

**Rt. Hon. Lisa Nandy MP**  
Secretary of State for Culture, Media and Sport

25 June 2026

**Rt. Hon. Steve Reed OBE MP**  
Secretary of State for Housing, Communities and Local  
Government

**Rt. Hon. Bridget Phillipson MP**  
Secretary of State for Education

[By email]

**CC: Baroness Taylor of Stevenage OBE**  
Parliamentary Under-Secretary of State at the Ministry of  
Housing, Communities and Local Government

*Dear Secretaries of State,*

### **Policy letter on Young People and the Built Environment**

1. The built environment represents much more than just a sector of our economy. From this Committee's work we recognise the fundamental role the built environment can play in society; beyond just housing, beyond just infrastructure. It is an opportunity to create communities: places to learn, work, enjoy, and love. In few areas are questions of home, neighbourhood, work, education, and local democracy so closely entwined. While many people, including young people, care deeply about the built environment, they have a poor understanding of what it is, the challenges it faces, what it can offer them, as well as where they can help shape it.
2. The challenges facing young people and the built environment sector present an opportunity for collaboration, as the two groups have much to offer each other through education, engagement, and employment. By drawing together two groups that may initially seem strange companions, they can both flourish.

3. Through its Youth Matters Strategy,<sup>1</sup> the Government has made its commitment to children and young people clear, seeking to make them feel safe, healthy, and supported whilst helping them to build skills and pursue opportunities across school, work, and leisure. We believe that the built environment sector can be a powerful tool for furthering the Government's youth ambitions, as well as benefiting the industry and wider society.
4. We launched a short inquiry, involving young people themselves, to see what more can be done. We examined the value of engaging young people, how and where they currently learn about the built environment, the essential contribution they can make if they were involved more effectively, and how this could happen with greater agency, inclusion, and impact.

### **Our Inquiry**

5. On 26 March 2026 we launched our inquiry into young people and the built environment. We received a broad range of perspectives, hearing from 13 witnesses during oral evidence sessions, and receiving 26 pieces of written evidence from our targeted call for evidence. Alongside formal evidence gathering we also conducted a children and young people's survey in collaboration with Parliament's Engagement Team and Education Centre, receiving 41 submissions, amounting to over 900 children and young people from across England. A summary of the results of this survey is published on our website.<sup>2</sup>
6. This letter reflects our findings and asks for further information in a number of areas. We have considered the value that effective engagement with children and young people can bring to the built environment industry, as well as exploring how the sector and the Government can enact meaningful change.
7. We have addressed this letter to three government departments: the Ministry for Housing, Communities and Local Government, the Department for Culture, Media, and Sport, and the Department for Education. This is to reflect the cross-departmental nature of our inquiry and its findings, and we would urge the Government to see the potential for positive collaboration between these policy areas.

### **The Case for Engaging with Children and Young People: Creating Value**

8. Meaningful engagement with children and young people can create significant value for the built environment sector, the individuals themselves, and wider society. Whilst quantifying commercial value of engagement with children and young people is challenging, the

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<sup>1</sup> Department for Culture, Media and Sport, [Youth Matters: Your National Youth Strategy](#), 10 December 2025

<sup>2</sup> Built Environment Committee, [Summary note: School survey](#), 19 June 2026

Committee heard multiple accounts highlighting effective and valuable collaboration between the sector and young people.<sup>3</sup>

9. Our evidence highlighted three particular themes where engagement with young people could add value:

- Reducing commercial and planning risk;
- Creating sustainable, cohesive places;
- Highlighting career pathways.

