



**Proximity of Care**  
DESIGN GUIDE

# TRAINING PROGRAMME

Assessment Report Espacio Lúdico

**Assignment: Design Brief Step #1**

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20 July  
2022  
Online

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## Introduction

Ex-Mercado Modelo is a historic building that for more than 80 years dedicate its activity to the sale of fruits and vegetables to be distributed throughout the country. At the beginning of 2021, it was transferred to the western area of Montevideo, generating multiple repercussions in the social spatial framework. Since that moment, the municipality settles in the area starting a participatory process with neighbors in identifying the problems that affect the area.

As part of this process, different participatory activities were carried out involving children and adolescents. This activities presented the need to focus on these age groups in order to generate friendly, safe and inclusive environments.



## Methodology

*Desk-based review* of secondary data on demographic, socio-economic context, morphology, mobility, amount of green areas and public policy programs.

### Site visit

**6 Transect Walks** around the site on separate days (weekdays and weekend).

**1 Digital survey** in which participated 60 people (caregivers).

**6 Observations** in each of 5 public spaces. The observations were done in 3 shifts on 2 separate days (one weekday and one weekend).

### Engagement

**7 Individual Interviews** with 6 educational institutions referents and 1 sport centre referent.

**7 Assessment Workshops** with 140 children and teenagers.

**6 Playful surveys** in 3 educational institutions and in 3 public spaces in which participated 160 children and teenagers.



# Methodology

## Desk-based analysis

- Proximity of Care Framework

Level of proximity: Neighbourhood

Dimensions and goals



### Educational and friendly public spaces

This goal refers to the existence of inclusive public spaces that allow different ways of playing, promote physical activity and learning opportunities for all children and teenagers through stimulating environments. It also refers to the presence of gathering spaces that promote the development of cultural activities and the exchange of people from different cultures.



### Safety

This goal refers to the existence of safe environments (road safety and personal safety), which promote children's and teenagers' freedom and autonomy, free from gender violence. It also refers to the presence of social control based on the vitality and dynamism of the public space at different times of the day.



### Sustainable mobility

Sustainable mobility involves the existence of accessible and inclusive paths that allow children and teenagers to walk, cycle and modes of active mobility in an autonomous way, counting on allies to whom they can turn to in case of need. It also refers to connectivity, proximity and access to basic services and educational, cultural and leisure infrastructure.



### Environment & health

This goal refers to the existence of healthy, green and pollution-free environments that promote the integral development of all people. Environments that allows and promote the interaction with biodiversity and contact with nature. It also refers to the existence of opportunities for production and access to basic rights, such as food production, access to drinking water, sanitation and other services. It is related to the presence of urban spaces that can be safely inhabited in the different seasons of the year and climate conditions.



### Participation, inclusion and diversity

This goal refers to the existence of environments that promote diversity and gender equality. Spaces designed from a human rights perspective, free of racism or any other form of discrimination and violence. It refers to cities that take into account the needs and aspirations of children and teenagers, and that offer opportunities for them and their families to get involved, be heard and participate in the design of public policies and in the construction of their neighbourhood and community. It refers to the existence of adults who are sensitive to children.

# Methodology

## Desk-based analysis

- Proximity of Care Framework

Level of proximity: Neighbourhood  
Dimensions and goals



Educational and friendly public spaces



Safety



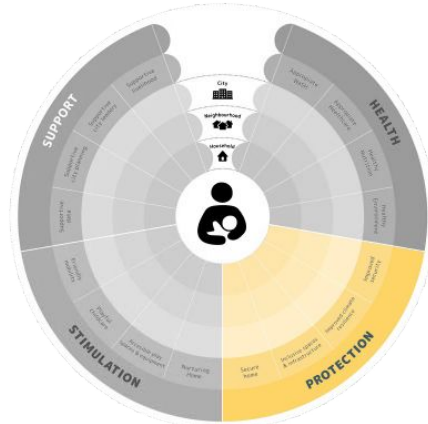
Sustainable mobility



Environment & health



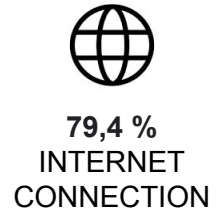
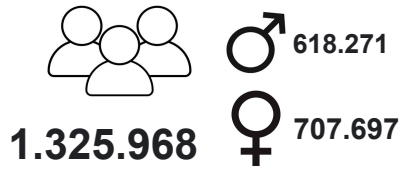
Participation, inclusion and diversity



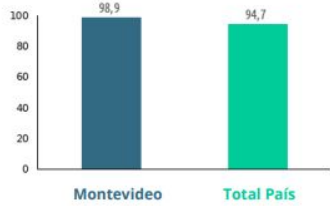
# Site Profile

## Site Overview

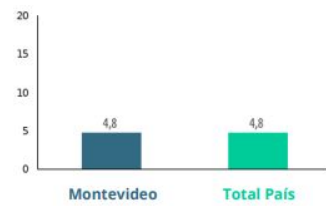
### MONTEVIDEO



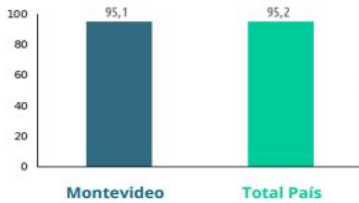
Porcentaje de población urbana 2011



Porcentaje de población afrodescendiente 2011



Tasa neta de asistencia de 6 a 11 años en educación escolar (ECH) 2019



Tasa neta de asistencia de 12 a 17 años en educación media (ECH) 2019



LABOR MARKET

56,8%  
EMPLOYMENT  
RATE



50,9%  
EMPLOYMENT  
RATE

63,4%  
EMPLOYMENT  
RATE



## Methodology

### Site visit

- Transect Walks

Date: february and march 2022

6 transect walks done in different days and times.

Observed features:

- . Morphology
- . Green areas and trees.
- . Shadowed areas
- . Traffic and main avenues
- . Crosswalks
- . Cycle paths
- . Sidewalks
- . Garbage
- . Space use and activities
- . Neighborhood life
- . Presence of children
- . Educational institutions





To begin the assessment, a 15-minute walkable radius, with its center at the Ex-Mercado Modelo, was defined.

As shown in the map, this radius corresponds to 4 municipalities (D, E, CH, C) and principally includes the neighborhoods Mercado Modelo and Simón Bolívar, and a large proportion of Villa Española, Larrañaga and Unión. Also, within the radius there is a small part of La Blancaeada and Castro, P. Castellanos neighborhoods. Given the number of neighborhoods involved, the study presents greater complexities and great diversity within a reduced area.



## Area 1

This area is the most characterized by the activity of the former Mercado Modelo and is currently the one that shows the greatest urban emptiness. Within a 5-minute walkable radius, there are larger plots where tasks related to this activity were carried out. From the transect walks and the observations made, it was noted that, due to these factors, the perception of insecurity throughout this area is high -except for the blocks located on the upper side of the triangle that contain a higher percentage of housing and neighborhood activities-. This perception increases at night due to the poor lighting in the area.

According to data from the last census, it is estimated that there are 4115 inhabitants in this area.



## Area 1



## Area 2

Within this area, a high percentage of single-family homes is observed. Only in Antel Area Area exists cooperative housing.

