

4^C

FÓRUM
REINO UNIDO – PORTUGAL
SOBRE ENVELHECIMENTO SAUDÁVEL
4th UNITED KINGDOM – PORTUGAL HEALTHY AGEING FORUM

Cidades para Todas as Idades
Cities for All Ages



SANTA CASA
Misericórdia de Lisboa

Prof Brian Evans PhD
CityUrbanist\Glasgow

**GLASGOW
URBAN LAB
THE GLASGOW
SCHOOL OF ARCHITECTURE**

Geneva UN Charter
Centre of Excellence

SMART SUSTAINABLE CITIES



UNECE

CITIES FOR ALL AGES

“for a society to flourish, there must be a flourishing city at its core.”

Jane Jacobs quoted by Judith Rodin
President of THE ROCKEFELLER FOUNDATION
from the introduction to *Century of the City: No Time to Lose*

Prof Brian Evans PhD
CityUrbanist\Glasgow

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SMART SUSTAINABLE CITIES



UNECE

GENIUS LOCI

Spirit of the Place

ZEIGEIST

Spirit of the Times

Source: Frank Arneil Walker 1999

CITIES FOR ALL AGES

UNPACKING THE CONCEPT

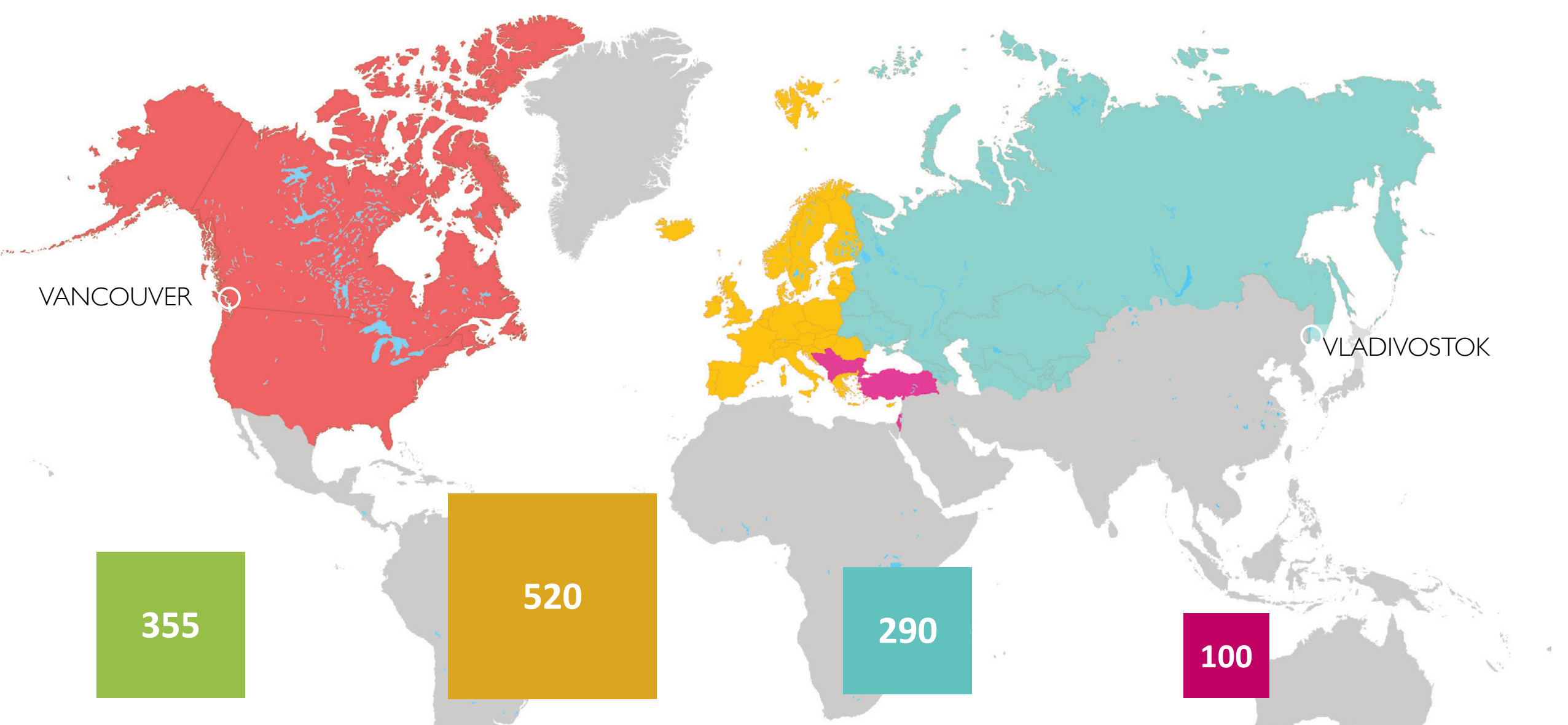
Cities for all Ages: Demographics – Life Expectancy, Fertility



HABITAT III Report on THE UNECE

Towards a city-focused, people-centred and integrated approach to the New Urban Agenda

