Living Well Locally in the Loch Lomond and the Trossachs National Park

A guide to adapting the 20 Minute Neighbourhood concept to meet residents needs in a rural context

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Contents

Cover photo credit: FEL

1. How to use this guide

Between October 2021 and March 2022 Forth Environment Link (FEL) developed and delivered a pilot project with the aim to develop a blueprint for a community development approach for a '20-Minute Neighbourhood' to benefit communities in Loch Lomond and the Trossachs National Park. This guide offers learnings from this pilot and makes suggestions based on the work and experiences of other organisations tackling this new and evolving field to bring about positive outcomes for both rural and urban communities across Scotland.

As with any pilot, some things worked and others did not. That is not to say they will or won't work in the future and in other circumstances. This guide reflects learnings from this project that, we believe, others may benefit from knowing before embarking on similar work using, the increasingly popular, 20 minute neighbourhood concept. The 20 minute neighbourhood concept is, at heart, a planning tool that is based on primarily urban needs and infrastructure. 'Living Well Locally' is the name we have given to an adaptation that allows for the unique challenges and opportunities of more rural communities in the Loch Lomond and the Trossachs National Park, or further afield in rural Scotland.
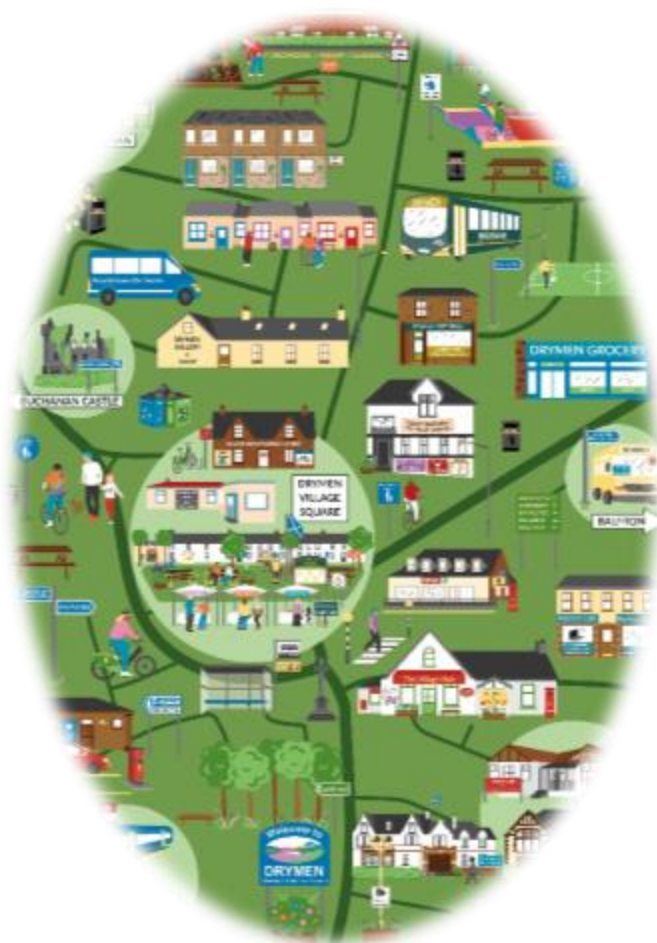
Credit: YLWBK Illustrations

2. Background and context

What are 20 Minute neighbourhoods?

In a nutshell, 20 minute neighbourhoods, are a way to enhance quality of life and wellbeing, improve resilience and environmental sustainability and reduce health inequalities in communities. They allow us to *Live Well Locally.*

The term 20 minute neighbourhoods was coined for an urban setting where services, including good quality public transport links, could be accessed within a short (800 metre) walk of home. In a more spread out and less densely populated rural setting, this distance is not relevant, and so focus should be on the underlying goal of 'Living well Locally'.

The Programme for Government 20201 states the Scottish Government's ambitions for Scotland to develop 20 minute neighbourhoods. Sometimes called 15 minute cities, these are places designed to ensure residents meet the vast majority of their day-to-day needs within a 20 minute walk of their home via safe walking and cycling routes, or by public transport.

The Scottish Government defines 20 Minute neighbourhoods as

> *"...place[s] designed so that residents can meet the vast majority of their day-to-day needs within a 20 minute walk (approximately 800 metres) of their home. Day-to-day needs are defined as shopping, leisure activities, access to schools, local services such as a GP practice and ideally access to work. It also means access to green space and a local environment that encourages active travel to promote health and wellbeing, as well as wider connections across and between local neighbourhoods and further afield. A 20 minute neighbourhood is a place where people want and can afford to live"*

Scottish Community Alliance talks of 20 Minute neighbourhoods as

> "...one way to underpin strong and sustainable communities, where people enjoy good access to local jobs, services, amenities, social infrastructure, green space, diversity of housing, safe walking and cycling networks, good public transport and a rich social and cultural life"

In its paper '*20 Minute Neighbourhoods in a Scottish Context*', the Climate Xchange described the model of 20 Minute Neighbourhoods, currently being developed around the world as

> "a people centred approach to urban design and planning".

