

Implementation – the forgotten variable in CPTED research and practice: Elucidating the elements that facilitate implementation process

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My street, my neighbourhood, my city – CPTED in action

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0.1^m

Chicago Ave

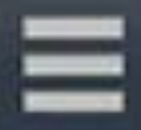


LIMIT
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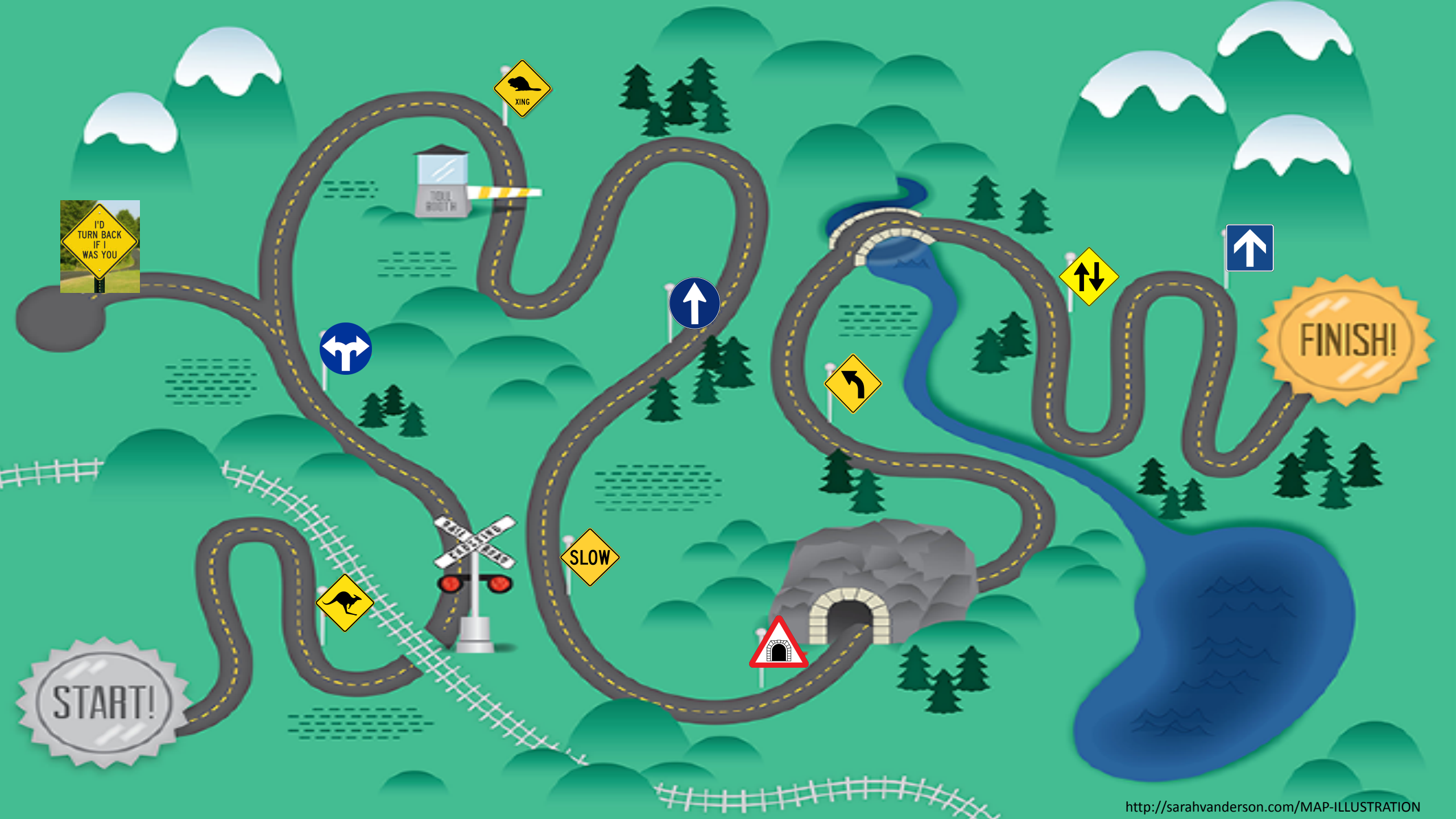


N Michigan Ave

GARMIN

Today's presentation

1. Implementation pathway exercise
2. Preliminary findings from comparative implementation study
3. Link findings to our research and practical experience