– the metropolitan context



VANCOUVER

VLADIVOSTOK

355

520

290

100

North America

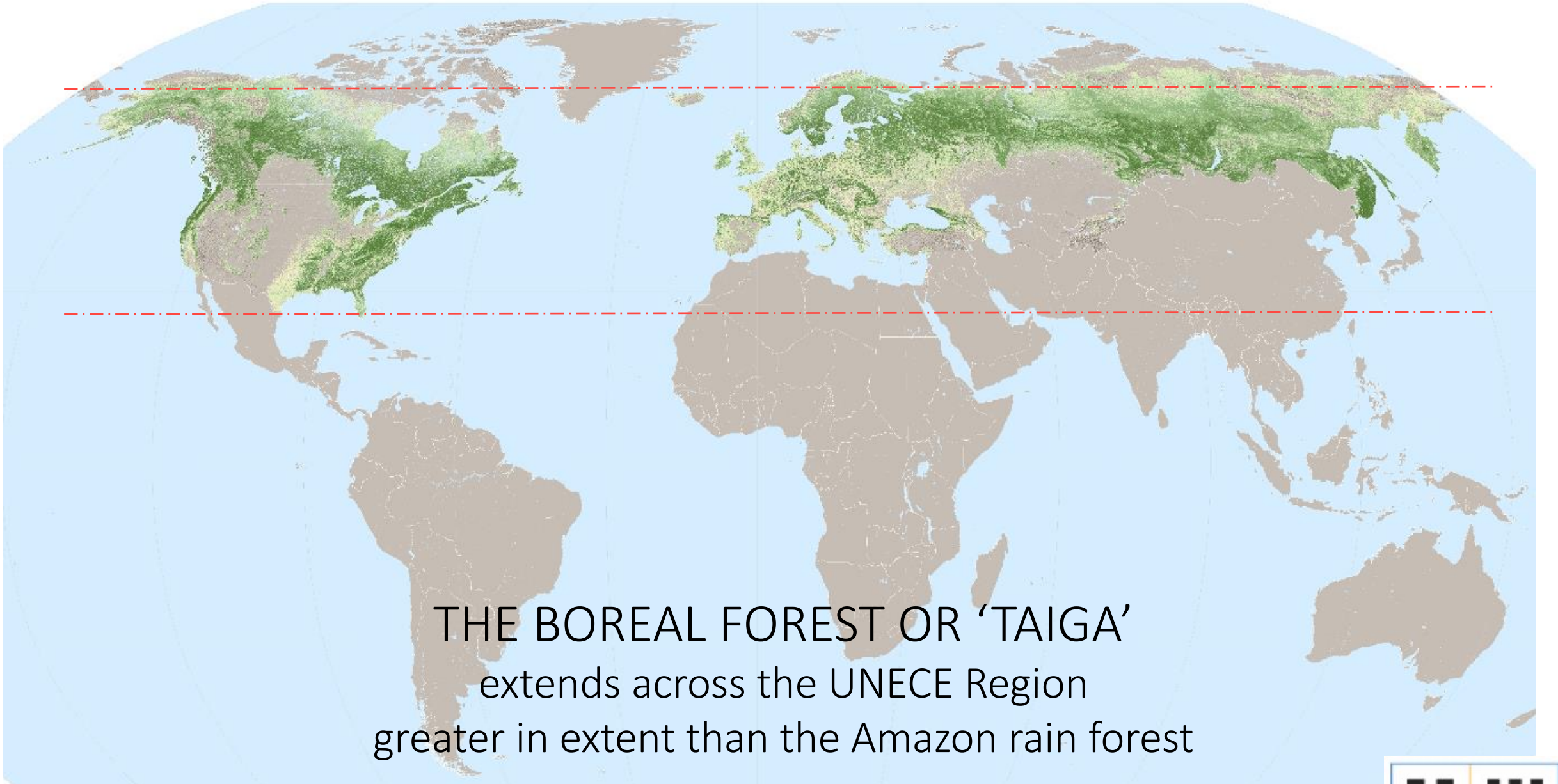
EU/EFTA

Eastern Europe, Russia,
Caucasus & Central Asia

South East Europe

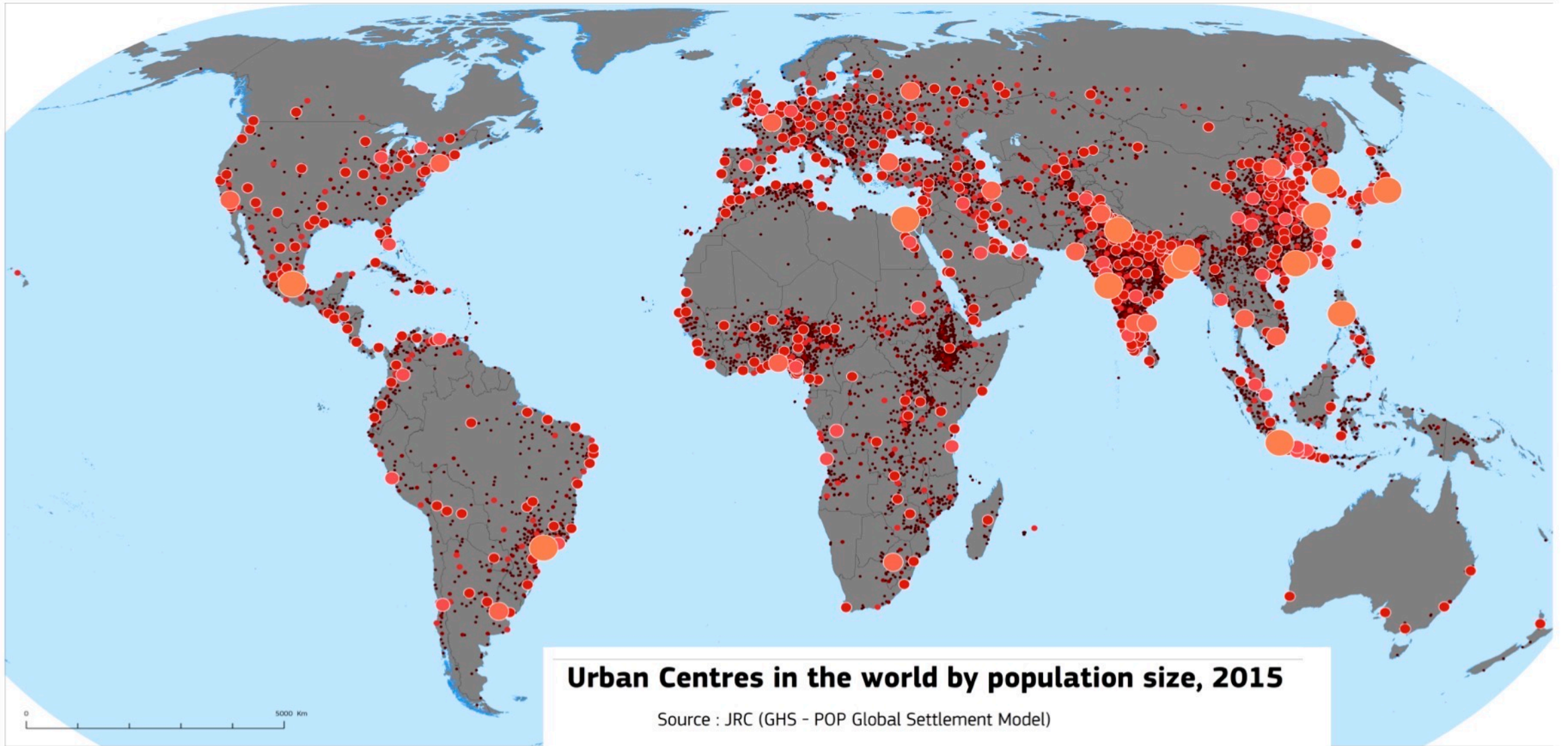
The Territories of the United Nations Economic Commission for Europe (UNECE)

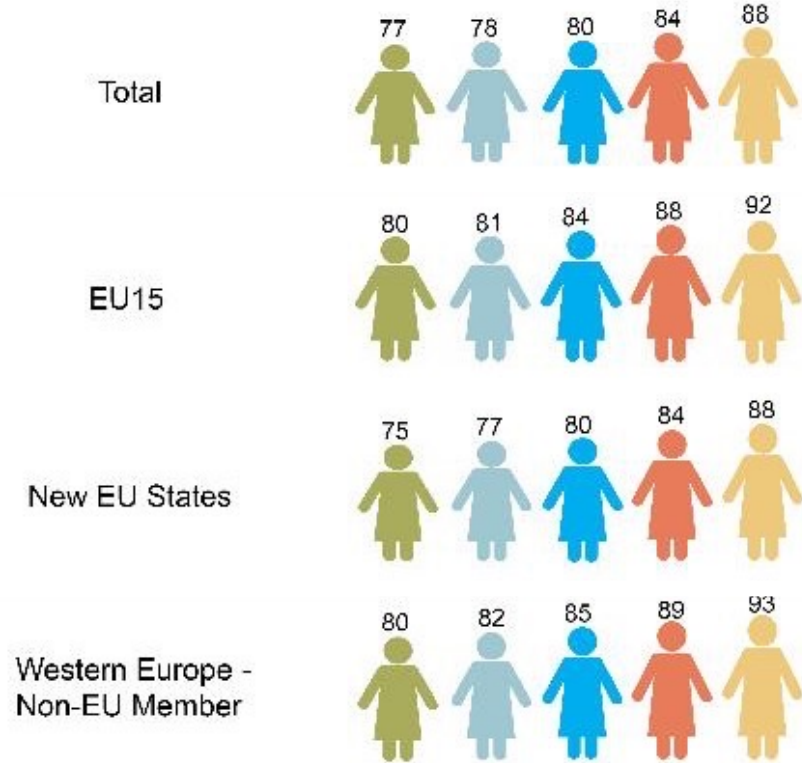
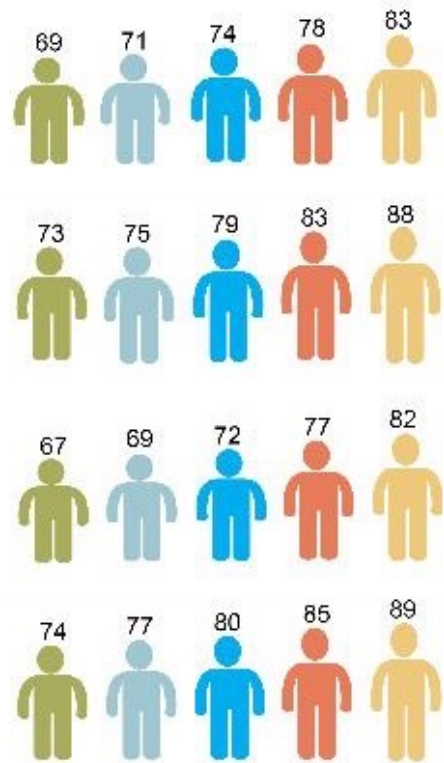




THE BOREAL FOREST OR 'TAIGA'
extends across the UNECE Region
greater in extent than the Amazon rain forest







LIFE EXPECTANCY IN THE UNECE REGION



Total

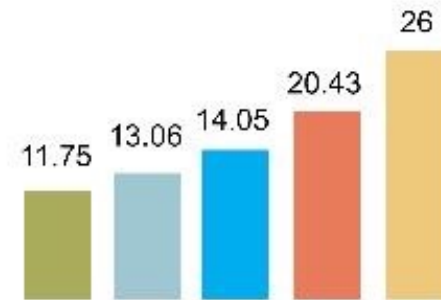
EU15

New EU States

Western Europe -
Non-EU Member

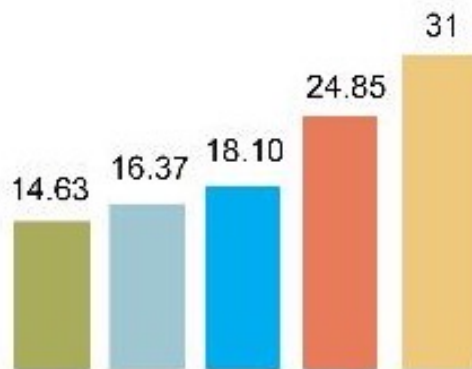


Total

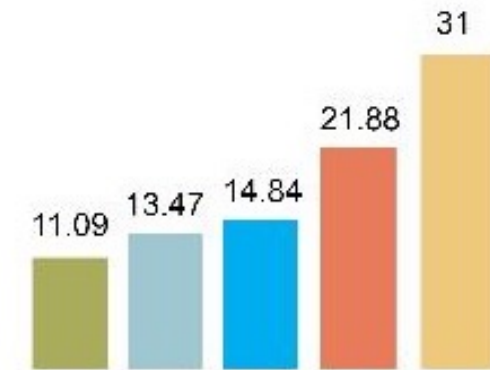


AGEING IN THE UNECE REGION by percentage

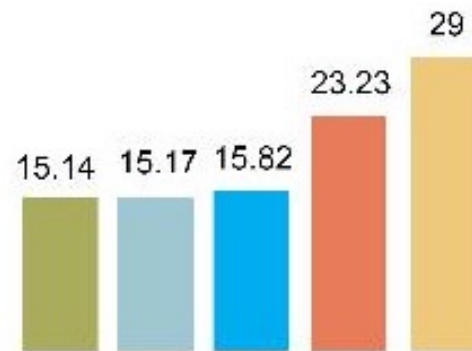
EU15



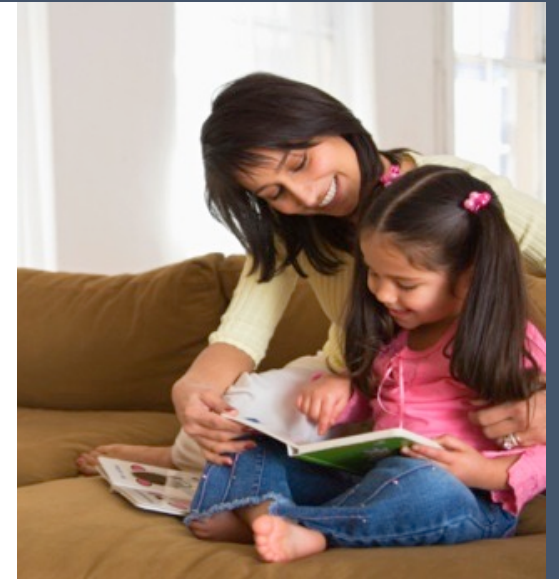
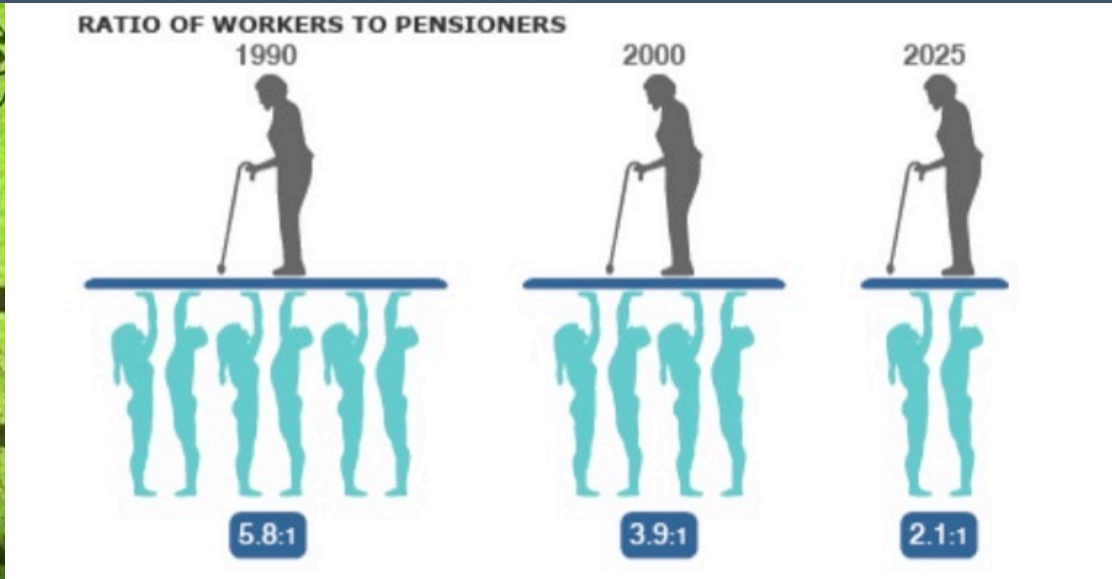
New EU States



Western Europe -
Non-EU Member



Cities for all Ages: Ageing



Increasing
life expectancy

Reducing
birth rates

Cities for all Ages: Children

Child Friendly Strategic Approach for Belfast

In 2014 a cross-sectoral Child Friendly Places working group was reconvened. Drawing membership from a wide range of organisations that represent the interests of children or have a role in improving the city the purpose of this group is to develop a strategic approach to children and the built environment across Belfast.