What are the benefits?

20 minute neighbourhoods may be seen as a way to keep more money circulating locally, tackle the climate crisis, reduce health inequality and aid green recovery. They are a way to support Scottish Government's net zero commitment, and Transport Scotland's target to reduce car kilometres travelled by 20% (from 2019 levels) by 2030. Outcomes of a 20 minute neighbourhood include:

- Improved Local Economy
- Climate action and sustainable lifestyles
- Improved wellbeing and quality of life
- Decreased health inequalities
- Aging in place well

Credit: FEL (Balmaha to Croftamie cycle bus, 2022)

How can 20 Minute Neighbourhoods / Living Well Locally work in rural Scotland?

Climate Xchange, in '*20 Minute Neighbourhoods in a Scottish Context*' highlights three things that need to come together for places to perform as 20 minute neighbourhoods. These are:

- Features and infrastructure
- Quality of services and experience
- Public engagement and behaviour change

In short, its not good enough that features exist in communities, but they have to be of high enough quality to satisfy people's needs to the extent that they will change their habits to make use of them.

Each place is unique and has its own needs, challenges and opportunities, and thus only a bespoke and people-centred approach, developed together with the community, will allow the community to identify its priorities and develop a plan to meet the unique needs and desires with the aim of enabling residents to live more locally.

However, it is also important to note that rural places are unlikely to have or be able to attract all the services in the same way as urban places. Not every need can be met within a short walk of home, and so a 20 minute neighbourhood should be seen as part of a wider area where services are shared between nearby larger villages towns and cities. For example, people will still travel out to cities for the jobs, specialised retail, or cultural and leisure spaces, rural places can't accommodate.

How people access these facilities and services is what sets a 20 minute neighbourhood apart from the norm, as it puts the onus on high-quality active travel infrastructure and a reimagining of public transport, in place of prioritising routes for private cars.

What are the features of a 20 minute neighbourhood?

20 Minute Neighbourhoods benefit from the following interconnected features:

- They are, safe accessible and connected through walking cycle and public transport
- They connect people to jobs and services through local job opportunities and transport links
- They facilitate thriving economies with local a diversity of shops and local businesses
- They provide services and destinations that support local living and learning
- They offer high-quality public spaces and green spaces
- They deliver diversity of housing at densities to meet local needs

3. Project Plan

We recommend you think about what you hope to achieve, and this delivers on your or a funder's stated outcomes. For example, you may be gathering evidence for a place plan, perhaps in collaboration with neighbouring places to identify shared features and access to them. Your project plan will enable you to plot the resources and time you needed or to ensure the scope of the work doesn't exceed the resources available. Use the plan to consider (and refer back to):

- Aims
  For example, to use the 20-Minute Neighbourhood' concept to identify and deliver community benefit
- Objectives.
  For example
  - Baseline the community respect to the 20-minute neighbourhood model
  - Deliver a schedule of public events that explore the 20-minute neighbourhood vision. These will highlight its benefits to quality of life, and resilience to climate change
  - Deliver training to communities that increase awareness of and positive action on climate and nature emergency
  - Create 20-minute vision route map to achieving it
- Timeplan
  For example, a Gannt chart to help monitor project progress

4. Baseline

Your community are the experts on your place. Your baseline should describe the character of your place. Include its geographical setting; how its size and services compare to places around it; its history and heritage; its key features and attractions, its local organisations and what people love about it.

Map or list the shops, trades and services in your place. To gather a comprehensive picture. Include:

- Community organisations
- Groups
- Education
- Health
- Public services
- Businesses

4.1 Desk research

The following research tools will help you to take a more detailed snapshot of the features, and socio-demographic make-up your place. This will provide your baseline against which to benchmark improvements over time. This will be fleshed-out by qualitative data and analysis during the community engagement phase of the project that will happen later.

The Place Standard tool is useful in setting out the categories you will want to benchmark against. It will give you a baseline made up of five dimensions, described in the table below.

Baseline Data – Dimensions and Categories

Place Standard Dimension	Place Standard Category
Movement	Public Transport Moving Around Traffic and Parking
Civic	Identity and Belonging Feeling Safe Influence and Sense of Control
Stewardship	Care and Maintenance
Resources	Work/local economy Facilities and Services Housing/Community Social Interactions
Spaces	Play and Recreation Natural Space Streets and Spaces

The *Scottish Index of Multiple Deprivation*[i] (SIMD) will provide a score for the majority of the above. SIMD is a relative measure of deprivation across all of Scotland's 6,976 data zones. Where an area is identified as 'deprived', it not only relates to people having a lower income, but it also points to fewer resources or opportunities. SIMD looks at the extent to which an area is deprived across seven domains: income, employment, education, health, access to services, crime and housing. These are all relevant to the dimensions and categories for your 20 minute neighbourhood baseline

Census data will also help paint a picture of your place[ii].

Desk research of this type will provide much of the quantitative information on population, 'Movement' and 'Resources' that you will need to get a comprehensive baseline. For example, it will help you to answer the following questions.

