



Healthy Urban Childhoods

Conclusions from Workshops
8–9 October 2019
Uppsala Castle, Sweden



Uppsala Health Summit

Uppsala Health Summit is an international arena for frank dialogue around implementation challenges and opportunities in global health, based on economic, ethical, social and medical perspectives. We are an enabler for change, and a platform for insights and collaborations that can help you in your work to improve health outcomes in your part of the world.

Uppsala Health Summit is organized by partners with long experience of develop-

ing health and healthcare solutions through multi-disciplinary efforts. The meeting is a collaborative effort between Uppsala University, the Swedish University of Agricultural Sciences, Uppsala County Council, the City of Uppsala, the Swedish Medical Products Agency, The National Veterinary Institute, Uppsala Monitoring Centre, and the network World Class Uppsala. This year, we welcomed the Swedish School of Sports and Health Sciences as an associated partner to the Uppsala Health Summit.

CONTENTS

Bumps and Scratches is a Part of Growing Up	5
Workshop Conclusions and Suggestions	
ECHO Zones in Practice: How to Deliver Evidence	10
Listen to the Kids in Participatory Urban Planning	14
Supporting Children's Mobilities in Complex Urban Contexts	20
City Gardening and Farms for Learning and Wellbeing	24
Nature Play Enhanced with Digital Elements	30
Measuring Segregation and Child health – Setting a Standard for a Healthy Urban Childhood	36
Social Inclusion and Empowerment in Urban Planning	42
Indicators for Children's Built Environment	48
Industry-Academy Collaborations for Healthy Brain Functions through Physical Activity	54
Opening speech by H.R.H. Prince Daniel of Sweden	58
Governance	62

Why outdoor play?

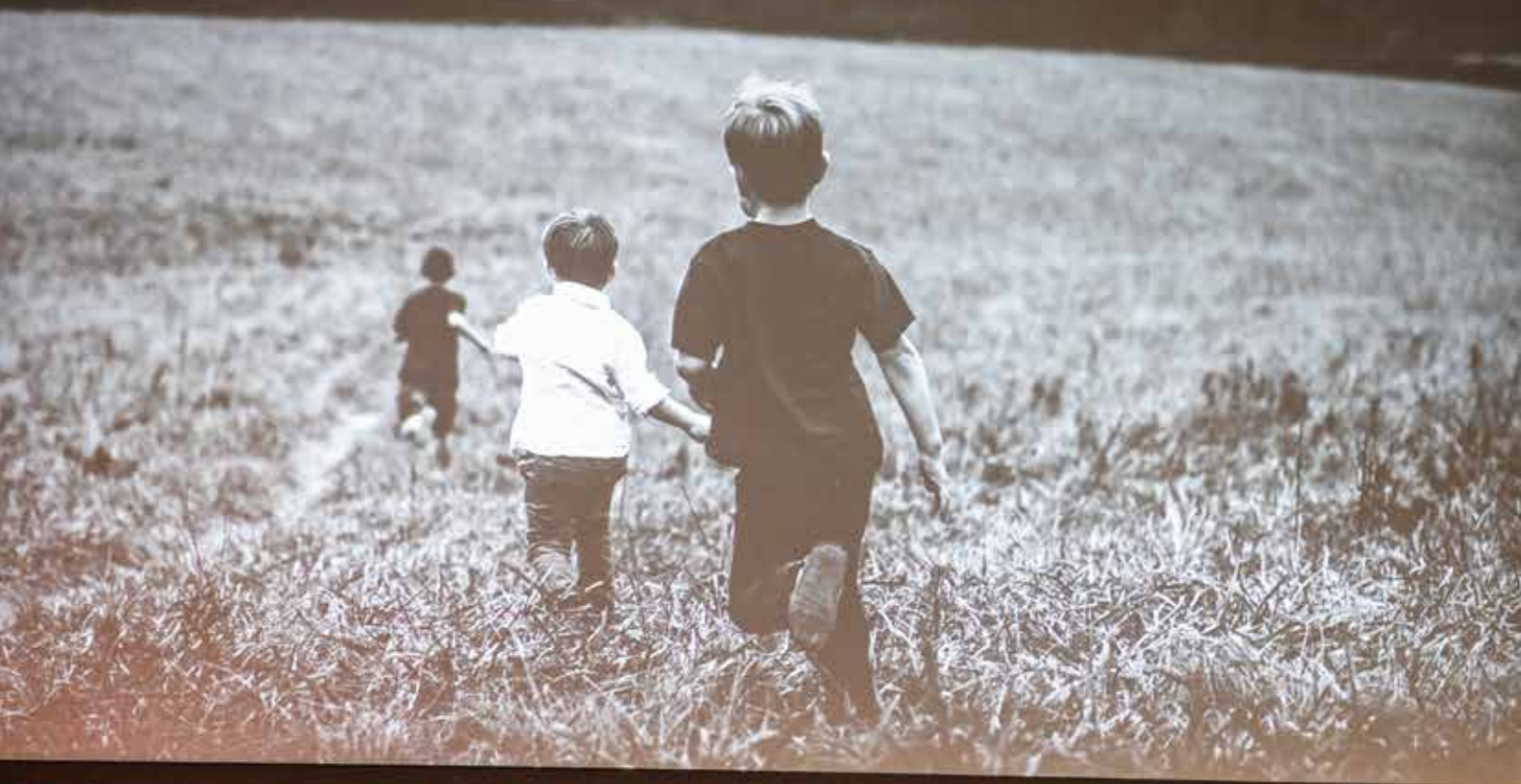




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On day two participants at the Summit were given a special guided tour of the Peter-No-Tail playground in Uppsala.

Bumps and Scratches is a Part of Growing Up

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About 200 stakeholders from around the world and from different policy areas and sectors gathered at Uppsala Castle in Uppsala, Sweden for a two-day discussion on how to move beyond visions and statements and on to creating healthy and inclusive child-friendly urban environments.

The summit was intended as an arena for developing input for concrete interventions based on what we know about child-friendly city plan-

ning, well-functioning urban playscapes, children's health, key factors for generating physical literacy, including the need for children to take risks, and what characterises suitable and attractive urban environments that influence learning and wellbeing among children.

We are ambassadors

Adults, especially those who are responsible for, or engaged in, city planning, healthcare and

education, can take on a role as ambassadors for children's rights to a healthy childhood. Representatives for these sectors participated in the summit, with an interest in identifying stakeholders with the power to influence the development of cities and systems to promote health in urban life for all children.

Action-based proposals

The summit was based on nine different workshops. Each had a unique perspective on healthy urban childhoods and focused on producing action-oriented recommendations that can be used as a springboard when taking the next step forward in different cultural contexts around the world. This report summarises the conclusions from these workshops for different levels of society. The results can also strengthen the ability of children and adolescents to influence their own urban development and contributes to cities that meets the needs of both children and adults.

Around the globe, more and more people live in urban environments, including children and adolescents. There was a consensus among the delegates about the wide-spread problem with a generation that is too limited in its mobility. Free mobility is self-evident and more or less seen as a human right for grown-ups, but not for children, whose opportunities to play and socialise with other young people without adult supervision seems to be increasingly limited. This, in turn, limits children's and young peoples natural drive to explore his or her own world, where opportunities to take risks are essential. Scraped knees are part of growing up rather than a danger to be avoided.

Warning of risky attitudes

Research points to reasons why parents don't necessarily want their children to be outdoors by themselves. In addition to worrying about traffic accidents and different kinds of violence, another very common explanation among parents is: *what would other parents say if I let my children out on their own?*¹ These reasons can be seen as an over-protective attitude toward children's play and behaviour.

¹ Keynote speaker *Mariana Brussoni*, Developmental Psychologist and Associate Professor in the Department of Pediatrics and the School of Population and Public Health at the University of British Columbia, Canada.

This conclusion also inspired discussions about how landowners and the building sector can create safe and child-friendly cities that children can use and enjoy on their own. This is of particular interest today when private interests have an increasing role in urban planning, and both the formal and constitutional power of municipalities can be undermined by private actors. When it comes to ecosystem services, however, there are landowner requirements with indicators (at least in Sweden) specified in tender processes that builders must satisfy.

Indicators for a child-friendly city

One step forward could be to design a set of corresponding indicators for promoting healthy, sustainably built solutions based on children's needs for healthy, child-friendly urban environments. Examples from King's Cross, London in the UK,² also indicate that the building sector can take initiatives in a child-friendly direction. One conclusion from the summit is the need for defining key factors that could be used to require (or at least inspire) landowners and the building sector to translate the qualities of a healthy urban childhood into a built environment.

Outdoor space matters

The impact and importance of the urban outdoor environment for a healthy childhood was discussed in several workshops. Strategies for reducing overweight, where projects based on the ECHO zones³ approach have been successful, include the urban outdoor space as a resource for inspiring a more active lifestyle and stimulate physical literacy.

The participants argued for creating opportunities for children and adolescents to play and be outdoors and discussed possibilities to (re) connect children with nature in an urbanised world. From an educational perspective, it is interesting that research shows that combining teaching with outdoor activities has measurable and positive effects on educational performance and achievements and on health, wellbeing, personal and social development.⁴ This could and should lead to a growing interest for city

² Keynote speaker Roger Madelin, CBE, Joint Head of Canada Water Development, British Land, London UK.

³ ECHO zones (Ending Childhood Obesity) was the theme for Uppsala Health Summit 2016.

⁴ Faskunger et al. (2018). Teaching with the sky as a ceiling, <http://doi.org/ct9g>

farms and school gardens as a viable model for bringing children in an urbanised world closer to learning about the “producing landscape” and as an effective and sustainable way to learn where food comes from. To stimulate this development, one recommendation from the summit is to institutionalise a coordinator role on the municipality level to secure long term engagement and sustainability of such practices. The most important role for such a coordinator is to facilitate opportunities for local stakeholders to meet and talk to each other and make decisions.

No shortage of methods

Listening to the children is important for many reasons, including understanding children’s own knowledge base, experiences, and perspectives on issues that concern them. The summit’s discussions showed that there is no shortage of methods for involving young people in urban planning. A collection of good examples is discussed in the book *Placemaking with children and youth*.⁵ The problem is more a wide-spread lack of experiences. The summit’s recommendation is to focus on making different methods (and benefits) visible and relevant for relevant stakeholders. By sharing experiences, we can move from ‘can do’ to ‘must do’.

Include and empower young people

Children and adolescents are also citizens, but what they think and know about their own world is not always taken into account by city planners, politicians, the public health sector and others. To avoid marginalising and excluding young people from processes that might impact their everyday lives, social inclusion and methods of empowerment are recommended. This means including young people before, during and after implementation processes, which will strengthen their sense of belonging to and commitment to their local community and respect for basic democratic values.

A major conclusion from the summit is the importance of finding solutions in societies around the world for integrating the interests of children (as expressed above and in the conclusions and recommendations on the following pages) into urban planning and city development. This means making space for urban ecosystems required for nature-based play and learning even in highly densified urban environments to reconnect children with nature. In the most densified areas, it might be difficult to incorporate enough green space.

Measuring quality of a healthy childhood

Creating a child friendly city means to add a child friendly approach in planning, building, management, and the use of urban space. But also to evaluate how interventions in urban space promotes children’s health and well-being. The discussions about how to evaluate children’s experiences of their urban environment were highly inspired by the Scottish national standards from 2017 setting out what people (including children) should expect when using health, social care or social work services in Scotland.⁶ The standards mean that the evaluators must answer statements like “*As a child, I play outdoors every day and regularly explore a natural environment*”⁷ or “*I make informed choices and decisions about the risks I take in my daily life and am encouraged to take positive risks which enhance the quality of my life*”.⁸ This is an example of how children’s voices are internalised in urban development processes.

Time to deliver solutions

The Uppsala Health Summit 2019 resulted in several ideas and recommendations for different levels of society and ideas for strategies and action plans that could strengthen children’s and adolescent’s abilities to influence urban development considering the city as an environment to live and thrive in, and including both children’s and adults’ needs. The conclusions and suggestions from the nine workshops are presented in the following pages.

⁵ Derr, V., Chawla, L. & Mintzer, M. (2018). *Placemaking with children and youth*. New Village Press.

⁶ Keynote speaker *Henry Mathias*, NCS Strategic Lead of Care Inspectorate, Scotland.

