

MIND THE GAP

**DEVELOPING AGE-INCLUSIVE
PUBLIC SPACE IN FRIHAMNEN**

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Developing age-inclusive public space in Frihamnen

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Architecture and Planning Beyond Sustainability

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ABSTRACT

Oftentimes, demographic position defines one's place in society because most often we categorize people based on their age (same as on their sex and race but with less awareness). Ageism is both manifested and supported in the built environment. On the one hand, ageist attitudes are often unconsciously influencing the design of space. On the other hand, this space then continues to reproduce ageist perspectives that caused them in the first place by influencing the behaviour of the people who use them.

In this thesis, we investigate how we can design public space to combat ageism. We conduct a case study in Jubileumsparken in Gothenburg which explores ways to design with and for older people through experimental and activist practices. We deliberately open the definition of the architect including all who participate in the creation of space. Consequently, we use a participatory placemaking methodology, Recoding, and apply our own approach based on actions and reactions on it.

In our literature review, specific focus lies on the right to the city for older people and intergenerational interaction. The former implies equal access and use of public space, the latter focuses on public spaces as meeting places for the whole society. Analysing these two concepts in relation to ageism gives us a theoretical base on how to tackle ageism in the design practice which is further investigated in our case study. In our first workshop, we step away from the traditional role of the architect and become listeners to the older people's stories. In a second action, older people co-generate design ideas for Jubileumsparken which form the base for our spatial proposal of an outdoor library. We develop that idea further by incorporating research, other stakeholders and the first workshop which leads us to the design of UNTOLD! – a place to exchange stories through different forms of interaction.

With this thesis, we wish to raise awareness for the deeply internalized and neglected topic of ageism in the built environment and support a paradigm shift in designing age-inclusive public spaces.



Who said older people cannot be street artists? It is not a question of who, but of what. It is our prejudice, which we derive from societal misconceptions. This preconception is manifested in the built environment thus becomes a form of active discrimination.

BREAK THE PREJUICE! DESIGN AGE-INCLUSIVELY.

Design for an 8 years old and an 80 years old at the same time.

BREAK THE PREJUDICE! INVOLVE OLDER PEOPLE.

Let them shape their own surrounding based on the own needs.

BREAK THE PREJUDICE! INTERACT WITH OLDER PEOPLE.

You will see, every individual is different.

Figure 1 - Graphical and written manifesto

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The thesis is divided into six parts, going from the broadest to the most specific questions. The first part, Positioning, situates the thesis within architecture and critically reflects on the role of the architect. The second chapter, Entering, introduces ageism and public space. In part three, Understanding, we look at existing research to understand ageism and ways to counteract it in public spaces. Two main planning theories – the right to the city by Lefebvre (1993) and public space as a meeting place by Jan Gehl ((2010a) – are analysed in relation to ageism. How to translate these theories into practice is discussed in the way forward and participation is identified as being a key enabler. A fitting participatory methodology to our approach, Recoding, is therefore presented in the following. Part four, Analysing, introduces and examines the local context of our case study. This is followed by part five, a series of actions and reactions. The actions are the participatory workshops we had with our focus group of older people and other stakeholders while the reactions are our resulting reflections and design translations of the actions. Finally, we end this thesis with a reflective interview.

Throughout the booklet, a variety of fonts and layouts will be employed. We often start chapters and sections with an easy-to-understand introduction. These texts are written in **bold letters**. On the margins, *this font* is used for our own comments, reflections, and highlights, and when it stands with a quotation mark it is a quote from another resource.

POSITIONING

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We are living in a rapidly changing world. Facing rising segregation, climate change, war, pandemic; we cannot just continue the way we did. Architectural practice needs to change to serve the people and the planet and not the pockets of the already privileged 1%. Before starting anything else, we need to ask ourselves: Which other ways of practising architecture exist and how do we position ourselves in these challenging times? Is there a clear path left in the jungle of sustainability? What values are guiding us?

GLOSSARY

Age-friendly city. A place where older people are actively involved, valued and supported with infrastructure and services that effectively accommodate their needs.

Ageism. Prejudices, stereotypes, and discrimination towards others or oneself based on age.

Age-inclusive. Place that functions for all ages and provides amenities regardless of your age.

