequences for others.
- Our infrastructure powerfully impacts physical and social wellbeing, but this manifests in unequal ways across diverse communities.
- Our consultation processes and professional practices are producing, reproducing, and amplifying these inequities.
- We need to engage, monitor, prioritise and act differently if we want a transport system that leaves no one behind....



## What have we learnt?

Let's  
ask...



Who are we  
consulting with?

# Acknowledging...

All participants and support networks in Māngere /Te Puea marae,  
Glen Innes, Howick, and West communities

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Massey University, University of Otago, MR Cagney Pty Ltd

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