⁷ Scottish Government (2017). Health and social care standards ‘my support, my life’, 1:32, www.gov.scot

⁸ Scottish Government (2017). Health and social care standards ‘my support, my life’, 2:24, www.gov.scot



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Workshop Conclusions and Suggestions

Workshops

- ECHO Zones in Practice: How to Deliver Evidence
- Listen to the Kids in Participatory Urban Planning
- Supporting Children's Mobilities in Complex Urban Contexts
- City Gardening and Farms for Learning and Wellbeing
- Nature Play Enhanced with Digital Elements
- Measuring Segregation and Child health – Setting a Standard for a Healthy Urban Childhood
- Social Inclusion and Empowerment in Urban Planning
- Indicators for Children's Built Environment
- Industry-Academy Collaborations for Healthy Brain Functions through Physical Activity



Workshop A

ECHO Zones in Practice: How to Deliver Evidence

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Introduction

The overall aim of this workshop was to identify systematic approaches to planning and designing cities that improve children's health and well-being. In particular, the aim was to examine to what extent the society-based intervention Ending ChildHood Obesity (ECHO) zone approach, conceived in 2016 and implemented in different places around the world, has been able to incorporate such systematic approaches. Specifically, the workshop wanted to identify:

1. barriers as well as opportunities for successfully establishing the approach,
2. how to demonstrate effectiveness of ECHO zones and,
3. changes in society of particular relevance for creating the ECHO zone.

Main conclusions

The workshop members were divided into groups based on their interest in the different topics. Each group discussed and summarized their views on their respective topic:

1) *Barriers and opportunities to create sustainable ECHO-zones*

Barriers included lacking stakeholder engagement, difficulty to make comprehensive solutions engaging multiple actors in society, demanding evidence building, stigmatization around

“obesity” and that healthy choices require substantial effort.

Opportunities included educating politicians and other stakeholders about the ECHO zone approach, educating about the need for measuring indicators, starting by focusing e.g. on one age group and improving and simplifying opportunity to make healthy choices.

2) *Essential evidence-building for building a sustainable ECHO zone*

Essential components of evidence-building included describing process and outcome of the ECHO zone to relevant stakeholders including scientific publishing, collecting data on indicators that evaluate effect and outcome, designing the ECHO zone to allow evaluation and flexibility to incorporate new knowledge and collect data on cost effectiveness.

3) *Crucial societal changes for building an ECHO zone*

Changes in society critical for building the ECHO zone included finding examples and role models, building the narrative around childhood obesity, giving balanced information, promote empowerment of the individual, using influencers, nudging and/or economic incentives, catalyzers, synergy with other areas, laws and regulations, promoting equity and innovations.



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Kerstin Wilbrand, Project Manager, Uppsala University, exchanges ideas on ECHO-zones planning.

Background

Overweight and obesity among children has globally increased 10 times since the 1970s.¹ In 2016, more than 40 million five-year-olds were overweight or obese.² If this trend persists, this figure will reach 70 million by 2025.³ With obesity follows metabolic and mental diseases with type 2 diabetes mellitus now appearing in children. Despite numerous attempts to halt these developments, no strategy has been sustainable in lowering the escalating childhood obesity rate and more comprehensive approaches are needed. A majority of children live in

urban settings. We therefore have to build approaches that change the environment around the child into promoting a healthy lifestyle in the urban setting. Such approaches need to produce sustainable positive health effects, where engaging multiple actors in society is a key component.

In 2015, the situation prompted the WHO to act on this very serious health threat by presenting the report “Ending Childhood Obesity”.⁴ In 2016, the theme of the Uppsala Health Summit was “Ending Childhood Obesity”.⁵ Dr Sania Nishtar, co-chair of the WHO Commission on Ending Childhood Obesity, opened the summit,

¹ NCD-RiskC, Lancet, 2017

² WHO, www.who.int/end-childhood-obesity/facts/en/

³ WHO, www.who.int/end-childhood-obesity/facts/en/

⁴ WHO, <http://apps.who.int/iris/bitstream/handle/10665/259349/WHO-NMH-PND-ECHO-17.1-eng.pdf?sequence=1>

⁵ www.uppsalahealthsummit.se/our-summits/summit-2016/

where the workshop “*Initiate, manage and evaluate multi-stakeholder interventions: ECHO Zones*” was attended by about 50 people from six continents. Together, representatives attending the workshop started to formulate the content of the term “Ending Childhood Obesity” (ECHO) zone.

The ECHO zone approach is a municipality, where multiple stake-holders in society are committed long-term to initiate and implement societal interventions to promoting a healthy lifestyle in children regarding eating, physical activity and sleep habits. All children and their families living within an ECHO zone are eligible to participate. The intervention are actions that change the environment around the child so that healthy choices are made easier. This is in contrast to most interventions, where focus lies on directly changing the behaviour of the child. These changes in the environment include both the wider urban physical environment, and that which is in closer proximity to the child. Data are collected from all participating children every two years to assess how the different societal actions (the intervention) affect the physical and mental well-being of children. These data include data on the implementation of the actions are collected (e.g. bike paths and school meal policies) and also how these actions affect the close environment around the child (i.e., their home, school, and leisure areas), diet, physical activity and sleep habits, as well as the physical and mental health of the children (questionnaires and interviews). Anthropometric data (height, weight, and waist circumference) and data on genes, hormones, and nutrients connected with regulation of hunger/satiety and energy consumption/storage are also collected (blood samples) are also collected. The effectiveness of actions of the ECHO zone approach, on the health of children, is evaluated and based on the collected data. In this way, the ECHO

zone will build evidence on how societal actions affect the environment and health of the child in a direction towards healthy eating, physical activity, and sleep habits. Such evidence building will identify which intervention components and societal actions produce change. Evidence-based effective actions are then systematically built into society, transforming the environment of the child. The description of these actions will enable policy makers to make decisions towards implementing actions promoting physical and mental health in various places.

After the Uppsala Health Summit 2016, work towards initiating ECHO zones began in different places. At the Uppsala Health Summit 2019 with the theme “Healthy Urban Childhoods” the emerging ECHO zones and their experiences were reviewed in the present workshop with particular reference to the role of the urban environment for promoting health among children.

The workshop and its participants

The workshop had 50 delegates from 12 countries representing four continents. Delegates represented local and regional governments, national government including regulatory agencies, research organisations including universities, institutes and foundations, non-governmental organisations including WHO, charity and sports organisations, health care organisations including hospitals, and the private sector including pharma industry. The workshop was presented to the participants prior to the meeting in short learning modules (nanomodules). Through the nanomodules topics of the workshop were formulated in dialogue with the delegates. Thereby, a highly interactive format with groups formed around topics was created that encouraged intense discussion, brain storming and sharing of ideas.

Conclusions and Suggestions

To conclude, since it was first conceived in 2016, the ECHO zone approach has developed and key components have been defined, where the present workshop has contributed.

ECHO zone aim: Improve physical and mental health among children by reducing overweight and obesity

ECHO zone work plan:

- 1) Complex intervention through actions engaging multiple settings that change the environment around the child into promoting a healthy lifestyle, involving physical activity, diet and sleep, as formulated by national guidelines
- 2) Evidence-building on what actions produce sustainable improved health in children, which includes data collection and evaluation of indicators measuring environmental and biological factors collected for each child
- 3a) Engagement from local government (more than 10 years) and economic commitment

(10 years, after this period permanent change) to lead the local implementation of the ECHO zone; employing person to lead local implementation to engage additional stakeholders in society including children and their families, health care, schools, NGOs and the private sector

- 3b) Engagement from academic institution (more than 10 years) and economic commitment (10 years) to lead the ECHO zone approach scientifically; employ persons to lead, coordinate, collect and evaluate data so that evidence building and research around the ECHO zone approach is conducted

It is suggested, based on the development of ECHO zones in different places, that efforts are made to ensure that the emerging ECHO zones develop and start generating data. This is critical since it allows evaluation of the approach. Further detailing the ECHO zone work plan into a road map would facilitate making ECHO zones start produce results.

Further Reading

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Uppsala Health Summit, www.uppsalahealthsummit.se/our-summits/summit-2016/

WHO Facts and figures on childhood obesity. www.who.int/end-childhood-obesity/facts/en/



Workshop B

Listen to the Kids in Participatory Urban Planning

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Background

Urban development differs in societies around the world, but the general trend today is for rapid urbanisation and dense new building, often reducing the outdoor space children can use. In addition, urbanisation increases traffic with consequences not only for children's mobility but also for their health. Air quality is affected by traffic in several ways, resulting in disabilities that will remain with them into adulthood. Dense cities with fast growing populations also tend to increase anonymity. Parents do not want their children to go outside alone due to fear of strangers. Parents tend to accompany their children to school, activities, and friends' homes or drive them by car. This leads to more traffic as well as to fewer opportunities for children to explore and experience their environment by themselves.

According to the UN Convention on the Rights of the Child (CRC), children have the right to have their voices heard in all matters in society that affect them. Since its adoption in 1989, studies have shown that children's voices can be understood using methods designed specifically for adult-child communication. Allowing children and young people to participate in decisions that affect their lives is a matter of respecting them as individuals in their own right, a position emphasised by the CRC. Children and young people can, and generally want to, share

their knowledge, experiences, and perspectives on issues that concern them. Adults need this knowledge to plan child-friendly, sustainable environments. Children and youth can help adults see new solutions or possibilities from a holistic community perspective. As the living conditions for many children and youth significantly differ from the conditions that their parents and other adults had themselves during childhood, we cannot rely on adults' recollections of their childhood experiences.

There is a lot of knowledge and experience about different methods for involving children and youth in urban planning^{1,2}. One recent example is the project *Growing Up Boulder* that has been running for more than ten years and builds on experience from a large number of projects around the world. In the book *Placemaking with children and Youth*³, methods and tools for children's participation in different contexts are shown and explained. Mara Mintzer, Director of *Growing Up Boulder*, gave a brief introduction to the workshop based on her experiences with the project and also participated in one of the workshop groups.

1 Chawla, L., 2002

2 Chawla, L. et al., 2005

3 Derr V. et al., 2018



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The Uppsala Dansakademi performed an original dance based on the theme of childhood in today's society.

Aim

Knowledge of methods for children's involvement is just one part of planning a participatory project. Even more demanding is how to go further and implement the results in planning and management practices in different contexts. The aim of this workshop is to identify strategies to help decision-makers within urban planning and outdoor management to act in favour of child participation and thereby actively contribute to healthier urban environments.

Main conclusions

- *Methods and tools.* We, as advocates for children and youth, need to inform decision-makers and project-leaders about methods and tools that have proven to give good results. We also need to provide children and young people with the tools they need to participate and adults the tools they need to listen and understand children and youth. It is vital to continually develop, evaluate and improve methods and tools for including children and young people in urban planning.
- *We need each other.* All stakeholders and actors in urban planning processes, including

children and young people, have their role to play. The cross-pollination of knowledge and ideas between different sectors is essential for children and young people to be able to properly participate.

- *Make the benefits visible and relevant for different stakeholders.* We must ensure that the arguments and information used are relevant for different decision makers in urban planning processes. We need to share our experiences and help others to understand the benefits of including children and young people in urban planning for all stakeholders.
- *From 'can do' to 'must do'.* We need authorities at different levels to show their commitment to the Convention on the Rights of the Child through the provision of resources and stricter regulations that safeguard children's and young people's voices in urban planning.

Workshop delegates

The workshop participants included people from several universities, authorities on local, national and international level, NGOs and entrepreneurs.

Proposals from the Workshop

Methods and tools

The starting point for the workshop was the methods to include children and young people in the planning process. A method's ability to facilitate adult-child communication is a key requisite of a suitable method. It is about providing children with the tools they need to participate whilst also supporting adults' ability to listen, understand and include children's and young people's perspectives. Discussions revealed that, whilst there is an abundance of suitable methods, urban planners do not always know of their existence, how to use them or when they should be used. Thus, the sharing of methods and the knowledge of how and when to use them is crucial in creating planning practices in which children can participate to their full ability. The combination of ever changing contexts and new technologies both requires and encourages the development of new methods which can best enable children to communicate their perceptions and experiences of their everyday lives.

The use and development of new and existing tools and handbooks which can help facilitate children's participation. Besides *Placemaking with children and youth*¹ other existing tools and handbooks mentioned included UNICEF's two handbooks; *Child Friendly Cities and Communities. Handbook*² and *Shaping Urbanization for Children: A Handbook on Child-Responsive Urban Planning*³. Another suggestion was developing a child rights checklist specifically for planners— see the *UNICEF Child Rights Toolkit*⁴ for inspiration.

The significance of the scale and context at which data is collected on children's and young people's everyday lives was also discussed. It is the environments that children and young people interact in and with on a daily basis

which have greatest influence on their behavioural and health outcomes and data collection should therefore reflect this. To help us monitor this, discussions urged for the use and further development of qualitative and quantitative indicators.