A number of key pieces of work have already been undertaken in this area of work.

- A mapping exercise with organisations in the city to identify current work to help with identification of existing work and opportunities for linkages
- A mapping exercise with school children; questionnaire was disseminated by BELB to children in Belfast to gather their views on the built environment
- Consultation in shopping centres also took place where the public are approached to gather their views in relation to child friendly cities.

The group will be taking this work forward into 2015.



URBAN CHILDHOODS
Belfast City Centre



Belfast
City Council

ARUP

A GOALS AND BUILDING BLOCKS FOR A CHILD-FRIENDLY BELFAST



Temporary performance space at Castle Place



Children event at Castle Place

Goals

Context

Themes

Components

Independent mobility

To provide infrastructure that allows playful, and independent mobility



1. Mobility and accessibility

Healthy environment

To ensure a safe, secure and healthy development



2. Safety



3. Health & wellbeing

Participation & learning

To provide places that promote a cohesive upbringing, community involvement, and learning



4. Community participation and involvement



5. Communication and learning

Inviting places

To provide inclusive, active and diverse places for play, exploration, and socialisation



6. Public amenities (Assets + Activities)



7. Public Open Space

- Safe crossing
- Traffic calming
- Pedestrianisation
- Safe sidewalks
- Inclusive sidewalks
- Playful sidewalks
- Child-friendly public transport system
- Inclusive bus stops
- Protected bike lanes

- Active frontage
- Active spaces
- Clear visual links and sight lines
- Well-lit places

- Access to drinking water
- Clean environment
- Opportunity for food growing
- Facilities for exercise for all
- Access to basic first aid
- Healthy eating

- Provision of community spaces / centres
- Presence of community groups
- Presence of digital community networks

- Child-friendly signage and information

- Public library
- Schools/Kindergarten
- Cultural buildings
- Activities for children in private or public assets
- Child-friendly facilities

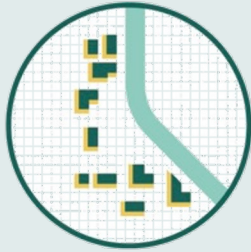
- Open and green spaces
- Play areas
- Provision of resting spots
- Programmed open spaces
- Enhanced green infrastructure network

E VISION

Design principles

The three design principles proposed articulate the changes needed to achieve the vision statement.

Each design principle is supported by a list of potential interventions that aim to address the existing site constraints.



CATALYSING NEW USES

Utilise empty plots and underutilised spaces to test new uses and diversify the land use offering in the study area.

This principle addresses the first key finding from the site analysis and the engagement workshops; **improving the vibrancy and the activities within city centre to include varied offers and uses for children.**



STITCHING THE URBAN FABRIC

Enhance existing and provide new connections to and from the study area.

This principle addresses the second key finding from the site analysis and the engagement workshops; **improving the legibility and safety of active travel routes between different places within the city centre.**



ACTIVATING OPEN SPACES

Use temporary and permanent interventions to animate and attract the people to the open spaces.

This principle addresses the first and the third key finding from the site analysis and the engagement workshops; **improvement to the perceptions of safety within the public realm.**

THE URBAN CHILDHOODS DESIGN TOOLKIT

INTRODUCTION

The Urban Childhoods Design Toolkit (UCDT) provides a range of resources that support local governments, urban practitioners and local communities to initiate their design processes by assessing, prioritising and proposing child and family-friendly interventions. The UCDT provides users with different tools – practical templates to be used as guides to assist the design process.

These tools were first tested in 2019 in the City of Belfast in partnership with the Belfast City Council, as part of the development of their City Resilience Strategy. The objective was to transform a site within its city centre to a child-friendly environment. You will find references to that work as part of the tools presented in the UCDT.

PROCESS

The UCDT is structured on a simplified design process composed by three main phases: Assessment, Prioritisation, and Proposal, as illustrated in diagram 1. In the next pages you will find a more detailed description for each phase, and supporting tools.



Diagram 1: UCDT phased process

ARUP

RELATED TOOLS

ASSESSMENT

The assessment phase aims to gather evidence to make an informed decision on prioritising intervention areas for creating a more child-friendly place.

DESKTOP ANALYSIS

This is the initial step for understanding the site. To assist and structure this step, the following tools have been developed.

Building Blocks – Shows the Themes and relevant components of a successful child-friendly urban environment. To ensure a multi-sectorial analysis, the analysis is categorised into seven Themes. Within each Theme there are a range of components to review the site against.

Assessing Data – Includes a list of data that can be compiled to develop an understanding of the site. Examples of compiled maps for Belfast Urban Childhood Project can be found [here](#).

SITE VISIT

A site visit is an essential step to validate the desktop analysis. To assist on-site data collection, assessment sheets have been developed. Similar to the previous step, these are aligned with the Building Blocks categories. Each assessment sheet is comprised of:

- 1- A table with relevant components, assumptions and conclusions gathered from the desktop analysis to be checked during the site visit.
- 2- Complemented maps that show the compiled data from the previous step. This could be marked-up during site visit, based on observations.

The **Site Assessment Sheet** package includes a short, how-to guidance illustration, and an example of a completed assessment sheet for Belfast Urban Childhood and lastly an assessment sheet for each Theme. These could be used for other projects.

ENGAGEMENT

The next step is engagement with children and youth to understand user experience, their perceptions and aspirations for the study area.

The **Engagement Tool** is developed to assist and structure workshops with children (aged 5 – 11), and youth (aged 12 – 18). It helps provide qualitative evidence that will inform priority areas and design solutions.

The tool package includes a brief introduction and a detailed explanation for designing and facilitating workshops for both age ranges. It also includes suggested questions for facilitators to guide discussion among participants, and a few example images from workshops undertaken within the context of the Belfast Urban Childhood project.

PRIORITISATION

The prioritisation phase aims at delivering a consistent evaluation of a diverse set of criteria (components) that influence children development within a specific site.

The **Urban Childhood Assessment Tool** is designed for carrying out a rapid assessment of the criteria that contribute to making a site child-friendly.

Users score each criteria under each of the seven themes. A consolidated score by Theme is presented to enable tool users to analyse results and generate a visual that illustrates the performance of the site graphically.

PROPOSAL

The previous phases set out an understanding of the study site and its opportunities and constraints.

The next step is designing solutions that respond to the site's needs and its vision for the future. To support and inspire future initiatives, a **Menu of Ideas** is developed. This is a draft list of potential socio-digital and social ideas supplemented with reference case studies that inspire and support the development of design ideas in the study area.

Cities for all Ages: Women

Vienna: The godmother of gender mainstreaming

The streets are alive with the sound of... gender equal mobility!

No exploration of gender and mobility would be complete without homage to [Vienna](#). The Austrian capital – welcomed as a POLIS member last year – has been a [frontrunner](#) in gender-inclusive planning. Gender-specific aspects of urban planning were first addressed in the exhibition “Who owns Public Space – Women’s Everyday Life in the City” in 1991, followed by the establishment of a Women’s Office a year later, headed by [Eva Kail](#), an urban planner who has become an instrumental figure in gender mainstreaming for city design and urban mobility.

Vienna’s success in gender mainstreaming has been underpinned by a range of innovative pilot projects which tested new approaches to housing, public space and mobility. These approaches have been used in Vienna’s “[Manual for Gender Mainstreaming in Urban Planning and Urban Development](#)” a guide for neighbouring local authorities on possible avenues for instituting gender mainstreaming in their own jurisdictions.

Cities in depth Cities



Elle Hunt in Vienna

Tue 14 May 2019 06.00 BST



City with a female face: how modern Vienna was shaped by women



Aspern Seestadt has an explicitly family-oriented design, with a specific emphasis on taking women’s needs into account in its planning. Photograph: Daniel Hawelka for Seestadt

The Austrian capital has been pioneering ‘gender mainstreaming’ for nearly 30 years. How did the city come to be so far ahead - and could its gains be lost?

Cities for all Ages: Women

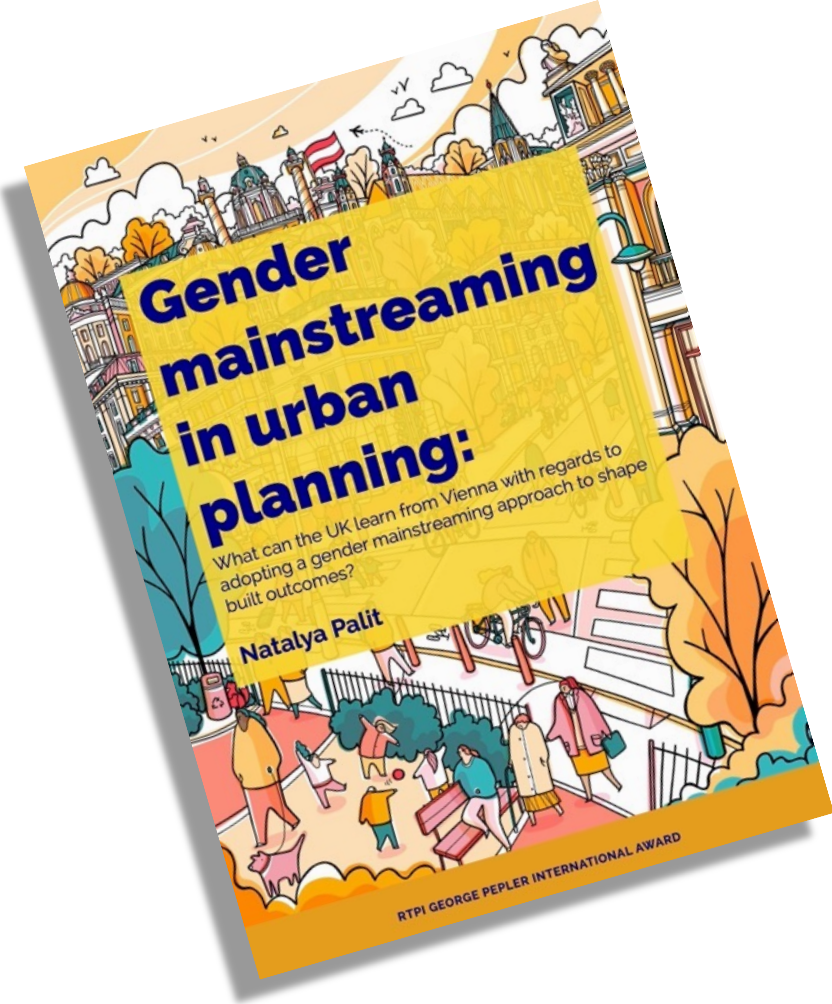


Designing Cities for Women: Lessons from Barcelona's 'Feminist City'.
by Abbey Seitz