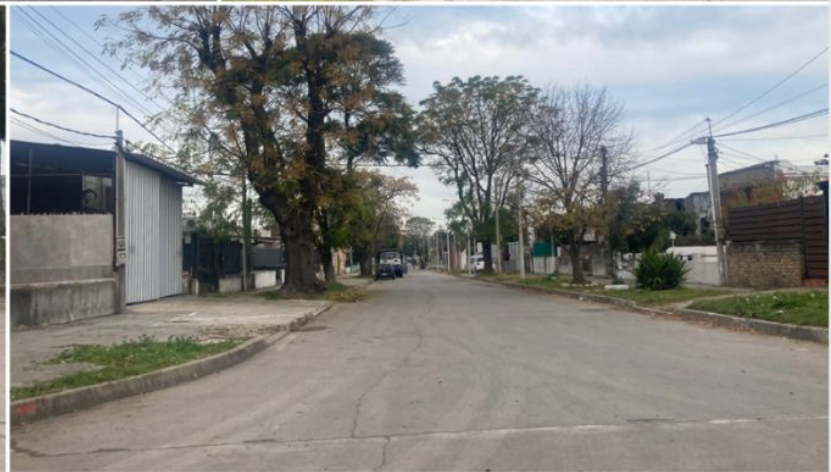
Car traffic is not a relevant factor. Only in Larravide Monte Caseros street and the 8 de Octubre Avenue there is high traffic.

Considerable number of people, mainly children and adolescents, use the streets and sidewalks as recreational sites. It was observed kids and adolescents riding bicycles, playing in the street, adults sitting in the sidewalks and you could also listen music coming from the houses.

According to data from the last census, it is estimated that there are 14506 inhabitants in this area.



## Area 2



## Area 3

Like area 2, this zone is characterized mainly by the presence of residential houses, although it has a greater diversity of uses, such as stores along the two main avenues that pass through it. During the transect walks and observations, the socioeconomic level of the environment was perceived to be higher than in the other two zones. There were fewer children and adolescents using the streets and sidewalks to play. However, their presence was noted in the squares, which constitute a greater number compared to the other areas, as shown in the map.

According to data from the last census, it is estimated that there are 14482 inhabitants in this area.



## Area 3



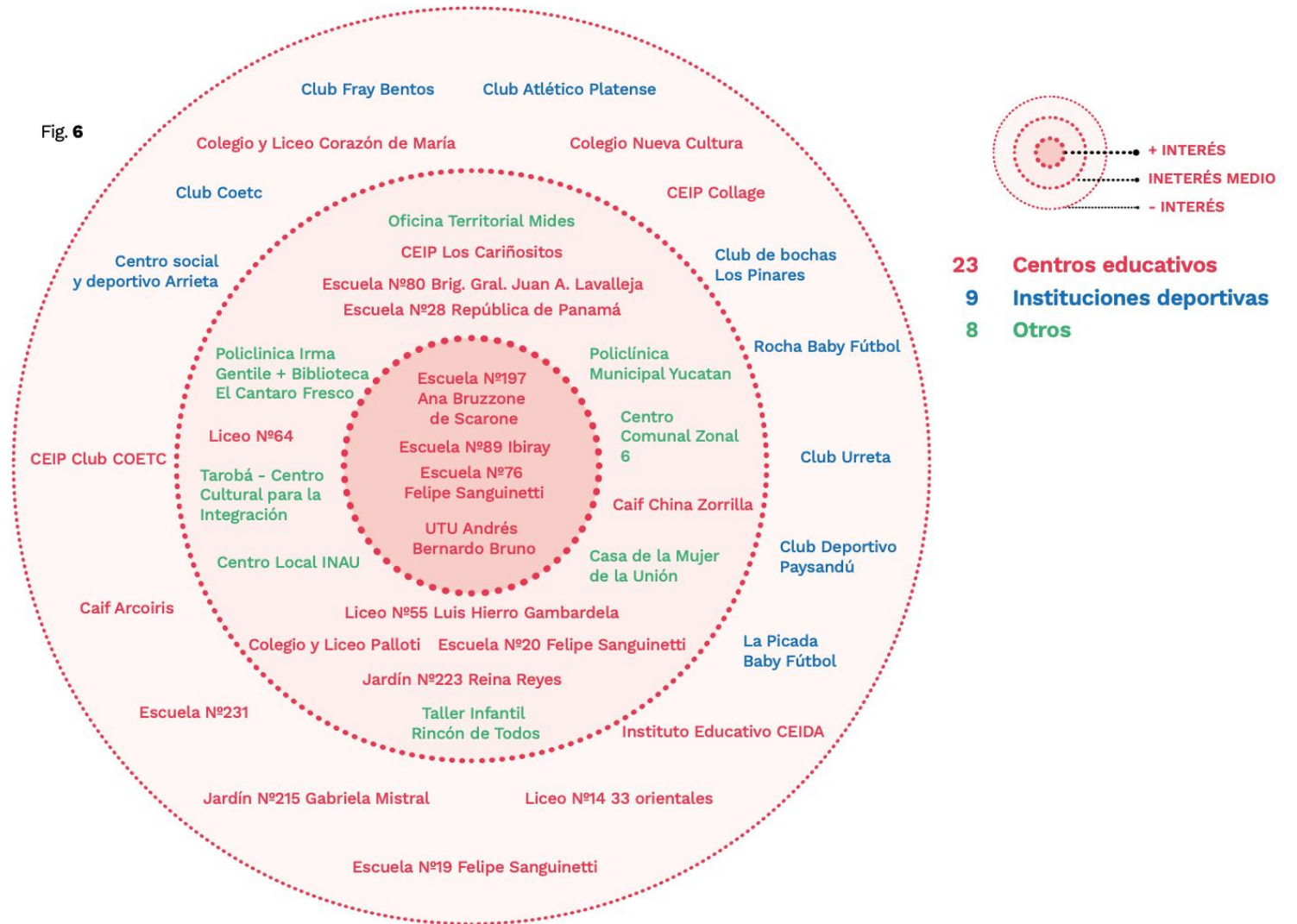
## Outcomes

### Desk-based analysis

- Stakeholder Map

Starting from the information gathering in the desk-based analysis, the transect walks and the interviews, stakeholders related to children and teenagers were identified and mapped. They were organized in 3 concentric cycles according to interest and involvement in the project. The selection was based on different aspects:

- Location in the study area (trying to cover the whole area)
- Socioeconomic contexts
- Different ages
- Stakeholder interest in getting involved in the project





## Outcomes

### Engagement

*7 Individual Interviews with key stakeholders related to children and teenagers: educational institutions and a sport centre*

*2 made to early childhood educational institutions:*

#### Caif China Zorrilla

- Approximately 100 children from 0 to 3 years of age attend and most of them are from the area.
- They carry out many activities with caregivers and with other early childhood centres nearby.
- The Antel Arena public space is frequented by many children.
- Children's caregivers are mainly women.
- The family profile of the students is characterized mainly by working people with little vulnerability.

#### CEPI Los Cariñositos

- 27 students, from 4 months to 3 years old attend the centre and not all of them are from the neighborhood.
- Los niños/as asisten caminando, en autos y ómnibus.
- The highest percentage of families are traditional families. The adult referents vary, fathers and mothers are equally involved although the main one is the mother. They also mention aunts, uncles, grandparents, etc.
- They mention that the children go to the public space of the Antel Arena with their families, as well as to Espacio Campo. They mention that the John Lennon Square was used in the past.
- They believe that there is a lack of greener recreational spaces that promote contact with nature, and that this can be achieved by taking advantage of what there is and using it in a different way, for example empty plots in the area.