Gap. See next page

Intergenerational interaction. Dynamic, changing sequence of social actions between individuals or groups from different generations/age groups.

Older people. An older person is defined by the United Nations as a person who is over 60 years of age, statistics often refer to people over 65. However, we do not want to limit the definition to a number, but rather see it as something relative and personal. To reduce a young-old bias and with the knowledge that older adults are diverse and not a monolithic group, we are avoiding the terms seniors, elderly, senior citizens, the aged or old person.

Participation. The meaningful inclusion of people in the design process

Placemaker. Anyone who participates in the creation of a place.

Placemaking. The process of transforming spaces into qualitative places by focusing on the social dimension of planning, linking meaning and function to the spaces.

Public spaces. All places publicly owned or of public use, accessible and enjoyable by all for free and without a profit motive. Here additionally: where exchange between different groups of people happens

Recoding. A concept by Ermacora and Bullivant that builds on participatory placemaking and a six-step methodology

Social capital. Social capital is an intangible form of capital, which is unlike physical capital as it exists in the relations among persons

Triangulation. An external stimulus that is creating a bond between people and encourages strangers to interact with and talk to other strangers as if they knew each other.



“A gap is something that creates distance. An interruption. An empty room. Something that’s missing. (...) Everyone lives with a gap. Some of us are aware of that. Others are not. Some of these gaps are painful; others are natural outcomes of the choices we make in life.¹

¹(Världskulturmuseet, 2016)

Inspired by the exhibition “Mind the Gap” from the World culture museum in Gothenburg, in this thesis, we investigate the age gap from the perspective of older people. We invite you to meet ordinary older people from Gothenburg who share their stories about their experiences of age gaps in relation to the built environment. (Världskulturmuseet, 2016)

CRITICISING

FOR DEMANDING BETTER

we define a
'placemaker' as anyone
who participates in the
creation of place

We start this thesis with positioning within architecture and sharing a critical reflection on the role of the architect. Spatial designers tend to forget that the built environment has an important impact on society because the values of neoliberalism, such as capitalism and modernism, dictate to care about different things. Modernist architects design with function and clarity in mind. With the intention of profit maximization, they apply elitist requirements to their design to attract high- and middle-class citizens (Harvey, 1988). In reality, however, architecture is consumed by everyone – regardless of age, sex, income, religion, or sexual orientation – so it should also be designed for and with everyone. A first step in the process is to open up the definition of 'designers' and accept that architects are only one of the contributors to the design process. In the continuation of this thesis, we therefore use the term placemaker from Hamdi (2010) rather than architect, designer or expert because it is inclusive of all who participate in the creation of space. Who should be the expert of space if not the user itself? We see participation as an integral part of the design process rather than an additional 'label' if time and goodwill allow. The concept of Spatial Agency defines architects as one of many agents of change. There are external forces that influence our work, other agents as well as laws, roles, and social norms. And there is another very important contributor that has a huge impact on our design: time. Elemental forces such as rain, wind, and sunlight change our design physically over time while social forces such as users, interactions, ownership and community change it socially (Awan et al., 2011). In this thesis, time is very limited, and we start an ongoing process that is flexible and strong enough to continue afterwards and react to the unknown rather than designing a static 'finished' product. In line with Jeremy Till's (2009) argumentation, we must let go of the modernist 'ordering' and open up our design to 'unruliness'. Instead of chasing for the moment of perfection, we are aiming for what he describes as 'Lo-fi-architecture'. He explains this concept with the following example. A man is working on the radio, producing high-quality music. He always listens to his own music through an old radio, with some 'breakfast-background noise', because this is how his music will be consumed: not in the studio in hi-fi circumstances but at home, while having breakfast. This means for our design project that we should test if the proposal still fulfils its purpose when projected on a rainy day and sketched on a napkin rather than showcasing our design in a sunny environment surrounded by happy older people (which would then probably all look like they are 55 forever).

In line with the concept of Spatial Agency, we want to explore other, collaborative, and non-normative ways of doing architecture that is enjoyable under real-life conditions.