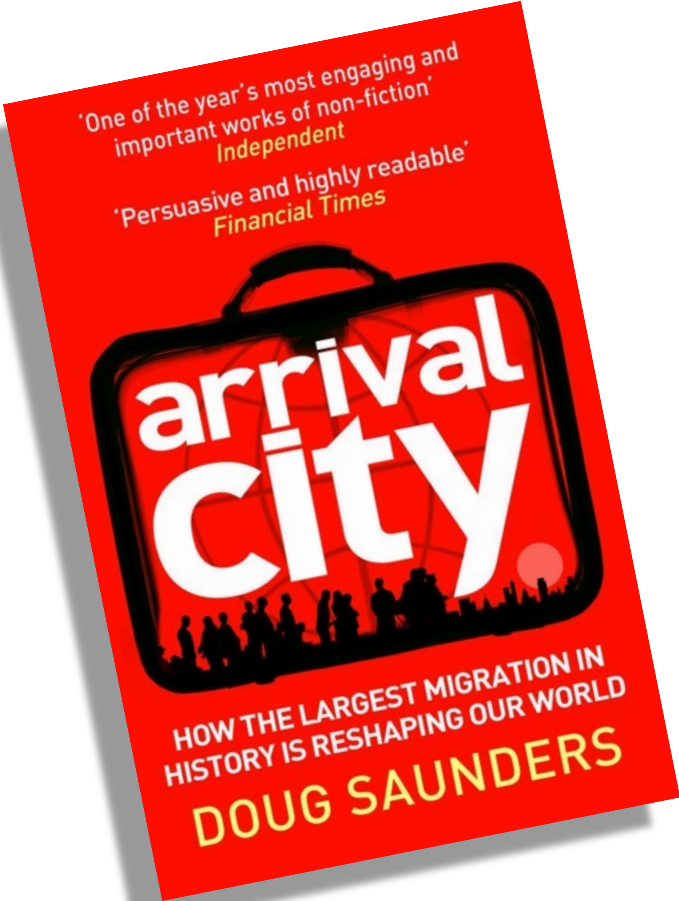


How Glasgow plans to become the UK's first 'feminist city'

Cities for all Ages: Gender – LGBTQIA+



Cities for all Ages: Cultural Diversity



OpenCity\Glasgow

Cities for all Ages: Biodiversity – species equity

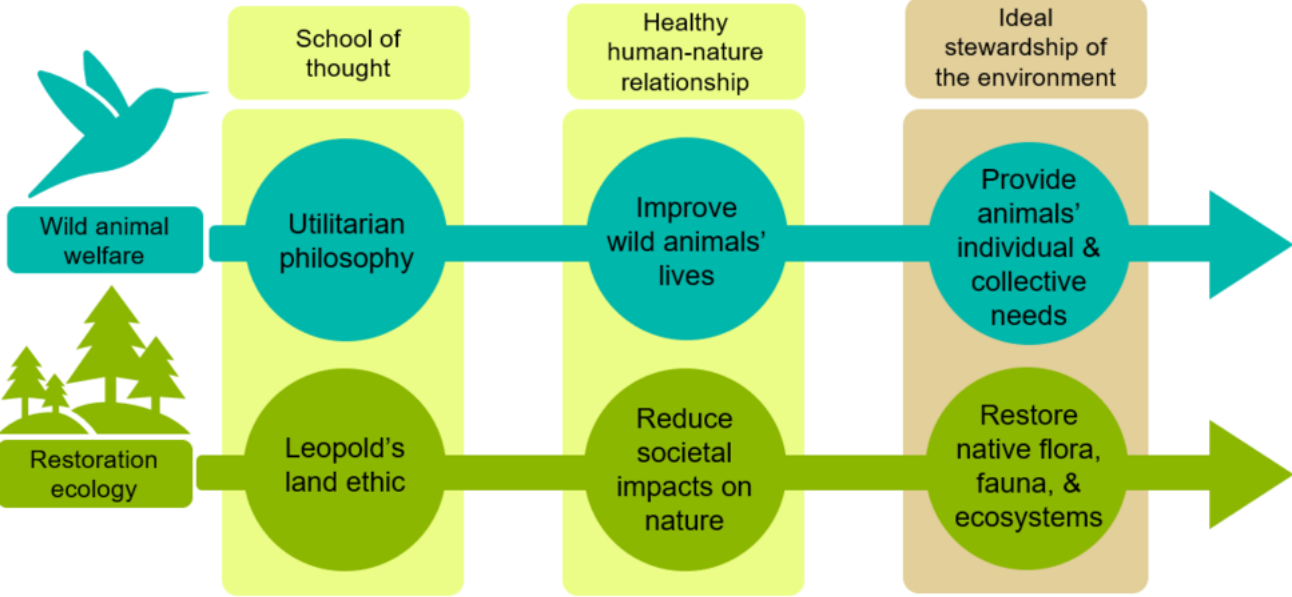


Nature-based solutions are actions to protect, sustainably manage, or restore natural ecosystems, that address societal challenges such as climate change, human health, food and water security, and disaster risk reduction effectively and adaptively, simultaneously providing human well-being and biodiversity benefits.

Source: Land Use Consultants



Cities for all Ages: Biodiversity – species equity



Source: Land Use Consultants



Cities for all Ages:

Time & Heritage



EDINBURGH NEW TOWN



Edinburgh – New Town

EDINBURGH OLD TOWN



Edinburgh – Old Town
source - Patricia Macdonald

CASTLE STREET EDINBURGH



19th Century

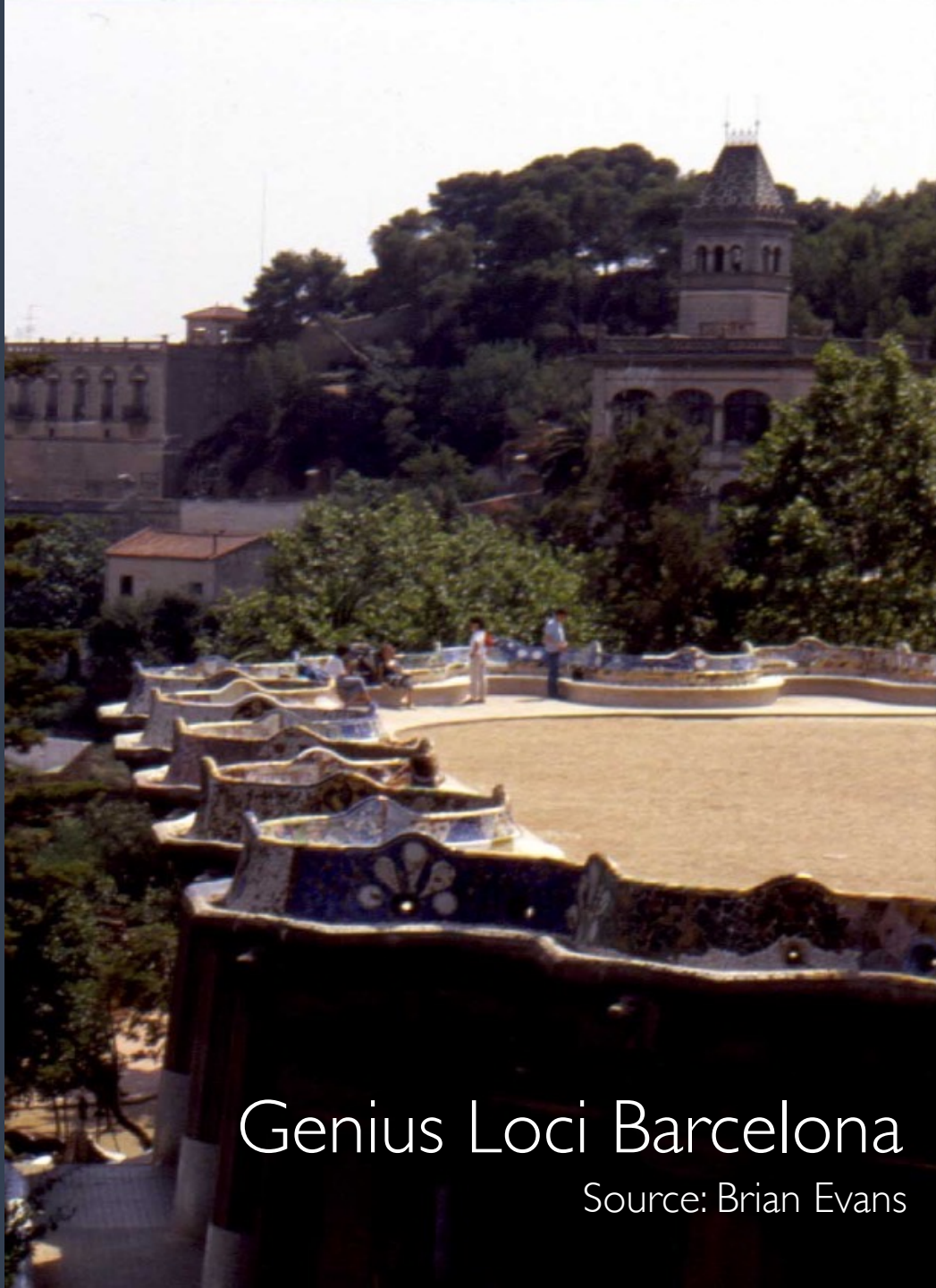


20th Century



21st Century

Source:
Brian Evans

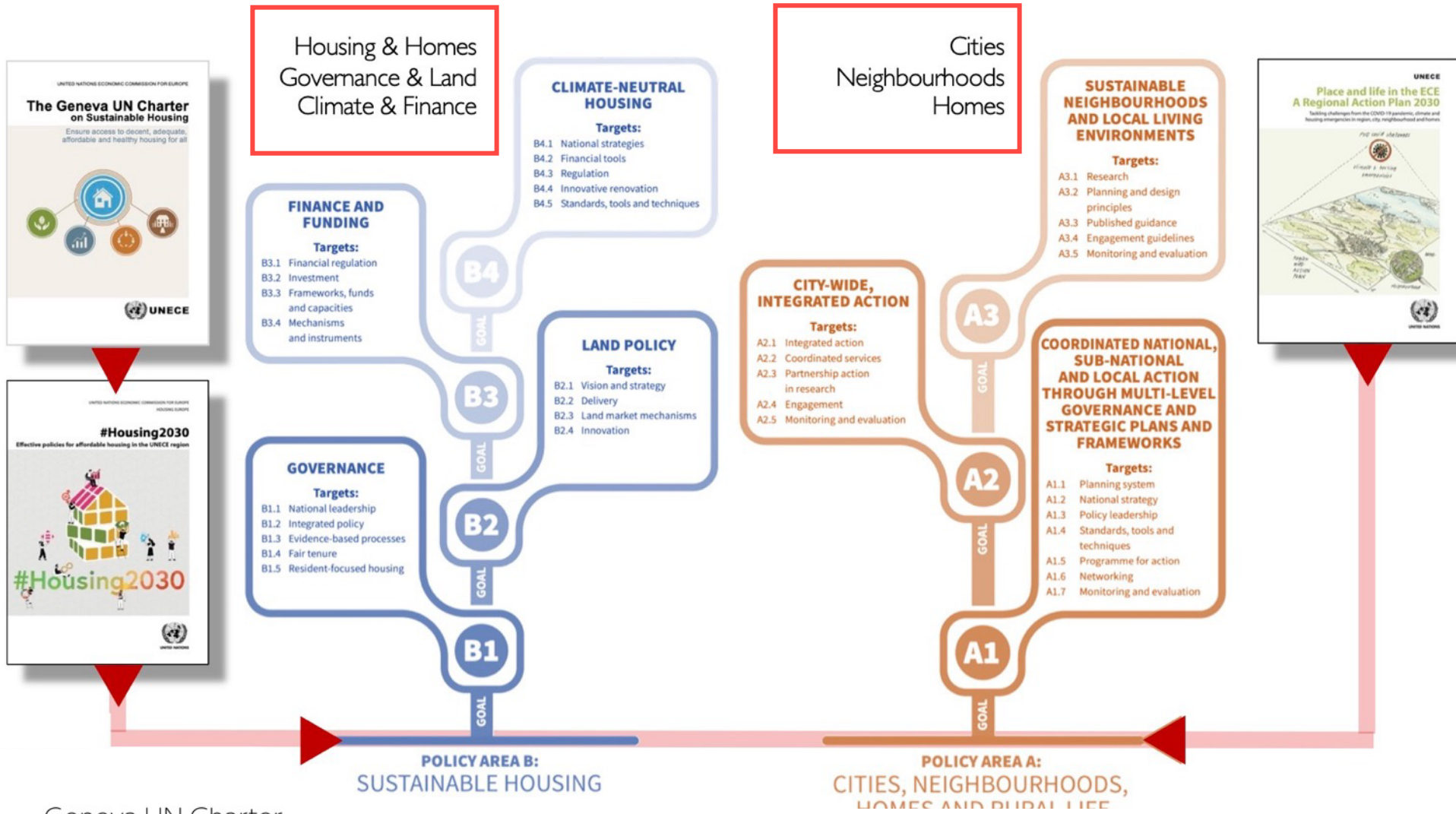


Genius Loci Barcelona

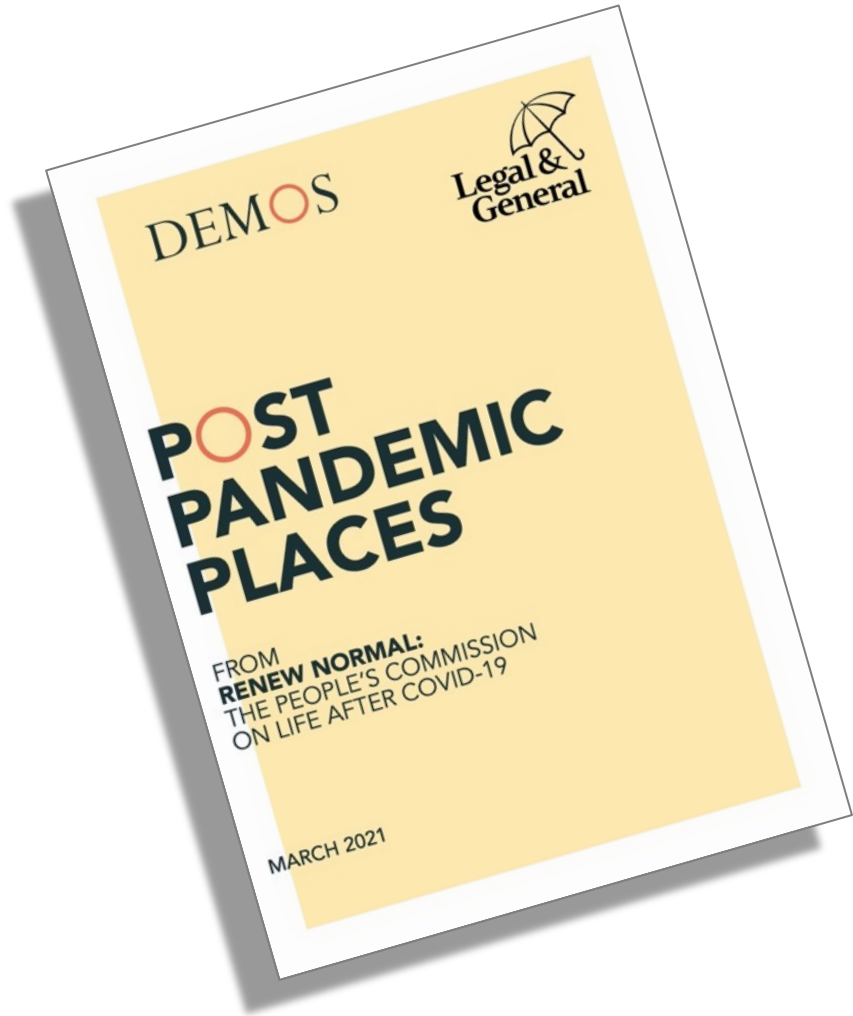
Source: Brian Evans



Cities for all Ages: Living



Cities for all Ages: Resilience



Summary of Findings (full text available at www.demos.co.uk)

1. More remote working, flexible in location to support regeneration of all neighbourhoods.
2. Government action to make jobs flexible including by location
3. Tax incentives for remote-working, similar to childcare.
4. Regional regeneration policy should be directed towards geographic locations with few homeworkers.
5. A challenge to high population-density urban accommodation.
6. All urban centre inhabitants need outdoor space and nature.
7. More localism.

Cities for all Ages: Re-assembly

Overcoming fragmentation

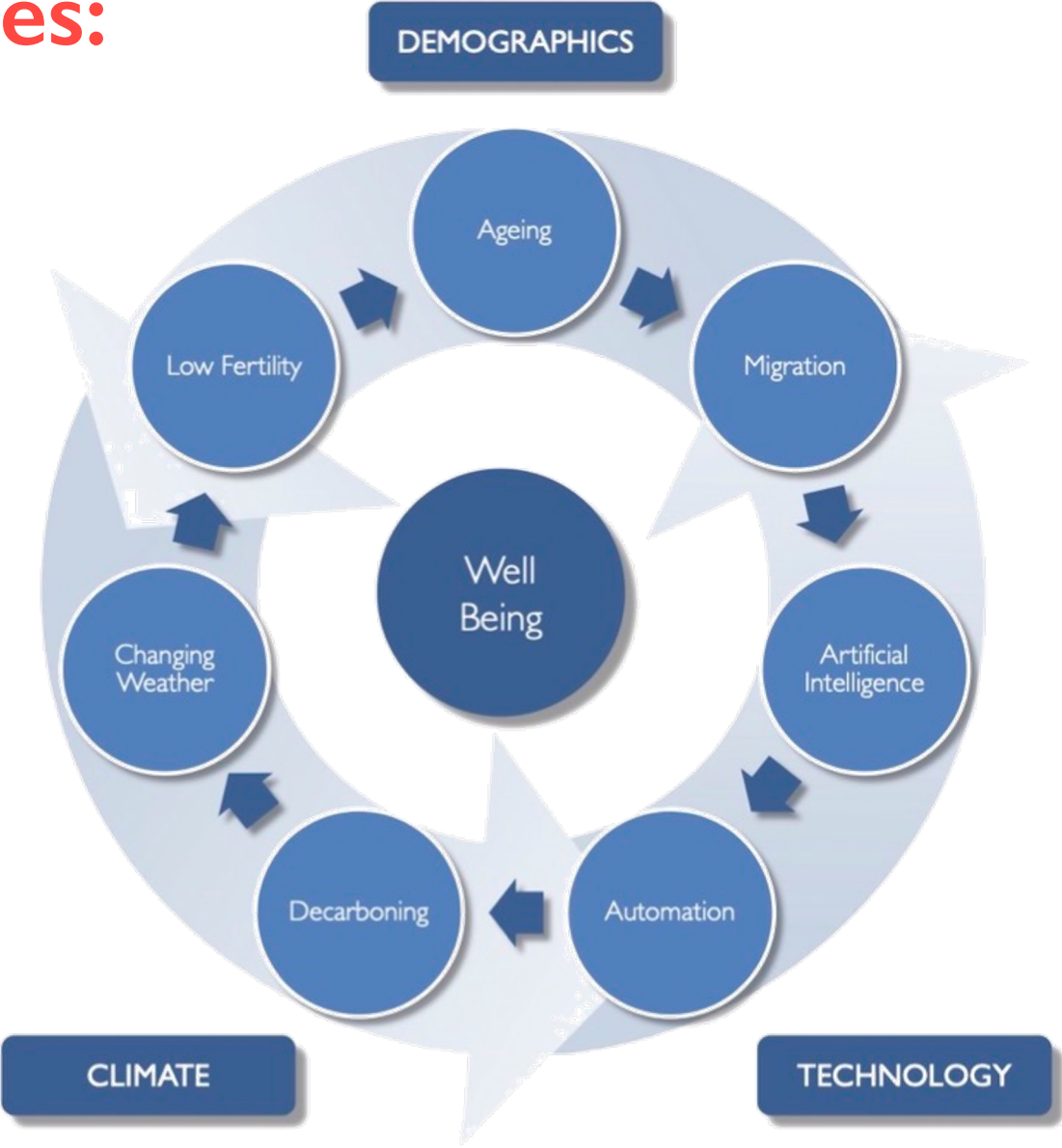
Digitally atomised life experience

Cities for all: Demographics
Senior Citizens
Children
Women
Gender
Cultural Diversity
Biodiversity
Time & Heritage
Mobility & Ability
Living
Resilience & Health

Cities for all Ages: Re-assembly

DEMOGRAPHIC
CLIMATE &
TECHNOLOGICAL
CHANGE

A benign or toxic cycle?