Population

- How many people are there in my place, and is this number growing or shrinking?

National Records of Scotland "small area population estimates". These are based on areas known as data zones. There are 6,976 data zones covering the whole of Scotland and which nest within council areas. Data zones were designed to have roughly 500 to 1,000 household residents at the time of the last census (2011 at time of writing) datazones are used as the main building blocks to calculate the populations of larger areas of Scotland, such as wards, parliamentary constituencies, urban/rural areas and deprived areas.

Movement

- What public transport services my area and which places they link?
- What cycle routes, or shared use paths run through the area and which places they link?
- Is public transport wheelchair accessible? are there other means people with mobility issues to move around to an equal extent?
- What modes of transport do people use to commute? (the most recent census will provide this data)
- How many cars are there? (the most recent census will provide this data)
- Where are the nearest Electric vehicle charge points? (https://www.zap-map.com/live/)

Resources

- How many businesses, by industry and size are there? (the most recent census will provide this data)
- What is the SIMD employment decile? (However, bear in mind SIMD does not show the extent to which people are employed locally)
- What is the 'Household Profile' for my place? (the most recent census data will provide this information, and the National Records of Scotland's *Small Area Population Estimates report*[iii] can help show any change in population by the Scottish Government's Urban Rural Classification)
- What is the Household Composition and Tenure make-up for my place? (the most recent census will provide this data)

The remaining information in these categories and for 'Civic', 'Stewardship', and 'Spaces' dimensions will be considered through our community engagement work at a later stage.

4.2 Community Facilities

List the community facilities and service available. Include:

- Public meeting spaces
- Local media
- Clubs and associations
- Services (including postal, financial and public amenities)
- Retail and food
- Health facilities
- Digital connectivity
- Open and green meeting spaces (including community gardens and sports pitches)

4.3 Existing Plans

Describe any current or future plans that will impact on the community such as community action plans, active travel plans, planned building developments. Use maps and graphics where available to illustrate the impact of these on your place.

5. Community Engagement and the Baseline

This 20 Minute Village baseline requires a series of qualitative measures of the current capacity of your place. The questions listed in the table below (drawn from the Scotland baseline methodology developed by Climate XChange) are based on the Place Standard tool[iv].

You can ask these questions of your community by providing them with a direct online link to the place standard questionnaire online, or you can replicate and adapt the question in other online, paper-based or display formats, or any combination that suits your purposes and encourages widespread engagement.

Place Standard Dimension	Place Standard Category	Baseline: How do community members score the following on a scale of 1 to 10?
Movement	Public Transport	How would community members score: frequency, reliability, connectivity, ease of access for all, convenient access from homes, necessary facilities provided at stations, affordable, high quality and well maintained transport.
	Moving Around	Safe routes are designed for all users, crossings and routes prioritise pedestrians over all other modes, paths are of a high quality, well maintained and are continuous along roadways, routes are safe to use 24 hours and all year round, seating and shading are provided.
	Traffic and Parking	People take priority over vehicle traffic, traffic-calming benefits the community.
Civic	Identity and Belonging	Drymen is viewed positively, local groups and networks help people feel involved in their community, people feel connected to their neighbours and community, whatever their background, everyone feel like they belong, whatever their age, sex, ethnic group, religious beliefs, sexuality or disability. History, heritage, and culture of the place are known and celebrated, historic and heritage sites are well maintained.
	Feeling Safe	People feel safe regardless of their age, sex, ethnic group, religious beliefs, sexuality or disability, routes are well used at different times of day and throughout the year, spaces are overlooked by buildings that are well used.
	Influence and Sense of Control	People contribute to decisions that affect them , everyone contributes, whatever their age, sex, ethnic group, religious belief, sexuality or disability, local community services or groups allow people to get involved, organisations such as local authorities, health services or housing associations actively work with the

		community to understand their needs, local people feel listened to.
Stewardship	Care and Maintenance	Antisocial behaviour is reduced, facilities such as parks, public spaces or public properties well maintained, good facilities for recycling and refuse storage and is collection well organised, local authorities, housing associations, landlords and residents know their responsibilities and take action when necessary, effective local residents' associations.
Resources	Work/local economy	Digital connectivity, an active local economy that helps to create different kinds of jobs, opportunities for people to gain skills for work, such as education, training and volunteering, local people access job opportunities, whatever their age, sex, ethnic group, religious belief, sexuality or disability, local services such as jobcentres, recruitment agencies and affordable childcare help people to find and keep work, opportunities and spaces for local businesses to start up and grow. High quality education, lifelong learning opportunities, accessible to all within a reasonable distance.
	Facilities and Services	A range of shops and services meet a variety of different needs, there is not an over-provision of alcohol, tobacco, fast-food and gambling outlets, shops are of good quality and well maintained, the shops are within a reasonable distance and easily accessible. The facilities and amenities are being used to their full potential to help to support a healthy lifestyle, everyone can use the facilities and amenities, whatever their age, sex, ethnic group, disability, religious belief or sexuality, the facilities are of high quality. Fresh fruit and vegetables are sold, products are reasonably priced.
	Housing/Community	Housing diversity and flexibility, homes allow ageing in place, homes allow for working from home, housing is of a high quality and contributes to the feeling of the area, housing types complement each other, homes are energy efficient and provide pleasant environments throughout the year, densities are high enough to provide a critical mass to support local shops and services.
	Social Interactions	Spaces provide opportunities for people to meet, a range of different spaces (indoor, outdoor, purpose-built and more informal) where people can meet, these spaces can be used at different times of the day, throughout the year, and in different types of weather.
Spaces	Play and Recreation & Sports Facilities	There are opportunities to take part in play and recreation for all age groups, the spaces and facilities to support play and recreation of good quality, well maintained and used to their full potential, the spaces and facilities accessible and can everyone afford to use them, children able to challenge themselves and build their confidence while playing, the community welcomes