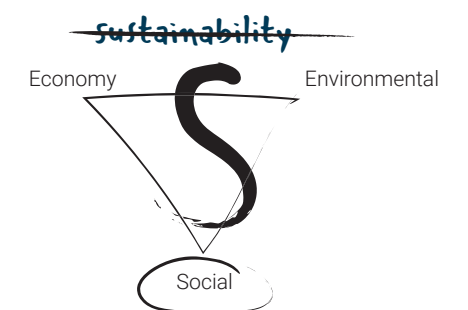
The overused S-Word

In times where fossil fuel giants, car producers, and fast-food sellers label themselves "sustainable", it is necessary to position ourselves within and explain what we mean by the overused S-Word. In this thesis, we focus on the social viability of our project and not the more popular environmental definition of the term. We do not want to diminish the importance of environmental and economic aspects. Although we think that they always need to be considered to achieve a holistic long-term result, going into detail there lies beyond the scope of this thesis.

We are following the concept of social viability within the urban context as it is developed by Dempsey et al. (2011). Consequently, we put emphasis on equitable access and support of functioning and regenerating communities. As we will see in the following, ageism is a discriminatory practice that is currently hindering older adults from participating equally in society. Equitable access for all age groups means that the needs of older people must be taken into account and the public space needs to be designed in an accessible way for all age groups. Dempsey et al. (2011) identify the following five main aspects of successful community development: social interaction/social networks in the community; participation in collective groups and networks in the community; community stability; pride/sense of place; safety and security. To achieve a holistic solution, all aspects need to be taken into account. Due to time constraints, we focus on social interaction and participation as the main principles within this thesis because we see them as the strongest foundation to counteract ageism. By listening to and designing together with older people, we start this interaction process which is followed by a spatial design that is encouraging social interaction among different age groups.

The urgency and relevance of our topic is also manifested by the Sustainable Development Goal 11.7: by 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities (United Nations, n.d.).

In accordance with this description, we do not want to design a "sustainable" space (actually, we think we should avoid using the word at all) but rather a place where people feel welcome, included, active, and safe – regardless of their age.



See also intergenerational
interactions → Page 30

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ENTERING

AGEISM & PUBLIC SPACE

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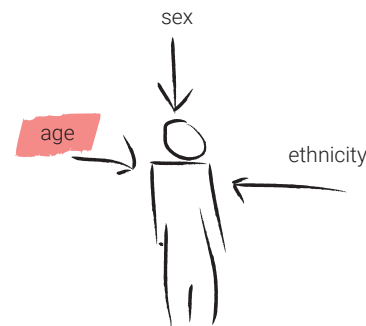
Who is ageist? You, me, the person next to you, even your grandmother, all of us are ageist. By that, we mean that we assume knowing almost everything about a person's function, ability, health and appearance based on their age. How is ageism visible in the built environment? What role is public space playing and how is it connected to ageism? We enter the thesis by introducing the concepts of public space and ageism as well as giving an overview of what will be done (and what not). Ready to take the first step?

INTRODUCTION

Worldwide urbanization and population ageing represent two critical societal challenges that we are facing in the 21st century. At the same time as cities are rapidly growing and expanding, their residents are getting older (World Health Organization, 2007). Sweden already today has one of the longest-living populations in the world with a life expectancy of 82.5 years, and the share of people over 65 in the OECD countries is expected to rise from 20% in 2020 to almost 30% in 2100 (OECD, 2022). The rise of the ageing society is a positive yet challenging development and cities need to adjust in order to deal with this phenomenon (van Hoof et al., 2020). Oftentimes, demographic position defines one's place in society because we typically categorize people based on their sex, ethnicity, and age. However, one should be judged based on individual behaviour rather than on the basis of group characteristics. Although all three "isms" – sexism, racism, and ageism – are equally important, significantly less research has been conducted about ageism (Nelson, 2002). This might be due to the fact that ageism is running so deeply in society that we have already deliberately accepted it and noticing it requires extra effort.

Ageism is defined as prejudice, stereotypes, and discrimination towards others or oneself based on age (World Health Organisation, 2021). This can happen in both positive and negative ways and to all age groups, but we will solely focus on older people as they are most suffering from ageism (O'Reilly & Caro, 1995). Internalized negative associations with older people include assumptions that older people are asexual, intellectually rigid, inactive, unproductive, ineffective, and disengaged. Due to internalized thinking, older people themselves often believe these prejudices, leading to a feeling of invisibility and loneliness (Palmore, 1999).