We need each other – the cross-pollination of ideas across sectors

The workshop contained participants from a range of different sectors and highlighted the importance of the cross-pollination of ideas across sectors. This was on display throughout the workshop as participants shared their experiences with each other. Discussions pointed out the use of existing networks and platforms within the field as arenas for the sharing and transfer of knowledge. One group highlighted the importance of joining forces to create “networks of champions” for children's rights. An example of this is the Swedish national network *Children, Youth and the Built Environment* (Barn, Unga och Byggt miljö/BUB) which provides a forum for several hundred practitioners, researchers and students to meet and discuss current issues surrounding children's and youth's everyday lives in relation to urban planning. Another international network is the *European Network for Child-Friendly Cities* (ENCFC) which meets at conferences every second year in a city known for its child-friendly urban planning.

Discussions also focused on the need to invite strategic partners to workshops and conferences so that they can learn about our experiences. One group also suggested using existing theory, such as network theory, to help understand the roles of different actors. The media's role in the sharing of experiences and the transfer of knowledge was also in one group as an opportunity to reach out to a wider audience.

Essential to the safeguarding and promotion of children's and young people's inclusion in urban planning processes is the collaboration and sharing of power

¹ Derr, V. et al., 2018

² UNICEF 2018 a

³ UNICEF 2018 b

⁴ UNICEF Child Rights Toolkit, www.unicef.org/eu/crtoolkit/toolkit.html

between different actors and agencies., It is also vital we recognise children and young people as urban stakeholders and that we need their knowledge and experience in urban planning processes⁵. Different actors at all levels have their role to play and the strengths of each should be drawn upon. Universities and researchers have an obligation to provide evidence and raise awareness through the sharing of the latest research findings relating to children's and young people's participation in urban planning, as well as research relating to the health and well-being of children and young people living in urban areas.

Make the benefits visible and relevant for different stakeholders

To promote children's and youth's inclusion in the urban planning process the benefits must be made visible for all urban stakeholders and actors, including children and young people themselves. Central to this is the sharing of positive experiences to inspire others and the sharing of good practice and examples at both local and national level. However, to facilitate the understanding and relevance of the benefits it is vital that benefits are adapted and relevant to different stakeholders' agendas. For example, placing an economic value on the importance of including children and young people in urban planning may give issues more weight and make them less abstract for certain stakeholders. Discussions also highlighted the need for advocates of children's and young people's participation to "be brave" in their work. Key to this is listening to all voices and engaging with sceptics in order to understand and transform their perspectives.

Many discussions focused on the importance of face-to-face meetings with children. Several groups spoke of the need to increase interaction with children across all sectors and at all levels. In doing so, stakeholders can experience the benefits for themselves. Moreover, **it is only through the very experience of working with children and young people that it is possible to learn to communicate with them and understand what it is they are saying.**

Whilst it is important to share the benefits, it is also important to learn from mistakes. When children are included in the planning process it is therefore essential to document and evaluate the entire process in order to learn from previous successes and failures.

From 'can do' to 'must do'

It is time for higher level authorities to show their commitment to safeguarding children's and youth's inclusion in matters that affect them by allocating resources dedicated to their participation. In doing so, this both supports and encourages their participation but also confirms their importance as stakeholders in society by demanding action.

One group called for actors to take on a "new mind-set based on equality" and the recognition of children's and young people's needs for health, play and education.

Several groups called for formal support in the form of regulations at national, regional and local level which transform children's and young people's participation from a 'can do' to a 'must do.' In doing so, through their participation, children and young people can help to even out the balance of power through their role as key stakeholders.

Currently, children's participation is often just a recommendation. Possible forms of regulation should stem from the Convention on the Rights of the Child as is the case in Sweden where the Convention will become law from the 1st January 2020. In addition, one group suggested that conducting Child Impact Assessments (CIA) before submitting a planning application should be regulated.

⁵ Nordström, M. & Wales, M., 2019

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Participants at the summit interact at the historic Uppsala Castle.



Workshop C

Supporting Children's Mobilities in Complex Urban Contexts

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Introduction

Departing from the complexity of children's mobility in urban contexts, the focus of this workshop was on how to support children's varying ways of being mobile, such as roaming, exploring, ('just') walking, and (kick)biking. Including on how this can also include time and space for quiet reflection and withdrawal for stress recovery. We discussed the varying and changing characteristics of children's mobility in cities and how these are being supported in cities in different geographical contexts. This included considering examples of how the urban environment and planning context can support the diverse ways of children being mobile. The workshop discussion was guided by the following questions:

- What do children want to experience and realize through their mobility?
- What physical features of urban environments support versus hinder children's different ways of being mobile?
- What other factors – from the culture to the family – support versus hinder children's urban mobilities?
- How can these various supports and barriers be addressed in policy, planning and work related to promoting children's mobilities?
- What are the 'good' examples, and what can we learn from them?

The desired outcome of this workshop was the further development of strategies for supporting

children's mobilities in urban contexts and the enablement of experiences sought through mobility.

Main conclusions

Children's mobilities are not limited to issues of transport, but about children's way of being in their worlds, children's access to society through their own perspectives and play. Cross-sectoral and multilevel collaborative efforts are hence needed to both formulate a shared and strong vision, and relevant forceful measures to reach the vision. This could include new legislation on for instance reduction of vehicular traffic in urban environments, or supporting the implementation of already existing legislation. It could also entail working for the implementation of the UN Convention of the Rights of the Child.

Urban planning needs to include and integrate children's and families' perspectives. Child-friendly cities need to be linked to local political priorities so there is an agreed vision within municipality organisation and political parties. Part of this vision should be a push for affordable family friendly housing, family friendly work policies, shifting fear-culture and a social norm retrofit from cars to active transport. Organisational problems within municipalities that hinder consensus need to be addressed. A way for municipalities to sustain work long-term with child-friendly policies might be to introduce a specific function of a coordinator of children's mobilities.



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Dr. Fiona Bull, Programme Manager in the Department of Prevention of Noncommunicable Diseases (NCD) at the WHO stressed the importance of fighting sedentary trends among children and young people for both physical and mental well-being.

Background

Cities constitute paradoxical and complex living environments when it comes to children's mobilities. Children's mobilities are associated with their wellbeing through diverse and intertwined pathways. Within an urban context, the provision of conditions that support these diverse pathways – activity, recovery, reflection and creativity, for example – can reveal contradictions and present challenges on many levels. Children's mobility is a multifaceted issue to address, not the least since children in any one city form a heterogeneous group, and across different parts of the world they live in widely differing urban contexts. While cities have a wide variety of places for children to explore through different ways of being mobile, children might not be able to access many of these places without adult accompaniment.

Many of the world's cities are planned and constructed for an adult labour force, which has spatially shaped everything from transport systems to the housing, labour and school markets. As many cities are now being developed to avoid urban sprawl, they become denser due to high exploitation rates, brown field development and exploitation of open space. A functionalist planning paradigm has furthermore resulted in a tendency of not considering 'soft issues' such as diversity and difference among users of land or transport, so that children's perspectives and views are often lacking or made invisible. As an example, while dense cities may be designed to increase walkability for adults, they might actually decrease walkability and playability among children through an increase in social fears and a lack of undeveloped spaces.



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Spatial restrictions on children's mobility imposed by the absolute and relative increase of vehicular mobility and an infrastructure centred on the private car have reduced their independent mobility. Within the large and multidisciplinary research field of children's mobilities, research has shown that independent mobility has declined in many cities for many children. Children are more often accompanied by adults on their travel to school, to friends' houses or to leisure activities today compared to previous generations of children. Many children also have a smaller home range compared to their parents and grandparents. Such changes affecting children's mobilities presumably have implications for their wellbeing and development.

In many ways, children as a group are excluded from public space and have more or less made 'a retreat from the street' (Valentine 2004). On a general level, and in terms of presence and participation in the public space, children's right to the city is hence conditional.

The workshop and its participants

The workshop was divided into two parts, moderated by Veronica Hejdelind, Managing Director, Arwidssonsstiftelsen, Sweden. The first part was introduced by the inspirational speaker Tim Gill, and his talk focused on how to build

neighbourhoods that promote child mobility. The interactive activity that followed Gill's talk, was devoted to the participants ideas around formulating key concepts and a vision for work supporting children's mobilities. The second part was introduced by the inspirational speaker Marianne Labre, Program Director for 'Ghent - Child- and Youth-friendly city' and she focused on how the city of Ghent has successfully worked with supporting children's mobilities. The interactive activity which followed Labre's talk concerned both identifying barriers for working with supporting children's mobilities, and what is needed to reach the visions formulated in the first part of the workshop. The delegates was asked to think of strategies for reaching the vision and for supporting children's mobilities.

The workshop on children's mobility included delegates from the private sector, including architect companies, academic scientists from different disciplines, representatives from local and national authorities and from global, national and local organisations such as UNICEF, Barnombudsmannen, WHO as well as journalists. Delegates represented countries from Europe, Asia, Canada and the Americas. The workshop was run along a large as well as small, group-based, highly interactive format that encouraged intense discussion, brain storming and sharing of ideas.

Conclusions and Suggestions

Children's perspectives were seen as central for working on supporting children's mobilities. One aspect of this is to further **increase the knowledge of children's mobilities**, mapping out where they are, like to be, what they enjoy and are inspired by, and how the influence of social, spatial, cultural and historical aspects are vital to recognize. An example from Sri Lanka showed that children are playing in the streets in front of their homes even though there are parks to access in the neighbourhood. Parents do not have time or possibility to take their children to the park, but they want to keep an eye on their children, so it is better that they play close to home. It is more **culturally accepted** to be active in the streets even though there is traffic. When it comes to material that the children use to play they just grab something from the street. Moreover, we need to **listen to the children** and continuously reflect upon and **measure participation and engagement**: Did we invite the children? Did we actually include children in the decision-making process? How was this done and did it have an actual impact? All in all, this could enable and encourage children's **physical literacy**. In order to do this, many delegates pointed out the need to **minimize motor traffic**, and **reclaim the streets** and public space. This work of reviving the streets could also in some contexts entail to **rethink traffic separation**.

Moreover, to **link the work on and for child-friendly cities to local political priorities** is central, and here a **shared vision** is of importance. For instance, the political coalition in Ghent agreed to keep the best interest for the children a priority even though the political coalition were shifting over the years. It is also imperative to **collaborate across levels and sectors**. For instance, affordable family friendly housing and family friendly work policies are needed.

Children's perspectives need to be integrated in urban planning. Shifting ways of understanding children and children's place in society, and questioning current adultist planning paradigms is essential. Work should also be done in implementing the UN Convention on the Rights of the Child in planning and execution. The UN Convention on the Rights of the Child must be implemented better in all decision-making processes and in all the departments in a municipality or parts of society, even in countries that is not in the process of making the convention into law. Many delegates also pointed out that there is a need for stricter regulations and even new forms of legislation in order to decrease motor traffic.

Lastly, many delegates found a need to **change social and parental norms** around children's mobilities away from a focus only on fear and protecting towards more risk-balanced cultures.

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Workshop D

City Gardening and Farms for Learning and Wellbeing

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Introduction

Although global research indicates that outdoor education with physical activities stimulate learning and improves wellbeing, opportunities for active outdoor learning are limited for many children, especially in urban areas. To improve access to active outdoor learning for children from different backgrounds in different countries, this workshop focused on physical activities that can be conducted in conjunction to the school day as most children go to school regularly.

The workshop identified the stakeholders and the actions that have to be taken to support children's access to outdoor education. The aim was to summarize the suggestions in an action plan that can be used to help politicians, city planners, landscape architects, school leaders, teachers, health care workers, and others to facilitate the creation, management, and use of school gardens and city farms in education and therefore support outdoor learning resulting in a healthier life and a more sustainable world.

Main conclusions

Suggestions of actions to be taken to provide active outdoor learning for children:

- **Institutionalize.** The issue of school gardens and city farms as a part of active outdoor learning needs to be institutionalized (e.g., integrated in the curriculum) to achieve status sustainability and to ensure continuity.

- **Educate.** To raise the question about the impact and importance of reconnecting children to nature, stakeholders need to be educated on all levels to realize what they can do to improve conditions for children.
- **Motivate.** Motivation leads to action. Showing and sharing good examples is inspiring. Cost/benefit analyses are required to motivate authorities and decision makers.
- **Hire a coordinator.** There is a large, diverse group of stakeholders with different foci and motivation, and they need to communicate to make a change. A coordinator can create a platform where stakeholders can meet, talk, and make decisions. They can also assist, for example, in the transition of political will, with the curriculum demands of outdoor teaching, and in the layout of dedicated space to be used to fulfil these ambitions.

