

Proximity of Care: Design Ideas





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About this presentation

This presentation contains set of design ideas on different scales, that can be used to illustrate the Proximity of Care approach. They should be used for discussion purposes, and adapted to specific contexts and projects. This presentation focuses on the physical interventions only, but the Proximity of Care approach can be applied to service design, education, and other projects that are not necessarily spatial.

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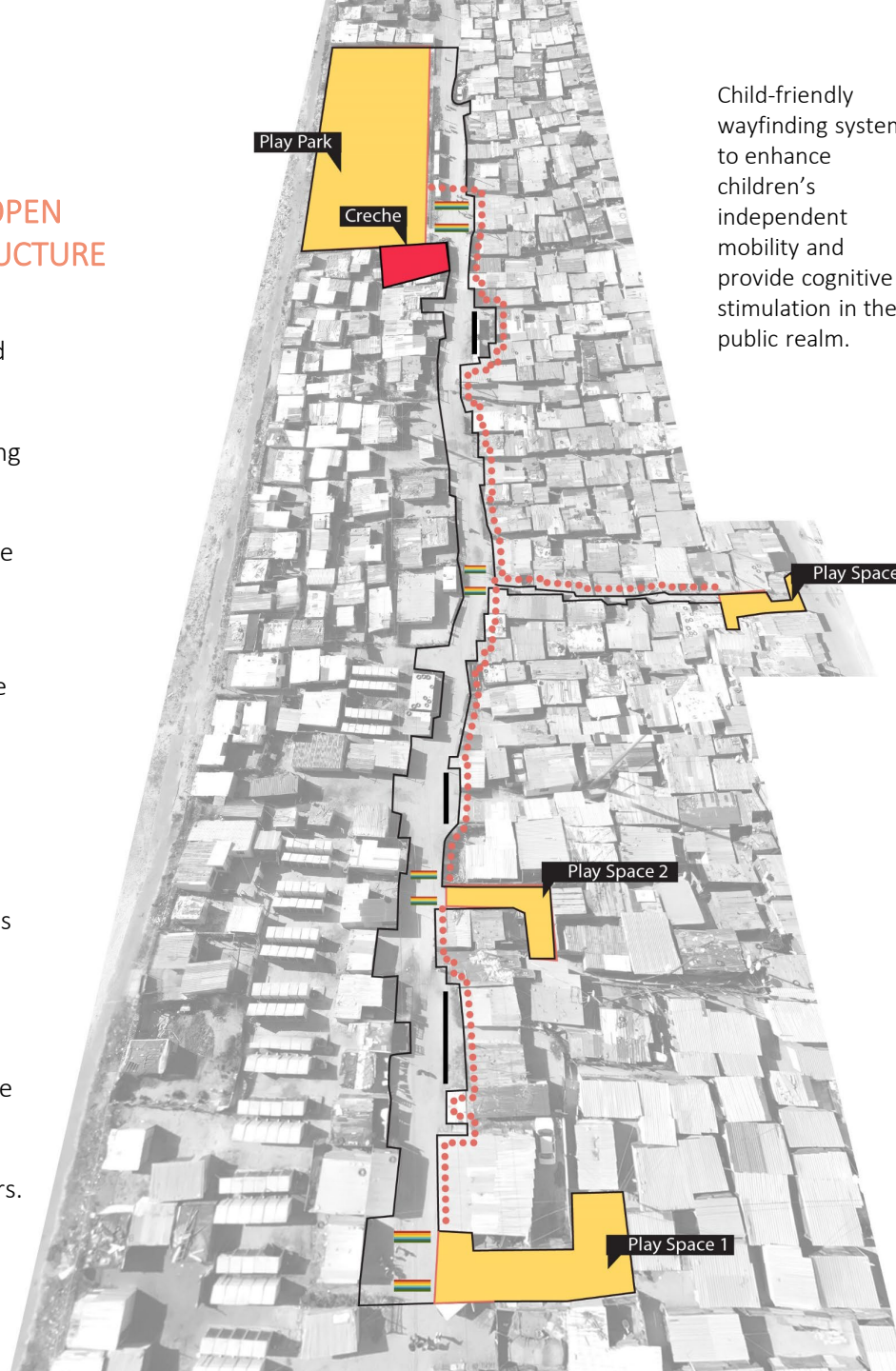