## Outcomes

### Engagement

#### *Assesment Workshop*

#### 7 participatory workshops

- 2 at School N°197 Ana Bruzzone with 50 children from **6 to 12 years old**. The children involved are **deaf and with language difficulties**.
- 2 at School N°76 Sanguinetti with 50 children from **8 to 9 years old**.
- 2 developed as part of the Modelo Abierto festival at the Mercado Modelo, with children from **3 to 12 years old**.
- 1 in the technical school UTU Andrés Bernardo Bruno with teenagers from **15 to 17 years old**.



## Outcomes

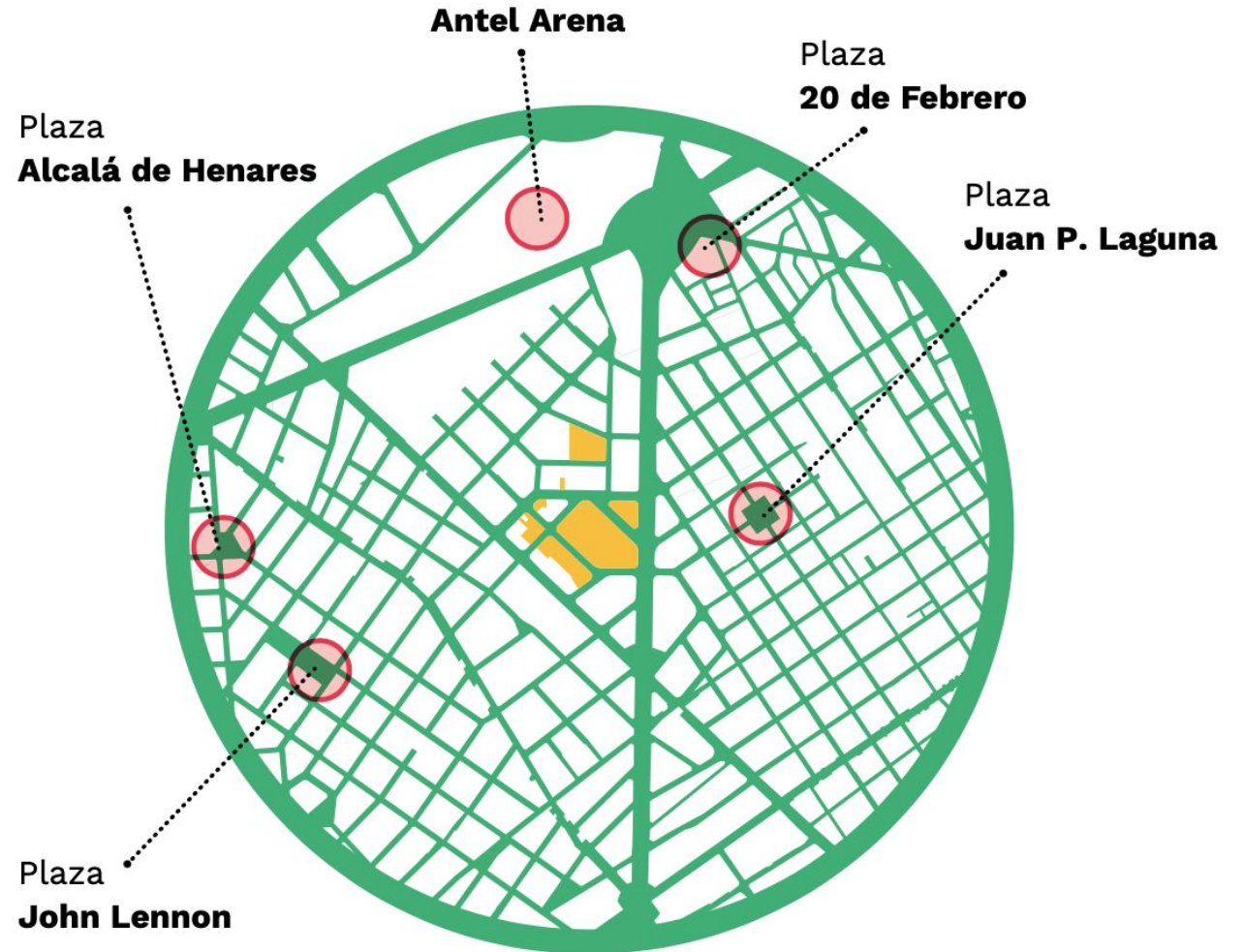
### Site visit

- Observations

Aiming to identify how and when children, teenagers and caregivers uses the neighbourhood, observations were done in 5 public spaces: John Lennon square, Alcalá de Henares square, Juan P. Laguna square, 20 de Febrero square and Antel Arena multifunctional space.

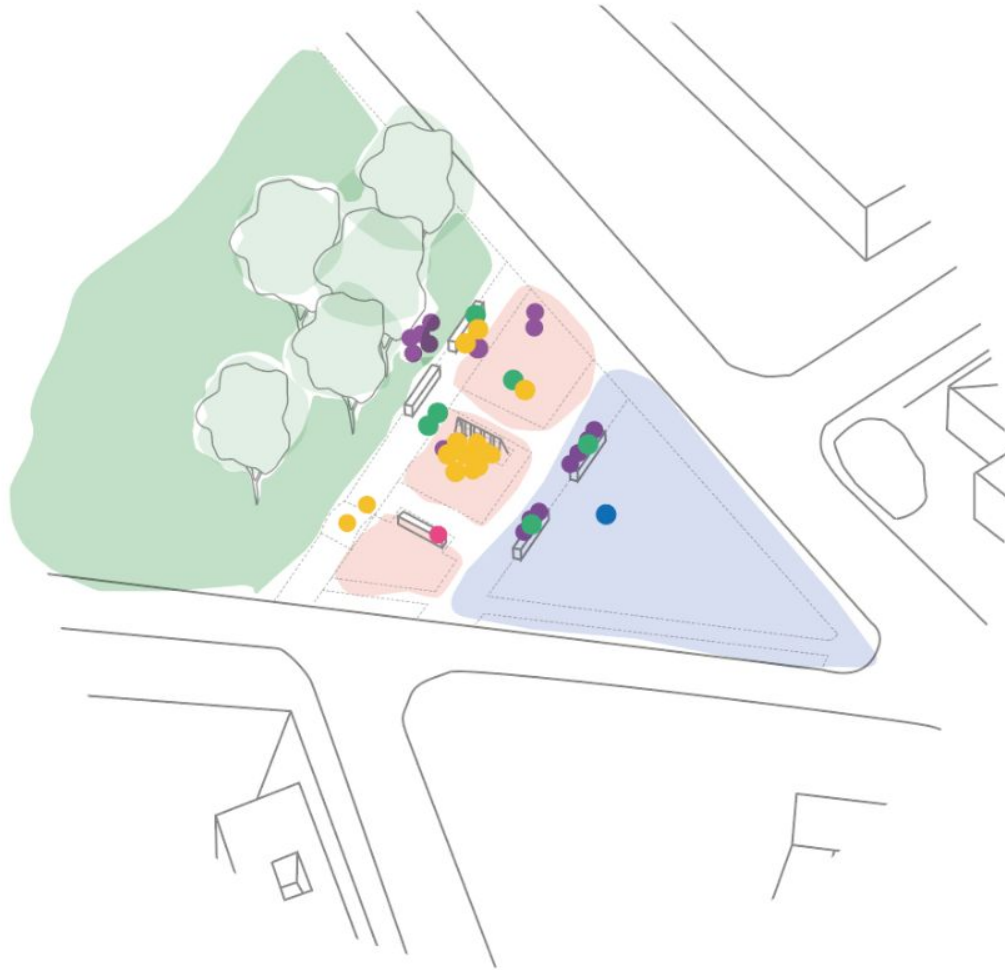
The observations were done on weekdays and weekends in 3 shifts:

- from 11am to 1pm
- from 3pm to 4pm
- from 6pm to 8pm



20 de febrero 🔍

Total **39** 👤 0-5 years old **26%**



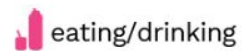
The majority of the 0 to 5 years old children were playing along the whole area of the square under the care of an adult.



playing



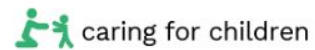
sports



eating/drinking



talking



caring for children



dog walking

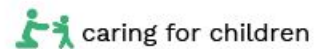
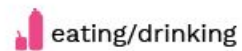


## Plaza John Lennon 🔍

Total **79** 👤 0-5 years old **22%**



Most of the children aged 0-5 years were playing in the wooden structure and adults were taking care of them.



# Alcalá de Henares

Total **63**  0-5 years old **16%**




Most of the children aged 0-5 years were playing in the wooden structure and adults were taking care of them.


 playing

 sports

 eating/drinking

 talking

 caring for children

 dog walking



## Juan P. Laguna 🔍

Total **87** 🧑 0-5 years old 13%



Most of the children aged 0-5 years playing with different games, such as toy cars, bikes, some accompanied by adult caregivers and others alone with older children.



playing



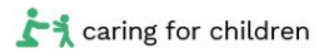
sports



eating/drinking



talking



caring for children



dog walking

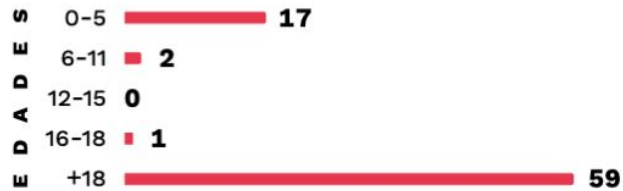


## Ages and main activity in public space observations

### Relation between the 4 public spaces

#### Plaza John Lennon

**79**  **38** <sub>F</sub> · **38** <sub>M</sub> · **3**

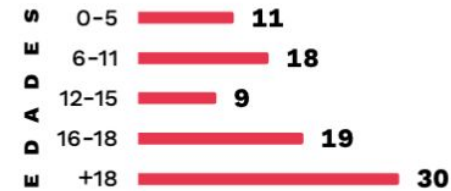


ACTIVIDAD PRINCIPAL  

This space has a high percentage of children 0-5 years old, however it is the one with the least amount of children of other ages. It has benches with backrests for adults.

#### Plaza Juan P. Laguna

**87**  **33** <sub>F</sub> · **53** <sub>M</sub> · **1**

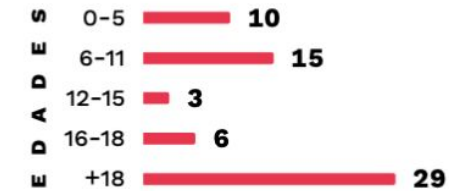


ACTIVIDAD PRINCIPAL 

This space is the one with the largest number of people in general and a high percentage of them are under 18 years of age. It is the only space where they are observed without adults taking care of them.

#### Plaza Alcalá de Henares

**63**  **27** <sub>F</sub> · **36** <sub>M</sub>

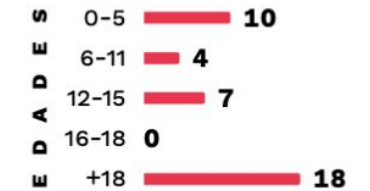


ACTIVIDAD PRINCIPAL 

It has more equipment for all ages. The benches do not have backs to spend a lot of time, but there are tables.

#### Plaza 20 de febrero

**39**  **17** <sub>F</sub> · **21** <sub>M</sub>



ACTIVIDAD PRINCIPAL 

This is the space with the highest percentage of children from 0-5 years old. It is also the one most equipped to promote free play and more comfortable benches for caregivers to sit on.

**None of these public spaces have toilets or spaces that encourage play between children and adults.**

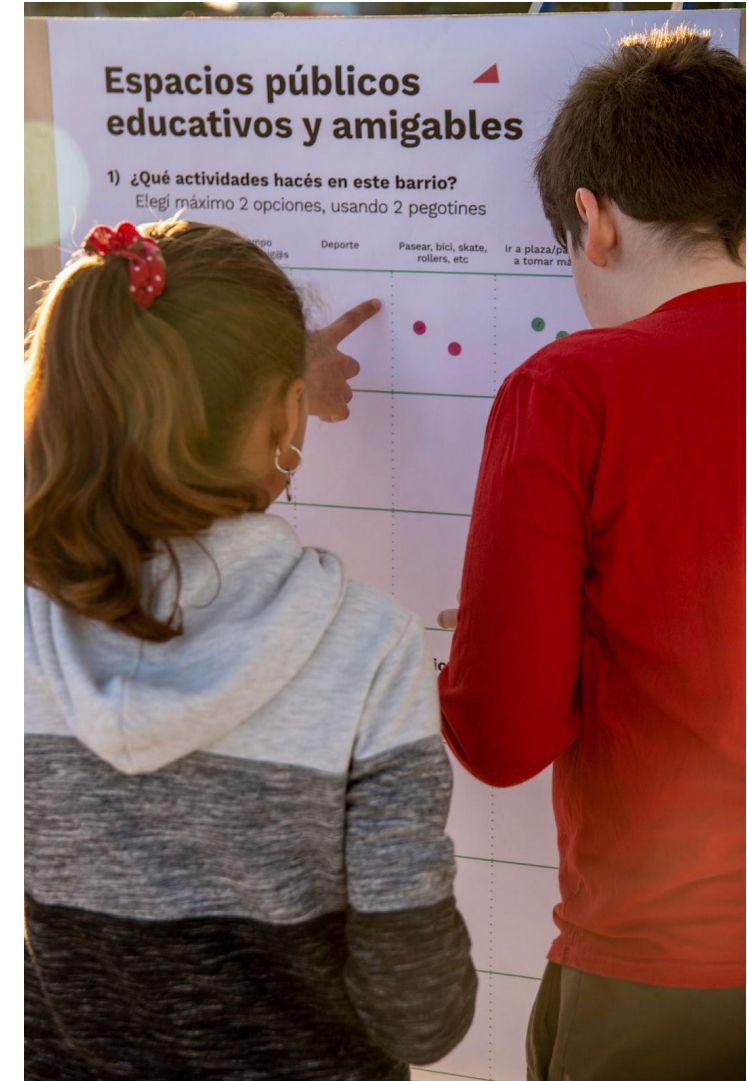


## Outcomes

### Engagement *Playful Survey*

- The playful survey was implemented in **3 public spaces** - Juan P. Laguna square, Alcalá de Henares square and Antel Arena - and in **3 educational institutions** - School N° 76, School N° 89 and UTU Andrés Bernardo Bruno -

**160 children and teenagers participated**



### Playful Survey

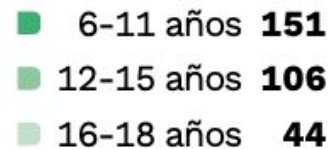
The main activities for children 6-11 years old are playing and spending time with family and friends.