		children playing outdoors, the spaces are usable at all times of year. There are sports facilities and amenities which are being used to their full potential to help to support a healthy lifestyle, everyone can use the facilities and amenities, whatever their age, sex, ethnic group, disability, religious belief or sexuality, the facilities are of a high quality.
	Natural Space	There is a variety of natural spaces that are available to people, there are opportunities for people to experience and have contact with nature, the natural space is attractive and well maintained and is there seating for those who need it, the natural space is not affected by negative features such as excessive noise or poor air quality, a range of natural space is accessible to everyone, whatever their age, mobility, disability, sex, ethnic group, religious belief or sexuality.
	Streets and Spaces	The buildings or public spaces make being in or passing through the area a pleasant experience, there are positive features such as local landmarks, historic buildings, public squares or natural features that make the place look attractive, the effects of poor aspects such as derelict buildings, vacant land or excessive noise are reduced, features and routes help people find their way around, the place can be enjoyed at night, in different seasons, or during bad weather.

6. Community Engagement Strategy

20 Minute neighbourhood or Living Well Locally can be challenging to explain briefly, especially in a way that feels immediately relevant to people's day-to-day lives. You may find it helpful to raise awareness of the idea and benefits and to pique interest with local examples though PR in local press or social media posts.

A structured questionnaire, such as the Place Standard, will help community to bring reflect on multiple, complex and interconnected elements of their place by offering them insightful prompts. It will also help structure the data collected for analysis.

The questionnaire is most and effectively used to follow a conversation with the respondent that already has them thinking about their place and any changes they would make. The questionnaire might form the core of your engagement, but it should not be seen as a substitute for human interaction, if and where this is possible too.

6.1 Social Media and PR

While not everyone will see or use social media, it can be one of a number of ways to spread word and help make 20 Minute Neighbourhood idea relevant to your community. Developing PR for stories in local press will take your message to more people.

All media these days relies heavily on high-resolution photographs to engage readers and help tell the story, so keep your camera clicking at every opportunity (and remember to ask permission of anyone featured in them).

Build up a bank of short statements to tell your story in a nutshell. For example, '*Benefits of living more locally include tackling health inequalities, improved local economy, climate action, improved quality of life*'

6.2 Community events

Your engagement may take a variety of forms based on budget, resources and time available (not to mention any restrictions to social interaction such as the recent pandemic). Events should be inclusive and accessible to all. Examples include:

Blether and community fun day

Host a 'big blether' and invite representatives from community groups, local stakeholders and residents to discuss the positive and negative aspects of your place, with an aim of developing a plan for improvement. Use break-out groups to workshop ideas and offer suggestions on the questions laid out in the Place Standard.

Follow this up with a community fun day to attract residents together and engage them in conversation about shaping the future of their place and completion of Place Standard questionnaire surveys. This will require a sufficient budget and careful organisation, but has the advantage of concentrating the public engagement process into one day.

Credit: Blantyre Futures (Big Blether, 2018) https://blantyrefutures.com/2018/11/20/big-blether-success/

Walking interviews

It is often easier to request permission to join and engage with an existing gathering, than to try to deliver an event from scratch. Walking groups, for example, offer the opportunity to meet and converse with parts of the community on the positive and negative aspects of your place, and their ideas for improvement. This connection can help raise awareness and of the engagement process, making it more likely the group will complete the place standard questionnaire and share among their network.

Cycle bus

A professionally led cycle ride can help residents experience the positive and negative aspects of active travel through their place and spark discussion and ideas about how to improve access for cyclists in places that often prioritise car drivers.

Credit: Buchanan Wheel (FEL led Balmaha to Croftamie cycle bus, 2022)

Pop-up consultations

Drop-in events, with refreshments, in a central and visible location allow people to see and hear more about the 20 Minute neighbourhood and engage with the consultation. You might use maps or displaying the Place Standard questionnaire in an attractive and user-friendly way, for example to help bring the process alive for residents in a physical (or even a virtual) space.

For example, Coalfields Regeneration Trust produced physical and virtual reality pop-up banners and place passports (colourful booklets) reproducing the fourteen Place Standard categories in a more engaging format as seen on the cover of this guide.