### ***Reducing commercial planning risk and creating sustainable, cohesive places***

10. The Committee heard that early and meaningful engagement with children and young people can reduce commercial risk to developers by minimising delays and building trust in the community.<sup>4</sup> Young people are generally more positive about change and the prospect of new developments in their local area and are enthusiastic about the prospect of providing feedback<sup>5</sup>. Fiona MacDonald, Co-Founder of MATT+FIONA, argued that consultation with young people “leads to not just smoother planning processes but a swifter one”, adding that “people are often concerned that these processes will take longer than not engaging with children and young people; actually, it is completely the reverse”<sup>6</sup>. Effective, meaningful engagement with children and young people can demonstrate a developer’s commitment to the local community and signal their intent to be long-term investors in space, lowering the risk of public opposition and leading to smoother delivery.<sup>7</sup> In a time of often fraught public consultation, and loud opposition groups, proactively including young people more inclined to support development may be one tool to support the successful delivery of homes and infrastructure.

11. As well as reducing commercial risk, early and meaningful engagement with children and young people can allow developers to gather valuable feedback to inform decision making and ultimately create better places. Across the evidence we received, as well as the school survey, young people demonstrated thoughtful, grounded, and altruistic perspectives on the built environment.<sup>8</sup> Youth priorities for new developments are often environmentally conscious, and emphasise community wellbeing, safety, and health, so incorporating their

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<sup>3</sup> See for example [Q 22](#) (Sara Candiracci), [Q 24](#) (Huan Rimington), written evidence from PLACED ([YPB0010](#)), and A Place in Childhood ([YPB0013](#))

<sup>4</sup> [Q 13](#) (Nicola Rochfort), [Q 13](#) (Fiona MacDonald), written evidence from Latimer by Clarion Housing ([YPB0002](#))

<sup>5</sup> [Q 13](#) (Nicola Rochfort)

<sup>6</sup> [Q 13](#) (Fiona MacDonald)

<sup>7</sup> [Q 13](#) (Nicola Rochfort)

<sup>8</sup> See for example [Q 13](#) (Teresa Strachan), [Q 13](#) (Nicola Rochfort) and Built Environment Committee, [Summary note: School survey](#), 19 June 2026.

feedback can lead to better, healthier, and more resilient places.<sup>9</sup> Nicola Rochfort, Head of Community Engagement & Insights at Grosvenor, stressed that the things young people ask for are not “totally out there and unachievable”, and that they are often in line with what older adults value.<sup>10</sup>

### **Highlighting career pathways**

12. The UK is approaching one million young people aged 16 to 24 who are not in education, employment or training, coupled with growing youth dissatisfaction<sup>11</sup>. At the same time, the built environment sector is facing an acute skills crisis, particularly for planners and construction workers. We were told that the sector suffers from an image problem, with young people unaware of the broad range of career opportunities available to them or maintaining pervasive stereotypes about the nature of the work and those who do it.<sup>12</sup>
13. We heard that proactive, early engagement with children and young people, particularly in educational settings, can help to challenge stereotypes, highlight previously unknown career opportunities, and ultimately help strengthen pathways into the sector<sup>13</sup>. Neil Pinder, Head of Architecture at Graveney School, told us that “once [young people] get a passion, you can change the narrative”<sup>14</sup>, and introduce them to new potential careers. Learning about the sector, particularly through meeting professionals and school outreach, can develop young people’s interest, and demonstrate to them that the sector has something to offer and aspire to.<sup>15</sup> We heard that a lack of visibility and understanding has obscured the route into one of the UK’s largest sectors, but through more proactive outreach, young people would be much more likely to pursue new opportunities. Strengthening career pathways into the built environment for children and young people can both support the Government’s development ambitions, and work to address growing youth unemployment by highlighting otherwise unknown opportunities.

### **Creating better citizens**

14. Beyond commercial value and strengthening career pathways, the built environment sector and the planning system can offer a gateway to engagement with local democratic processes. Neal Shasore, Founder of the School of Building CIC, argued that involvement in the planning system can develop an early sense of “spatial citizenship”,<sup>16</sup> an understanding of young people’s own agency within local decision-making. The Royal Town

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<sup>9</sup> See for example [Q 13](#) (Nicola Rochfort), [Q 13](#) (Teresa Strachan), and written evidence from Dr Simeon Shtebunaev ([YPB0023](#)), PLACED ([YPB0010](#)), and the TCPA ([YPB0004](#))

<sup>10</sup> [Q 13](#) (Nicola Rochfort)

<sup>11</sup> Department for Work and Pensions, *Young people and work: interim report*, 19 June 2026, para 27.

