

### **About Arup**

Multi-disciplinary firm of designers, engineers, architects, planners, and technical specialists social researchers, working in every aspect of the built environment.

Founded in 1946, independent organisation owned in trust by its employees.

RESEARCH & INNOVATION,
TECHNICAL EXCELLENCE,
SOCIAL PURPOSE













### **Child centred Design & Planning**

MCA AWARDS 2020 WINNER

Arup's Urban Childhood initiative wins Best Use of Thought Leadership Award at the MCA Awards 2020

Read more about our winning work (5)













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ARUP (A)





Intro Proximity of Care UNDERSTAND DESIGN INFLUENCE Get Inspired

The Proximity of Care Design Guide

The Proximity of Care Design Guide was developed by Arup and the Bernard van Leer Foundation to support the designly and implementation of child- and family friendly interventions in vulnerable urban environments, with benefits for the entire community.





### **Challenges for urban childhoods**



Traffic and pollution



Crime, social fears and risk aversion



High-rise living and urban sprawl



Inadequate and unequal access to the city



# Children are being 'designed out' of city streets and public spaces

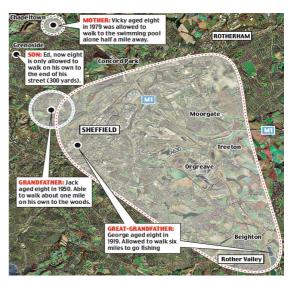




## Children's ability to roam their neighbourhood has deceased







### **Benefits of child-friendly cities**

Focusing on the needs of children has the potential to act as a unifying theme to navigate complex challenges and gain support for progressive ideas.



#### Promote access to facilities for children

Focus on removing danger from the road environment, not the removal of children from danger - Policy Studies Institute



#### Invest in green space and clean environment

The Hangzhou City's master plan promotes green space in rapidly urbanizing environments



#### Create coherent communities through shared spaces

Parks and public spaces that are children and parents' top go-to places are good for business - Roger Madelin, Head of Canada Water, British Land



#### Make diverse-use urban spaces child-responsive

Barcelona superblocks create citizen spaces without compromising the mobility network



#### Social interaction is essential to support community life The Bicentennial Children's Park in Chile provides a continuous accessible walkway across the city

Measures that improve urban resilience can also create opportunities to expand children's everyday freedoms Floodable and playful public space planned in Enghaveparken, Copenhagen











### The Real Play Coalition

Catalyse the collective knowledge, skills and resources of different partners, to stimulate collective learning and knowledge sharing, and scale up impact.

The Real Play Coalition is a global non-profit coalition created in 2018 with the ambition to "change perceptions around the value of play, mobilise decision makers, influence behaviour change and eliminate the play deficit for children, for their optimal development and learning."



### Play is a silent emergency

Low-play lives and play-poverty are seen across all strata of society and socioeconomic levels.







#### **Barriers to Play**

- Reduced access to open space
- Changes in urban lifestyles
- Limited evidence and knowledge on the state and value of play in cities
- · Limited guidance for city authorities and urban planners on child-friendly urban planning

### **The Urban Play Framework**

#### What it is

The Urban Play Framework is an **assessment and planning tool** to help city authorities and urban practitioners better **understand** the complexity of play in cities - challenges and opportunities; to guide the **design** of play-based interventions; and to **measure** specific outcomes achieved.

#### The Power of Play





### **Playful Cities Toolkit**

The Playful Cities Toolkit was developed by ARUP and the LEGO Foundation to provides a range of resources to support local governments, urban practitioners and local communities to understand the complexity of play in cities, to guide the design of play-based interventions, and to measure their impact.

The toolkit is structured on a simplified design process comprised of three main phases:

#### UNDERSTAND

It helps understand the complexity of play in cities-challenges and opportunities, considering different urban scales and systems.

#### **DESIGN**

It helps support the planning and design of play-based interventions at different stages of a master planning process.

#### **MEASURE**

It helps measuring impact or outcomes achieved through play- focused interventions.