Design idea 1

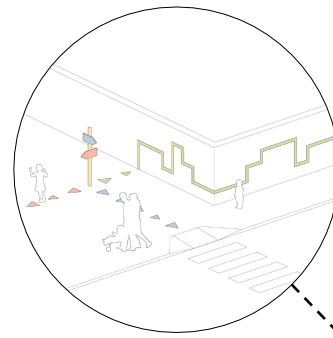
CREATE A SAFE NETWORK OF OPEN SPACES AND SOCIAL INFRASTRUCTURE

Multiple project sites should be treated as nodes in a network of safe, stimulating spaces rather than discrete locations if at all possible. When creating or retrofitting a facility, space or structure, consider the approach and departure routes as a component of the design, and an opportunity to extend physical safety (through materials, grading and signage), social safety (through sightlines, passive surveillance and lighting) and cognitive stimulation (through colourful, moving, or interactive elements) throughout the community.

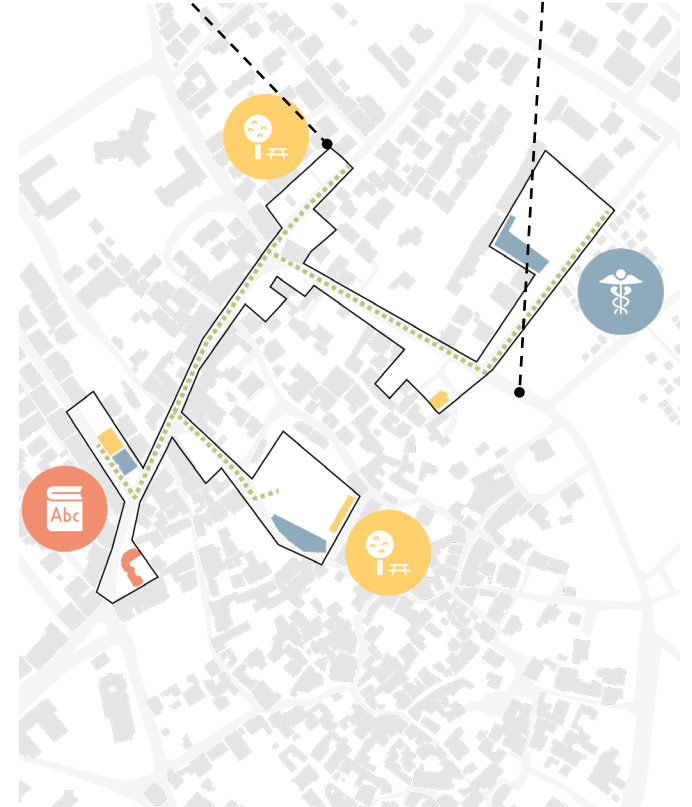
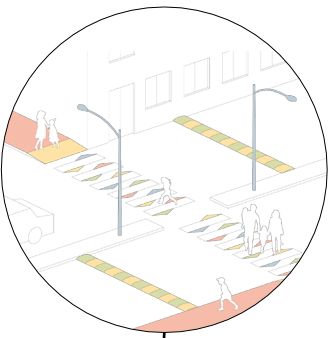
An effective urban network builds on existing assets and strategically localizes new projects so that each node can tackle a different caregiver's need and engages a number of child developmental skill. The physical links between the different nodes need to be safe and easy to follow and can be supported by way-finding elements equally visible to children and caregivers.



Child-friendly wayfinding system to enhance children's independent mobility and provide cognitive stimulation in the public realm.