Credit: FEL (Pop-up consultation Drymen, 2022)

Map ideas

Large-scale maps whether physical or online (for example, as built by Placecheck.info) can help to record current issues spatially and track ideas for improvement.

Credit: FEL (Drymen Primary School exercise, 2021)

Charrette

The purpose of a Charrette is to appraise a place in its current state through a series of community – led design workshops to identify opportunities for co-ordinated action that can benefit the local community, the visitor economy and ultimately make for an even better place.

They require a good level of budget and resourcing but are effective at creating a single focal point for the community to engage with.

Pre-event awareness raising and collaboration between local stakeholders is key to achieving a good turnout to events. Events themselves should accessible to all, hospitable and attractive. The Place Standard tool will help focus the discussions and structure feedback.

Credit: Go Forth Kincardine (Charrette, 2019)

6.3 Schools and young people

According to A Place in Childhood (APiC), a SCIO set up to promote and conceive inclusive child friendly environments through practice-based research, advocacy and action, extensive research in a wide range of disciplines reveals that involving children and young people in place planning is key.

> "The child gains individual value. By having their views taken into account they develop confidence, self-esteem, a greater appreciation of democracy, and how systems and services around them operate. They learn how change can happen. Being involved in decisions and local change gives children and young people valuable skills including creative thinking, teamwork, and sense making.
>
> Children and young people also bring insights to the decision-making processes. For example, being smaller means children can sometimes access places adults cannot, and see things that never catch the attention of adults. For example, dog poo, cigarette butts and street bins are often closer to the noses of young children, who can experience some areas as especially smelly. They can also be very observant about the social dynamics within a space, and often have a visceral understanding of where is and is not safe.
>
> Children and young people tend to not have their own independent incomes, nor means of motorised transport. This means that engaging them gives key insights into how and whether a place serves the needs of people on low incomes, and who need to travel through active and public means.
>
> Children and young people's participation can act as a catalyst for engaging adults more constructively in the decision-making process - especially in considering more imaginative opportunities to improvement and moving conversations beyond immediate barriers to opportunity.
>
> The creation of more child-friendly environments also has benefits for inclusive environments more generally as the needs of more vulnerable populations are considered at the outset"[1]

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[1] It is also important to note that children and young people have a UN sanctioned right (Article 12 of the UN Convention on the Rights of the Child (UNCRC)) to be heard in the matters that affect them. They also have further rights such as to play, rest and leisure (Article 31), and to gather and organise their own activities (Article 15). These rights were ratified by the UK government in 1991, and the Scottish Government is currently in the process of enshrining them in Scots law. Taking a rights-based perspective is thus increasingly essential in public life, and enables us to see children and young people's participation in its holistic context, as well as making participatory projects an opportunity to inform children and young people about human rights through experience.

Case study

Mapping activity by Drymen Primary School students.

In January 2022, P6 and P7s at Drymen primary led their teacher and a consultant from APiC (who designed the activity) around their neighbourhood as they saw it. They then used this to develop a vision for a Drymen they thought would meet all their daily needs, with "Drymen Island" – surrounded by shark infested waters, standing in for a 20 minute neighbourhood.

The project entailed two sessions. In the first session on the 16th December 2021, when the students took their teacher APiC and FEL on a tour of the places important to them in the village, after which these and others were put together on a "Drymen Village Map". In the second half of the session, the group built upon these ideas by imagining what we would need to do to survive if the village and the surrounding land was an island. We collated ideas on another map called "Drymen Island". Together, these formed a plan for a 20-minute neighbourhood.
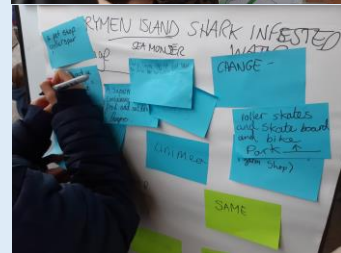
7. Capacity building

Capacity building is a way to develop the knowledge and skills of members of the community to enable them to better identify and help participate in a collective effort to make changes for the better in their communities, and develop confidence in their own abilities to influence change.

Knowledge-sharing events and workshops to build capacity within the community will enable it to understand how to use the 20 minute neighbourhood as a tool take its own vision forward. For example, capacity building events can help break down the concept of 20 Minute Towns for anyone who is new to the concept. Similarly, climate literacy training can help grow the understanding of buzz words and put the issues into a localised context, offering a better view of how 20 minute neighbourhoods translate into climate actions.

To gage effectiveness and demonstrate the increased capacity in the community, a short questionnaire should be used to ask participants to score extent of their knowledge of the issues, before and after the session.