<sup>12</sup> See for example written evidence from the Grimshaw Foundation ([YPB0026](#)), Built Environment School Trust ([YPB0006](#)), and The Royal Institutions of Chartered Surveyors ([YPB0025](#))

<sup>13</sup> See for example [Q 2](#) (Neil Pinder), [Q 2](#) (Dr Jenny Russell), and written evidence from RICS ([YPB0025](#)), Royal Geographical Society ([YPB0012](#)), and the Town and Country Planning Association ([YPB0004](#))

<sup>14</sup> [Q 2](#) (Neil Pinder)

<sup>15</sup> [Q 5](#) (Terry Watts)

<sup>16</sup> [Q 23](#) (Neal Shasore)

Planning Institute (RTPI) stressed that participation in planning decisions can help to “instil a sense of community involvement and build a habitual, life-long approach to effective civic participation”, as well as develop a wider understanding of democratic processes.<sup>17</sup> The built environment is not an abstract policy area for young people. Rather, it is a public realm that they also use and experience, which can be tangibly changed through public engagement. This can be an exciting prospect for young people to get their first taste of democratic participation.

15. We were therefore concerned to hear that one in three young people do not know how to influence local decision making.<sup>18</sup> As an inherently tangible policy area, the built environment and participation in public consultations offers one solution for providing young people with a chance to impact local decisions which affect their daily lives. A key opportunity may present itself in the creation of local plans, and plan making at a strategic level, knitting together two seemingly disparate policy ambitions.

16. We urge the Government to highlight this potential and explore options for promoting opportunities for built environment consultations more widely to young people.

### ***Evaluating value added***

17. Despite the various opportunities for young people to add value to the built environment sector, demonstrated above, we recognise that the impact of this work is not always easy to quantify. We therefore believe that the sector would benefit from greater research into evidencing the impact of engagement with young people and further outreach with stakeholders, as part of monitoring their youth strategy.

**Q1. Does the Government believe that stronger evidence is needed on how the impact of engagement with children and young people is best evaluated, and if so what role, if any, should it play in supporting that work?**

**Q2. What role does the Government see for itself in promoting opportunities for young people to participate in local plan making?**

### **Teaching and Learning**

#### ***The Curriculum***

18. Schools present a key opportunity to introduce children and young people to the built environment, and we heard that some institutions and individual educators have already taken the initiative to connect the curriculum to the sector.<sup>19</sup> Topics about the built environment are already present in the national curriculum, especially within Geography

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<sup>17</sup> Written evidence from the Royal Planning Institute (RTP) ([YPB0005](#))

<sup>18</sup> [Q 37](#) (Stephanie Peacock MP)

<sup>19</sup> See for example [Q 2](#) (Neil Pinder), and [Q 2](#) (Dr Jenny Russell)

and Design and Technology, but there remains significant scope for further integration, both to highlight career opportunities, and ground otherwise abstract concepts in reality.

19. For example, while we heard that young people are interested in topics including climate change and housing provision, they do not necessarily associate them with the built environment sector, and therefore the two must be systematically connected.<sup>20</sup> We were told that by connecting the curriculum more closely to careers education, young people can understand the impact such jobs have on the real world, and become more interested in pursuing them.<sup>21</sup>
20. However, educators already face significant pressure on their time and resources, and therefore any built environment resources must be closely aligned to the curriculum, require minimal preparation, and clearly support school attainment targets. In order to ensure that every young person in the country has access to a built environment education, resources must be freely and readily available, and promoted by the Government to ensure reach.