We avoid using seniors, elderly, senior citizens, the aged, old person because these terms tend to put all individuals in one prejudicial category. We present age as something relative by saying older people or older adults.



66

The urban built environment is simultaneously a cause and an effect of ageist attitudes.

Laws, 1993, p. 672

Ageism is both manifested and supported in the built environment. On the one hand, ageist attitudes are often unconsciously influencing the design of space. On the other hand, this space then continues to reproduce ageist perspectives that caused them in the first place by influencing the people who use them.

(Serena & Hauderowicz, 2020). An example from our own previous experience: when asked to incorporate older people into the design of a public square because a care home was situated directly next to it, our reaction was to add a few additional benches to the square. This was a very direct consequence of our unconscious ageist assumption that this is the only thing older people do on a square. If built as planned by the architect, the only thing for older people to do on this square is then to sit on the bench which would further reinforce the societal image of older people not being active. Consequently, the next urban planner who is relying on this unconsciously gained one-dimensional image of older people will also design benches for older people because he/she thinks this is a suitable way to meet their needs and wishes. As we see, the relationship between ageism and spatial design is reproductive. We, as architects and urban planners, cannot change society as a whole but we have an influence on the design of the spaces where society interacts.



Figure 2 - Common prejudice against older people

research motivation

So far, research regarding ageism and the built environment most often focuses on how to improve housing for older people and their immediate surveillance zone (Palmore, 1999). However, there is little research about how ageism occurs in public spaces and what effect public spaces can have on counteracting ageism (Gong et al., 2019). Public spaces play a fundamental role in the

“

In a contemporary society with dominant age-graded institutions, public space is the single most important site for the convergence of people of all ages. Yet it seems this inclusive potential is far from realized.

Ly Serena & Hauderowicz (2020, p. 4)

functioning of cities and societies (Gehl, 2006). Apart from providing infrastructure to move from one place to another, public spaces also set the conditions for the city's social life by providing opportunities and amenities for all groups of people – or fail to do so. In public spaces, exchange happens through countless individual and group experiences and actions between different groups of people. People can become familiar with the city and its inhabitants – they can feel at home yet being surrounded by strangers. (Suurenbroek et al., 2019.). Despite providing opportunities for building social networks and social capital, public spaces can also trigger marginalization and inequalities, putting particularly older people at greater risk of social exclusion (Rémillard-Boilard et al., 2017). Physical hazards and social barriers make accessing and using public spaces an everyday struggle for many older adults (Menezes et al., 2021) and actively exclude them from shaping their own city.

Aim and purpose

So, this is the situation, but what can we do about it? We see the need for a paradigm shift in how we design public spaces. Thus, in this thesis, we investigate how placemakers can design public spaces to counteract ageism. We deliberately open the definition of the architect and explore through experimental and activist practices ways to include older people in the design process. Therefore, we conduct a case study in Gothenburg, Sweden. We aim to go through the process of designing public space from the perspective of older people which through the process and the design itself counteracts ageism. With this thesis, we wish to raise awareness for the deliberately accepted and neglected topic of ageism and support a paradigm shift in designing public spaces that correspond to all age's needs.

research question

Research Question

How can **placemakers** design public spaces to counteract ageism?

Public space: All places publicly owned or of public use, accessible and enjoyable by all for free and without a profit motive here additionally: where exchange between different groups happens

Placemaker: anyone who participates in the creation of place here with focus on: architects, older people

By counteracting, we do not mean solving ageism but actively taking action to reduce ageism.

Ageism: Negative prejudices, stereotypes and discrimination based on age



REFLECTING

ACTION-REACTION

ANALYSING

UNDERSTANDING

ENTERING

POSITIONING

METHODS

In this chapter, we give an overview of our understanding of methods and methodology and how we found our way in the complex world of method(ologie)s.

Methods. Methods are different tools selected to conduct our research and find answers to our research question.
Methodology. The methodology is a systematic and theoretical approach, that gives a framework for our work.
Our approach. Our actual application of the methodology, further developed with our findings.