Background

According to UNESCO, 91% of all primary school children and 84% of all secondary school children attend school. We want our children to grow up as healthy individuals in a healthy world, and we know health and learning are strongly linked as students with good mental and physical health perform better in school and adults with a higher level of education tend to have fewer health problems and live longer. Therefore, schools and preschools can be the most important health-promoting arenas for children.



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When children engage in gardening or take care of animals they learn how to take responsibility and co-operate with others.

Positive effects on wellbeing from physical and outdoor activities

Physical activity is associated with a reduced risk for various diseases such as cardiovascular disease, type 2 diabetes, and cancer.¹ Outdoor activities are essential for musculoskeletal development and balance in growing individuals. Improved self-confidence and ability to collaborate with others as well as better impulse control are other positive effects.² Spending time in nature also improves resistance to stress and depression and lowers child obesity.³ Still, children today spend less time being active outdoors and diagnoses of ADHD and stress-related problems are increasing.

Pedagogical activities in nature can stimulate and increase a connection to and concern for environmental issues in participating students.⁴ Students also seem to improve academic performance in several subjects and improve their ability to transfer knowledge to real-life situa-

¹ Yang et al., 2019, Zhao et al. 2019

² Faskunger et al., 2018

³ South University, 2012

⁴ Fägerstam, 2012

tions.⁵ These outcomes are enhanced by school gardens and city farm activities. Moreover, school gardens can provide an inexpensive and healthy way to ensure children get a well-balanced lunch.

When children engage in gardening or taking care of animals as part of their educational activities, they learn to take responsibility and cooperate with others. In London, there are 15–20 farms providing children and families with the possibility to learn about city gardening and farm animals. Using the concept ‘Learn by doing’, the youth organisation 4-H teaches children in more than 50 countries all around the world about farming and food production. Many studies have shown that 4-H members develop critical life skills, such as decision-making, leadership, communication, personal development, and social skills that continue to benefit them in later life.⁶ Both city farms and 4-H farms are run on a voluntary basis and depend on subsidies from society, private donations, grants from foundations, and lots of voluntary work.

⁵ Faskunger et al., 2018

⁶ Radhakrishna and Sinasky, 2005



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To provide an environment in the city where active outdoor learning activities can be included is a challenge. Cost of land is high in many urban areas, and different incentives have to be considered when planning. Therefore, the planning process is one key to ensure access for children to living green environments suitable for active outdoor learning.

Another challenge is to make the school gardens and city farms work in the long run. Today, many school gardens and city farms are run by enthusiasts or NGOs and the connection to the school curriculum is weak. There is nobody who has the ultimate responsibility to make sure schools have access to school gardens and city farms. This means the system is fragile and depends on somebody's goodwill.

The workshop and its participants

The workshop had a broad mix of delegates from both public and private sectors, including NGOs, designers, architects, politicians, city planners, academic scientists, and representatives from public health care sector and municipalities. The participants represented Australia as well as countries from Europe, Africa, and North America.

As a kick-off, three presentations were held to inspire the discussions in the workshop. Sharon Danks from Green Schoolyards America talked about the work transforming schoolyards in

California from hot pavement deserts into lush green inspiring gardens for play and education. These school gardens provide a space where children can learn, play, be active, get a bit muddy, grow vegetables, and even hug a chicken. Kemo S. Kinteh, from Future in Our Hands in Gambia, shared his story working with school gardens connected to a climate compensation program. By educating the teachers and working with the community, the program Future in Our Hands provides school gardens not only for children's education and nutrition but also as a means to generate a small income used for books, school uniforms, and other school material. Henrik Lerner, a researcher from Ersta Sköndal Bräcke University College in Sweden, talked from a holistic perspective about the interaction between children and animals and how animals can be used in therapy to facilitate communication.

The workshop was run along a small, group-based, and highly interactive format where the group members were encouraged to use tablecloths as worksheets during the discussion to share ideas and to capture and visualize the process. Two major blocks of discussion took place where the delegates first defined stakeholders and their motivation, which was followed by a block focused on actions. At the end of the second block, the groups put their conclusions together in an action plan defining the action, its stakeholder, and their respective motivation.

Conclusions and suggestions

During the workshop, many good examples of school gardens and city farms were mentioned, and they all had one thing in common: the projects were started and run by enthusiasts such as an NGO, a principal, a teacher, and parents. As long as school gardens, city farms, and active outdoor learning are not institutionalized in law, curricula, etc., a key person is needed locally as everybody's responsibility becomes no one's responsibility. A garden requires a personal and continual commitment, and relying on a single enthusiast is neither sustainable nor equal as only the schools with an enthusiast will have access to school gardens/farms and only as long as the enthusiast remains involved.

Part 1: Who are the stakeholders?

The list of stakeholders is long. One group of stakeholders consists of decision-makers. Another group consists of the people benefitting from outdoor environments that provide possibilities for outdoor learning and an active life, such as the children themselves and the health care sector. A third group of stakeholders consists of different actors in society, which is a very diverse group with different interests. This third group is characterized by long-term benefits or secondary benefits such as gaining a good reputation.

There are many motivators and good examples of what triggers the development of desired outdoor environments. For example, better school results can motivate stakeholders connected to schools. If school gardens and farms are considered in relation to climate change advocacy, there is more to gain as one project can fulfil two goals, which can be a strong motivation. That is, growing trees and vegetables in a school garden will absorb carbon dioxide and produce oxygen while improving student health and performance.

Unfortunately, many motivators come from the stakeholder groups that are not in a position to make decisions. Therefore, stakeholders need to be aware of who has authority to make decisions about the positive direct, indirect, and long-term effects in relation to other stakeholders. Dialogue

between different groups of stakeholders is crucial; otherwise, there will be no opportunities for gaining societal benefits and the cost for society will be high both in the short-term and long-term. This awareness can be attained by the education of stakeholders and communication between them.

Another important issue is to justify financially the creation and maintenance of interactive school gardens and other learning environments. Both school gardens and city farms need space. Space is a limited resource and an expensive one in cities, so politicians and city planners need to be made aware of all the benefits that society can gain from healthier children. Therefore, there is a need for more evidence-based cost-benefit analyses for long-term effects of giving children a good basis for a future healthy life and responsible living in a sustainable world. Hopefully, a conference like this can contribute to increased awareness among funding agencies and granting bodies to include such programs in their research agendas.

Part 2: Action plan

An action plan is needed to create the required environment for active outdoor learning. Such a plan must emphasise the importance for society of bringing different stakeholders together to discuss what can be done to create environments for children where they can learn about gardening and how food is produced by going to city farms to meet food-producing animals. Factors such as the cost of land cannot be allowed to be a limiting factor since the benefits gained include increased future revenue. Politicians and decision-makers have to look at the long-term perspective for building a sustainable society where people are well educated and have a good foundation for living a healthy life and to treat nature in a sustainable way. People trained in this way will know how to avoid negative impacts on climate, and maybe this is, in the end, will be the strongest trigger to invest in outdoor environments where children can be active and learn about agriculture, animals, recycling, nature, and prerequisites for a healthy living.

Starting points

Action	Most important stakeholder(s) involved
Integrate requirements of active outdoor learning in school gardens and city farms in curriculums and steering documents	Policymakers, government
Make space for school gardens and city farms in the city plan	Municipality officials, urban planners, land-owners
Make pedagogical toolkits for outdoor education as a compulsory part within teacher training programs.	Politicians, universities
Hire a coordinator to organize and strengthen outdoor teaching as a normality	Municipality officials, schools
Collaborations with other stakeholders	Politicians, City council, Municipality officials, schools facilitated by the coordinator
Make cost benefit analyses on estimated long term health benefits from active outdoor learning in school gardens and city farms	Researchers, economists, politicians
Educate decision-makers so they know the benefits and have examples of what can be done	Facilitated by the coordinator
Count investments in school gardens and city farms as investments in the public health sector	Politicians, municipality officials, national public health authorities
Involve the community	Municipality, urban planners, the local coordinator
Start movements, tell good stories	Media
Make a resource-kit that includes guidelines to support efforts to reconnect children to nature	Policy makers, universities, municipal officials

Create the space

Action	Most important stakeholder(s) involved
Collect ideas, arrange collaborations in designing the outdoors for pedagogy	Children, landscape architects, teachers
Education of landscape architects and builders	Facilitated by the coordinator
Make great places, create school gardens, and city farms	Landscape architects, building companies, gardeners
Plant trees	Children, teachers, gardener
Make a resource kit to help landscape architects, landowners, and builders	Landscape architects, builders, gardeners and teachers who have experience from this kind of projects, and university.

Management and maintenance

Action	Most important stakeholder(s) involved
Take care of gardens and animals as part of education during school days	Children, teachers, gardener, maintenance staff
Take care of garden and animals during leisure time and after school activities	Children, parents, gardener, community, maintenance staff
Create a community commitment for management continuity	Children, school leaders, coordinator, media, inhabitants in the neighbourhood
Make a resource kit to help those who maintain the gardens and taking care of the animals	Coordinator, gardeners, maintenance staff, school leaders, landowners

Use for active outdoor learning

Action	Most important stakeholder(s) involved
Make sure the school garden is used in education regularly	School leaders, teachers
Transition of the curriculums for outdoor lessons	Teachers, coordinator
Make a resource kit to help teachers and continue to arrange education for school and maintenance staff	Experienced already committed teachers, university, coordinator

To make this vision come true, action is needed on different levels by several stakeholders. A list of essential actions followed by the most important stakeholder(s) is presented below. The list is organised according to the different parts of the process: initiating, building, managing, and using school gardens and city farms.

The suggested resource kits can be created for different stakeholder groups. The aim of the kit is to provide the stakeholder with practical tips about components needed to facilitate the creation of school gardens that are suitable for outdoor activities and learning. The kits can be distributed by the coordinator. Such a resource kit can contain the following products:

- Guidelines
- Practical help/tips
- Resources: practical and pedagogical
- Examples of how to start up

Concluding remarks

There is something to be gained for everyone by providing possibilities for active outdoor education using school gardens and nearby city farms. Some effects are immediate such as happier, healthier, and more socially skilled children, better school results, and good reputation for the local education authorities. Other effects can be seen in the long-term such as health benefits, more responsible citizens, and a more sustainable society. Therefore, the reasons for investing in suitable outdoor environments are many, and we cannot afford to dismiss investing in more suitable outdoor environments.

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Workshop E

Nature Play Enhanced with Digital Elements

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Introduction

The focus of this workshop was to discuss and pick up relevant aspects of what makes play value in outdoor settings. Furthermore, the aim was to make proposals on how to foster outdoor play with high play value in relation to the different childhood conditions across the world. Society needs to give priority to the outdoor environments of residential areas and schools to promote children's health and well-being. The challenges that prevent such a positive development was discussed in the light of the experiences from different countries. Visionary ideas for how to disrupt the general trend and instead create possibilities for a positive change in play accessibility for all children were discussed with the ambition to contribute to a manifesto for increasing play value in urban outdoor spaces.

Main conclusions

- There was a general consensus among participants from around the world that outdoor play is becoming less accessible for children in urban settings due to many factors, such as densification in city planning, more motor traffic and fear of dangers.
- Participants from all countries in the workshop considered play environments that have an abundance of vegetation, natural materials and varied terrain to be more important than play equipment kits and hard surfaces.
- There is a lack of visionary thinking and even knowledge about play quality and the im-

portance of play for children's wellbeing and development in society in general. Knowledge about what creates high play value based on research and practitioners' experiences needs to be brought forward to be applied to a larger extent by procurers of play environments and city planners. The force that play is to attain wellbeing should be used strategically in society to benefit children in their every-day life.

- The fact that children's access to high quality play outdoors is not prioritized enough before other stakeholders in society needs to be urgently addressed. Stronger policies need to be formulated and made applicable to make sure that children's rights are given the highest priority.

Background

"I have the right to relax and play."

Article 31 of the UN Convention of the Rights of the Child has been described as "a forgotten article". In their general comments on article 31, the UN Committee on the Rights of the Child states that many countries do not work actively with the values emphasised by Article 31. The committee emphasises how the article is based on solid scientific evidence of the importance of play in children's health, development and learning. In urban planning, access to play has been, at best, considered a special interest. But today several factors make it difficult to realize the child's right to play in the urban planning context all over the world:



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Energetic participants make progress in the Nature Play Enhanced with Digital Elements workshop.