#### Desktop Study



Field Stud





Prioritisation Solutions





Impact Measurement

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Impact Measurement

### **Assessment Tools**

PLAY ASSESSMENT TOOL

ASSESSMENT											
DIMENSIONS	G	DALS	WHAT TO ASSESS	HOW TO ASSESS							
Priorities for creating playful environments	What needs to be achieved to create playful environments for children well- being and development		Factors or aspects of a playful environment that can be observed	Source of information	Tool						
FACILITATION FOR PLAY  This dimension seeks to access if play is	Goal 1.1 - Household Lovel  Balanced, responsive play facilitation is understood and supported by caregivers.	do the household level, coregiver undertand the importance of learning through play as a critical aution; for shill have a cell-being and development including from more than the parties on the pro-	1.1.1 Whother caregiver ir more of the value of fearning the mehalor endir have file for children's development (e.g. expetitive, or active, emationel, physical, excisi).	Coraginar	Pley Servey Key Informent Interview Facus Group Direction						
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teachers, community members, and city authorities as a whole.			1.1.2 Type of play interaction and activities of home (e.q. abject, physical, pretend, rale-based or symbolic play) between caregives and child	Caraginar	Play Survey Key Informent Interview Facur Group Directrion						
			1.1.4 Whicher care giver are exercist, and have occording against review that anhance he althy and containing parenting, and the development of play facilitation his hills.	Caraginar / City Authority	Play Survey Key Informant Interview Facus Group Discussion						
	Goal 1.2 - School Level  Play-based learning is understood and	At the echantlevel, to a sheer and chantetelf undertand the importance of learning through abover a critical activity for shidden's unlikeing	1.2.1 Whether to rehere ends charlet off understand the importance of learning through play and its hereafts for children's unif-hains and development (e.g. associates, countries, amountained, physical, points.	Toucher & School Staff	Play Survey Key lefarm ant lateration Facus Grass Discussion						
	pupported through achool curricula & teachers.	and development, and are aware of extring challenger as barrier to play stucked. School embods play in corriculum, and secures staff and	1.2.2 Whather to achieve and echanist off are owners of herriese to play of echanics, exception, exception, facilities).	To a cher & School Staff	Play Survey Key Inform est Interview Facus Gross Discussion						
		play-focused training-upport to facilitate learning through play activities, for different age groups and abilities.	1.2.2 Whathers chask serves adopted to all fraction properties will have learning through play activities, for different ups groups and ali Dies.	To a char & School Stoff	Play Survey Key Informent Interview Facus Grave Discussion						
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		ore nature of existing chellenger and harriers to play in the neighbourhood. Commonity groups, public department, and sinite sciety arquisations premate play-forward activities in the neighbourhood, for different app groups and	1.3.2 Who has consider, community members and NGOs one aware of existing harriess that prevent children from play in the neighbourhood.	Constitut/Community member/NSO	Play Servey Key Informant Interview Facus Group Discussion						
			1.3.3 # and type of community crosses, public dop artmosts, and civilenciaty or contribute, premating the forces of activities in the neighborhand, including for different age crosses and children.	Consciour/Community member/NSO/City Authority	Pley Survey						
	Goal 1.4 - City Level  Play facilitation is understood	premete public policies, quidelines and communication compaigns that facilitate and support the creation of playful environments.	1.4.1Whether government authorities understand importance of learning through play for childron's well-being and development, including benefits for children and businessment.	City Authority	Pley Survey Koy Informent Interview Facur Group Direcurion						
	leadership throughout the city.		1.4.2 Whether government authorities are exercing scienting borriors that provent children frampley in the city, and that provent the implementation of playshared initiatives.	City Authority	Pley Survey Key Inform est Interview Facur Group Directries						
			1.4.3 Whether governments promets play and the creation of playful anxietyments through city-wide policies, gridelines, et alogies, or measuresembelling and communications comparison.	NGO / City Authority	Play Survey Key Informant Interview Facus Group Discuries						
TIME & CHOICE FOR PLAY	Goal 2.1 - Household Level  Children have time and choice for play at	At the humshald level, a regions and shildren have time far play at hume, and undertake a variety of play activities. Children and care siver have the	2.1.18 of house per day coregineer have to enquye in play activities with their children.	Caraginar	Play Survey Key lafarm est lateraiou Facur Grass Direction						
This dimension seeks to assess if children have adequate time and choice to engage in stimulating and developmentally rewarding play activities, alone or with their playmates and caregivers.	home, with caregirers, siblings/peers and	right mindest far nutturing relationships and interesting, and therefore are typically free of externer and other challenges while they play to get her challenges while they play to get her.	2.1.2 Eafharar por day children how to an eage in play activities at home with accepivers, children's ears and alone.	Caraginate / Okildron	Play Survey Key lefarm est lateration Facus Grass Discoviers						
			2.1.3 Typo of play activities (e.e. object, physical, protend, rule-based or symbolic play) undertaken by children othomo, with coroginoss, siblings/poor and alone.	Cara-givar / Children	Play Survey Koy lefarm est latoraiou Facur Grasp Direurism						
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Transect Walk Sheet