### ***Creative Methodologies***

21. Over the course of the inquiry, we were impressed at the clear passion, drive, and innovation of the individuals and institutions going out of their way to deliver built environment education. We were told that creative education methodologies, including model-making and sculpture building, are particularly effective at engaging young people who may not otherwise have been interested.<sup>22</sup> James Delaney, founder of BlockWorks, argued that “what the built environment badly needs is a creative, playful approach to serious issues”, in order to spark passion for children and young people.<sup>23</sup> This was reflected in responses to the Committee’s school survey, in which respondents expressed their preference for more hands-on activities, and individuals referenced experiences of building models in Design and Technology lessons.<sup>24</sup> We believe that both the sector and educators would benefit from centralised guidance on methods of best practice for education, or else risk any exercises becoming generic and uninteresting for young people.

### **Q3. What role does the Government see for itself in promoting and disseminating built environment learning resources, so that access does not depend on isolated schools, projects or organisations?**

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<sup>20</sup> Written evidence from the RTP ([YPB0005](#))

<sup>21</sup> Written evidence from BEST ([YPB0006](#))

<sup>22</sup> See for example [Q 2](#) (Dr Jenny Russell), [Q 14](#) (Fiona MacDonald), [Q 24](#) (Huan Rimington),

<sup>23</sup> [Q 24](#) (James Delaney)

<sup>24</sup> House of Lords Built Environment Committee, [Summary note: School survey](#), 19 June 2026

## **Digital Tools**

22. Today's generation of children and young people are the most digitally connected in history, and technology has shaped their lives from an early age. We were interested to hear about the use of digital tools, particularly video games, as a means to engage children and young people, and develop their interest in the built environment sector. James Delaney of BlockWorks urged the built environment sector to engage with such tools to “meet kids where they are at”, and to “talk their language and be at their level”.<sup>25</sup>
23. Video games, including Minecraft, The Sims, and even Assassin's Creed are increasingly young people's first introduction into the themes of world building, construction, and design, and have become a pathway into the wider built environment sector.<sup>26</sup> We heard that such games allow young people to simulate environments in an interactive, low-stakes way, often with very few barriers to entry.<sup>27</sup> Harnessing the power of video games to develop interest in the built environment therefore presents a creative, low-cost solution that utilises a tool young people are already both familiar with, and eager to use more.
24. However, we were also told that such tools should not be used at the expense of real-world engagement, nor be seen as an easy way out. James Delaney stressed that video games should be understood as a “bridge to real experiences”<sup>28</sup>, and that successful programmes must relate digital practice to tangible changes in the real world.
25. With government leadership we believe that the built environment sector and educators should seek to embrace video games as a tool for connecting to the younger generation.

### **Q4. How does the Government view digital and gaming literacy as a potential route into built environment learning and participation, whilst ensuring that digital tools remain clearly connected to real-world experience?**

## **Professional Outreach**

26. A key opportunity for embedding the built environment within educational institutions is professional outreach by the sector. The Committee believes that the built environment's best assets for creative and meaningful engagement with children and young people are the professionals within it. We heard that professional outreach to young people within schools is absolutely critical for bringing the subject alive, strengthening career pathways, and challenging stereotypes.<sup>29</sup> Built environment professionals are able to be advocates

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<sup>25</sup> [Q 26](#) (James Delaney)

<sup>26</sup> See for example [Q 25](#) (James Delaney), [Q 16](#) (Fiona MacDonald), and written evidence from The Grimshaw Foundation ([YPB0026](#)), Open City ([YPB0019](#)), and Dr Simeon Shtebunaev ([YPB0023](#))

<sup>27</sup> [Q 26](#) (James Delaney)

<sup>28</sup> [Q 26](#) (James Delaney)

<sup>29</sup> See for example [Q 2](#) (Dr Jenny Russell), [Q 6](#) (Terry Watts), and written evidence from BEST ([YPB0006](#))

for the sector whilst demonstrating the real-world application of the curriculum, supporting young people and the sector itself.