The urban space is becoming increasingly more valuable and every piece of land needs to cater for a number of groups and needs. When the urban landscape is designed primarily for vehicle access, the whole city becomes less accessible to children, which leads to children becoming dependent on adults in order to move around.¹

Schoolyards are decreasing in size: The National Board of Housing, Building and Planning in Sweden has made a survey of all school yards and notes that school yards are decreasing in size as a result of densification.² As the school recesses are one of the few times in the day when children have access to free outdoor play, this has major consequences for children's physical activity.

Playgrounds become increasingly scarce, making access to outdoor play a matter of a family excursion rather than part of everyday activities.

While beautiful and well-designed, these 'excursion' playgrounds tend to be impoverished from a play perspective, offering rubber asphalt and climbing gear but curiously void of vegetation, sand and other loose materials.³

When discussing what to do about it there is a lot of research to lean against. Talbot and Frost (1989) coined the term "Playscape" as a way to think about how a particular landscape can afford play and what they call "magical thinking." Retaining natural landscape environments in for example school grounds has been found to increase the amount of play activities pursued by children in general, not only in the natural landscape but also in adjacent hard-made areas.⁴ Different loose materials have been found to be important for children's play and development.⁵

Playing outdoors provides a varied environment with many levels of challenges that develop

¹ Back et al. (2017). Playing Close to Home: Interaction and Emerging Play in Outdoor Play Installations.

² Boverket (2015). Gör plats för barn och unga!

³ Sallnäs Pysander et al. (2019). The DigiPhysical Playscape.

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both motor and sensory abilities.⁶ A number of research projects have presented designs that support free and creative play with interactive technology. There are many different ways that digital technology can be brought into physical outdoor play.

In a five-year project called Digital and Physical Play Environments (DigiPhys), ways in which the digital can be integrated into the physical landscape as such has been investigated, with the goal of creating rich resources for play activities.^{7, 8} The digital material is not in solitude, but interacts with the surrounding environment by using natural materials. The most common effect of digital interaction is that something is visible on a screen, but in DigiPhys, other effects have primarily been used, such as sound, light and vibration that are built into the outdoor landscape. The sound and light-scape add a layer of magic and interactivity when children throw stones, pinecones, sand or water into physical play installations creating an instant as well as cumulative effect. This design strategy takes advantage of digital mechanisms such as inter-

activity, accumulating resources, inter-connect- edness and sensory experiences together with the qualities of nature play.

The workshop and its participants

In an overview of relevant perspectives on conditions for outdoor play, Dr Fredrika Mårtensson, Swedish University of Agricultural Sciences, reflected on what is important to think about when promoting child friendly cities. Professor Eva-Lotta Sallnäs Pysander together with landscape architect Emma Simonsson and industrial designer Ludvig Nilsson shared experiences from the innovation project DigiPhys regarding how nature play and digital feedback mechanisms can be merged in an outdoor play environment. Also, conclusions about children's play behaviour in such play environments were presented based on field evaluations in a housing area and at a school yard.

The workshop participants included people from several universities, authorities on local, national and international level, NGOs and entrepreneurs. The participants brought pictures of bad as well as good examples of outdoor play environments from their respective countries that were used as work materials in the workshop.

⁶ Szczepanski and Dahlgren (1997). Utomhuspedagogik.

⁷ Sallnäs Pysander et al. (2019). The DigiPhysical Playscape.

⁸ Back et al. (2017). Playing Close to Home: Interaction and Emerging Play in Outdoor Play Installations.

Conclusions and Suggestions

City planning

The starting point for the workshop was the challenges that prevent a positive development in providing good play opportunities for children in urban settings. The discussions addressed a number of aspects that hinder children's play outdoors today. Values in city planning are geared towards traditional ideas that the normality is a fenced play environment with hard surfaces or rubber asphalt together with play kits and very little greenery. This was the general experience among delegates from countries from many parts of the world. Interestingly, the general view among delegates was that a play environment with high play values includes an abundance of greenery, lots of loose natural materials and even access to water if possible.

So why is this not mirrored in what is being built today? Several factors were raised. There is a lack of clear regulations ensuring safe and rich play environments very close to children's homes that they can access independently. Recommendations do not seem to be enough to give the highest priority to children's play spaces in city. The increasing numbers of cars that prevent children from accessing play environments is one problem, and cars are also prioritised more than children's independent movement in urban settings, often motivated by densification. Values among adults also hinder children's movements, including fear of violence. This is often a result of playgrounds being placed too far from the children's homes and their immediate community context. In several workshop groups the buffering function of strong and inclusive communities was mentioned, so that parents know each other and can look out for all children.

City planning should develop a children accessibility strategy and analyse in more detail where children need to move safely in the urban setting in order to walk or bike to school, or sports activities, or to go and play with friends. The importance of supporting children's physical activity on an everyday basis was raised, and that good city planning can make that possible. The workshop participants also pointed out the importance of taking the children's perspective into account and to listen to children's opinions in a professional way in planning processes.

Knowledge about the importance of play

The apparent lack of application of the knowledge that exists from research and professionals working with children in day care and schools is problematic. Both politicians, city planners and adults in general need to get a better understanding of how fundamentally important play is for children's wellbeing and physical, cognitive and social development and how that affects children's abilities to learn and develop into self-confident adults. Society depends on this for the future, and it comes with a high cost if neglected.

Industry is perceived to lack visionary ideas and knowledge about what gives a high play value and a socially and biologically sustainable play environment. A good exception was mentioned in Norway where a so-called BUA is a place where children can borrow play and sports equipment for free, like in a library. This novel way of thinking might inspire industry to think of new business strategies, and opportunities and might at that help the playground industry to incorporate front line knowledge in the play domain. For example, thinking of the playground industry as a service industry, where procurers not only buy things but also updated the content and services, such as renewal of the appearance and functionality of equipment. Similarly, thinking of the greenery as part of the product would improve the play value according to both research and practical knowledge. Another visionary idea is to allow residents to get more responsibilities to maintain their immediate surroundings if they wish, in order to increase adults and children's possibilities to access appropriate play environments in their housing areas. This is already possible in some Swedish communities, to some extent.

Digital media a curse or a possibility

How the digital age affects children's play habits and future play behaviour was debated in the workshop groups. In the challenge section of the workshop, the participants identified digital media such as mobile phones, computer games, social media and the never-ending flood of children's programs as one culprit for the decrease in children's physical activity, and increasing the focus on indoor activities in all parts of the

world. In residential areas that are perceived as unsafe for outdoor play, the digital media can be considered a solution by adults. Nature in itself is in some parts of the world seen as dangerous and even associated with disease. In that case, safe semi-natural environments with play equipment can be a solution. One major obstacle that was mentioned for outdoor play was the lack of free time. The everyday life of both adults and children is very fragmented with many organized activities after school, including transportation to and from school.

In the opportunity part of the workshop, participants discussed to what extent digital technology could enhance play environments to motivate children to play outdoors. The digital components need to be designed in novel ways to include abundant vegetation, natural materials and other components such as water that is fun for children. The idea of letting children borrow equipment for free, similarly as in the case of Norwegian BUA for sports equipment, was also proposed for outdoor computer games. However, the majority of the discussions concerned the importance of increasing greenery in play environments in cities. Making the digital a positive catalyst for outdoor play is still a rather novel thought.

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Workshop F

Measuring Segregation and Child health – Setting a Standard for a Healthy Urban Childhood

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Aim

The aim of this workshop was to take inventory on potential indicators for measuring segregation, thereby shedding light on inequities in child health in urban settings. Such indicators include social determinants of health, i.e. the circumstances that shape the health and wellbeing of a population, as well as direct measurements of health. During the workshop, participants discussed both the relevance of various indicators, and the feasibility of measuring them.

Context matters, and differences in epidemiology, economic resources and access to health-care affects the relevance of possible indicators differently in different settings. By engaging workshop participants from diverse professional and geographical backgrounds, this workshop also aimed to promote discussions regarding the varying usefulness of said indicators in different settings.

Background

Children's lives are shaped by their immediate surroundings and by the circumstances in which they live and grow. Such circumstances affect both their future social position and their wellbeing in every sense – social, psychological, spiritual and physical. The unequal distribution of health-promoting and health-damaging ex-

periences should in no sense be seen as a given phenomenon, but rather a consequence of detrimental political and economic policies – policies that reflect contemporary and historical ideas about societal organisation. As the effects of circumstances such as parental income, unemployment, housing and social exclusion influence individual and collective health outcomes, they have been labeled *social determinants of health*. The unequal distribution of these determinants can be seen directly as a social gradient, or indirectly through unequal distribution of health outcomes.

The consequences of poor circumstances during childhood are not seldom lifelong – such as smoke exposure during childhood increasing the risk of developing asthma later in life. Establishing the extent of these disparities in both determinants and outcomes is therefore a necessary first step towards both direct and long-term prevention of inequitable health. Disparities in health can not only be seen between high- and low-income parts of the world, but also as a gradient between rural and urban regions within countries. Often, however, the gradient is even more obvious *within* urban regions, and reflects a social gradient between high- and low-income city districts. Measuring and comparing determinants of health between city district levels can



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Measuring and comparing determinants of health between city districts levels can offer baseline data on how children's lives are shaped differently by variations in social conditions over relatively short distances.

therefore offer baseline data on how children's lives are shaped differently by variations in social conditions over relatively short distances, such as between different districts within a city.

Main conclusions

When quantifying differences in health in urban settings it is possible to measure both health itself, and the prerequisites for a healthy life. Health outcomes are generally both relevant and feasible to measure. Social determinants of health can be equally relevant, but are not always as accessible due to lack of standardised and resource-effective methods of measuring them.

One of the major challenges for creating models of segregation and health inequities is that some indicators can be context-dependent, with high variance in some regions of the world and less so in others. Similarly, some indicators may seem relevant but can have ambiguous significance, such as how much time is spent using digital screens.

Social determinants can include measurements of socioeconomic status. They can also include access to health services and opportunities for a healthy lifestyle. Access can be physical access, which is feasible to measure. It can also have a psychological component, which is not as easy to quantify.

Segregation is not only about geographical separation, but also about social and cultural separation. It is therefore relevant to include non-geographical separation in a model of inequity, and to aim to quantify factors such as social capital and interaction with society at large.

The workshop and its participants

The workshop gathered professionals with backgrounds in research, policy, healthcare and other sectors, resulting in group discussions between participants with experiences of approaching the topic of segregation on different levels. Many of the participants were from Sweden, where highly developed and accessible maternal and



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Highschool student Emilia Carai shared a popular youth-perspective on planning for playgrounds.

child health services provide a good capacity for combating inequities in child health, but where segregation is still a major problem in most large cities. Some participants represented other European countries with similar prerequisites and challenges in regards to segregated cities. Other participants on the other hand represented sub-Saharan Africa with challenges of a very different nature, but with segregation as a major issue nonetheless. Representatives from a broad spectrum of fields, social contexts and conditions for healthcare and health policy resulted in discussions with a variety of perspectives on the topic.

Speakers were invited to share their approach to segregation and child health in a high-income and a low-income setting. Charlotte Johansson from the Delegation Against Segregation (Delegationen mot segregation, DELMOS), a recently established Swedish government agency, presented the current state of segregation in urban settings in Sweden and the need for intervention. Contrasting this with vastly different settings, Dr Robert P. Ndungwa, head of Global Urban Observatory at UN Habitat, talked about the City Prosperity Index, a tool allowing measurement and comparison of living conditions and wellbeing in cities along six dimensions.

Conclusions and Suggestions

What should we measure?

To design interventions that can effectively target segregation and inequities in child health, we must first assess the current state and conditions in the geographical areas of interest. Such assessments can include health outcomes, like prevalence of overweight and dental health. The assessments can also include risk factors for poor child health, such as tobacco exposure during childhood, or preventive factors, such as duration of breastfeeding. Possible health indicators brought up during the workshop included growth during childhood, maternal care quality, physical activity, physical literacy, sleeping habits and screen time. These indicators can sometimes demonstrate social inequities – prevalence of dental caries, for example, clearly correlates to socioeconomic status. All groups participating in the workshop agreed that health outcomes are both relevant and feasible to include when quantifying child health inequities. They do not necessarily, however, offer guidance for how to combat segregation and inequity, as treating caries does not fundamentally change the underlying causes of these problems.