In research, most often methodology gives the foundation of the methods. For us, finding the right methodology was a long and iterative process. Participation was our methodological guiding principle. However, at the start of our research, we did not have a clear idea of how to apply participation, so we let it evolve as we went along. Our previous experiences of participation had given us a rather wide range of methods, so these provided us with a starting point. In the conducted theoretical research, we found a methodology, i.e., Recoding (Ermacora & Bullivant, 2016), that aligns with our beliefs and findings. For us it was important that we truly agree with the way we work, so we implemented our thoughts into Recoding, which resulted in 'our approach', i.e. action-reaction. To understand our process, our methods and methodologies are displayed in chronological order. While our methods are introduced here, as they were our starting point, 'recoding' and 'our approach' are presented later.

Literature review. Literature in form of journal papers, books, reports, webpages, and videos gives us a solid foundation for our theoretical framework and supports our design decisions along the way.
Interviews. Interviews and unofficial talks with "experts" broaden our view and give us a deeper understanding of the topic.
Workshops. To engage with our focus group, we used participatory workshops. The participants allowed us to learn about their perspectives and set the base for the design proposal.
Storytelling. We use storytelling to engage with people – during workshops, presentations, and in the design itself.
Reflection. As a reaction on our workshop, we used reflection to ensure that we are taking the things said and done at the workshops with us, but also to read between the lines and reflect on what has not been said as well as what we can improve for the future.
Sketch. Throughout the whole process, we use sketching both to capture our thoughts and to iteratively improve the design.
Model. We use modelling with different tools (paper, exhibition walls, computer programs) and scales to get an understanding of how the design is perceived in 3D.