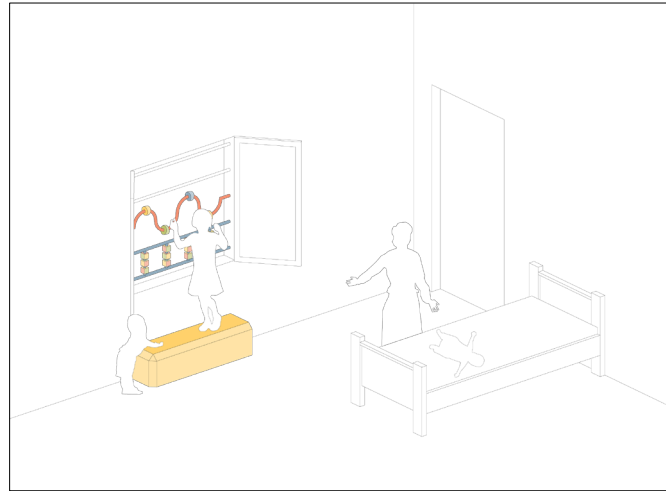
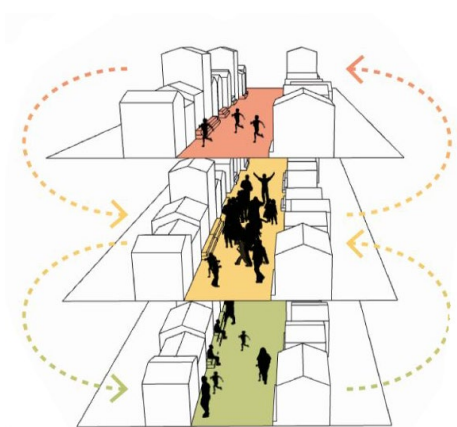
Segregated pedestrian pavements to improve physical safety and playful crossing to increase awareness of the presence of children.



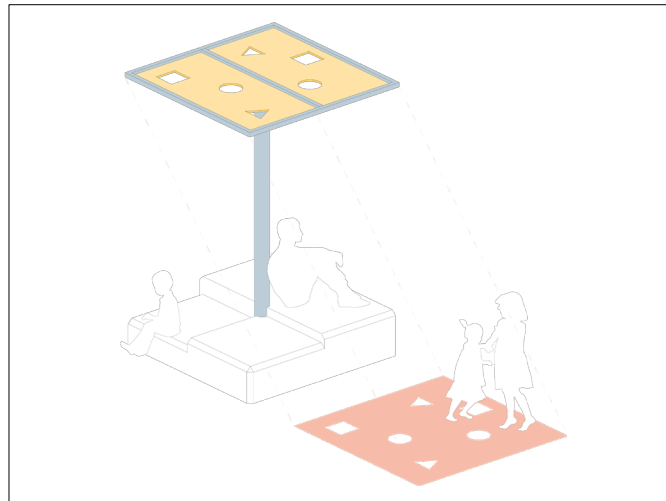
Design idea 2

TAKE PLAY AND LEARNING BEYOND PLAYGROUNDS AND SCHOOLS

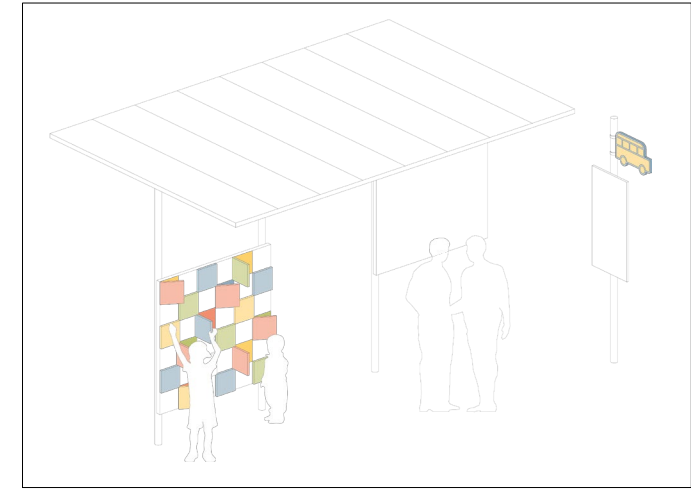
Play and learning opportunities are often limited to school spaces and playgrounds. Hence, strategic additions to key urban elements can offer opportunities for play and learning outside these environments. Such interventions need to be adapted to the local context and the available opportunities within the existing urban fabric. By extending unstructured play and learning to children's everyday living environments, you can improve early childhoods while maximising the use of spaces and resources.