27. However, we were concerned to hear that much existing professional outreach is reliant on the initiative and good nature of individuals themselves and concentrated primarily in London and the south-east of the country, meaning that many young people miss out on critical educational opportunities. Witnesses called for the sector to act collaboratively, both to position itself as an aspirational sector, and ensure outreach is conducted effectively across all parts of the country.

**Q5. Would the Government consider whether a more coordinated mechanism is needed to connect schools, colleges and young people with built environment professionals and existing resources?**

**Making it Happen**

28. In December 2025, the Government published *Youth Matters: Your National Youth Strategy*.<sup>30</sup> This document sets out the Government’s ambitions to address the decline in youth services, tackle youth unemployment, and work to ensure all young people have access to enriching activities and support.
29. We were impressed at the enthusiasm and vision presented by Stephanie Peacock MP, Minister for Sport, Tourism, Civil Society and Youth, during her evidence session with us and applaud the Government for their work to date on creating their Youth Strategy. We were also pleased at the collaborative, cross-departmental nature of the panel during the session, demonstrating the Government’s willingness to work proactively across policy areas to address this issue. This approach is also evident in the Youth Strategy itself, and we are pleased that the Minister recognised that “it requires a collective cross-government effort”.<sup>31</sup> However, we believe there is more scope for better integration between the policy areas relating to young people and the built environment, and were concerned that some issues lacked a cohesive, proactive strategy.

***Social Value***

30. The Public Services (Social Value) Act came into force in January 2013. It requires those who commission public services to consider how they can secure wider social, economic, and environmental benefits.<sup>32</sup> Social value frameworks are a tool for stakeholders to evidence and quantify their social value contributions, often to report back to the contract holder.

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<sup>30</sup> Department for Culture, Media and Sport, [Youth Matters: Your National Youth Strategy](#), 10 December 2025

<sup>31</sup> [Q 43](#) (Stephanie Peacock MP)

<sup>32</sup> [Public Services \(Social Value\) Act 2012](#)

31. Whilst many developers make significant contributions to social value through public tenders, we were deeply concerned to hear that some of the most widely used social value frameworks ascribe a lower value to engagement with school-age children in comparison to engagement with older adults, by a factor of as much as 212.<sup>33</sup> We are concerned that for many developers this would provide a clear disincentive from working with children in competitive tenders.<sup>34</sup> 10-25% of a tender budget can be earmarked for social value expenditure, equating to a huge financial potential for conducting meaningful engagement activities. Fiona MacDonald described the differing values as a “real barrier” to engagement exercises with young people and stressed that amending the ascribed value “would be no additional cost to developers; they are having to make that expenditure anyway”.<sup>35</sup>
32. We were told that social value contributions present a key opportunity for enabling youth engagement at no additional cost to developers, and with no significant intervention required in existing policy.<sup>36</sup> Neal Shasore instead called for “implementable guidance ... at a range of governmental levels to effectively require place-responsive social value”, adding that there needs to be a “light-touch framework of quality assurance and data capture”.<sup>37</sup>
33. We therefore urge the Government to consider how existing social value frameworks can be encouraged to value engagement with children and young people as highly as other groups. We believe this presents a key mechanism to support meaningful outreach and consultation.
34. During our evidence session, we were pleased to learn that the Minister shares our concerns about this issue, and that the Government are reviewing the definition of social value with voluntary groups and trade unions.<sup>38</sup> While we recognise that responsibility ultimately sits within the Cabinet Office, we would be delighted if the Minister for Sport, Tourism, Civil Society and Youth could write to the Cabinet Office with the evidence this Committee heard, as discussed during the oral evidence session.

**Q6. Will the Government review whether current social value and procurement frameworks create a disincentive to engagement with school-age children and young people, and if so, how and when?**

***Public Planning Consultations***

35. The children and young people of today will grow up to inherit the places we develop, and by including them in the consultation process for planning decisions, they are more likely to act as stewards of those places, as well as providing valuable feedback in their own right.