\*We emphasize this because it is the age group closest to the target group.

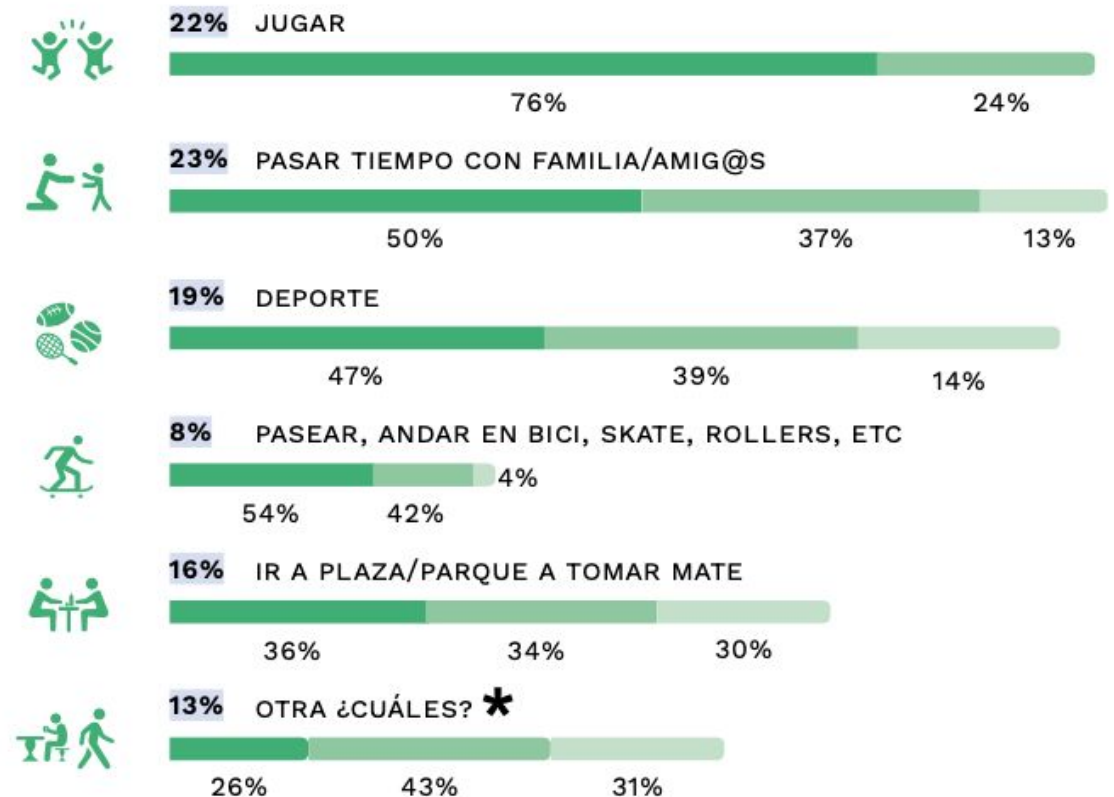
## → What activities do you do in this neighborhood?

Fig. 8

### CANTIDAD DE RESPUESTAS



MÁX DOS RESPUESTAS POR PERSONA



Playful Survey

The main places where children prefer to be are public spaces and educational centers.

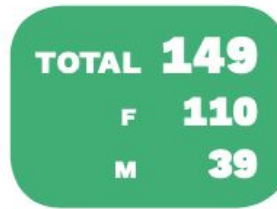
This demonstrates the importance of these spaces as spaces of influence on domestic life, spaces with the potential to modify the behaviors that are generated within homes.

And the importance of working in the environments of these spaces as spaces of opportunity.

→ What are the places in this neighborhood that you like most?

Fig. 9

CANTIDAD DE RESPUESTAS



MÁX DOS RESPUESTAS POR PERSONA

CANTIDAD DE RESPUESTAS



MÁX DOS RESPUESTAS POR PERSONA



## Playful Survey

**From the answers obtained, it can be observed that there is a higher percentage of children who walk without the company of an adult compared to those who do not.**

These data coincide with the observations made in the surroundings of the former Modelo Market, where it was found that in certain areas children circulate autonomously, both walking and on bicycles.

These autonomous journeys of children show the need to generate safe care networks and to understand transfers as spaces of opportunity to enhance rich sensory experiences and play as a cross-cutting component that influences all dimensions.



**What routes do you do usually without any adult looking after you?**

Fig. 11

**CANTIDAD  
DE RESPUESTAS**

**TOTAL 96**

■ solo menores de 12 años



21% NINGUNO

25% A LA ESCUELA/LICEO

28% AL ALMACÉN

20% A LA PLAZA/PARQUE

4% AL CLUB

2% OTROS ¿CUÁLES?

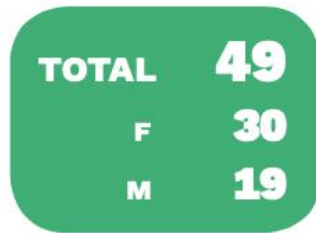
Digital survey for caregivers

These responses are linked to the children's previous answers. And the need to generate support networks is noted since these are non-existent and that most adults do not feel at ease when children are without the presence of a responsible adult.

- ➔ **A. How do you feel about children and/or young people be by himself (without an responsible adult) on the street, public space during day or night?**
- ➔ **B. Is there any existing support or health network where children and young persons can attend along their way home or towards commerce, schools or public spaces among others?**

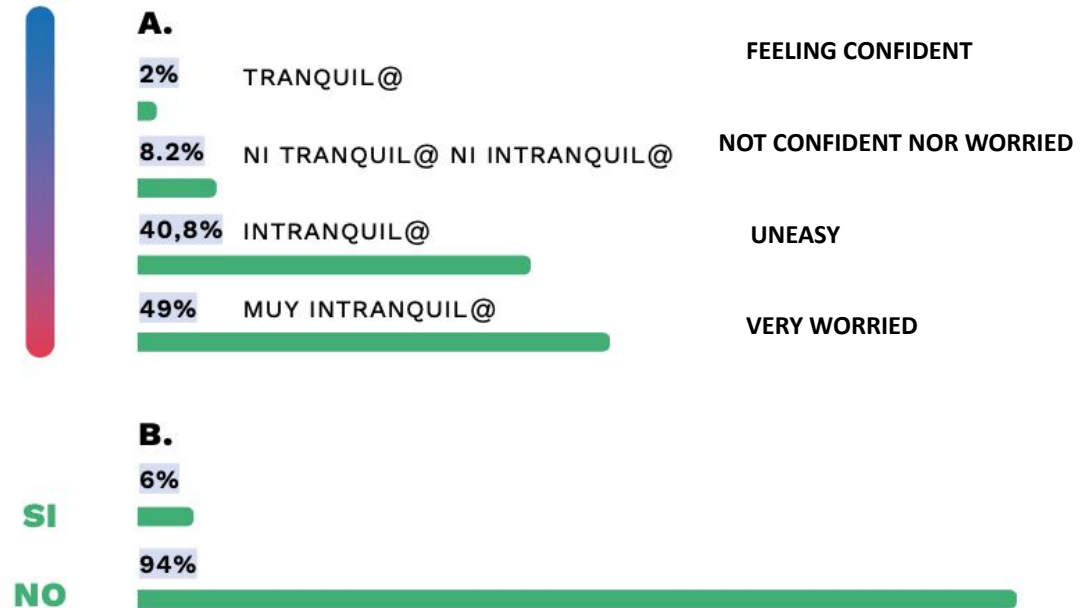
Fig. 27

**CANTIDAD DE RESPUESTAS**



→ solo mayores de 18 años

Fig. 28



Playful Survey

The majority of children 6 to 11 years old walk.