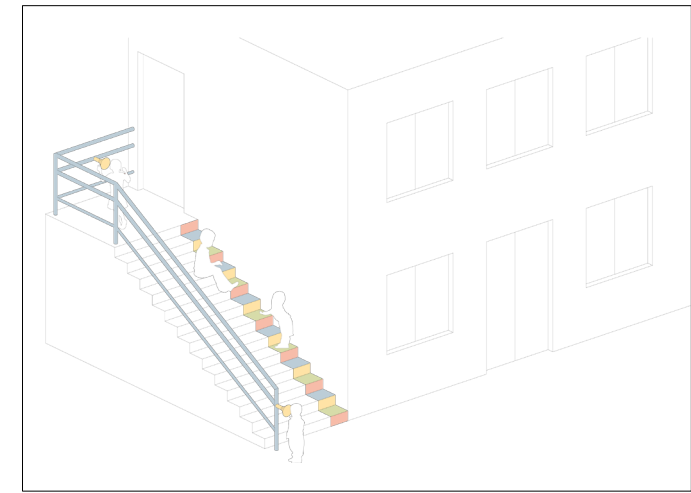
Educational games embedded in the window frame to provide learning and play opportunities in the home.



Shading structure that generates playful shades to make street furniture more stimulating.



Bus stop with interactive panels and child-friendly signage to integrate play in children's everyday mobility patterns.



Sensorial play items and textured surfaces to enrich the built environment in close proximity to the home space.

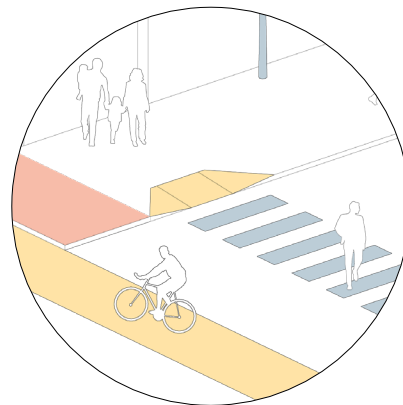
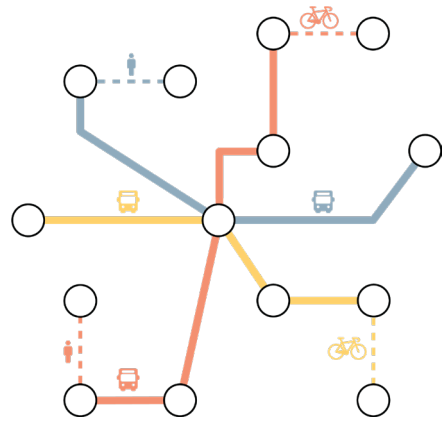
Design idea 3

CONNECT THE COMMUNITY INSIDE AND OUT

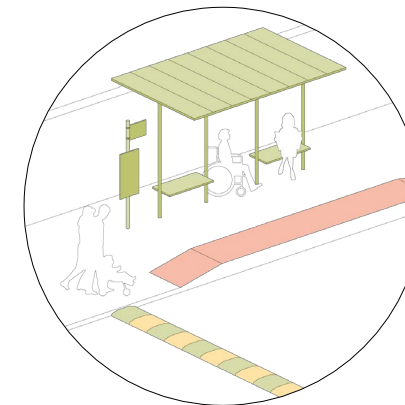
In vulnerable urban contexts, the mobility network often excludes informal areas, therefore affecting the physical and social isolation of the most vulnerable. Many choose to walk due to the lack of alternative transports or of means to afford them. Yet, walking is challenging when traffic is heavy and sidewalks are not available, discontinuous or shared with motorcycles. Improving connectivity and mobility for the caregiver-child pair is therefore key to reduce stress and facilitate access to services.



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- Segregated pedestrian pavements to improve physical safety.
- Ramp and visible pedestrian crossing to improve accessibility and walkability.