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<sup>33</sup> [Q 14](#) (Fiona MacDonald), [Q 31](#) (Neal Shasore)

<sup>34</sup> [Q 14](#) (Fiona MacDonald)

<sup>35</sup> [Q 14](#) (Fiona MacDonald)

<sup>36</sup> [Q 14](#) (Fiona MacDonald), [Q 31](#) (Neal Shasore)

<sup>37</sup> [Q 32](#) (Neal Shasore)

<sup>38</sup> [Q 36](#) (Stephanie Peacock MP)

We heard that many developers, of all sizes, already successfully engage with children and young people as part of planning processes, and that it does not necessarily have to be a significant expense, or cause delays.<sup>39</sup> However these examples are the exception, not the rule. We heard that without intervention from the Government, engagement with children and young people will remain heavily dependent on the goodwill and capacity of developers, resulting in unequal distribution around the country, and many young people never having the opportunity to contribute.<sup>40</sup>

36. The evidence we received suggested that youth engagement is a valuable undertaking, not only to produce better places, but also to provide young people with an opportunity to have a voice in local democracy.<sup>41</sup> Neal Shasore stressed that involving young people in local planning decisions is “not giving [them] some sense of entitlement”, but rather a larger move to give them a “voice in that democratic contestation”.<sup>42</sup>
37. We heard that whilst current planning policy makes some accommodations for engagement with children and young people, there is no explicit or specific legislative requirement to include them, as well as no specialist capacity to do so.<sup>43</sup> Over the course of this inquiry, evidence highlighted a variety of policy options available to all levels of government to encourage greater youth engagement, such as detailed Statements of Community Involvement that explicitly reference youth consultation, and Child’s Rights Impact Assessments to ensure young people’s needs are considered. We heard that similar interventions are already successfully in place internationally, as well as in the devolved nations.<sup>44</sup> However, we were told that it is imperative that any changes to policy must be accompanied by robust guidance for implementation, along with explicit direction for expectations and requirements.<sup>45</sup>
38. We were pleased to hear some of the Minister’s examples of successful engagement with children and young people,<sup>46</sup> as well as hearing from Kayleigh Wainwright, Head of Be Seen and Heard at the Department for Culture, Media, and Sport, about the guidance and frameworks available to local authorities wishing to undertake such work.<sup>47</sup> However, we are concerned that without the use of additional policy tools, meaningful engagement with children and young people will remain relegated to being just exceptional examples.

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<sup>39</sup> [Q 14](#) (Nicola Rochfort), [Q 13](#) (Fiona MacDonald), and written evidence from Latimer by Clarion Housing ([YPB0002](#))

<sup>40</sup> Written evidence from A Place in Childhood ([YPB0014](#))

<sup>41</sup> See for example [Q 15](#) (Teresa Strachan), [Q 23](#) (Huan Rimington), [Q 25](#) (Neal Shasore), and written evidence from A Place in Childhood ([YPB0014](#)), and the RTPI ([YPB0005](#))

<sup>42</sup> [Q 32](#) (Neal Shasore)

<sup>43</sup> Written evidence from the RTPI ([YPB0005](#))

<sup>44</sup> See for example [Q 14](#) (Teresa Strachan), and written evidence from Dr Naomi Lott ([YPB0015](#)), and A Place in Childhood ([YPB0014](#))

<sup>45</sup> See for example [Q 20](#) (Fiona MacDonald), and written evidence from the RTPI ([YPB0005](#)), RICS ([YPB0025](#))

<sup>46</sup> [Q 35](#) (Stephanie Peacock MP)

<sup>47</sup> [Q 35](#) (Kayleigh Wainwright)

39. In the light of the evidence we received, we believe there should be a nuanced approach to promoting meaningful youth engagement, and that blanket requirements would likely lead to tokenistic exercises or cause additional pressures to the sector.<sup>48</sup>

40. Overall, we feel that existing statutory obligations for planning processes should be refined to explicitly require children and young people to be consulted, under limited circumstances, particularly on very large schemes, or those with significant relevance, such as civic spaces and parks.