The relevance of these health outcomes can also be heavily impacted by access to healthcare, as some negative health outcomes such as low birth weight are much more prevalent in low-income settings where access to quality care is limited. Measuring birth weight in a high-income setting may still result in relevant inequities being established, but the overall impact on the health of the population is likely smaller. Some indicators, such as children's screen time, are context-dependent in another way, as it can be both an expression of material prosperity, and an expression of a lack of opportunities for healthier activities. This ambiguity makes screen time a less relevant indicator to measure than e.g. time spent on physical activities.

Another approach is to measure the underlying social determinants of health, that shape individuals' health both in the moment and in the future. These include factors such as in-

come and education, that repeatedly has been shown to correlate to health outcomes. Data for socioeconomic status are easily accessible in Sweden, but there are other determinants for health that may be of great importance that are not as easily available. Other factors at play that were brought up during the workshop included school attendance, school results and housing conditions. Inability to do homework due to lack of a place to do so undisturbed could be a mechanism through which these are interconnected, resulting in children not reaching their full potential in school.

Participation in society as a determinant of health

To be able to obtain a healthy non-sedentary lifestyle families must have access to environments that allow for physical activity. Access to outdoor experiences through green areas and good quality playgrounds is a prerequisite for children to play actively. Other determinants on the same theme are access to a healthy diet, transport and organized sports for children. This access could be physical, such as the number of playgrounds within a certain area. It could also be related to safety, as high crime rates or other factors for unsafe environments can prevent people from freely moving in areas that could otherwise be used for physical activity. On the topic of access, health services were also brought up during the workshop discussions. Long distances to maternal and child health services, lack of access to dental care and few health care institutions per capita could all have detrimental effects on the quantity and quality of care received. Just as with access to physical activity, there is also a psychological component of access to care, as a family that does not have a clear roadmap of how society is organized might not fully embrace their right to the available healthcare. One example of this could be participation in parental groups offered through the child health services, where parents themselves must make an active decision to participate.

Mapping quantifiable differences in populations, such as institutions per capita of parental education, is not the only thing that is relevant to segregation. Equally important is social and cultural separation. **Some determinants for health, such as social capital and social connectedness, could have an impact on child health inequities without having a standardised way of being measured. Similarly, having a sense of place and a good place attachment could potentially impact an individual's sense of self, but with no given way of being measured in a standardised way.** Both participation in political elections and membership in local organisations and associations could be potential indirect indicators of social capital, but they do not offer an objective truth about individuals' participation in society at large. Equally difficult to measure is separation on the basis of culture, where populations with different cultural background have less interactions between the groups than within the groups. Nonetheless, non-geographical segregation should not be ignored or overseen, and models of health inequities should take this into account.

The feasibility of quantifying inequities

Segregation is defined as the separation of groups within society, and often there is a spatial component to it. Inequities in urban settings are relatively easily visualized as geographical differences, such as mean income per district. Less easily measured is segregation that is non-geographical, such as the separation of people without a tradition of a fixed place of residence. The health of such groups may be difficult to measure, and they may be harder to reach by conventional health systems.

Not all indicators are equally feasible to collect data for. During the workshop discussions, several groups brought up the difficulty of relying on survey-dependent data. Subjective experiences of social connectedness and self-rated health in both a physical and psychological sense can be interesting to survey. It is, however, naturally more resource-intensive than collecting data for registry-based indicators. If data is collected for self-rated health and connectedness among children, the feasibility of measuring such data also depends on their age. How young can a child be when assessments are being made of their own sense of wellbeing? Perhaps such age limits are dependent on what is measured.

Another social determinant of health that was deemed relevant but non-feasible by several workshop groups was parents' support. Children without strong support within the family, e.g. in regards to school work, will not have the social head-start that other children have. Such support is neither feasible to quantify in any objective manner or through self-evaluation, as self-rated support will be hard to compare in any meaningful way between different families.

In conclusion, measuring segregation is an important task in the struggle to create an equitable society. Not all measurements are equally relevant and feasible, but overall there is a potential to effectively approach the problem from many angles. **The indicators that can be used to map out opportunities for children to grow and develop overlaps well with the Sustainable Development Goals at large, displaying the interconnectedness of social, economic and ecological sustainability.**

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Workshop G

Social Inclusion and Empowerment in Urban Planning

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Aim

The aim of this workshop was to come up with a list of points to consider when involving disadvantaged youth in the urban planning cycle in order to ensure a connection with their physical spaces in their local communities. The planning cycle occurs prior to as well as during planning and implementation processes of improvement, regeneration and development of new residential and commercial areas. The discussions were guided by questions such as what are effective ways to listen and act on the needs and concerns of “disconnected” children and youth in an urban planning context? How can we ensure their ownership of their local spaces? What are the potential pathways to sustainability?

Main Conclusions

The following main conclusions can be seen as concentrated answers to those questions sorted as before, during and after implementation activities:

Before Implementation

- Conduct a “space mapping” or needs assessment to understand the context, identify stakeholders and “bridge builders” and define the problem together
- Carry out early consultations to build trust between the youth and their families/communities and service providers
- Have regular check-ins to provide opportunities to influence the project early in the process

- Develop the first draft of the project design together with the youth and brainstorm further with the community and stakeholders at participatory workshops

During Implementation

- Create an enabling environment for individual commitment to act
- Arrange for temporary use of facilities or access to the space under development to experiment and to integrate new ideas into the project
- Foster inclusive collaboration that is participatory and continuous - no one should be left out
- Conduct feedback sessions with the community and stakeholders
- Incorporate iterative monitoring, constant re-evaluation and regular check-ins to provide opportunities to influence the implementation process

After Implementation

- Carry out participatory evaluation, feedback and reflections to measure output/outcome in relation to goals set
- Support the formation of community groups for the youth to ensure ownership, continuation and sharing of the project process and results
- Document, communicate and share experience
- Build on gained experience, repeating the process in different areas and with different groups



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Maria Stella De Sabata, Board Member IDF Europe and Member of the Uppsala Health Summit Advisory Board, provided inputs to the workshop.

Background

When societies fail to achieve social integration, it is likely to lead to societies becoming socially fragmented with increased disparities and inequalities among groups, which thereby undermines the social cohesion that is much needed for avoiding conflict and promoting cooperation. In some regions in Europe, the growing migrant crisis, slow economic growth and failing integration of new groups into communities adds to this social fragmentation and disparities in societies particularly in “disadvantaged areas” with already high unemployment rates among young people.¹ The starting point for this workshop was therefore to identify and apply means and steps that could include all members of society, especially young people, in development in a way that fosters stable, safe and just communities.

¹ European Commission, 2005.

The workshop and its participants

The workshop delegates comprised of about 30 national and international experts and decision makers from academia, urban planning, civil society organisations and youth organisations, representing different disciplines.

The **House of Plenty Social Innovation Model** was the point of departure that opened up the discussion for other experiences and solutions. The House of Plenty Social Innovation Model (fig. 1) combines (Re)search and Entrepreneurial Actions to bring new ideas and services to better address social issues of marginalized children and youth in East and Southern Africa, Southeast Asia and Sweden with the goal to take them from the margins of society to mainstream society as active, contributing citizens. The (Re)search process consists of “search” and research processes where the former is the critical community entry process within which

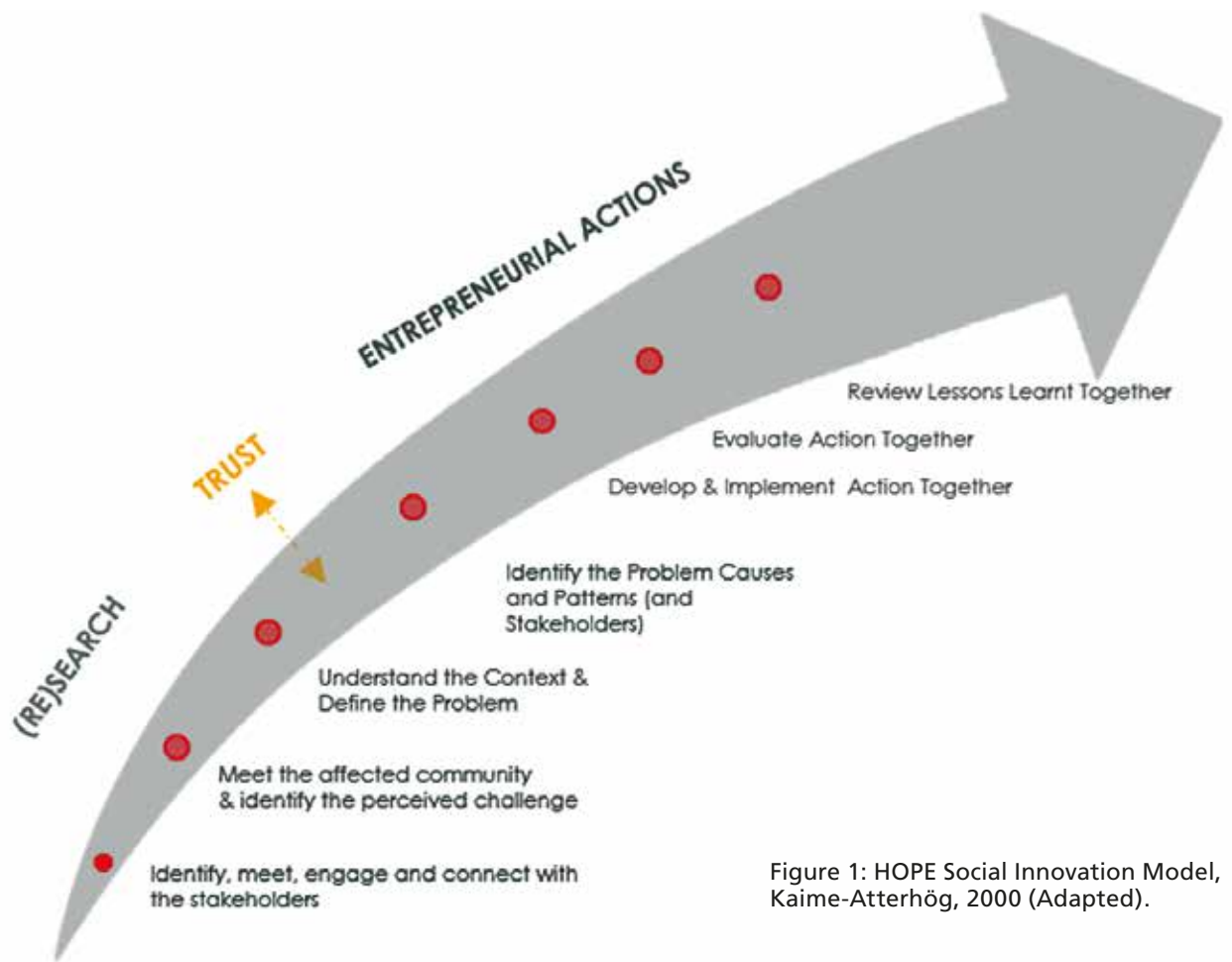


Figure 1: HOPE Social Innovation Model, Kaime-Atterhög, 2000 (Adapted).

various target groups including researchers and stakeholders are brought together in order to create a safe space to freely engage and connect within a desired common vision and goal. It is within that safe space that social challenges are expressed and understood and with that knowledge, actions are developed and implemented to achieve the desired positive change, a process driven by trust, co-creation and action.²

² Kaime-Atterhög, 2000.

For the HOPE Model to be successful, it must operate within its three grounding principles; first is that societal change is the ultimate impact if successfully applied in respect to its approach, rationale and steps. The second principle is that societal change is defined and brought about when researchers, key stakeholders and affected groups meet, engage and connect with each other to co-create an environment of change. Lastly, the HOPE Model ambition is not to provide a panacea solution for societal challenges but, rather, to allow the researcher to stay true to the first and second principles by acting as a facilitator.

Trust Building Model



Fig. 2: Relationship and Trust Building Processes (Kaime-Atterhög, 1996)

Conclusions and Suggestions

Taking a cue from the HOPE Social Innovation Model (fig. 1), most discussions were centred on the seven activities of the model and the importance of building trust from the beginning (see figure 2). In general, the participants mentioned that it was important to improve the terms on which individuals and groups take part in society especially those disadvantaged on the basis of their identity. Urban planning was identified as one way this group of people could be empowered. By including them in the planning process, service providers would also be giving them the power to take ownership of their environment and be responsible for taking care of them. Workshop participants stressed that the point was not just to include them but to make them 'feel' included and also that everyone should have the opportunity to be included. In this connection, one delegate posted the following question: *"what is the need to build urban areas when it will serve no purpose to the people who use them?"*

Delegates noted that oftentimes most projects fail because policy and decision-makers, as well as service providers, make decisions without consulting the very people for whom those decisions are being made for or will affect. In the end, the intervention programmes become obsolete and serve no purpose. This, therefore, creates the need for the inclusion of everybody in the society who will be affected/impacted by whatever intervention programme that is being implemented in their communities.