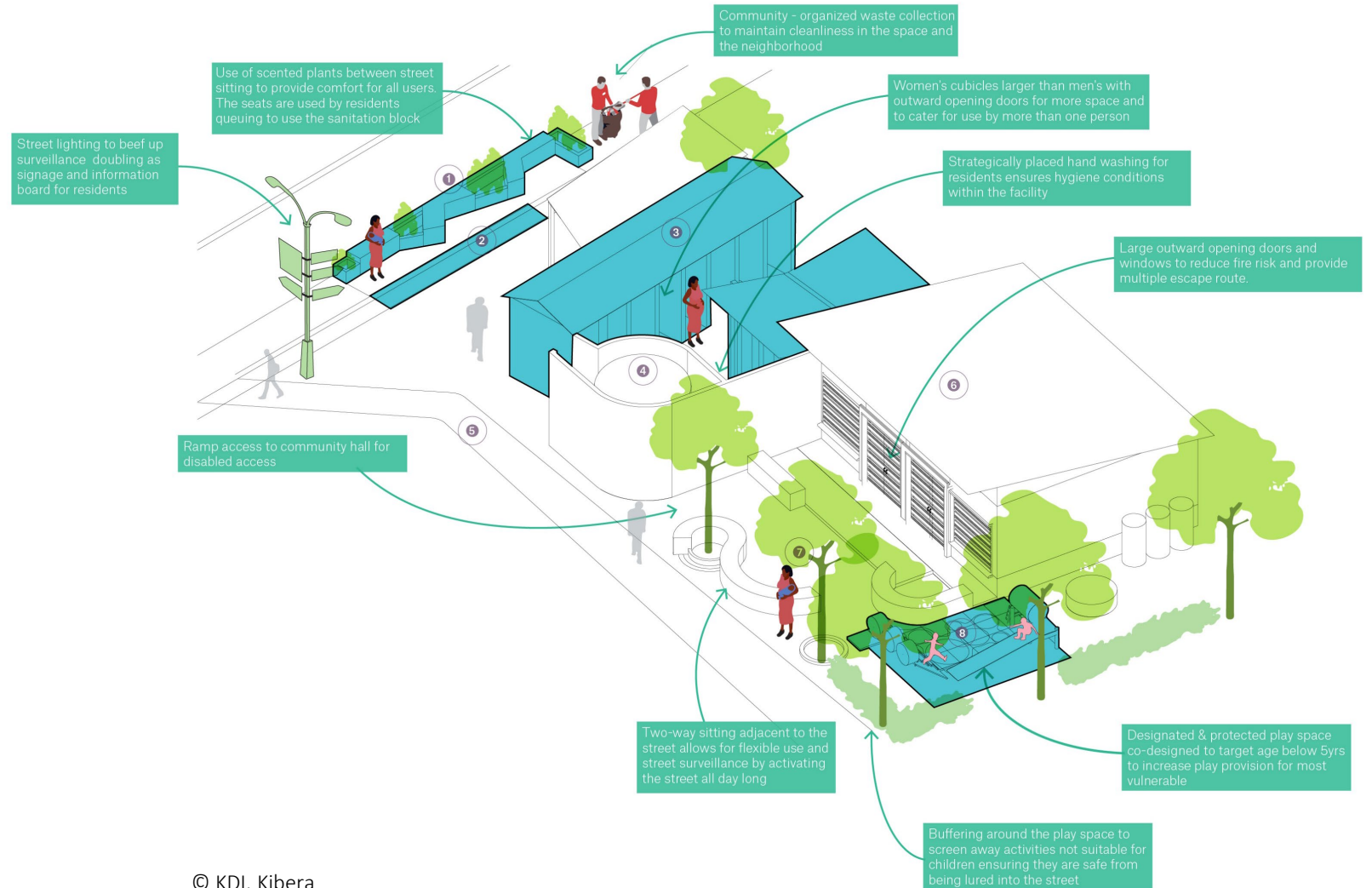
- Speed bump to slow down the traffic in proximity of pedestrian crossings.
- Sheltered bus stop with seats to encourage social interaction.
- Raised pavement to improve accessibility to public transports.

Design idea 4

INCLUDE DEDICATED FACILITIES WITHIN MIXED-USE AREAS

When planning for a new infrastructure, think beyond its intended use. Consider both the potential land uses and social uses that a place can offer. Design to integrate the multiple uses that play a role for young children and their caregivers. This becomes specially relevant in contexts where space and services are scarce.

Building rich mixed-use spaces can conjugate multiple land uses and social uses, such as economic activity, basic services provision, social infrastructure, WASH facilities, cultural exchange, transport connectivity.