Capacity building events can build knowledge in any or all of the desired outcomes of 20 Minute neighbourhoods including:

- Health inequality
- Wellbeing
- Local economy
- Climate action

Capacity building sessions should be accessible to all and however knowledgeable they might be on the subject (participants' expertise is there to be shared more widely too). They should be based on research including academic, practical and community-based knowledge, and stick to verifiable facts as well as leaving room to hear real personal experiences. Make them Interactive with engaging activities designed to showcase skills and share information across the group. Where groups are larger make time for smaller group discussions to ensure all have the opportunity to engage and be heard. Follow-up with take-away tools and resources used in session. Key to any capacity building workshop or session is a clear understanding of what outcomes you aim to achieve in advance and how you will get there through interactive activities and what resources or expertise you may need to bring in.

8. Data analysis and identifying priorities

Once you have collected a sufficient number of responses to the Place Standard questionnaire or your adapted version of this survey, and copied any paper-based surveys into an online version for ease of analysis, exporting it to Excel will help you sort and filter your data to make better sense of what your community, collectively, have fed back.

If you have asked respondents to complete the online Place Standard questionnaire, you can create a report and web graph of this data based on the scores (between 1, a lot of improvement needed and 7, little improvement needed) provided for each element. Alternatively, you can input the average score your community has given for each element into this tool and produce the same graph that way. This graph gives an at-a-glance view of the areas the community is most and least content with. However, these scores should not be relied on alone.

Qualitative data provided by respondents will put flesh on the bones of these Place Standard scores and is important to review both in tandem, and not be led by scoring alone. An element that, at first glance, might appear not to merit as more attention as others, due to its score, may be a bigger theme in the qualitative data.

https://www.placestandard.scot/
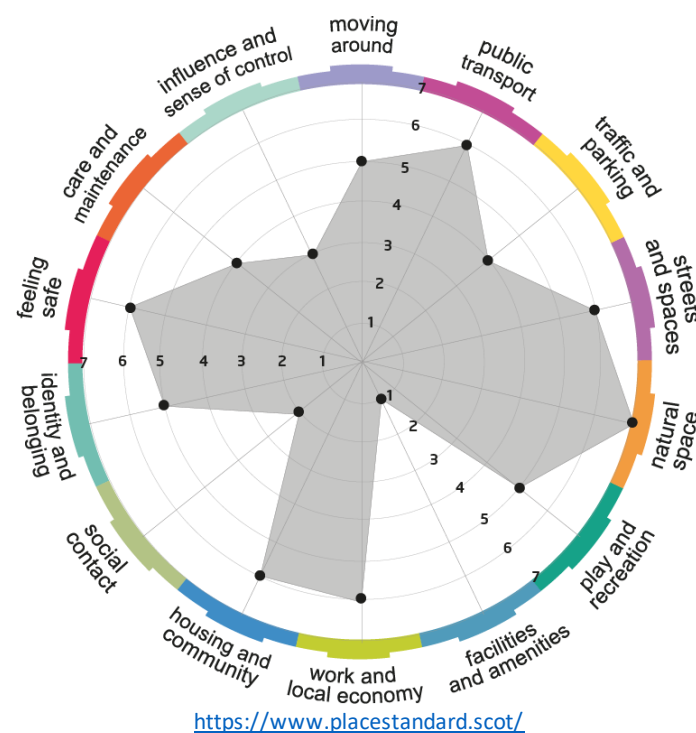
Thematic analysis

The qualitative data in the open text answers are likely to contain repeated themes as respondents identify the same issues or have similar ideas, even if they have put them in different ways. Thematic analysis can be time consuming, but has the advantage, because each response to each question is read in full and categorised, that a mental picture or narrative starts to emerge.

How do I analyse data in excel by themes?

1. Create a spreadsheet from your survey data, so that each response is on a new row and each question is in a new column.
2. To the right of each question add a new column
3. Read through all the responses to the first question. Create a list of themes that cover all the comments made to this question (there may be more than one theme per question).
4. Create a dropdown list containing this list of themes[v] and apply it to the extra column you created. Tip. Include a lot of blank cells below your list of themes so you can add more themes to your list later. (Support on how to do this is at support.microsoft.com/en-gb/office > Excel > get started > support Excel Help & Training > Intro to Excel > next> Create a drop-down list)
5. Enter a theme per response into this column, inserting additional columns for any additional themes.
6. Repeat this process for each question. Apply the same dropdown list to each new question's set of additional columns, and add to it them as new themes emerge.
7. On the spreadsheet and below each question count up the number of times each theme is used. There is a formula in excel that will help you do this quickly and accurately. [vi] (support.microsoft.com/en-gb/office > Excel > get started > support Excel Help & Training > Formulas & functions > COUNTIF function)
8. Sort this list of by the number of time each theme has been mentioned[vii], to show the most popular themes. (support.microsoft.com/en-gb/office > Excel > get started > Excel Help & Training > Tables > Sort data in a table)

Example: Thematic analysis of data from East of Loch Lomond.