Responses regarding how they would like to go for children under 12 are distributed among cycling (27%), private car (23%) or school van (21%).

- ➔ A. How do you go to school or other educational institution.
- ➔ B. How would you prefer to move/go to school?

Fig. 13

**CANTIDAD DE RESPUESTAS**

**TOTAL 163**

- 6-11 años **67**
- 12-15 años **54**
- 16-18 años **24**



**A.**

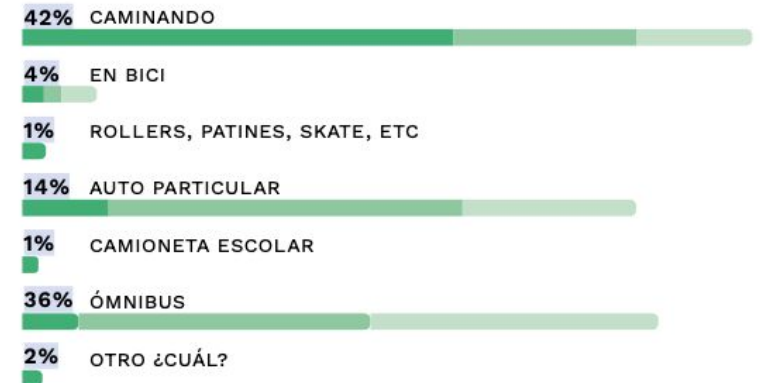
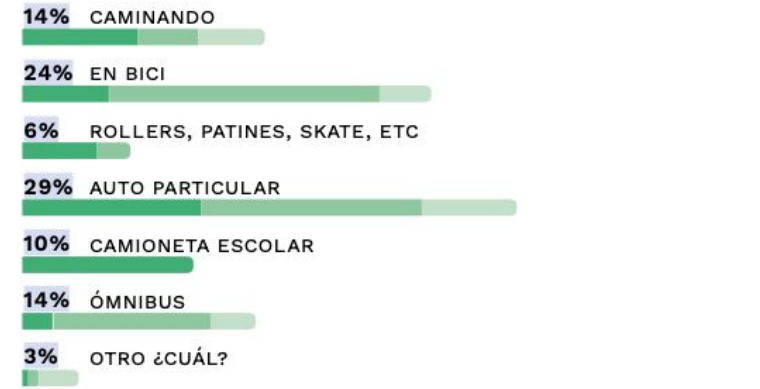


Fig. 14

**B.**



## Playful Survey

The highest percentage (78%) of children under 12 years of age attend school in the company of a referring adult.

➔ With whom do you go to school?

Fig. 15

CANTIDAD  
DE RESPUESTAS

TOTAL 145

6-11 años	67
12-15 años	54
16-18 años	24



30% SOL@



23% AMIG@S



42% ADULT@ REFERENTE



3% EN CAMIONETA ESCOLAR



3% OTRO ¿QUIÉN?

Digital survey for caregivers

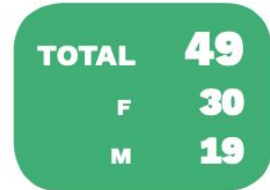
This response of the adults matches that of the children, where walking is the main mode of mobility.

Their desire to go primarily walking or by bike are opportunities to work on.

- A. Which is the main transport mode that you use with children?
- B. Which transport mode would you prefer to use?

Fig. 30

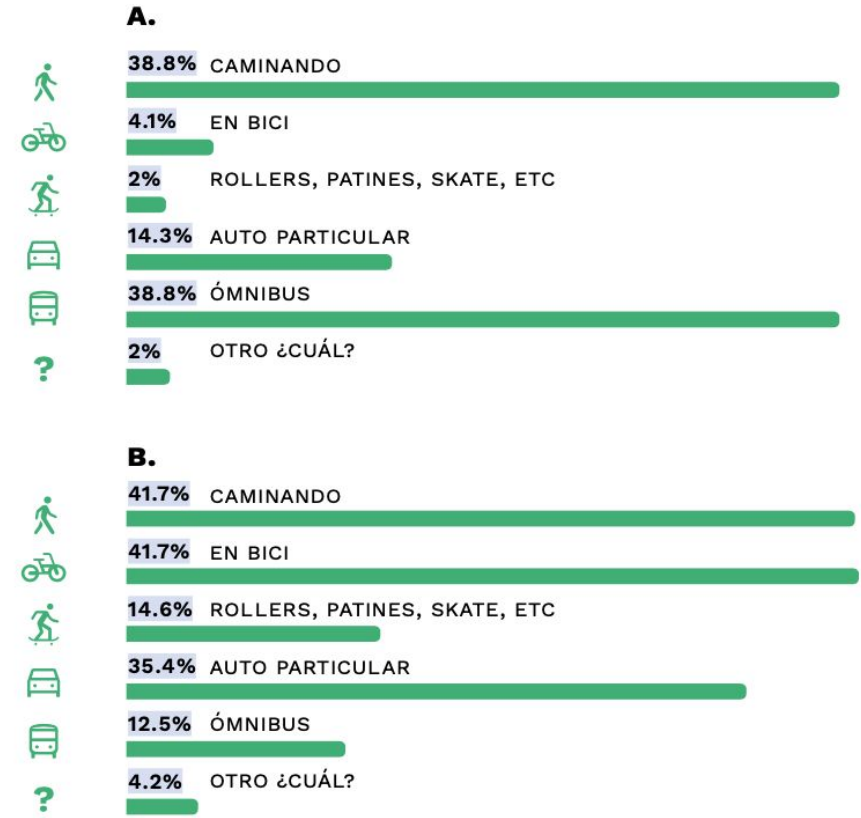
**CANTIDAD DE RESPUESTAS**



→ solo mayores de 18 años

Fig. 31

\* Los porcentajes indican el porcentaje de personas encuestadas que eligieron cada una de las opciones de respuesta





## Selected Area

### WHY?

1. Higher number of children playing alone in public space
2. More neighborhood life
3. Presence of educational centers
4. Public spaces of interest
5. Citizen participation
6. Public spaces with potential for transformation
7. Population of lower socioeconomic level