POLICY/PLAN
RESOURCES
KNOWLEDGE & SKILLS
CRIME INFORMATION

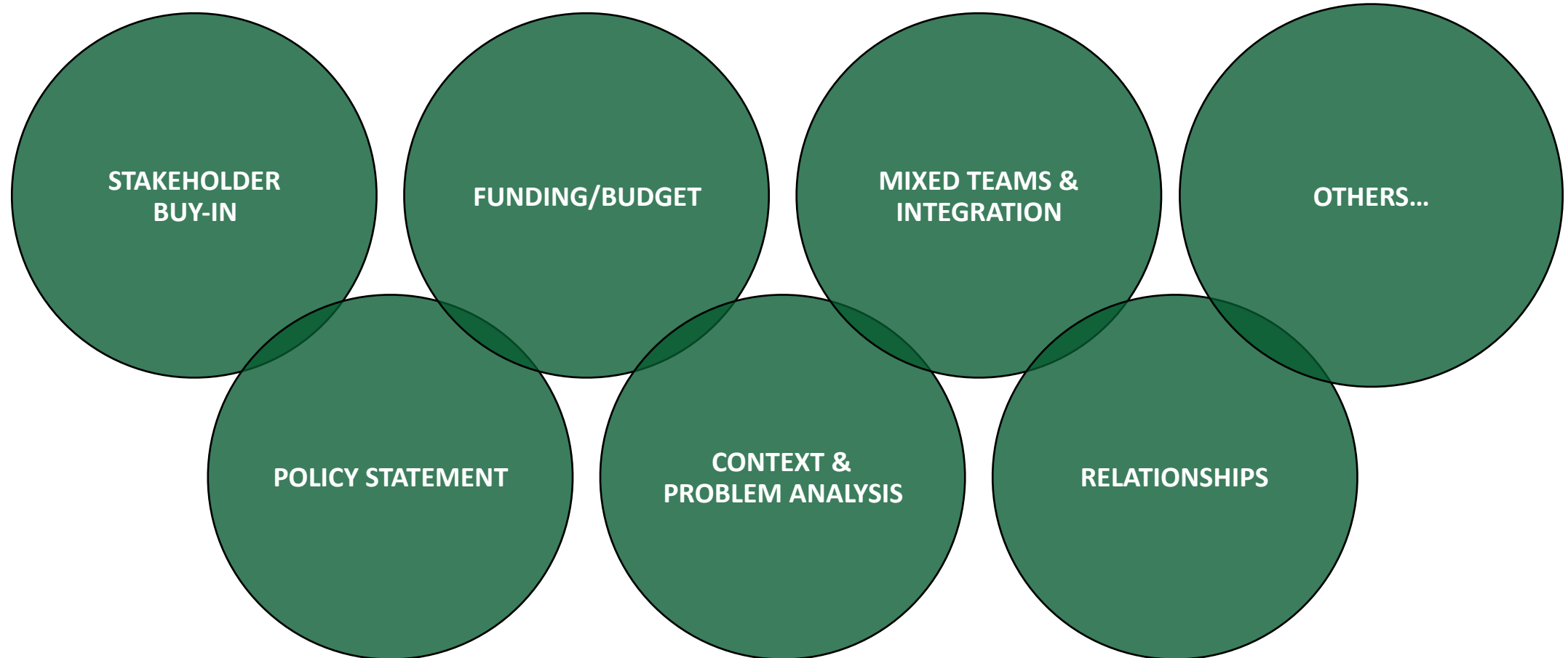
PROCESS

SAFE SPACE
SUCCESSFUL SPACE
ATTRACTIVE DESIGN

Research background and methodology

- CPTED implementation
 - Opening this black box will help us replicate success and improve implementation
- Interviews with CPTED practitioners in Canada and Australia
- Practitioners:
 - Crime prevention & community safety officers from local councils/city hall
 - Current & former police officers involved in CPTED
 - Private security consultants
 - City planners

Preliminary findings – key themes



Stakeholder buy-in

“He just nailed it. He understood it right off the bat and so we did a lot of work (there) after that....he’s a good guy to have on side. **In all CPTED implementation you need to have the right people on side.**” (C2)

“That's why these things work better if you actually have a **councillor trained** because they know what to do then and they make sure that things happen in council. So things do get **approved in the end.**” (A7)

Policy statement

“Bloody **good policy to start with**, that's relevant. And you would think that it would happen in the council, that if a new policy was introduced and people were **trained** in it. So they need to know (the policy) is there for a start.” (A7)

“There are lots of codes. Even in the official plan of (Canadian city) it says that public safety is a big part of development and review. I wrote some of these safety guidelines for (Canadian city). It's not that difficult to get in... Public safety is always top of mind for most people, so it's **not that difficult to get into official documentation if you want it there... but it needs to be there.**” (C2)