See also the methodology
Recoding →Page 34

See also our approach
→Page 46

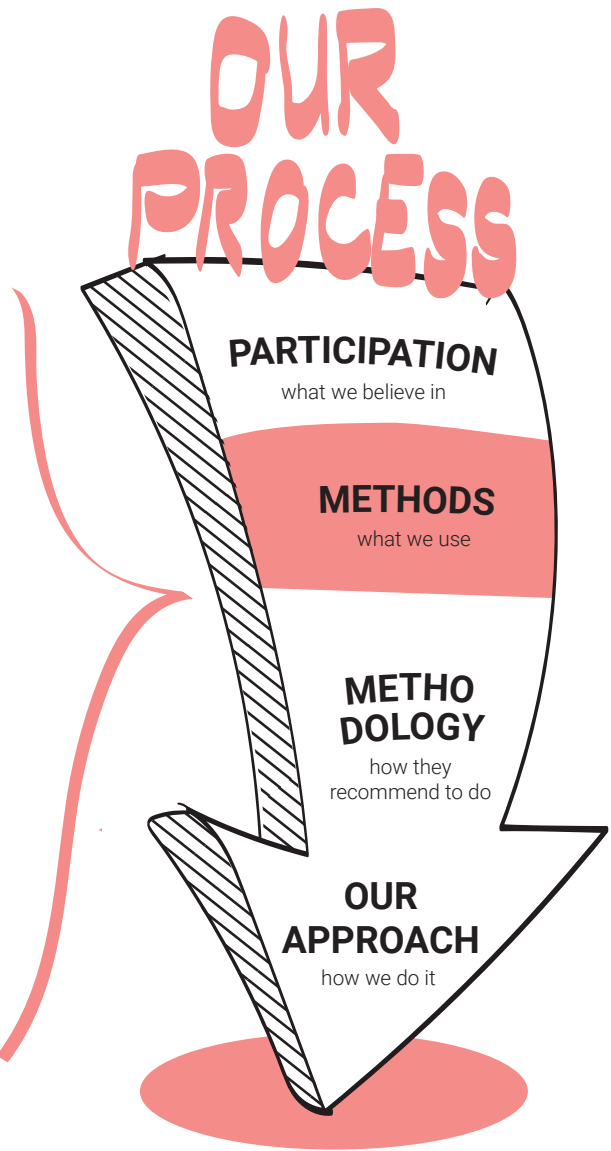


Figure 3 - Our process

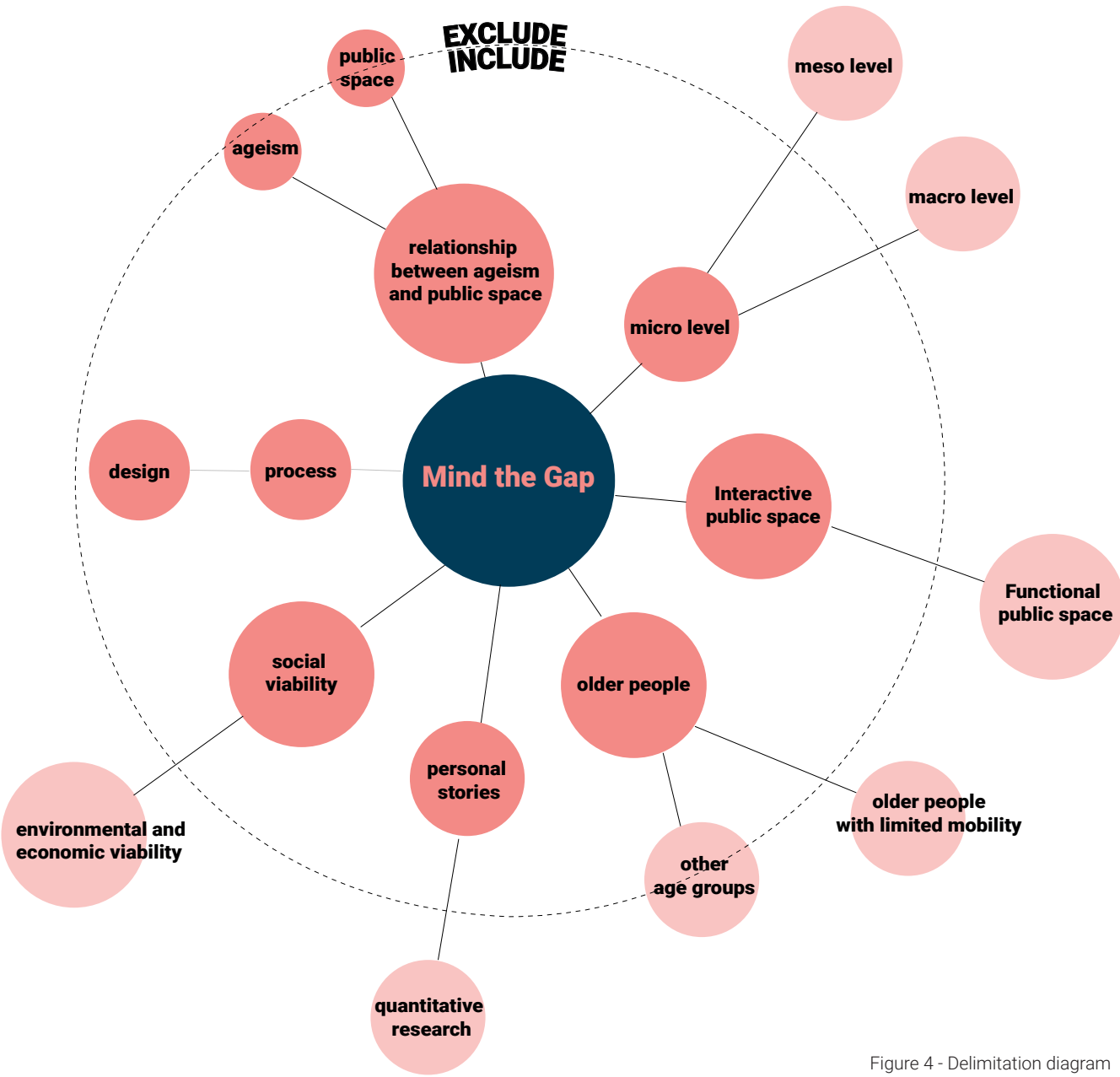


Figure 4 - Delimitation diagram

DELIMITATION

Because of the complexity of ageism, we have taken a critical approach and examined where we, as architects, can have the greatest impact (see Figure 4). We concentrate on negative prejudices and discrimination against older people that occur in and are supported by the built environment. In our research, we focus exclusively on the relationship between ageism and public spaces, targeting only those open public spaces where social interactions play a significant role. We use factors not only from our theoretical background but also from our personal perspective to delimit our work. We concentrate on the impact that a micro-level initiative can have on ageism because we believe that to tackle this wicked problem, we need to work with the people to whom it is applied. Thus, the process is more important than the final design itself.