PREPARING FOR THE TRANSECT WALK

PLANFUL CITIES TOOLKIT





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#### Desktop Study



Reporting



#### **DESIGN**

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Prioritisation Solutions

#### **MEASURE**

It helps measuring impact or outcomes achieved through play- focused interventions.

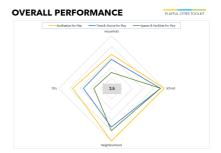




Impact Measurement

### **Design Tools**

PERFORMANCE & IMPACT MEASUREMENT											
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real play ARUP The LEGO Foundation

### Get **Inspired** CASE STUDIES

A selection of case studies were identified in different international urban contexts, to inspire multiple ideas, actions and strategies aimed at promoting play in cities.







#### Kensington, Victoria, Australia - 2019

Co Design Studio, Vic Health

Promuovere un brand da replicare



health, and social inclusion. What is unique about Play Streets Australia is that it provides neighbourhood resident and even participating schools with a set of structured documents to ensure that they have the regulatory permissions to carry out the project. The permits provided include, in addition to a well-detailed kit of "play types", letters to be addressed to neighbourhood residents, the municipality, flyers and posters, as well as safety regulations including the closure of the street to traffic



### Place and year:

Berlino, Germania - 2015 in corso

Theme:



traffic every year for a few clays and become a playground that children and adults use as a place to play and meet. The popularity of this initiative has also allowed Graefekiez has also become a popular play street. The activities promoted by Drachenester, the event organiser are characterised by different games each time. In September 2020, a 30 metre-long remote controlled car track was built in September 2020 with the help of volunteers, where each child could race against the others.



#### Place and year:

Aurangabad, India - 2011 in corsO AProCh (A PROtagonist in every CHild)

Co-progettare gli spazi con la comuniti

Street Smart is an initiative that allows the main streets of the city of Ahmedabad to close (one day a month) to traffic and welcome children and the community into safe and welcoming spaces. The community is free to set up games, activities, small spontaneous markets, etc. The message is that of a city that takes care of its youngest protagonists. aProDH organises several other outdoor events for children in the city, including City as my Landscape, an event airned at designing a child-friendly city by painting pedestrian crossings, school walls and fences in the city and cycle



#### Place and year: Bristol, UK - 2009 in corso

Theme:

Place and years Francia - 2015-201

Designers: ANACEJ, CAFEZOIDE, Rue de l'Avenir, Vivacites, France

Sviluppare una cultura del gioco



The National Association of Children and Youth Councils (ANACE)), and other associations decided to pool their

expertise within a collective "Streets for children, streets for all" by promoting and supporting "Streets for children" for play" into the highway code. In Nevember 2015, a first call for proposals was launched by the "Rue aux enfants, rue pour tous" collective. The result was more than encouraging 43 projects were received in 2016, which were then implemented over the next two years by the collective through ad hoc events and days throughout France.