Do facilities and amenities meet my needs?	What would make things even better for local residents, businesses and visitors? And how would any new or better quality facilities and amenities improve your quality of life?	Theme 1	Theme 2	theme 3	theme 4
3	Lack of post office, bank, quality gift shop	High St quality			
3	It would be nice to have access to fresh local fruit and veg at a reasonable price. The Shop is priced for tourists and I do not shop there, same with the cafe and bar in poor quality food too highly priced, Not somewhere locals would gravitate to.	Groceries	High St quality		
	We have no school (closed), no shop, no community space for informal regular meetings, no cafe.	Community hub	School	Groceries	High St quality
2	Provision of public toilets. provision of litter collection - do not want to see black bags at the side of the road waiting for someone to collect.	Public toilets	Litter / dog bins		

Mentions	Theme
6	High St. quality
4	Groceries
2	Bus needed
2	Community hub
2	Green space quality
1	Public toilets
1	Litter / dog bins

9. Make sense of your findings

What vision for your place does the data reveal?

Try, whenever possible, to probe respondents further on their comments, so as to better understand *why* they have cited an issue or proposed a particular idea. By unpacking their answer you can get to better identify an underlying need. This is easier if you are conducting then survey together with them, or you are sharing ideas at a capacity building workshop or event. However, even with an online survey you can ask permission, via the questionnaire to follow up with a phone call.

For example, if a safe cycle lane to school is suggested, ask what this would mean for their quality of life? It might be that, through probing, you discover that cycling would improve their physical fitness and mental health, for instance, and that a cycle lane removes the barrier to better wellbeing.

You may also get a sense of underlying needs of a community as a whole through your engagement work, through exploring certain themes in the data that recur more than others and comparing this to baseline research. For example, if an area is poorly served by public transport, *and* that despite high car ownership, the consultation responses reveal high demand for access to facilities not within a short walkable distance, this is powerful evidence of unmet need in the community.

Credit: Welcome to Islay Blog[viii]

Findings should be reflected back to and reviewed with the community, before they are confirmed in in local action or place plans. Place plans, with a strong evidence base and broad consensus from the consultation, will allow the community to develop holistic strategies to meet the unique needs of their place, and to do so having been guided through the wide range of perspectives offered by the place standard, or features of a 20 minute neighbourhood.

10.   Adapting to the future

This guide was based on leanings from a pilot project carried out by FEL in Drymen and Villages East of Loch Lomond between October 2021 and February 2022. This project was restricted in its use of physical gatherings and public engagement due to the Coronavirus pandemic, and winter weather, including a series of severe storms hardly helped. However, FEL have canvassed other groups for suggestions during 'normal' times, and we included these best practice tips here too.

Our aim is for this document to be shared, and for updated versions to be created that take into account new learnings and tools that may become available over time.

Important note on Place Standard and 20 Minute Neighbourhood features as, predominantly, urban planning tools.

FEL received feedback from among the communities it was working with during its pilot, that the tools used – the Place Standard questionnaire, and the features of a 20 Minute Neighbourhood, not to mention the referencing of 20 minutes or 800 meters walk time in the title itself, don't always feel fully relevant for a rural context.

For example, The Place Standard does not account for land use for example for community gardening, biodiversity or renewable energy, nor does it explicitly connect with nature-based solutions for net zero targets. In lieu of a more fit-for-purpose tool for rural communities, flee free to adapting the Place standard questionnaire to the situation and context of your community.

Other groups across Scotland have had similar feedback, and this has sparked a move to discuss a process and, potentially, a new set of tools. This is led by SURF and Scottish Rural Action who are focussed on ensuring positive outcomes of a 20 minute neighbourhood can be shared across rural as well as urban Scotland, by adapting the model to meet rural challenges and opportunities. We hope that FEL's pilot project and learnings will contribute to this.

Any new tools are likely to maintain the desired outcomes of 20 Minute Neighbourhoods including decreased health inequalities, improved local economy, climate action, improved liveability of place and quality of life as well as the ability to age well in place. According to the Scottish Rural Action, the Scottish Rural & Islands Transport Community and SURF Scotland in its report from January 2022[ix]

> *"Even where the 20 minute/800 meters benchmark is pie-in-the-sky, the 20MN method is, potentially, a useful community-led planning tool, enabling people to visualise the built and natural environment they wish to live in and helping them to work through a process of prioritising services and facilities that should be easily accessible."*

This report goes on to say

> *"that instead of on trying to fit 20 MNs to a rural and island context... there is a need for a strong rural and island narrative on 'living well locally' which is recognised and resourced by those who set national and regional policy."*

11.   Pilot project: Reflections and learnings

This guide is informed by a pilot project carried out by FEL between October 2021 and March 2022 that aimed to Develop a blueprint for a community development approach for '20-Minute Neighbourhood' to benefit communities in Loch Lomond and the Trossachs National Park.

It also pulls a variety of published sources as well as the experience, shared with us informally, of other organisations seeking to practically apply a 20 Minute neighbourhood approach to rural and urban areas of Scotland during this time period.

The delivery phase of our pilot came at a time when significant restrictions placed on wider society following the coronavirus pandemic meant certain activities to gather people together particularly indoors, were not available to us. However, we had a number of relatively successful events and engagement strategies that meant we were able to canvass views from well in excess of 100 residents.