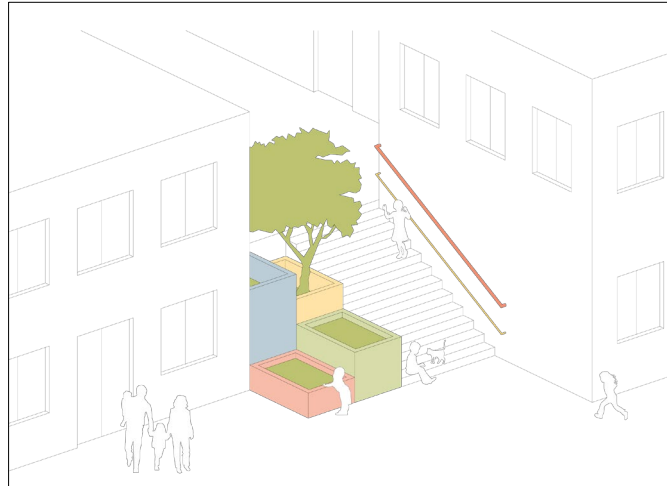
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Design idea 5

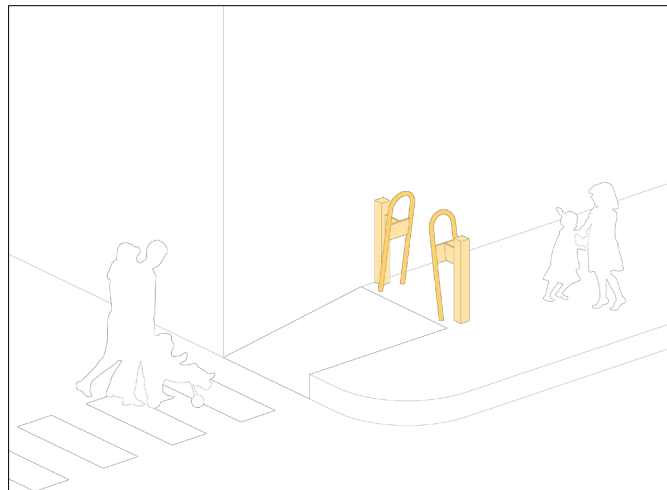
BUILD HEALTH AND SAFETY BY DESIGN (MATERIAL & SOCIAL)

Material and social safety are frequently compromised in urban contexts. Children and caregivers' everyday living environments present numerous risks for their health and safety. In vulnerable contexts, this might mean living in precarious, overcrowded housing and in neighbourhoods that lack basic amenities and are often permeated by violence and insecurity. In more formal areas, this might refer to car-dominated spaces, air pollution, lack of opportunities for play or contact with nature.

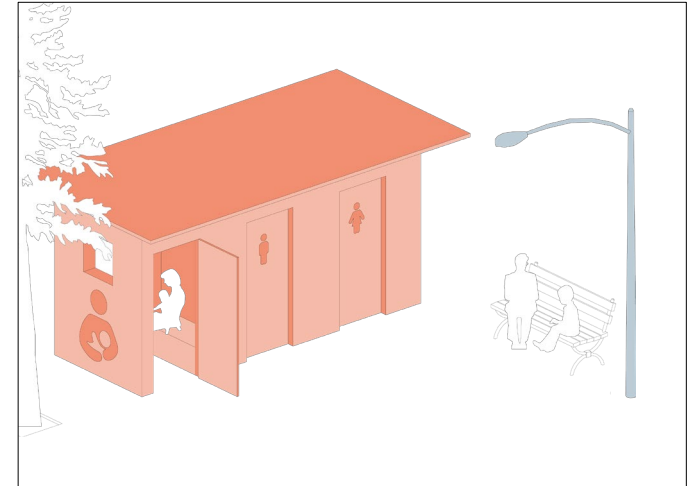
Tactical interventions can improve safety in the built environment. Solutions need to be identified with communities in order to find sustainable and context-appropriate strategies able to mitigate safety issues and safety perceptions in the built environment.



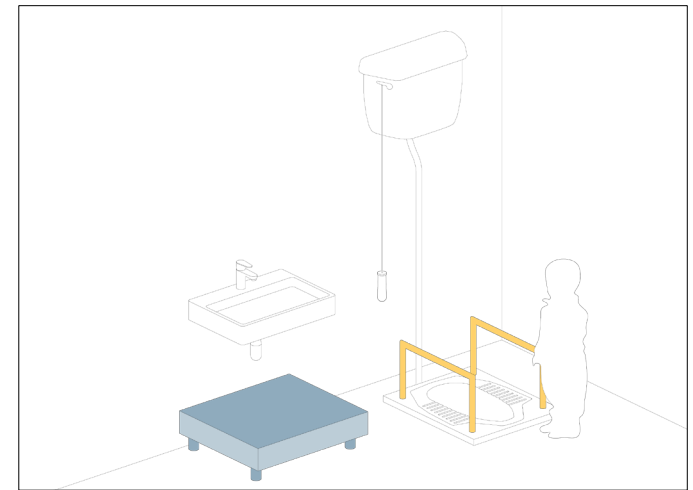
Handrail fitted at children's height to improve safety and accessibility. Greenery in-between spaces to reduce air-pollution.