UNDERSTANDING

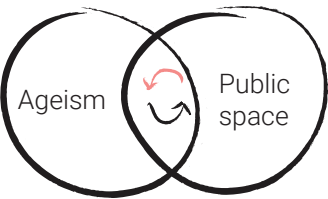
THE CONNECTION

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The built environment is simultaneously a cause and an effect of ageism. But how is ageism visible in public space? What tools exists to counteract ageism in public space? How can we design in an age-inclusive way? Can public space that encourages intergenerational interaction influence our prejudicial assumption of one another? Let's see what the research says.

BEFORE WE DIVE DEEP

Social and spatial circumstances reproduce each other. This means that at the same time as ageism influences the design of public space, public space reinforces ageism (Laws, 1993). To counteract this reproduction, we need to understand both directions. However, due to our architectural background, we take public space as a starting point and investigate reproduction from this perspective. Therefore, in this chapter, we look at four significant urban planning theories and how they are both affecting and affected by ageism. The 'Current discourse' chapter positions our thesis in the contemporary urban planning context by giving an overview of three urban planning initiatives. The commonly practised neglect of older adults in public spaces is largely due to a lack of expertise and awareness in the planning environments. If older people's perspectives are considered, this often results in improved physical accessibility (Serena & Hauderowicz, 2020). Without downsizing the relevance of accessibility, a more holistic approach is needed to tackle ageism which includes the social and emotional importance of public space for older people. We argue for two aspects to be powerful tools to combat ageism which will be discussed in the following: participation of older adults and social interaction between age groups. The former will be analysed through the theory of the right to the city by Lefebvre (1968). The latter builds on the concepts of the city as a meeting place and age-inclusive public spaces (Gehl, 2010) and introduces triangulation as one method to encourage intergenerational interactions (Whyte, 1980a). We conclude by looking at the way forward and pointing out what we take with us from these theories into our case study.



See also Age-Friendly
Gothenburg →Page 39

SDG 11.7. Of the 17 Sustainable Development Goals (SDGs) to transform our world by 2030, Goal 11 focuses on making cities and human settlements inclusive, safe, resilient, and sustainable. Its subgoal 11.7 is to ensure universal access to safe, inclusive and accessible green and public spaces, especially for women and children, older persons, and persons with disabilities. This highlights the need to change the way public spaces are designed and to consider older people as one of the risk groups. However, the explanations stay on an abstract level and do not provide clear guidance on how to ensure equal access to public spaces for older people on a national or municipal level (United Nations General Assembly, 2015).

Age-Friendly Cities and Communities (AFCC). The AFCC is both a theoretical framework and an active network to encourage cities to adopt an age-friendly approach to urban interventions and development (World Health Organization, 2007). Although the AFCC is a very prominent tool for the development of cities for older people, it develops its guidelines from a top-down perspective mostly focusing on governmental and municipal policy levels. We see that the provided information serves as a checklist of how to create age-friendly environments which may leave too much room for interpretation and does not necessarily respond to the local conditions and qualities.

880 cities. 880 cities argues that a city should be as good for an 8-year-old as for an 80-year-old. The “880 Cities” concept aims to improve the quality of life in cities by bringing citizens together to improve mobility and public spaces so that younger and older generations can together create more vibrant, healthier, and more equitable communities. This initiative is a bottom-up approach and moves from talking to action (880 Cities, n.d.).

CURRENT DISCOURSE

Today, as we are facing increasing urbanisation and a drastic demographic revolution, it is essential to outline how human settlements can function in a supportive and inclusive way for all age groups. As this becomes a growing topic, more political initiatives, networks, and non-governmental organizations are putting it on their agenda. To position our thesis in the contemporary context, this section presents different urban initiatives from the most general and comprehensive to the most focused and outlines how they are incorporating the topic of ageism.

The different initiatives can be divided into three levels, depending on where the power to make change comes from. The first and highest level is the macro level, which is about actions by the state or government, followed by the meso level, which involves community-level initiatives, and finally, the micro level, which is based on individuals. We introduce one representative initiative from each level that affects our project. While most initiatives aiming to combat ageism in urban environments focus on the macro level, we know little about how such efforts can be put into practice on a micro level. Thus, we strongly believe that there is an urgent need to investigate this level in more detail.

This master's thesis examines the impact that a micro-level initiative can have in halting ageist attitudes.