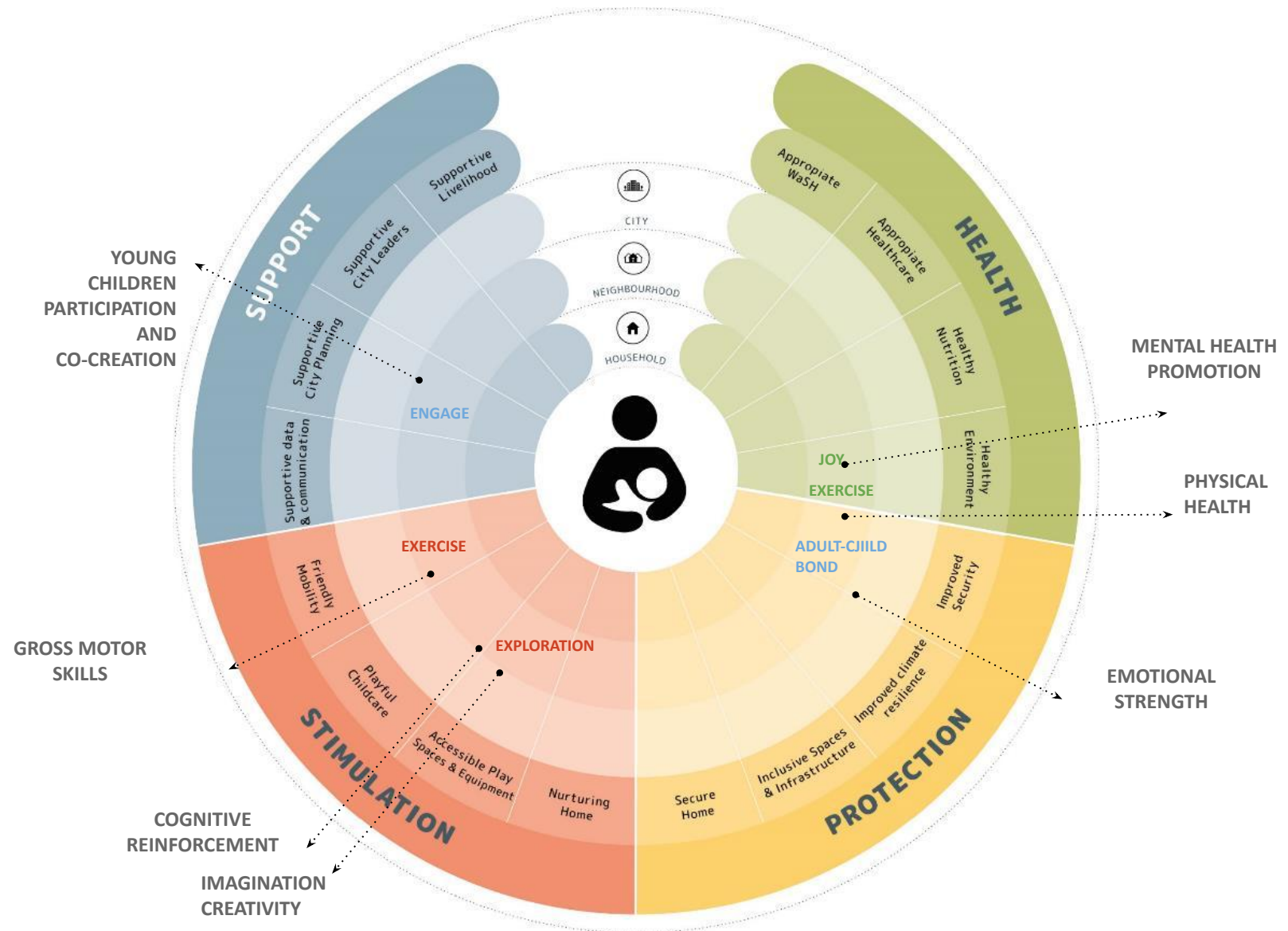


## Playable city as a holistic goal to achieve

As we could evidentiare in the site research, free and collective play where an important aspect of the urban environment affordance for children of all ages and their caregivers.

Play and ludic actions have multiple benefits for the wellbeing and growth of children process. Therefore, this first part of the understanding the place we will strongly include the ludic and playful aspects of urban environment to asses the four dimensions of PoC Guide. Therefore, we found that Support, Health , Stimulation and Protection where also strengthened through this playful lense of evaluation as you can see in the graphic.

Therefore we can find opportunities to improve the four dimensions of the area through playable city design.



# WHY TO FOCUS ON THE LUDIC ASPECTS AS AN OPPORTUNITY TO DESIGN

“Play is the highest form of research”

Albert Einstein

“Play is our brain's favourite way of learning”

Dianne Ackerman

“It is paradoxical that many educators and parents still differentiate between a time for learning and a time of play”

“Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength”

Kenneth et al 2007

“since play is a fundamental need, playgrounds should be provided for every child as much as schools (...) they must be distributed over the cities in such a way as to be within walking distance of every boy and girl”

Theodore Roosevelt 1907

## Key Challenges: Health

### Challenge 1:

Public spaces are not designed to protect children nor their caregivers of adverse weather conditions. There are no specific elements that provide shade on children's playgrounds.

### Challenge 2:

Main avenues generate noise contamination, and some are located near well attended schools or public spaces frequented by children. There are no elements, nor policies which intend to limit this pollution.

### Challenge 3:

Although the majority of the public spaces in the area have children's play equipment, none encourage a healthy development in terms of hygiene and nutrition. Only one of the public spaces in the area has a toilet facility and it is built to standard adult size, it is also the only public space that provides food options, but they lack high nutritional value. **Playgrounds are not equipped to stay for long periods due to they don't have sanitary facilities and healthy food options.**

## Key Challenges: Protection

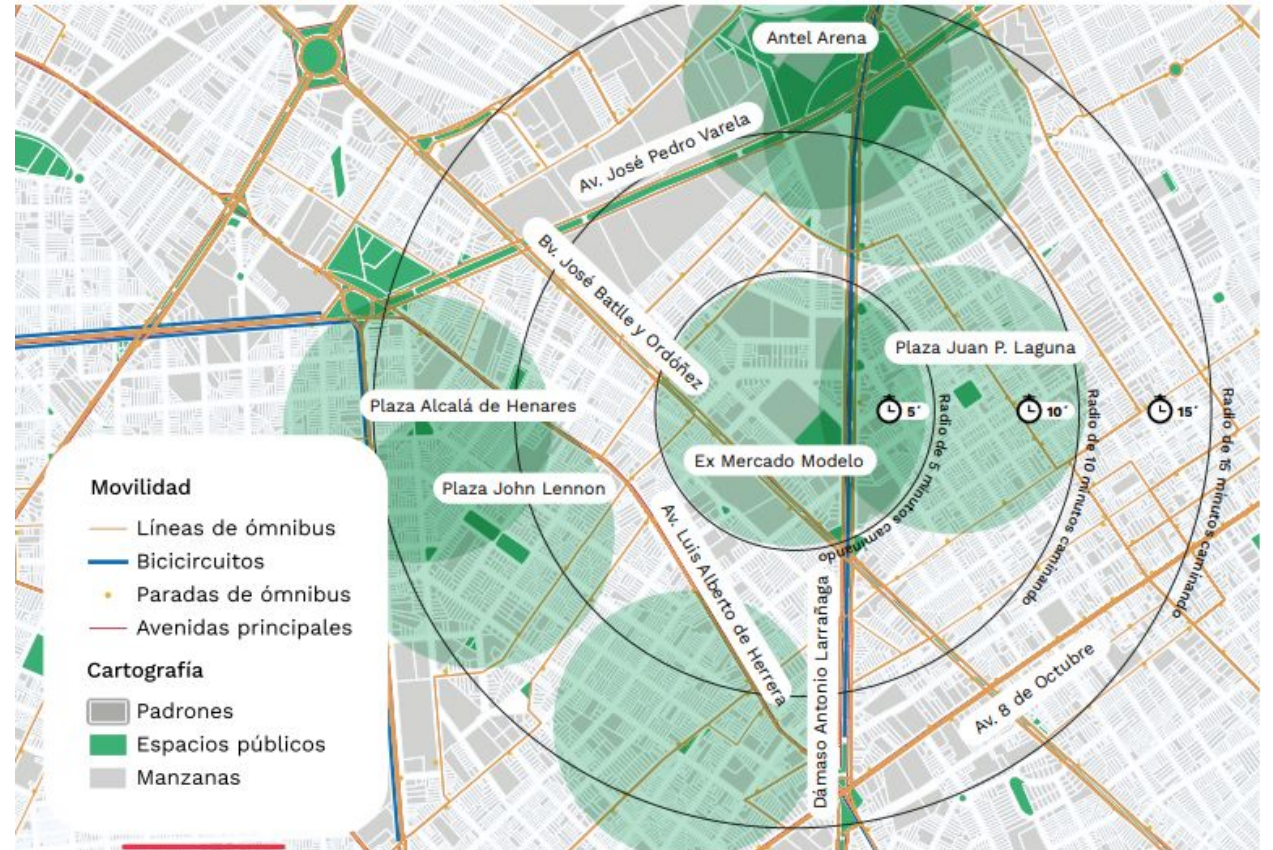
### Challenge 1:

90% of the adults surveyed expressed they feel unsafe and worried if their children are alone in public spaces. This influences children's autonomy to move and play around the neighbourhood.

### Challenge 2:

There are 5 avenues in the study area, which are near or give access to playgrounds. Most of them doesn't have traffic calming measures to allows children and caregivers to cross safely.

**Challenge 3:** The existing playgrounds has to improve their safety design aspects.



## Key Challenges: Stimulation

### Challenge 1:

Play opportunities are only offered in playgrounds, which have been designed specifically for that purpose, offering standardized equipment that doesn't promote free play, which is essential for children development. There's no stimulating environment that encourages free play and educational experiences in the surrounding of the spaces most frequented by children. In addition, the routes to access those spaces are not friendly for children and caregivers, often with very narrow spaces, unevenness and lack of signals at 95cm.

### Challenge 2:

Although there's a school for deaf children and with language difficulties in the neighborhood, there's no deaf-friendly infrastructure and signage that allow them to move around autonomously.

### Challenge 3:

There's no accessible play equipment in the playgrounds and no play equipment that fosters the interaction between toddlers and caregivers, essential for children's development in the early years.

### Challenge 4:

When children and teenagers were asked about the activities they do in the neighborhood, 70% of the participants that answered sports were male.

## Key Challenges: Support

### Challenge 1:

There are few opportunities for children to get involved and participate in the design of their neighbourhood, public spaces and city. Most children consider their ideas are not heard by local authorities (79%), as existing participatory processes tend to be mostly for adults and in the first stages of the Arnstein's participatory ladder.



## Key Opportunities: Stimulation

### **Promote free play and learning experiences in urban environments for children, from an inclusive approach.**

Generate activities and design inclusive public spaces and equipment that promote play and free movement and encourage learning both in equipped public spaces and in the entire built environment (sidewalks, streets, etc.). Incorporate equipment that encourages shared play between adults and children, especially in early childhood.

Co-design and co-construct with children prototypes of inclusive and temporary equipment that can be installed in school environments and provide opportunities for free play and learning. To ensure sustainability it is important to involve the entire educational and neighborhood community (families, neighbors, shopkeepers, etc.) not only in the design and construction, but also in co-management. It is suggested that continuous monitoring and evaluation of the functioning of the prototypes be carried out, in order to inform the implementation of long-term actions. Partnerships can be generated with other actors, such as with the university, through projects with the university, through extension projects that involve interdisciplinary teams and students in the development of this process.

Generate alliances with social organizations or other key actors within the territory, such as educational centers for example, for the management of vacant lots as playgrounds for children. Provide advice on the natural and recycled materials that can be used, their maintenance and access.



## Key Opportunities: Stimulation

**Encourage the link between educational centers and the territory as a pedagogical strategy.**

Create alliances with educational institutions to strengthen work in the environment as a way of taking advantage of the existing urban and environmental infrastructure to promote new learning.

**Generate infrastructure for children in public spaces and facilitate the performance of care tasks.**

Generate public spaces and equipment that contemplate caregiving tasks. For example, incorporating basic infrastructure such as accessible bathrooms with changing tables, seats with backs, pedestrian walkways wide enough to accommodate a baby carriage, and equipment designed to make breastfeeding more comfortable.

## Key Opportunities: Stimulation

**Generate safe and accessible environments that promote the autonomy of children.**

Generate road calming strategies based on the painting or widening of sidewalks, mainly in the daily routes of children, such as in the areas near schools or equipped public spaces. For example, in areas near educational centers or equipped public spaces. Carry out specific signaling actions to transform existing crossings in avenues with high vehicular flow into safe crossings for children.

Designing appropriate signage for children, taking into account their visibility as pedestrians at an average height of 95 cm, as well as signage on secondary streets, aimed at vehicle drivers, seeking to reclaim the street as a safe play space.

## Key Opportunities: Stimulation

### **Promote the active and autonomous mobility of children stimulating their imagination and creative learning through the process.**

Modify the existing infrastructure by making concrete improvements to the physical barriers that limit the autonomous mobility of deaf and speech impaired children, and those with autism. To ensure solutions that respond to their specific experiences, it is essential to involve them in the design process. It is also necessary to generate new infrastructure to promote active mobility for all people and to incorporate signage appropriate for children.

Design communication campaigns to raise awareness among all those who use motorized vehicles about respect for pedestrians, especially children, and their use of the street as a playground.

Generate safe routes for children, by bicycle, walking or other modes of active mobility. It is suggested that this initiative be carried out in conjunction with educational centers. For example, through a pilot program on safe and autonomous home-school routes, generating modifications in the environment (of a physical or managerial nature) and providing practical workshops on active mobility for children and their families.

Generate a program with the neighborhood community to create a solidarity network of allies for children (shopkeepers, senior citizens, public officials, etc.) to whom they can turn to in their daily commute in case of need.

## Key Opportunities: Protection

### **Generate strategies for urban revitalization and increased social control.**

Encourage the installation of businesses close to public spaces as a strategy for urban revitalization and to increase social control. Generate a work program where respect and care for children is addressed, seeking that these businesses act as their allies. As part of the program, it is suggested to provide a safety kit containing elements and information necessary to assist children. It is important that these places are properly identified so that children can easily recognize them.

Generate alliances with a number of local actors (community, institutions, merchants, etc.) to promote activities and uses of public space on different days and at different times.



***If you could experience the city from 95cm – the height of a 3-year-old – what would you change?***

PoC Guide

THANK YOU

13 July  
2022  
Online



**Ciudad para la niñez y la adolescencia**

**¿QUÉ ES?**

Es un estudio de diagnóstico que busca identificar oportunidades y desafíos del entorno del Ea Mercado Modelo en relación a una ciudad amigable con la niñez y la adolescencia, incluyendo la participación de niños, niñas y adolescentes. Es desarrollado por el Laboratorio de Innovación Ciudadana de la Intendencia de Montevideo (MUDALAB) a través de la ONG Espacio Lúdico.

**EJES PRINCIPALES**

- FAMILIAS, ESCUELAS, ORGANIZACIONES Y COMUNIDADES
- MOVILIDAD URBANA
- MEDIO AMBIENTE Y CALIDAD
- ESPACIOS
- PARTICIPACIÓN, MELIORA Y MANTENIMIENTO

Iniciativa de