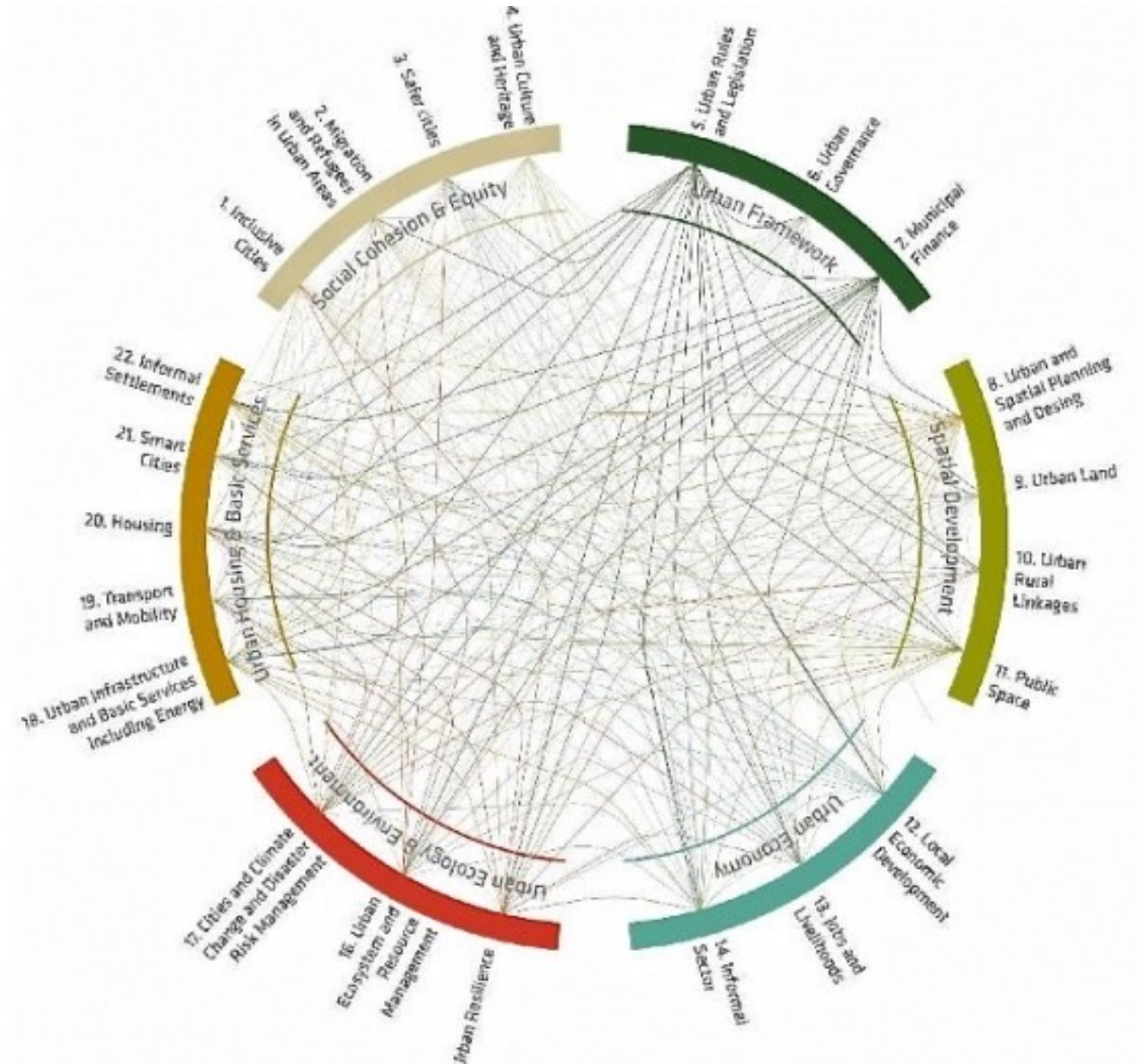


Vision, leadership and pragmatic management are needed to respond to these global trends.

This is the 21st century challenge for government, business and education at national, regional and city level.

Cities for all Ages: Re-assembly...

...through integration?



Agenda 2030 : Transforming our World – the Sustainable Development Goals



Article 2: comprehensive, far-reaching and **people-centred** universal and transformative goals and targets

Article 5: *integrated and indivisible* to balance the three dimensions of sustainable development – economic, social and environmental

Agenda 2030 : Transforming our World – the Sustainable Development Goals



Article 2: comprehensive, far-reaching and **people-centred** universal and transformative goals and targets

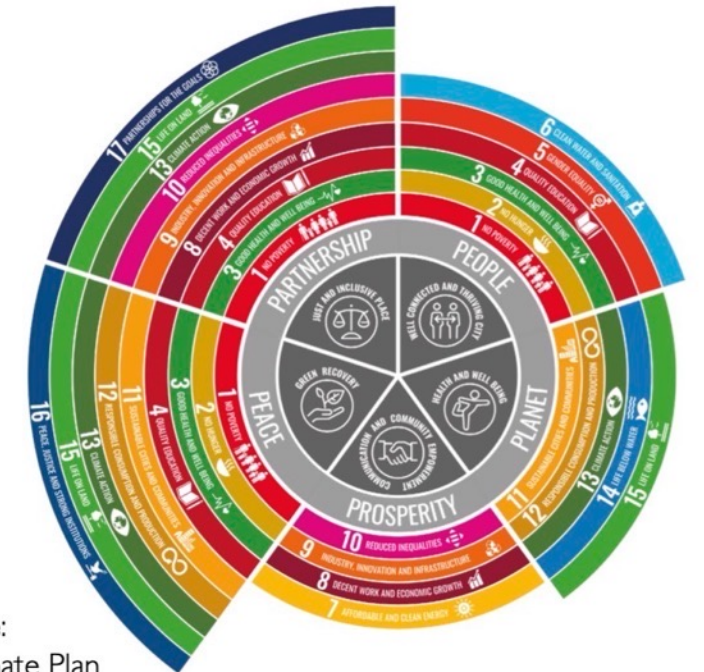
Article 5: **integrated and indivisible** to balance the three dimensions of sustainable development – economic, social and environmental



Source:
Outcomes-focused
Policy Making in Scotland
www.nationalperformance.gov.scot



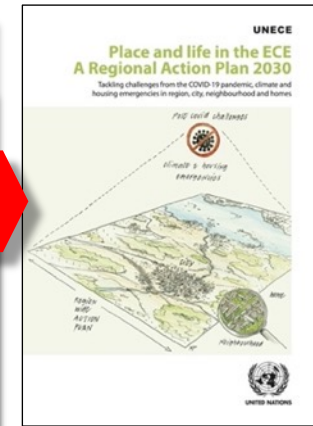
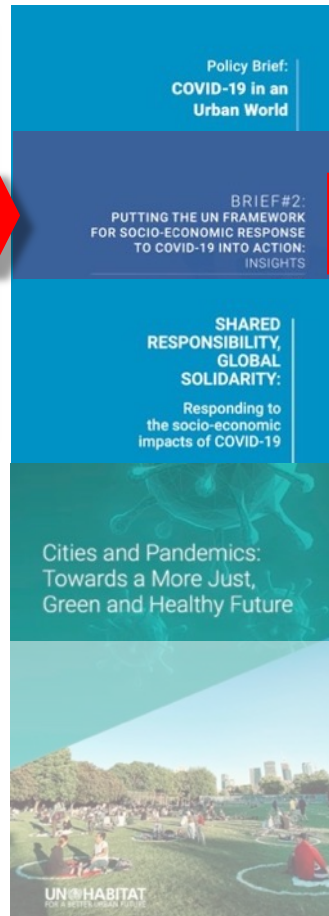
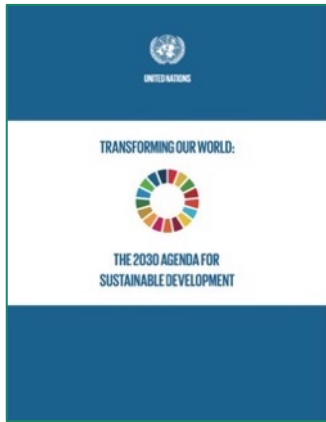
Source:
Glasgow's Climate Plan
Response to the climate & ecological emergency
www.glasgow.gov.uk