Actions before implementation

The workshop delegates agreed that a way of doing this was to get on the same level as the youth and engage them in the planning process. One barrier that was mentioned was the fact that many young people are of the view that their concerns and suggestions are never considered or taken seriously and, in those instances where they have participated in projects and provided suggestions, these have not been incorporated into the projects afterwards. Consequently, this makes it difficult to engage them in such processes where they feel that their participation is only "for decoration" and, therefore, a waste of their time. Delegates, thus, stressed the importance of building relationships of trust with the young persons (see figure 2) and identifying stakeholders and "bridge-builders" early in the project.

The coordinator of the project was suggested as a possible "bridge-builder" and a focal point of the project. One workshop group described it as follows: *"Get one person whose responsibility is to make sure that the initiative engages the different stakeholders and is constantly looking at how to bring people together in the project."*

Insiders were also mentioned as important in this process as well as making people feel equal and having mutual respect. A key activity during the planning stage before implementation was a needs assessment to define the problem together with the youth bearing in mind that service pro-



Scholarship holder Leticia Lozano Bobadilla participates in the workshop on Social Inclusion and Empowerment in Urban Planning.

viders do not know the problem but rather making use of participants' knowledge, experience and perspectives.

On the basis of these findings, the first draft of the project design would then be developed and further refined with key stakeholders in the community. It was also noted that where facilities to be improved already exist, it is important to provide a possibility for the youth to use them temporarily to experiment.

Actions during implementation

Once the implementation process was in progress, the delegates stressed the importance of regular check-ins through participatory meetings to ensure that all were being involved in the process and suggestions for possible alternatives were being discussed and addressed appropriately and promptly. This was well described by one workshop group as follows: *"You do not need to stick to everything you had in mind from the beginning. See what works and what does not."* The stakeholders

identified during the planning stage should be actively engaged in the implementation phase, lending from their experience of and expertise on the topic in question. For example, if service providers' aim is to create a safe space in a community where crime is rampant, there is the need to involve the police because they have a better insight into what crimes usually occur in the area and will be better equipped in providing security advice.

Delegates stressed the importance of the service providers, and especially the steering group committee, to "go to where the people are" and provide information in "a language" the youth and community members can understand as outlined in the HOPE Model. In order to facilitate the participation of all groups in the community, it was suggested that the project meetings should be open for everyone to attend, with childcare support provided if necessary. Creation of this enabling environment was seen to invariably lead to individual commitment to take action.

Moreover, arrangements could be made to provide the youth with temporary access to the space under development to experiment and to integrate new ideas into the project. Also discussed was the important role played by the media, including social media, but it was stressed that the project committee should monitor this to avoid and address misinformation. Fostering inclusive collaboration and monitoring the project progress were seen to be continuous and

participatory processes, making way for reconsidering alternative ways of partnerships and working.

Actions after implementation

Upon completion of the project, workshop delegates stressed the importance of conducting participatory evaluations to measure and evaluate the project outcome with feedback and reflection sessions with the youth and the community in question. Further, they stressed the need to document and share project experiences and outcome. One group summarised this as follows: *"When you have success stories you can teach others how to do it; it then becomes a learning process. Authorities do not understand the urgency of a problem until people demand it. After make the project report a foundation document."* One way of ensuring ownership and long-term sustainability of the project results was mentioned as encouraging and supporting the formation of community groups for youth and making use of the learned lessons in other projects: *"Repeat this process over and over again in different areas with different groups."*

The deliberations during the workshop resulted in the delegates developing the above-mentioned activities to consider prior to, during and after the urban planning process. The delegates stressed the important role of building trusting relationships from the very beginning by meeting, engaging and connecting with the youth and community in question (as illustrated in figure 2).

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Indicators for Children's Built Environment

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Introduction

This workshop aimed to discuss and find tools to safeguard spaces for children in an urban planning context. There are many stakeholders in the planning process when it comes to developing both new and existing urban areas. Formal and constitutional responsibilities for ensuring the spatial needs of children, such as guidelines or norms, are formed on different levels. Evidently, existing guidelines and tools are difficult to implement as urban spaces for children are diminishing. Internationally, the challenges vary much between countries. Planning policies and children's everyday lives can differ considerably from country to country in different cultural contexts and parts of the globe. In general, international and national regulations and guidelines are lacking for planning child-friendly urban structures and designing child-friendly environments.

In Sweden, different societal actors are claiming specific and separate places traditionally allocated for children's play. Moreover, some new schools and pre-schools are being built without schoolyards or accessible outdoor environments.

Aim

This workshop was carried out in two parts. At the beginning of each part, representatives of two stakeholders each gave an inspirational talk. In the first part, the Joint Head of Canada Water Development at British Land, Roger Madelin, talked from the point of view of a

landowner and developer. In the second part, Karin Åkerblom, the Strategic Planner at the City of Uppsala Urban Development Office, represented the public interest of the citizens. The workshop participants included NGOs, entrepreneurs, universities, and local, national, and international authorities.

In small groups, the participants shared their experiences and suggestions on how guidelines, tools, and indicators can be formulated in planning child-friendly cities. The following questions were used to guide these conversations: What are the advantages and limitations of quantitative standards? Are there qualitative standards that can be formulated as indicators for child-friendliness? Is it possible for qualitative indicators to be surveyed or certified?

Main conclusions

Much of the discussion was concentrated on strengths and weaknesses with quantitative aspects of urban environments for children and adolescents (such as demands of xx square meters open space per child) and how to measure qualitative aspects of suitable outdoor urban space. These discussions highlighted the need for developing both suitable quantitative standards and qualitative indicators to ensure children's play, mobility, and socializing.

- *Quantifiable standards* (e.g., a recommended amount of square meters per child for outdoor play) should be integrated into the early stages of urban planning processes. Infrastructure



Keynote speaker Roger Madelin, Joint Head of Canada Water Development, British Land presented a compelling business case for building child-friendly cities.

as well as enough space for schools and pre-schools and building structures have to be defined early in the planning process. Having an eye for children's needs from the beginning of the process is crucial so that quantifiable standards ensure sufficient space. However, quantifiable standards imply nothing about the quality, design, or content of a space.

- *Qualitative indicators* (e.g., a suitable design or how a place is perceived as playable from a child's perspective) are more challenging to cover in a planning discourse. These values should be formulated in several ways and work

within different detailed scales. The qualitative values are important to define, and the workshop concluded that they are useful also in later stages of the planning and construction process, for example, in design, construction, management, and building permit and tendering processes.

Background

Spaces for children's play and everyday movement are decreasing in urban areas at the same time as a significant amount of research has shown the importance of access to a built urban



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environment designed for children's health and wellbeing. Everyday physical activity and movement depend on how the urban environment is planned, designed, and structured. Research and well-established experience show that children's access to many different kinds of spaces and places are crucial for an active everyday life. A wide range of viewpoints based on research supports this position, such as physical health issues connected with obesity and social issues related to changing spatial structures. In short, access to a variety of places in urban areas affect children's health and agency in shaping community dynamics. In addition, open space research has highlighted how the distribution of space and the structure of a city affect children's everyday lives and freedom of movement.

Contemporary national and international trends indicate that young families with children want to live in cities rather than in

suburbs. At the same time, planning ideals and urban growth have changed; instead of expanding the city via suburban growth, the trend is to 'grow inwards'. Although varied, these changes often have resulted in denser neighbourhoods and community structures, smaller courtyards, heavier traffic, and rising land prices in central locations. Consequently, the urban spaces and structures children use for their everyday movement and play are being displaced by infrastructure devoted to increasing urbanisation, resulting in denser courtyards, diminishing green/open spaces and parks, and more barriers to children's mobility. These trends reduce children's access to inclusive spaces that encourage their own agency and freedom of movement and make it harder for them to act and be seen in the public realm. In addition to the decrease in access to public spaces, these trends result in fewer spaces where children can independently shape their own places.

Conclusions and Suggestions

Quantifiable standards

Quantifiable measurements should be research based and connected to well-established experiences. A significant amount of research has investigated the connection between children's health and the built environment. From this knowledge base, data could be used to help formulate measurable standards for child-friendly cities such as requiring a specific amount of open space per child based on expected health benefits and establishing the maximum distance to a playground or open green space. Inserting measurable standards in regulations and guidelines could provide a way to safeguard children's rights in contemporary political and spatial planning contexts.

The workshop participants highlighted different types of space that could be safeguarded by quantifiable standards: green spaces, shared spaces, spaces to play, spaces to relax, and spaces to be active. Other qualities that can be quantified include percentage of canopy coverage in the spaces offering sunlight or shade and 'proximity indicators' such as walking distance to different spaces.

The proof of the benefits of well-planned cities and neighbourhoods is extensive. Independent mobility is rarely, if ever, a result of high traffic areas with few sidewalks and dense housing. Moreover, all citizens, not just children, will benefit from access to various types of green community spaces for play, relaxation, and sharing.

Children's built environments should also be accessible for all children, regardless of physical abilities. Although much is known, more research is needed that focuses on the design perspective. Planning space for everyone can simply focus on accessible amenities such as toilets and places to rest and be 'offside'. To make sure children have access to both a variation of places and necessary amenities, checklists could be used to help quantify what needs to be included in spaces that consider the needs of children.

The workshop participants also noted that these kinds of quantifiable standards should be used early in the planning process and in an overall scale. The spaces for the above mentioned activities are often interwoven with the activities children do with a purpose other than to boost their health, such as walking, bicycling, shopping, and spontaneous play. Creating these places depends on how we structure and plan our urban areas in an early stage of the planning. That is, a city should be structured and planned in ways that offer spaces where secure and attractive walking and bicycling can take place and where unorganized play is also encouraged. In the end, a variety of values within a place cannot exist if there is not enough space. Therefore, measurable standards, similar to regulations for noise levels and traffic lights, should be set early in the development process to regulate proximity indicators, percentage of canopy coverage, and the amount of space devoted to children's needs and activities (i.e., m²/child).

The workshop participants highlighted several of the limitations of quantitative standards. That is, these standards do not consider contextual considerations. Every space is connected to another space and has a surrounding area that can affect the play value of a place such as a green park or a highly commercial development. Although the issues that need to be considered are difficult to quantify, they need to be considered with a comprehensive view and with professional knowledge of qualitative values.

Two other aspects were mentioned as weaknesses of quantitative standards. First, these standards are hard to use in relation to children's cognitive, physical, and social development of different ages. Second, these standards are typically used to organize and structure reality in an adult way. That is, quantitative standards can lock planners into a way of thinking without considering what values are important for the children themselves. As adults, we can also fool ourselves into thinking that this is a shortcut to good planning for children as this approach does not require talking and listening to children,

an approach that takes more time and requires another way of thinking, challenging adult assumptions about children's needs and desires.

Qualitative indicators

The workshop participants all agreed that there is a need for the qualitative values to be highlighted in the planning process. It is important not only to have a child perspective but also to provide children themselves with the possibility to share their own views and experiences. Children's perspectives can be collected through workshops and formulation of strategic questions to collect indicators of qualitative values. With these techniques, soft values in relation to feelings such as safety, enjoyment, and playfulness can be added to the evaluation.

In addition, evaluations through strategic questions can help adults meet qualitative goals connected both to possible affordances and emotional experiences. The importance of creating accessible space for all age groups can also be assessed using questions or statements instead of checklists. The *Health and social care standards: My support, my life*¹ was one important input in the discussions. These standards are used to assess children's outdoor environments at schools and preschools. They are based on assessment questions such as 'I make informed choices and decisions about risks I take in my daily life and am encouraged to take positive risks which enhance the quality of my life'. This approach could be enlarged to assess other kinds of existing urban environments used by young people. The discussions also addressed how to make it possible for children to create a bureau for adult support as a resource in the city development.

Several other qualitative indicators were mentioned by the workshop participants: open spacious courtyards accessible for many children; variation in opportunities in different living blocks and good communication between different blocks; safe and secure accessibility from every home and building by foot or bike to school; and no heavily trafficked roads between school and public space.

These types of evaluations can be used in all stages of the planning process but should at least be used later and in a more detailed scale. Hopefully, enough space will be set aside from the quantitative standards when the developmental design phase begins. Formal and constitutional responsibilities such as guidelines, checklist, and indicators of how to create and plan a child-friendly city can be discussed in many different ways but have to be connected to a specific level in the planning process and to the stakeholders who will use the spaces.