Place and year:

Rivitalizzare lo spazio pubblico

Designers:





RUE AUX ENFANTS

The Children's Area, created by Via Recreactiva, is an exclusive recreational space for children aged 4 to 13 is which various activities are carried out on a rotating basis. The aim of this programme is to create adequate and safe spaces for children to play in the city along several thoroughfares. The Children Area is one of three projects involving the city of Guardabiara organised by Via Recreactive. The projects are aimed not only at children but also at adults, who can at

different times use certain streets in the city as exclusive cycle paths or sky theatres to promote initiatives, stage shows,







The need to get outdoors with the advent of the pandemic has become increasingly widespread. In order to equip public spaces to meet the challeness of Covid-19. UN-Habitat with the Block by Block Foundation supported ten cities in 2020. With the help of local governments and the community, the initiatives have helped municipalities, especially in poorer neighbourhoods, to safely enhance public spaces. By embracing the potential of public spaces as flexible and resilient areas, these small-scale projects support cities to slowly reopen and have enabled communities to regain confidence in being together and using public spaces safely.

#### Place and year: **(II)** LA PLAY STREETS PROGRAM Los Angeles, USA - 2015 in corso

Designers: Kounkuey

Theme: Integrare un approccio digitale





KDI has been working with the LA Department of Transportation to develop a "Play Streets" program. The pilot project was developed in two phases: in Phase 1. Kounkuey worked with low-income and poor communities in parks to design and distribute a falsy box, containing portable games and furniture, at Play Street events. Kounkury then developed an online application process and portable play pieces. In phase 2, residents have successfully used the

analy for Play Street events. The same how is distributed at each event, providing a set of sames that can be assembled.

Bristel is famous for being one of the first cities to have a play street in the UK. The initiative of a play street was undertaken by a group of parents experimenting with the city council, which allowed them to close certain street in the neighbourhood for 3 hours a week so that children could play freely. The success led to the creation of an association called "Playing Out" with the aim of spreading these practices. Two years after this initiative there were more than 40 play streets in Bristol. The aim is to make playing close to home a natural and everyday part of every child's life, as it used to be

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Field Study





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Impact Measurement

### **Reclaiming Play in Cities**

The Playful Cities Toolkit was used to undertake holistic assessment of play challenges and opportunities in London, Cape Town and Milan; and helped identify and prioritise play activation interventions.



Understanding Play in Barnet, London, UK



real play

Activating Play in Khayelitsha, Cape Town, South Africa



Activating Play in Milan, Italy















#### We undertook an assessment using the Urban Play Framework and organised 2 assessment and 1 co-creation workshops with children 0-12, their caregivers and the broader community to understand the state of play in the Borough.

### **Understanding Play in Barnet, London**

With the support of Barnet Council, UNICEF UK and the LEGO Foundation, Arup and the Royal Town Planning Institute (RTPI) trialled the Urban Play Framework in the community of Burnt Oak in the Borough of Barnet.







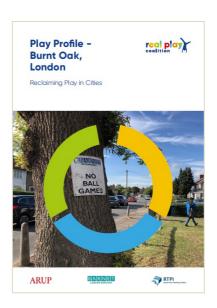


### **Understanding and co-creating play solutions**











## Reclaiming Play in Khayelitsha Township, Cape Town











**Play Assessment** 

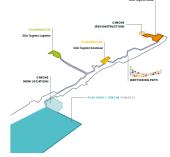




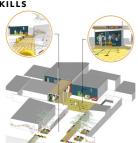


### **Activating a Network of Play Spaces**

We designed a solution to increase learning-throughplay opportunities in Khayelitsha, through the Activation of a Network of Play Spaces.



Playspace 01
SOCIAL SKILLS



Playspace 02
EMOTIONAL
SKILLS



Playspace 03
COGNITIVE
SKILLS



### **Play Activation in Khayelitsha**

We engaged children, caregivers and community to activate play in Khayelitsha.

