Funding/Budget

“I would show up... and do all these services for them. So we would do CPTED projects with these neighbourhood associations because we were **getting paid for it** (as part of a bigger project). So we would do CPTED projects up and down the street all over (the city) because they were already **paying for our services.**” (C1)

“Sometimes it was a **budget issue**. Sometimes when we said "you know, you're gonna have to put better lighting in"... it probably cost more that they were willing to (pay). Takes more time, takes more on-site assessments, observations, mapping, interviews...then we might come up with **answers that they then might not want to implement**. I think it would bring in the critical analysis issues that they **didn't really want to have conversations about.**” (A5)

Context & problem analysis

“It really takes a very **detailed analysis of an area**. Until you actually fully appreciate what you're dealing with you **shouldn't be trying to provide solutions or answers to questions you don't know**. It's analysis of crime, the types of crime, input from the community and things like safety audits, it's things like visual observations, talking to people, groups of people, people in key government agencies.” (A9)

“We will look at the file if there is a police file reported. We will look at the point of entry and point of exit (after a break and enter)...a lot of it is to do with reducing fear... and we will **go through our (CPTED) checklist** with them and then we will help them teach their neighbours and add a block watch element to it.” (C4)

Mixed teams & integration

“When I was doing it in (the city), there were people working right in the planning office.... **I was at all those planning office meetings – every two weeks.**” (C3)

“...(the most important thing was) having a **multi-disciplinary team**. You need a **mixture of people**. And some people are very broad thinking and some people are very detail thinking. And it doesn't matter what project you do, I would council anybody to have a **multi-disciplinary team** because you have **different perspectives** to give you a **total picture.**” (A2)

Relationships

“It all **comes down to relationships**... I have to have an appreciation that they know something at the table...these guys have a lot of education and the expertise of their particular job.... So if you aren't willing to **broaden your mindset and work together** you don't bring a lot to the table and nothing will get done.” (C4)

“**Communication** is the only thing that's really **lacking**. You hear about it periodically only because someone wasn't told or asked or...doesn't really matter but (lack of) communication is the root of all evil, I think. Because it's just **such an important thing** and the thing that we quite **often forget**.” (A7)

CURRENT STUDY (PRELIMINARY FINDINGS)	PRACTICE	RESEARCH
STAKEHOLDER BUY-IN	RESIDENT & STAKEHOLDER DRIVEN	PROBLEMS WITH RED TAPE <small>(BOWERS & JOHNSON, 2006);</small> POLITICAL MINDSET OF IMPLEMENTERS <small>(PEASE, 2006)</small>
POLICY STATEMENT	GREATER IMPORTANCE OF CHAMPIONS	SYMBOLIC POLICY <small>(ELLIOTT, 1998; THEODOULOU & KOFINIS, 2004);</small> PLAN/POLICY QUALITY <small>(BERKE ET AL., 2006; SUTTON, 1994)</small>
FUNDING/BUDGET	RESIDENT ASSOCIATIONS, NGOs, PHILANTHROPY, COMMERCIAL ACTORS	SUSTAINED & SIGNIFICANT FUNDING <small>(OSTROM, 2009; WALLER, 2008, 2015);</small> FINANCIAL RESOURCES <small>(MAUER, 2011; SCOTT, 2006)</small>
CONTEXT & PROBLEM ANALYSIS	SAFEGROWTH® RISK ASSESSMENT MATRIX & NEIGHBORHOOD PROFILE	SARA MODEL <small>(GOLDSTEIN, 1990);</small> ISSUE NOMINATION <small>(SAVILLE, 1992);</small> CONTEXT <small>(BERKE ET AL., 2006; EKBLOM, 2011; GRABOSKY, 1996)</small>
MIXED TEAMS & INTEGRATION	REQUISITE VARIETY	MULTIPLE STAKEHOLDERS <small>(ROSENBAUM, 2002; CAPUTO & MCINTYRE, 2015);</small> POLYCENTRIC GOVERNANCE <small>(OSTROM, 2009)</small>
RELATIONSHIPS	TEAM WORK, EMOTIONAL INTELLIGENCE	IMPLEMENTATION GAME <small>(BARDACH, 1979);</small> COMMUNICATION <small>(DAVENPORT, 1993; HOMEL, 2006; SCOTT, 2006)</small>



THANK YOU FOR YOUR ATTENTION!

PLEASE SEE US AFTER THE SESSION FOR PARTICIPATION IN OUR RESEARCH STUDY

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