The dilemma seems to be that spatial guidelines expressed in qualitative values – e.g., designing and shaping spaces to be attractive for everyday movements and activities and particularly those that relate to inclusive spaces – will be lost in the clamour for infill, densification, and developing economic forces. Guidelines expressed in quantifiable standards that penetrate the prevalent planning discourse tend to focus on children's separated places. However, spaces with high land prices are usually not developed with children's needs in mind; that is, the soft values or qualitative aspects of children's needs are left out of these discussions. Thus, quantity of space in some cases also means quality of place.

Guidelines are needed that show how one can use tools to evaluate both quantitative and qualitative standards that become apparent through discussions. Since people from various disciplines are involved in urban planning processes, guidelines are needed to lay the base for understanding why it is necessary to follow standards and what is gained for everyone, both in the near future and in the long perspective. To connect these guidelines to both research and reference projects from different parts of the world would also strengthen the credibility of both the quantifiable standards and qualitative values that can be used as indicators.

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Workshop I

Industry-Academy Collaborations for Healthy Brain Functions through Physical Activity

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Background

The majority of children do not meet the physical activity recommendation of 60 minutes of moderate to vigorous intensity physical activity daily. Also, the reported prevalence of poor mental health among children and adolescents has escalated over the last ten years.

A growing body of research concludes that physical activity positively influences brain functions, including cognitive functions and mental health. Moreover, participating in sports and spontaneous physical activities during childhood positively influences health outcomes at all stages of life and supports cognitive and emotional functions in children's developing brains.

However, countries all over the world have witnessed an increase in sedentary behaviour among young people that parallels the rapid increase of urbanisation. Commercial forces are often seemed as being the trigger of sedentary behaviour by promoting attractive products and services that limit physical activity. To reduce the negative impact of these commercial solutions, governmental and non-governmental organisations try to compensate for this by developing rules, regulations and recommendations or provide compensating activities.

Would it be possible for commercial companies to integrate solutions aimed at stimulating children to be physically active as a part of the businesses' overall sustainability strategy, in the same way as climate and environmental issues now are closely integrated in most serious companies' sustainability strategy, resulting in new products and solutions on both the consumer and business market?

Such an approach in designing the sustainability strategy in companies would possibly, for example, result in new attractive leisure time equipment on the market, stimulating children to be physically active when playing with friends and family. Other solutions might be attractive school buildings, school yards and bike lanes supporting students to be physically active during the school day and during transport between school and home. Yet other new solutions could be innovative home interior products and life insurance services designed by companies to stimulate families and children to establish a healthy lifestyle based on physical activity.

In this workshop we discussed how to explore and build fruitful collaborations between scientists, governments, non-governmental organisations, and companies to ensure that children have access to regular physical activity throughout childhood, so they have the best conditions to grow and thrive.



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Participants of the workshop discuss how industries can take on a more active role in ensuring more equal access to products and services that stimulate physical activity.

Gisela Nyberg, PhD, Project Manager of the research project Physical Activity for Healthy Brain Functions in School Children at The Swedish School of Sport and Health Sciences, GIH, presented the project which is carried out in close collaboration with stakeholders in the business and civil sector.

The Swedish companies IKEA, Skanska and Skandia representing solutions for life at home, school environments and life insurances are among the participating companies as well as the non-governmental organisation (NGO) Generation Pep, founded by the Swedish Crown Princess couple in order to help the young generation establish healthy lifestyles based on physical activity and healthy food.

Erik Bragg from Skanska, Magnus Thuvesson from IKEA, Birgitta Hultfeldt from Skandia and Oskar Sewerin from Generation Pep gave short presentations about their motives for collaborating with the academy and the other non-governmental organisations and companies. They all participated in the workshop groups.

Aim

To identify key factors that enable research, governmental and non-governmental stakeholders to collaborate and co-produce knowledge that can be used to develop commercial innovations

that promote physical activity for healthy brain functions among children and young people.

Questions

- Is it possible to organise collaboration and co-production of knowledge in a way that is beneficial for all stakeholders, including the profit interests of the businesses and still guarantee the researchers independence?
- Which are the barriers and facilitators for collaboration and co-production of knowledge and how do we ensure a long-term mutual commitment?

Main conclusions

- It is extremely important that different perspectives and basis for knowledge are included in collaborative projects.
- A common purpose/goal/shared value is key to any collaboration (win-win situations, with the absolute ultimate winner being the children).
- Clear roles, transparency and expectations of everyone established from the start, thereby building an environment based on mutual trust.

Workshop delegates

The workshop participants included people from several universities, authorities on local, national and international level, NGOs and businesses.

Proposals from the Workshop

Methods and tools

Workshop round I:

What is there to gain when we collaborate?

For the children

- If support for physical activity is integrated in the products and services that children are attracted to, this will help children develop a healthy lifestyle early in life. Primary outcome should always be to benefit children. It is important to make sure that their opinion is heard and enacted upon (included in the process). Adjustments, actions and interventions must both be efficient (i.e. focused on the type of movement and activity that has been proven to be of importance for child health) and attractive (i.e. in line with what children view as meaningful and interesting). To achieve the latter, the child perspective needs to be included in most if not all steps of the developing process. This is not far from the common “end-user” perspective commonly included in product and service development, but often disregarded in work related to urban childhood lifestyle and health.

For the academy

- Collaboration enables an opportunity for researchers to engage in holistic research of high relevance and potentially high quality, leading to greater job satisfaction and application of knowledge. The wide range of factors, and their interactions, that influence childhood health has little in common with the way universities and research institutions commonly organise scientific studies and knowledge development. To make an honest attempt to reduce the effect of the developing health problems in young urban children, a translational approach is most often needed. However, this is not easily organised. The research perspective of a certain project must not be too wide, as it will risk to hinder meaningful discussions. Rather, including an initial broader-than-usual set of scientific backgrounds and progressive academic “training” in inter-disciplinary cooperation is proposed. In other words; Let the problem be identified through discussions in

groups of scientists from many different disciplines and research traditions, and let design of the study follow evolve from this discussion.

For the industry and NGO:s

- For industry and non-governmental organisations, collaboration provides an opportunity to establish a leading position in sustainability, which is a field of growing interest. With society’s increasing awareness of the importance of being physically active for performing well intellectually and to stay mentally healthy, the demand for services and product that support physical activity in the everyday life is growing. Co-producing knowledge within this field together with the academy, makes it possible to fill the knowledge gap between research and application in a way that ensure the right questions are answered from the industry’s and NGO:s perspective. Companies that are pioneering within this knowledge field, and are developing attractive services and products with the added value to support physical activity are predicted to be winners on the global market as more and more people are living in dense areas with limited space for physical activity.

Workshop round II:

How do we organize collaboration and co-production of knowledge in a way that is beneficial for all stakeholders?

Main points

- Shared values: As industry and academia approach these matters from vastly different perspectives, a long and sometimes detailed discussion is necessary to identify each participating organisations’ needs and points of view. In addition to this discussion, a thorough description of how these prerequisites relate to one another must be achieved. By this process, a decision can be made to which extent values are shared.
- Transparency: Inevitably there may be details that cannot be shared even within a co-producing group of partners, due to company

privacy or patient or public safety interest. However, it is important to announce these conditions in advance, to avoid hindrances in the joint process.

- **Communication:** Internal communication is vital to the progress of the project. In this case, collaborative projects do not differ from “normal” projects. For external communication however, some differences apply: on the one hand, to be sustainable, the project must have its own identity and on the other hand, the companies, NGOs and universities each have their own need to communicate their engagement. A common and agreed communication plan, ideally containing logotypes, photos of key individuals, agreed quotes, etc. can be identified and distributed within the group. This can then be used together with each entity’s own need for internal and external communication.
- **Ultimately striving to achieve the same goal:** This is rather a result of the three points above. When values are shared, transparency is good and communication is flowing, the work will likely flow in the direction of the identified goals.

From experience, grouping NGOs, industry and academia will bring together individuals from different backgrounds. This may initially be a new situation for many of the individuals in the project. But if/when the above issues have been addressed, this mix may well benefit the development of discussion.

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Apart from the need to agree on a common goal and outcome, any co-producing project group in this sense also need to agree on HOW the information will be used. Is the co-producing project an own entity or is it a part of each organisation? Who “owns” the data or any intellectual property? This discussion can be addressed during work on external communication but must at least be solved during the project time in order to not be an issue.

Identified barriers to successful collaboration

- **Lack of trust.** The opposite of shared values and transparency.
- **Funding:** Internal communication error.
- **Conflict of interest:** No shared values.
- **Uncertainty of the duration of time to gain and implement information:** Internal and external communication error.

Identified main take-aways from the conclusion part of the workshop

- **Posting the right questions and having a holistic approach.**
- **Overcome traditional structures (i.e. within universities) to allow and encourage collaboration to occur.**
- **Facilitators:** clear goals, trust, communication between all involved.
- **Barrier:** fear. We should be afraid not to change!

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OPENING SPEECH BY H.R.H. Prince Daniel of Sweden

(The spoken word shall take precedence)



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Six years – that’s 72 months, 312 weeks or 2192 days. No matter how you count, that is a long time in a person’s life. And in life, as we know, time makes all the difference. Six years is six more times to celebrate Christmas eve with your loved ones, six more times to see the midsummer light and the first snowfall. Six years may allow you to see your grandchild take her first steps, instead of never knowing her at all. Six years gives you the chance to collect new memories with your family, instead of your family keeping you in their memories. Six years is hundreds of great grey days of life.

You see, six years is the difference in life expectancy depending on your level of education, where you live, and your economic and social status. I don’t think that’s worthy of a modern society.

Ladies and gentlemen, I am happy to welcome you all to Sweden and Uppsala, and to the Uppsala Health Summit 2019. The topic of this year’s summit is something that lies close to my heart and it’s without a doubt a topic of great importance and an issue that is not getting the attention it deserves.

One of the issues of today that is getting the attention it deserves, is climate change – and rightly so. Almost every day people are protesting around the globe to demand action to save our planet.

This is super inspiring. Imagine if we could create the same awareness and action regarding our health. Then, we might have the chance, not only to save our planet, but also ourselves.

We have seen a shift in norms where a more sedentary lifestyle is the new normal rather than the exception. Nowadays, physical activity is something you add, and not a natural part of your everyday life – which it should be. We can also see that the health gaps between groups of children are increasing. If your parents were born in Sweden and have university degrees you are more likely to live a healthy life than if your parents were born somewhere else or don't have a higher education.

Why is it that we can't seem to promote a healthy lifestyle for our children that is both achievable and sustainable for all? Why is it, that parents feel scared to let their kids bike to school – and that the answer from society is to establish a bus line, instead of building safer cycle lanes? Why is it that children don't feel inspired enough by their school yard to be physically active, and instead choose sedentary screen time? Can some part of the answer lie in how we build and plan our communities?

Of course I don't have all the answers to these questions. But looking out at this room, I see some of the world's most brilliant minds on children's health and urban planning. I feel hopeful that after this summit we will have ideas for action plans and strategies to offer to society, to politicians, entrepreneurs and schools, so that everyone will be aware of the importance of creating environments that allow, enable and inspire children to move and be more physically active.

We all know, and we have heard it many times, that co-operation is key to solving the great challenges of today. Everyone has to contribute. And I think we all have ideas and a

clear picture of what others should do. I definitely do... But we also need to ask ourselves: what am I doing?

This question was one of the main reasons why the Crown Princess and I took the initiative to start the organisation Generation Pep in the summer of 2016. We wanted to create a movement that could not only put the issue of children's physical health on the agenda but also inspire companies, organisations, leaders and individuals to act and be part of the change. Today, three years later, I am happy to say that we have taken steps in the right direction. Over 1100 schools are now registered in Pep School, a digital tool that helps schools work with physical activity and healthy food on an everyday basis. We have more than 300 organisations and companies that have dedicated themselves to our vision. By working together we have also put the issue of children's physical health higher on the agenda.

However, we are still far from reaching our goal – that every child in Sweden should have the motivation and opportunity to have a healthy lifestyle. That is why we need to step it up, and create a full grown movement where we reach every parent and every child in Sweden with our message. And I hope that this day will take us one step closer to that goal!

Ladies and Gentlemen, I am hopeful, we have seen norm shifts before. Today we don't see children in the car without seatbelts and we don't see their parents in the front seat smoking at the same time. So there is hope! Thank you and god luck with your important work.





Governance

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