Sidewalk barriers against motorcycles access to let children use the space safely and with little supervision from adults.



Public toilets with lighting and dedicated breastfeeding space to enhance women's safety and comfort in the public realm.



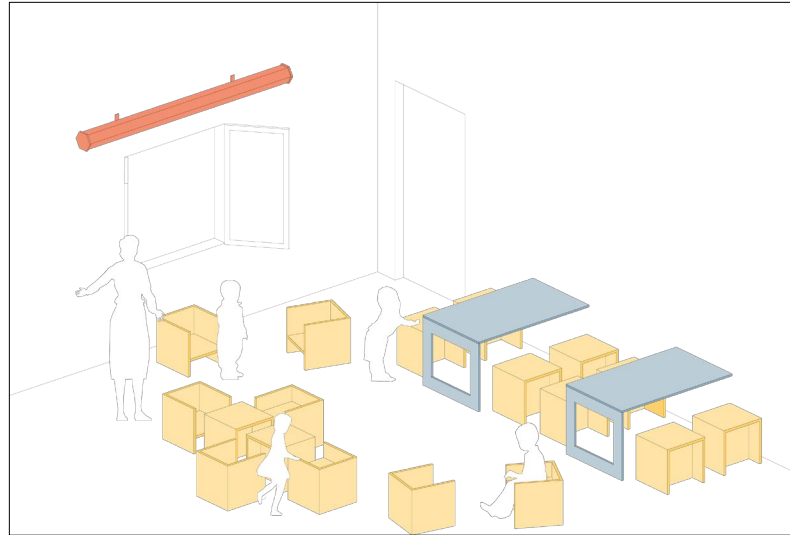
Support bars and raised step to make toilets easily accessible by young children.

Design idea 6

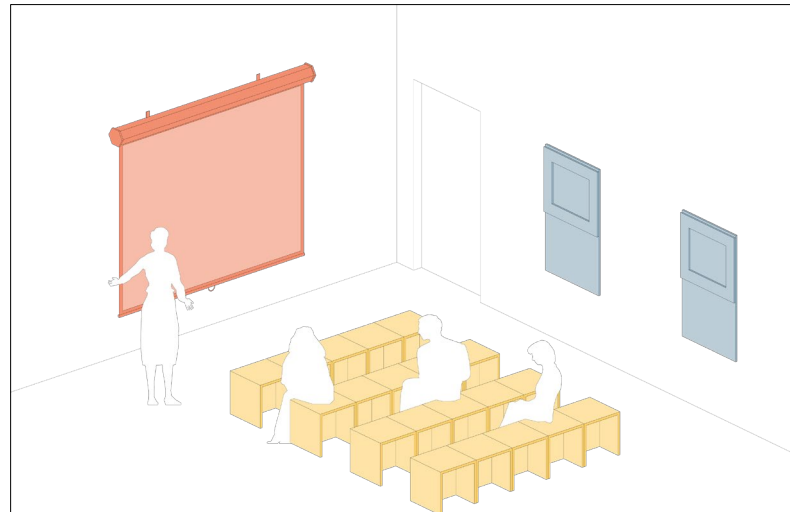
ANCHOR AROUND EDUCATION AND NURTURING ENVIRONMENTS

In dense and vulnerable urban contexts, the lack of resources combined with the lack of spaces tend to restrict the offer of accessible learning opportunities for caregivers. Existing educational facilities (e.g. preschools) should therefore be treated as strategic nodes to expand the educational support network. Through minimal adaptations to internal partitions, windows, furniture, spaces can be adapted to extend their operational capacity. In these facilities, skilled staff can provide training on early childhood development to help caregivers in identifying challenges and disseminating solutions.

A preschool can be used as an adult education centre in the evening, extending the use of the space. The preschool network with caregivers can be exploited to spread information about the program. To maximize the use of the space and facilitate a wide range of activities, flexible elements such as foldable tables and other multi-use furniture should be integrated in the space.



Morning/ day



Evening



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