Limitations

A combination of winter weather and Covid-19, particularly the emergence of the Omicron strain in December 2021 (and the few weeks of uncertainty and caution it brought with it) limited our ability to gather residents together to engage with conveniently and in comfort. For example, capacity building workshops were twice delayed, firstly as a precaution due to omicron due and then to winter storms. This resulted in much of our engagement being through paper and online surveys, or conversations held outdoors, such as on walks cycle rides, or pop-up stalls - all while battling the elements.

It's not clear how many people we spoke with later completed the survey as the conditions often made completing it with them then and there. The exception being the Cycle bus activity which incorporated time for a blether, coffee and cake at the end point, and allowed some participants to complete their questionnaires at the same time.

Capacity building events aside, one event was held indoors in a socially distanced and well-ventilated village hall. This allowed us to test use of the use of pop-up banners (borrowed with grateful thanks from Coalfields Regeneration Trust, and seen on the cover of this guide) as a visual aid to help bring the elements of place more alive. This allowed us to have a conversation and provide refreshments as participants completed paper questionnaires.

Ideally, we'd have liked more public engagement to precede completion of surveys. Awareness of the pilot and the benefits to the community of a 20 minute neighbourhood approach through local press and social media meant not everyone came to the survey cold or without any context. However, in order to get a good number of responses working within these limitations and to a tight timeframe, online survey were heavily promoted through a combination of links on the village website, flyers, e-newsletters and posters, with a prize draw offered as an incentive.

What worked

- **Mixing it up**

  Using a mix of engagement, from leaving larger-text copies of paper surveys in the local library to asking the primary school P6 and & pupils to imagine their village was an island and asking them what it would need in order for them to be happy and safe living on it, helped us to canvass ideas from a broad demographic.

- **Seek out gatherings**

  Joining people at pre-organised gathering (with the invitation and blessing of the organiser) was often easier than attempting to gather people from scratch. Walking interviews failed to get many takers, however, scheduled walking groups welcomed us and were happy to share their thoughts. Similar success was had with The local Youth Café, while Village shop canvassed a selection of shoppers over a week.

- **Get local buy-in**

  Unless you are part of the community, gaining the support of influential local groups such as community councils and development trusts or like-minded groups is key. They champion a cause that they share in, and offer a mouthpiece through their human network and media digital channels for your messaging.

- **Delegate to local event organisers**
  If a local group already embedded in the community working towards shared social and environmental outcomes, they can be well placed to deliver some events, such as community meals, activities or capacity building sessions.

- **Engage schools**

  Not only do pupils have a strong stake in the place, but schools offer the opportunity to tap into a vast network of parents and carers where the school buys into the outcomes you seek to achieve

What didn't work

- **Prize draw**

  We were more reliant on promoting online surveys than we would otherwise have liked, given the restrictions on people gathering together, particularly indoors (doubly challenging given winter weather) during the pandemic. However, a prize draw did not prove as much of an incentive as we planned. On reflection, community participation and civic pride were bigger motivating factors. One explanation for this might be the relative affluence of this particular community. We heard from other projects working in more deprived areas had gone to the expense of putting on family–fun days or directly paying residents for their time with good success.

- **Walking interviews**

  We had high hopes for this strategy, but a combination of timing (with many people working when day time walks were scheduled), winter weather, and perhaps not enough time to promote events widely meant take up was low or no one showed at all. We had greater success with local walking groups as noted above.

- **The great outdoors (pop-ups and Pizza)**

  In an attempt to keep the vast majority of engagements outdoors and socially distanced as a precaution we popped up a gazebo and display on the village square and, later, arranged to chat with the Youth Café at their evening meet-up over handmade pizzas cooked in the open air in mobile wood-fired ovens. While the pop up in the square gave us a central location and there was no shortage of positive engagement, the attraction was less the displays themselves but in an empathetic community seeing us (rather comically) hang on the stall to prevent it blow away in high winds. Despite thorough preparation, the weather once again beat us by making lighting the pizza ovens an impossible task (they were ultimately served from the village hall kitchen)

Credit: FEL (Balmaha to Croftamie cycle bus, 2022)

Links and footnotes

[i] https://simd.scot/#/simd2020/BTTTFTT/9/-4.0000/55.9000/
[ii] https://www.scotlandscensus.gov.uk/search-the-census/#/search-by
[iii] https://www.nrscotland.gov.uk/files//statistics/population-estimates/sape-20/sape-20-publication.pdf

[iv] https://www.placestandard.scot/guide/quick
[v] https://support.microsoft.com/en-us/office/create-a-drop-down-list-7693307a-59ef-400a-b769-c5402dce407b
[vi] https://support.microsoft.com/en-us/office/countif-function-e0de10c6-f885-4e71-abb4-1f464816df34
[vii] https://support.microsoft.com/en-us/office/sort-data-in-a-table-77b781bf-5074-41b0-897a-dc37d4515f27
[viii] https://www.islay.blog/article.php/bruichladdich-to-port-charlotte-footpath
[ix] 20 MINUTE NEIGHBOURHOODS IN RURAL & ISLAND SCOTLAND Report from practitioner roundtable – January 2022