Place Commission\Glasgow
City Urbanist\Glasgow

The SDGs enable **vertical** and **horizontal** integration

Place and Life in the UNECE: Regional Action Plan 2030



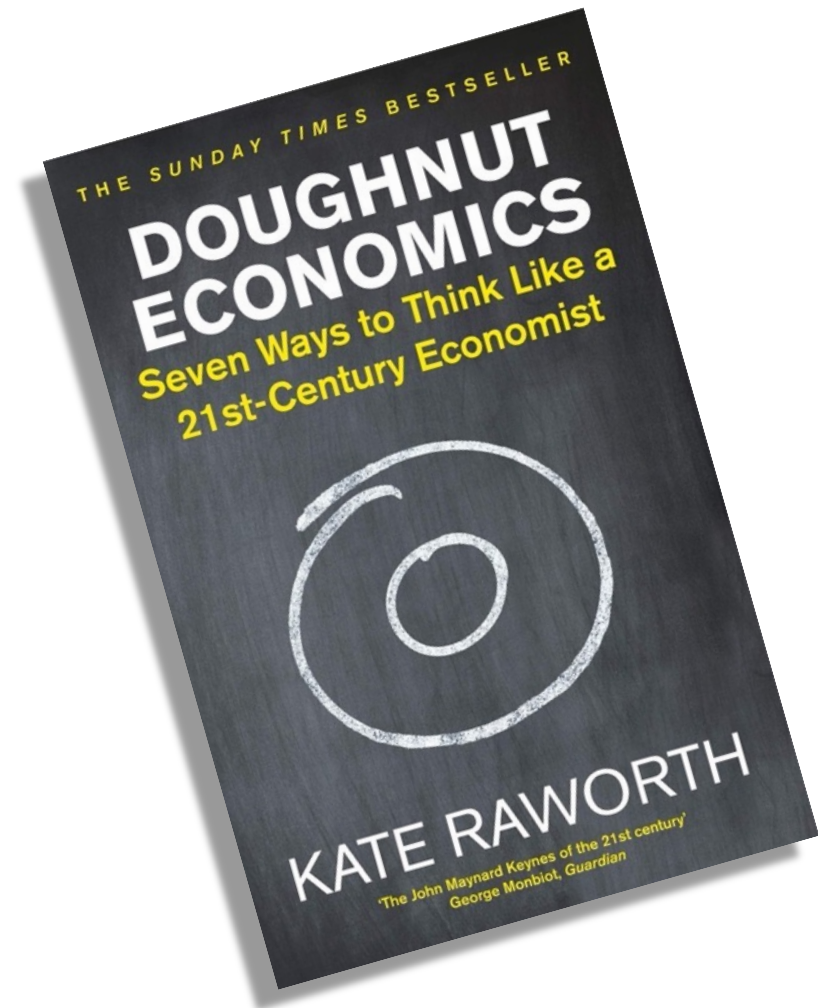
Source:
UN-Habitat

CONTENTS
Principles:
Policy Areas:
Goals:
Targets/Actions

**GLASGOW
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THE GLASGOW
SCHOOL OF ARCHITECTURE**

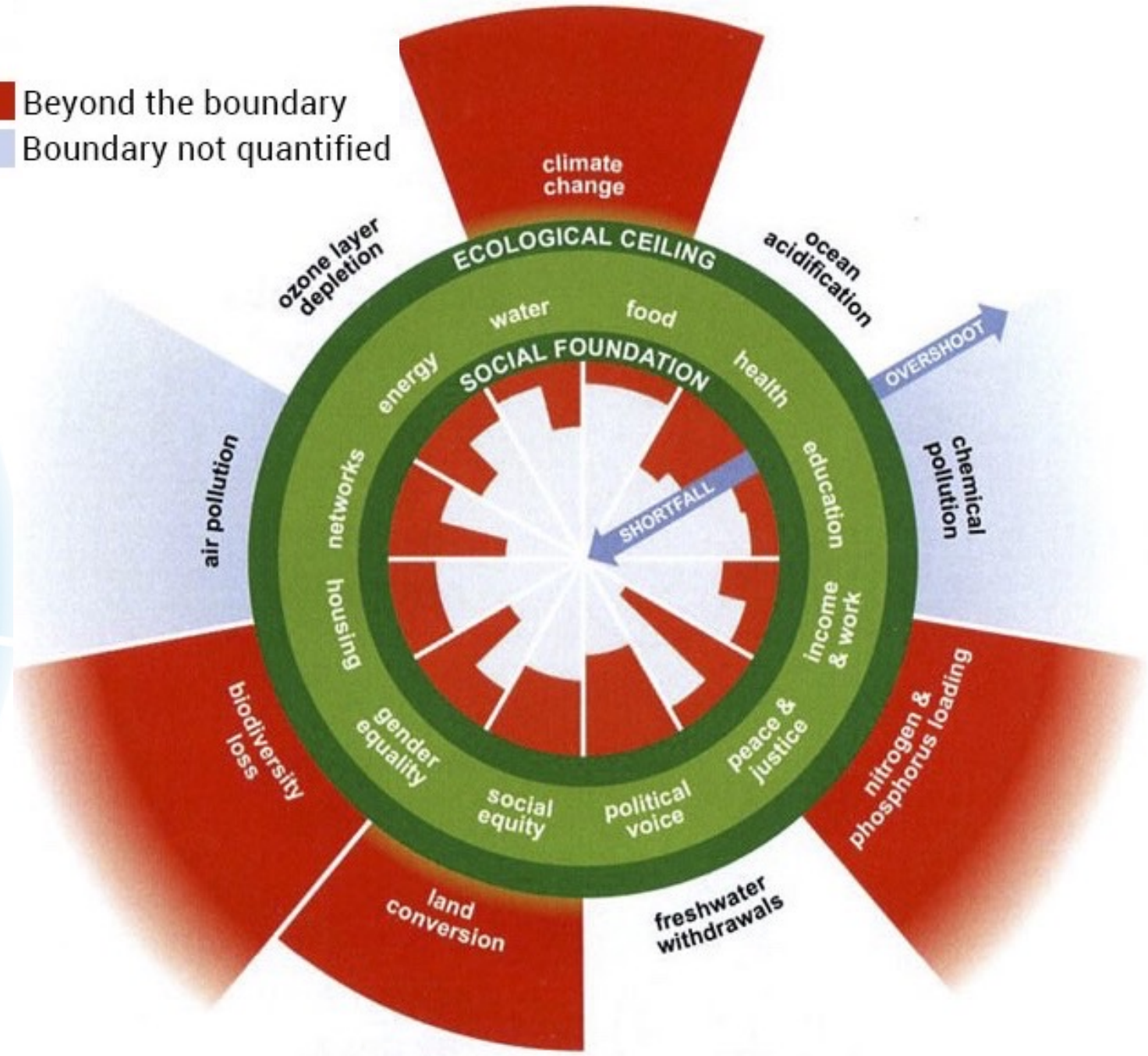
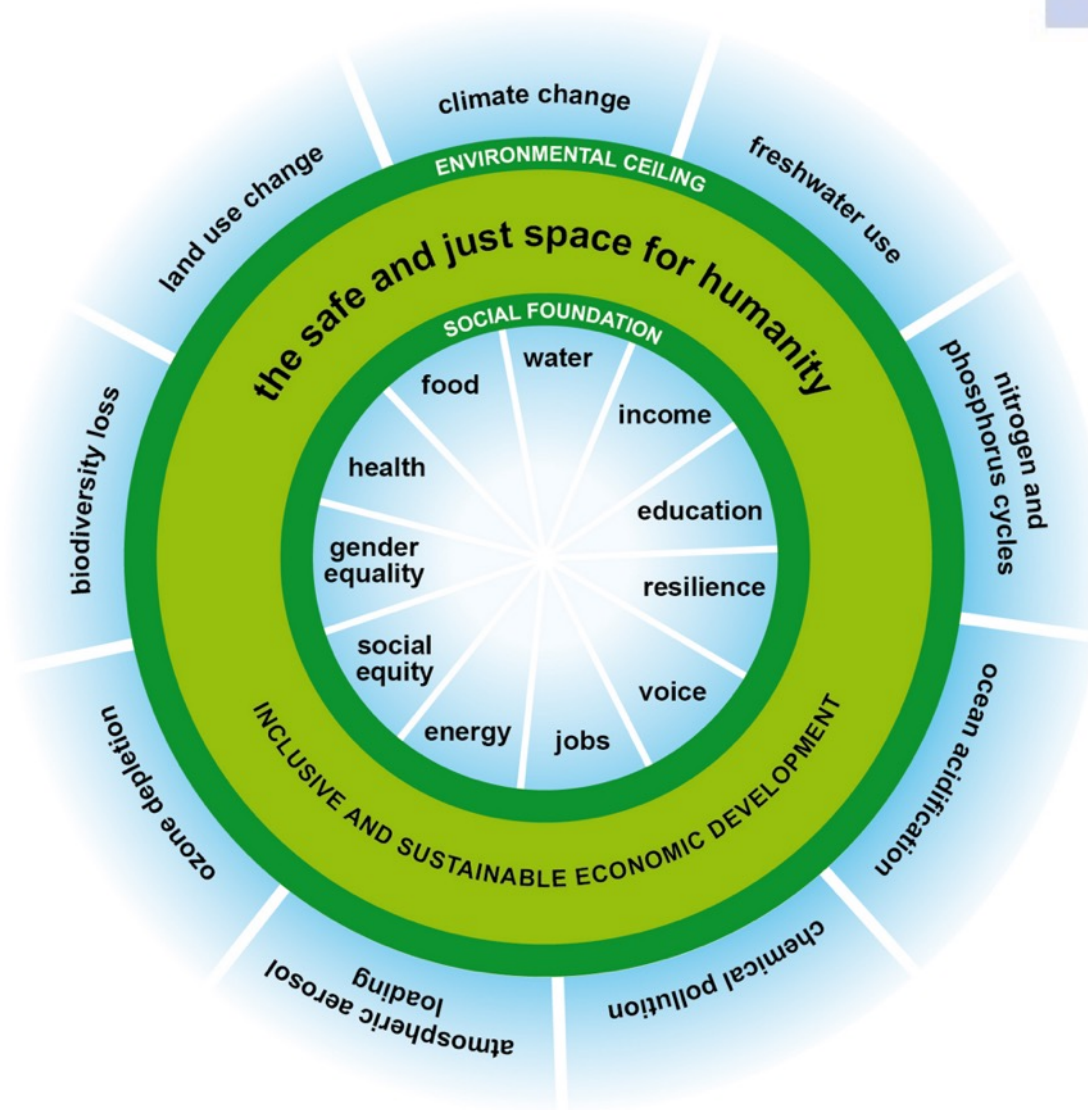
Download: <https://unece.org/housing-and-land-management/publications/place-and-life-ece-regional-action-plan-2030>
The Regional Action Plan 2030 was endorsed at the Ministerial Meeting in October 2021 and will be published in early 2022. International Workshop on delivery planned for early 2022.

Cities for all Ages: Re-assembly

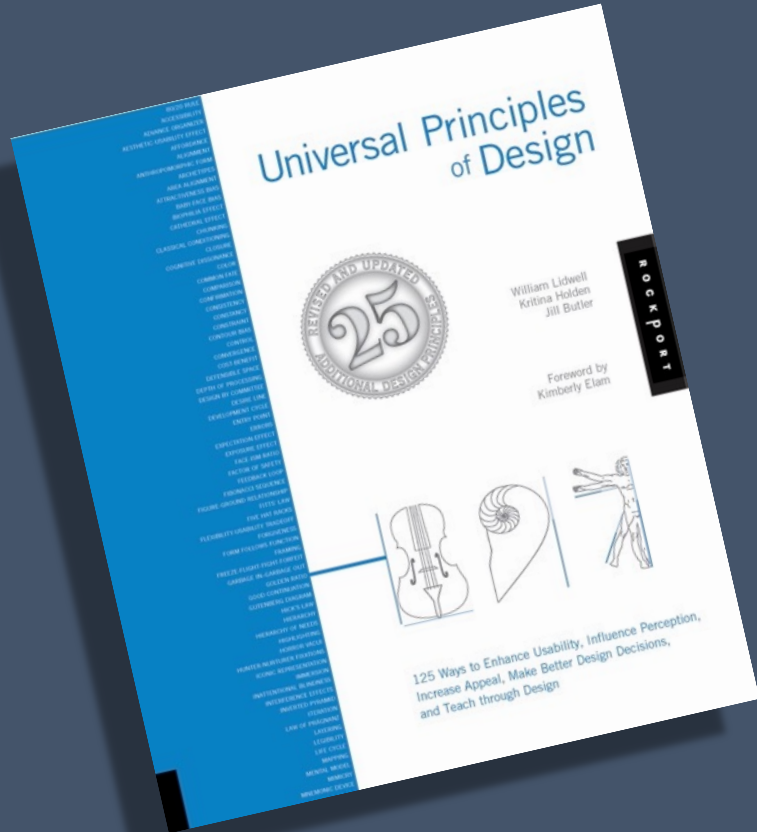


'The Doughnut: a 21st-century compass. Between its social foundation of human wellbeing and ecological ceiling of planetary pressure lies the safe and just space for humanity'

■ Beyond the boundary
■ Boundary not quantified



Cities for all: Universal Design...