41. We also see merit in clearer Government guidance on methods of best practice, so that engagement with children and young people is creative, age-appropriate and meaningful rather than generic or tokenistic.

**Q7. How will the Government ensure that work on children and young people's engagement with the built environment is aligned across departments, and what support will be provided to local authorities and other local partners if this agenda is to become more systematic in practice?**

**Q8. How does the Government intend to make existing planning and consultation expectations more explicit where children and young people are especially affected, particularly in relation to larger schemes or those with clear relevance to their lives, such as parks, civic spaces and major neighbourhood change?**

**Q9. What role, if any, does the Government see for tools such as Statements of Community Involvement and Child's Rights Impact Assessments in making engagement with children and young people more meaningful and more consistent?**

**Q10. Will the Government consider issuing or supporting guidance on best-practice methods for engaging children and young people with the built environment, so that such engagement is creative, age-appropriate and meaningful rather than generic or tokenistic?**

## **Conclusion**


42. Our inquiry revealed evidence that convinced us that children and young people not only care deeply about the places around them but also have much to contribute to shaping them. However, the systems that educate them, engage with them, and listen to them remain too fragmented and uneven. Good practice – excellent practice, indeed – clearly exists, but it remains the exception.

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<sup>48</sup> See for example [Q 20](#) (Nicola Rochfort), [Q 20](#) (Fiona MacDonald), and written evidence from the TCPA ([YPB0004](#))

43. There are a wide range of tools and policy levers available to both the Government and the built environment sector, but these need to be used much more consistently if opportunities for children and young people to learn about, engage with, and help shape the built environment are to become more visible and more widely available.
44. We see a clear opportunity for Government and Parliament to work together to ensure young people have a meaningful voice in the community they live.
45. The goodwill of outstanding and dedicated individuals can only go so far and leaves much very real potential untapped. At a time when both young people and the built environment sector face significant challenges on a number of fronts, bringing these two groups together is more important than ever.
46. We would appreciate a response to this letter, and all the questions we have posed, within 28 days.

Many thanks and best wishes,

A handwritten signature in black ink, appearing to read 'Peter Gascoigne', written in a cursive style.

**Lord Gascoigne**

**Chair of the Built Environment Committee**

## **Members' interests**

Committee Members' registered interests may be examined in the online Register of Lords' Interests at [www.parliament.uk/hlregister](http://www.parliament.uk/hlregister).

For this letter, Members declared the following interests:

### **Baroness Andrews**

*No relevant interests declared*

### **Lord Bailey of Paddington**

*Chair, Faraday Ventures  
Chair, London Assembly Housing Committee  
Committee member, London Assembly  
Planning Committee*

### **Lord Bassam of Brighton**

*Chair, Brighton and Hove Seafront  
Development Board*

### **Lord Cameron of Dillington**

*Farming and landowning interests involving  
agriculture and domestic and commercial  
property lets.*

### **Lord Gascoigne (Chair)**

*No relevant interests declared*

### **Baroness Griffin of Princethorpe**

*No relevant interests declared*

### **Viscount Hanworth**

*No relevant interest declared*

### **Baroness Janke**

*No relevant interests declared*

### **Baroness Lawrence of Clarendon**

*Chair of Trustees, Stephen Lawrence Day  
Foundation*

### **Baroness Miller of Chilthorne Domer**

*No relevant interest declared*

### **Lord Ravensdale**

*Chief Engineer, AtkinsRéalis*

### **Lord Porter of Spalding**

*Strategic advisor, Kinscape  
Non-executive director, Norse Group  
Non-executive director, Rentplus Homes  
Director and beneficial owner, Porter and  
Verrells  
Non-executive director, Elixir Earth  
Strategic adviser, Prodo  
Strategic adviser, Officio  
Strategic adviser, Inspire Solutions  
Strategic advisory board member, Kinscape*

### **Viscount Younger of Leckie**

*No relevant interests declared*