Reclaiming Play in Milan







### **Play Assessment**









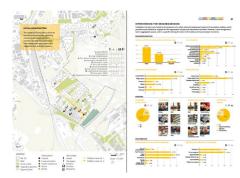




















Facilitation for play is promoted by the presence of a rather solid and widespread network of associative realities, which provides social assistance, support for the organization of play and educational activities. However, it was recognized a lack in aggregative spaces, and in a specific training for tutors to formalize and improve play's moments.

Time and choice for play is favoured by a high accessibility to main places of interest, and a wide range of play options. However, there is a diffused perception of a limited time availability for shared and unstructured play activities, especially outdoor due to real or perceived safety problems.

Spaces and facilities for play. The neighbourhood is served by a good number of formal and informal play spaces, of various sizes. The lack of a safe and pleasant connection system, however, limits movements, and inhibits from taking full advantage of them. A low safety perception, in addition, obstacles childrento explore independently the neighbourhood.

### **Co-creation**

#### LET'S DESIGN THE PLAYGROUND OF YOUR DREAMS!

The second activity was focused on the creation of a collage to design collaboratively the space in front of the school, Via Monte Piana. The exercise was organized using an online collaborative dashboard with stickers of street furniture, people involved in play activities, plants and animals, prepared in advance.















Focus group class 48 - group I

Focus group class SC - group 2



Focus group class 5C - group I

### **Play Street**





In occasione della chiusura dell'anno scolastico 2020/21 via Monte Piana prende vita.

L'ICS Pasquale Sottocorno e le associazioni partecipanti propongono laboratori collettivi in cui esplorare nuovi spazi, forme di gioco e socialità per attivare la dimensione pubblica della strada e creare nuove prospettive condivise su di essa.

Le attività saranno svolte nel rispetto delle normative.

Organizzato da:



Con il supporto di: **ARUP** 





7 Giugno 9:00-14:00 8 Giugno

15:30-19:30













### **Play Strategy**

- > Creation of a network of play spaces.
- > Promotion of the role of the school at the centre of neighbourhood relations.
- > Use of digital play as a bridge to physical play.















A new guide to designing for children's well-being in vulnerable urban contexts















### How to improve well-being of the most vulnerable groups?















### **Proximity of Care Approach**



Personal / Immediate / Intimate



Communal / Public / Local



Institutional / Official / Distributed

- + Home, compound, street
- + Family, household members
- + Stimulation & confident play

- + Local public spaces
- + Neighbours, community
- + Relationship-building
- + Broader city infrastructure
- + Decision-makers, politicians
- + Policy & governance













**Proximity of** 

#### www.proximityofcare.com

#### Intro

# Care + K01 000

- Project purpose Partnerships
- Contact

- Proximity of Care Approach
- Dimensions Levels of
- Proximity

### Understand



Understanding

Studies

Tools

Assessment

Principles & Case

#### Design



#### Designing

- - **Design Tools**

#### Influencing

- Principles & Case Studies
  - Advocacy Tools

Influence

Part of the specific court for the place.

Principles &

Case Studies

#### Get Inspired



#### Catalogue of

- Case Studies Tools
- Publications
- Design Ideas

#### Case **Studies**



- 30+ cases
- Images/drawings
- Key Learnings
- Link to author/source









### **Guiding Principles**



#### **UNDERSTAND**

- Understand before designing
- Ensure meaningful engagement with children and the community
- Value local resources, skills and patterns
- Derive multiple benefits from everyday spaces

#### DESIGN

- Build health & safety by design
- Create networks of open spaces and social infrastructure
- Take play and learning beyond playgrounds and schools
- Connect the community inside and out
- 5. Connect children with nature

#### **INFLUENCE**

- Build early childhood development awareness
- Develop local skills and support caregivers
- Empower champions and local leaders
- 4. Open lines of communication
- 5. Follow up and follow through









## **ARUP**

We shape a better world www.arup.com