How can I influence the way a design is perceived?

- 22 Affordance
- 24 Alignment
- 26 Anthropomorphic F
- 44 Closure
- 48 Color
- 50 Common Fate
- 56 Consistency
- 58 Constancy
- 62 Contour Bias
- 88 Face-ism Ratio
- 96 Figure-Ground R
- 100 Five Hat Racks
- 116 Good Continuati
- 118 Gutenberg Diagr
- 126 Highlighting
- 128 Horror Vacui
- 132 Iconic Represent
- 136 Inattentional Blin
- 138 Interference Effe
- 144 Law of Prägnanz
- 146 Layering
- 148 Legibility
- 152 Mapping
- 176 Orientation Sensi
- 186 Priming
- 196 Proximity
- 202 Red Effect
- 224 Signal-to-Noise F
- 236 Threat Detection
- 238 Three-Dimension
- 240 Top-Down Lighti
- 246 Uniform Connect
- 250 Visibility
- 252 Visuospatial Res

How can I help people learn from a design?

- 16 Accessibility
- 18 Advance Organi
- 36 Biophilia Effect
- 38 Cathedral Effect
- 40 Chunking
- 42 Classical Condi
- 52 Comparison
- 72 Depth of Proces
- 86 Exposure Effect
- 104 Forgiveness
- 112 Garbage In-Gar
- 122 Hierarchy
- 134 Immersion
- 138 Interference Effe
- 140 Inverted Pyrami
- 146 Layering
- 148 Legibility
- 154 Mental Model
- 158 Mnemonic Devi
- 174 Operant Conditio
- 178 Performance Lo
- 184 Picture Superior
- 188 Progressive Disc
- 198 Readability
- 200 Recognition Ove
- 206 Rosetta Stone
- 220 Serial Position E
- 222 Shaping
- 224 Signal-to-Noise I
- 228 Stickiness
- 230 Storytelling
- 254 von Restorff Effe

How can I enhance the usability of a design?

- 14 80/20 Rule
- 16 Accessibility
- 20 Aesthetic-Usabil
- 22 Affordance
- 54 Confirmation
- 56 Consistency
- 60 Constraint
- 64 Control
- 68 Cost-Benefit
- 76 Desire Line
- 80 Entry Point
- 82 Errors
- 98 Fitts' Law
- 104 Forgiveness
- 110 Freeze-Flight-Fig
- 120 Hick's Law
- 122 Hierarchy
- 132 Iconic Represer
- 134 Immersion
- 138 Interference Effe
- 140 Inverted Pyrami
- 146 Layering
- 152 Mapping
- 154 Mental Model
- 156 Mimicry
- 174 Nudge
- 178 Performance Lo
- 182 Personas
- 188 Progressive Disc
- 198 Readability
- 200 Recognition Ove
- 224 Signal-to-Noise
- 250 Visibility
- 260 Wayfinding

How can I increase the appeal of a design?

- 20 Aesthetic-Usabil
- 24 Alignment
- 26 Anthropomorphic f
- 28 Archetypes
- 30 Area Alignment
- 32 Attractiveness Bi
- 34 Baby-Face Bias
- 42 Classical Condi
- 46 Cognitive Disson
- 48 Color
- 70 Defensible Spac
- 80 Entry Point
- 86 Exposure Effect
- 88 Face-ism Ratio
- 94 Fibonacci Seque
- 108 Framing
- 114 Golden Ratio
- 130 Hunter-Nurturer
- 156 Mimicry
- 164 Most Average Fa
- Appearance Effe
- 174 Operant Conditio
- 190 Propositional De
- 192 Prospect-Refuge
- 202 Red Effect
- 208 Rule of Thirds
- 212 Savanna Prefere
- 216 Scarcity
- 218 Self-Similarity
- 224 Signal-to-Noise I
- 226 Similarity
- 228 Stickiness
- 230 Storytelling
- 234 Symmetry

How can I make better design decisions?

- 14 80/20 Rule
- 16 Accessibility
- 52 Comparison
- 66 Convergence
- 68 Cost-Benefit
- 74 Design by Committe
- 78 Development Cycle
- 82 Errors
- 84 Expectation Effect
- 90 Factor of Safety
- 92 Feedback Loop
- 102 Flexibility-Usability Tradeoff
- 106 Form Follows Function
- 110 Freeze-Flight-Fight-Forfeit
- 112 Garbage In-Garbage Out
- 124 Hierarchy of Needs
- 142 Iteration
- 150 Life Cycle
- 160 Modularity
- 162 Most Advanced Yet Acceptable
- 166 Normal Distribution
- 168 Not Invented Here
- 172 Ockham's Razor
- 180 Performance Versus Preference
- 182 Personas
- 194 Prototyping
- 204 Redundancy
- 210 Satisficing
- 214 Scaling Fallacy
- 232 Structural Forms
- 244 Uncertainty Principle
- 262 Weakest Link

THE FREIBURG CHARTER FOR SUSTAINABLE URBANISM

learning from place



Freiburg
IM BREISGAU

THE ACADEMY
OF URBANISM

THE FREIBURG CHARTER FOR SUSTAINABLE URBANISM

QUO VADIS CIVITAS?

The future model for new settlements should be the **Compact City**. This is a city concept consisting of independently functioning units, in which the aspects of everyday life can be laid out and accessed within walking distance by all members of society. The **City of the Future** is a city of social and regional dialogue, cultural diversity, accessible education, resource conservation and regional integration. When outward growth is unavoidable or imperative for economic or cultural reasons, that growth should follow the principle of the **Compact City**. The following 12 principles are intended to provide the point of departure for the **Compact City** and as such serve as the foundation for the **Sustainable City**. They should be applied to all new development.

THE 12 GUIDING PRINCIPLES

SPATIAL

- I DIVERSITY, SAFETY AND TOLERANCE
- II CITY OF NEIGHBOURHOODS
- III CITY OF SHORT DISTANCES
- IV PUBLIC TRANSPORT & DENSITY

CONTENT

- V EDUCATION, SCIENCE & CULTURE
- VI INDUSTRY & JOBS
- VII NATURE & ENVIRONMENT
- VIII DESIGN QUALITY

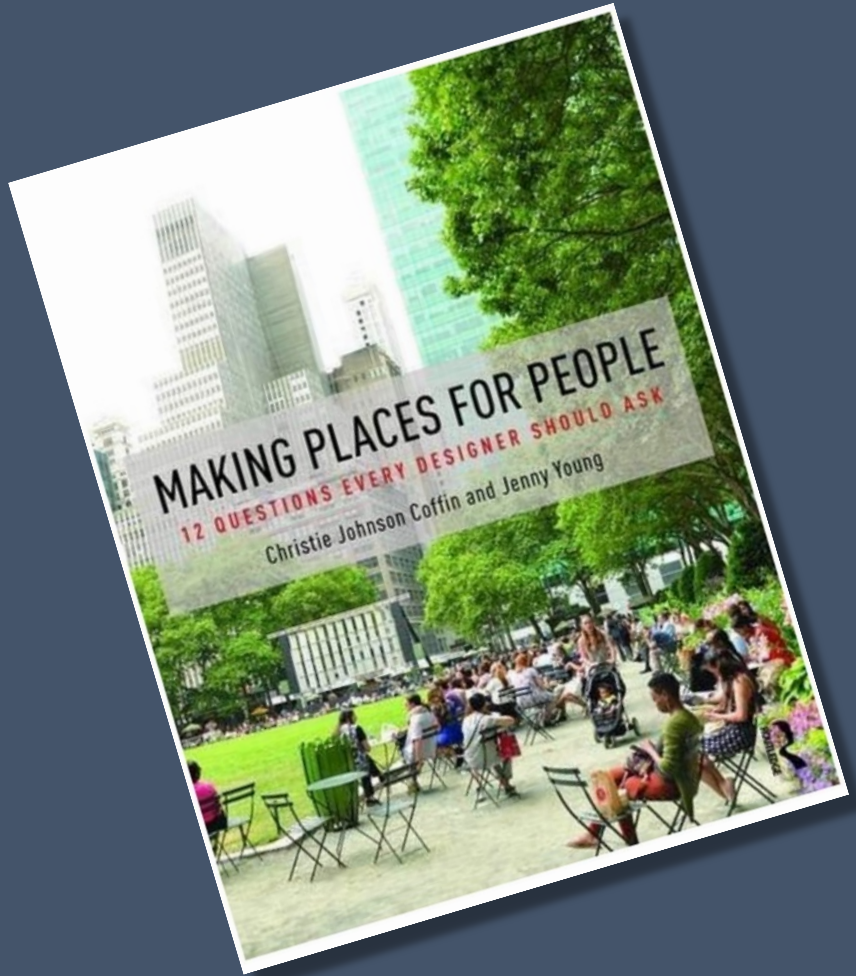
PROCESS

- IX LONG-TERM VISION
- X COMMUNICATION & PARTICIPATION
- XI RELIABILITY, OBLIGATION & FAIRNESS
- XII CO-OPERATION & PARTNERSHIP

THE ACADEMY
OF URBANISM

All about PEOPLE

- What is the 'story' of this place?
- Whose place is it?
- Where is it?
- How big is the place?
- What 'logic' supports it?
- Does it balance community, privacy and economy?
- What makes it useful?
- Does it support health?
- What makes it sustainable?
- Who does (and will) like it?
- What is the evidence that it will work?
- Does it support social equity?



Making Places for People
Christie Coffin & Jenny Young

URBANiSM

the pursuit of
URBANiTY

URBANiSM

- A collective system of values
- *A certain level of economic & political development*
- The sophisticated pursuit of pleasure (happiness)
- *A high level of intellectual & artistic excellence*

Robert Armstrong:
In Search of Civilization

the pursuit of
URBANiTY

Cities for all: Demographics
Senior Citizens
Children
Women
Gender
Cultural Diversity
Biodiversity
Time & Heritage
Mobility & Ability
Living
Resilience & Health



Cities for **All**



Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody.

— Jane Jacobs —

Everyday\City

CityUrbanist\Glasgow