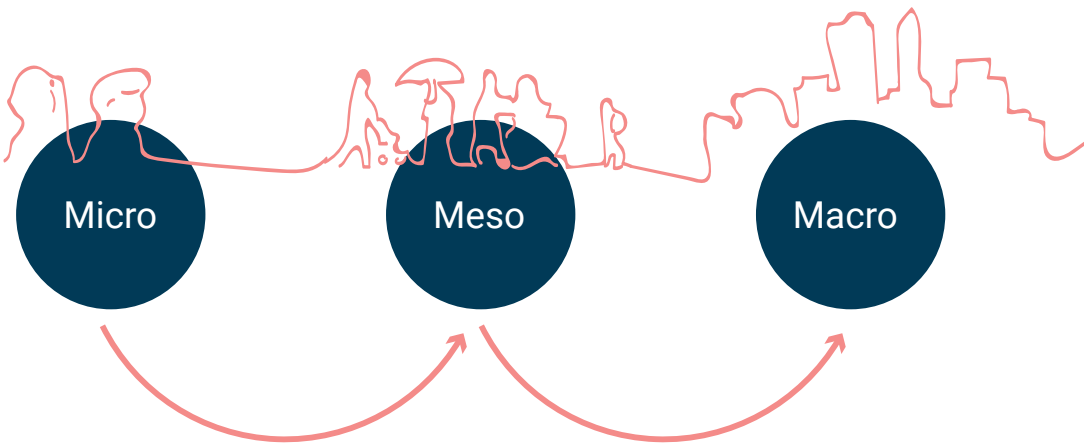


Figure 5 - Micro - meso - macro level

RIGHTS OF OLDER PEOPLE

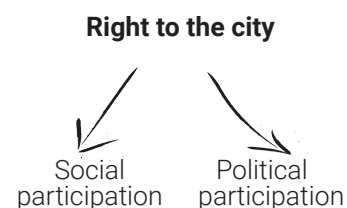
The 'right to the city' is declared as a fundamental right for all people, yet older people are often excluded from these rights in public spaces which leads to spatial exclusion, social invisibility, and voicelessness. Applying an ageism lens to Lefebvre's theory, it provides a means to build an ageism-free society by emphasising a design of public spaces that meets the needs of older people (what he refers to as social participation) and a process that involves older people in the design process (also called political participation).

In 1968, Henry Lefebvre wrote *Le droit à la ville*, in which he defines the right to the city as a right of not being excluded from the urban society, and from the qualities and advantages that urban life has (Lefebvre, 1968). Since then, many researchers and sociologists from a wide range of disciplines have studied and written about this concept, making it an overused umbrella term, like sustainability (Souza, 2010). Consequently, when working with the theory, its meaning needs to be defined. Several social theorists (e.g. Harvey, 2012; Mayer, 2012) have written that 'the right to the city' is a fundamental right for all people living in cities, including older people.

research
motivation

Despite numerous studies, the 'right to the city' in the context of ageing in urban settings is still an understudied domain. The importance of this topic is increasing in an era of rapid urbanisation and demographic change when the number of older people is growing significantly and there is a risk that they will be denied their 'full right to the city' (Menezes et al., 2021). In this thesis, therefore, we do not intend to give another general overview or use the 'right to the city' as 'social-washing', but rather to offer an interpretation of how it can become an effective tool to combat ageism.

From Lefebvre's theory, we see two aspects that could help reduce age segregation: belonging to the city (social participation) and co-creation of the urban environment (political participation).



Social participation. The 'right to the city' refers to social participation as belonging to the city – people are free to access and use urban space (Lefebvre, 1968). Older people reported that they feel that their needs are less important and that public spaces are often designed to meet the needs of younger groups (Menezes et al., 2021). This causes problems at two levels. Firstly, older people suffer from spatial exclusion because some areas are not inviting to them or not perceived as such. They tend to avoid places that are spatially too complex and thus cluttered or lacking in resting space (World Health Organization, 2007). Secondly, they feel voiceless because their needs are not taken into account. This further reinforces internalised biases against themselves – they do not see themselves as valuable. Spatial exclusion and feelings of invisibility increase their frustration and thus their

happiness and satisfaction decrease (Menezes et al., 2021). All of these barriers – (1) lack of free access to urban resources (e.g., public spaces), and (2) lack of a sense of being valued and social invisibility – create fundamental segregation between younger and older people. This segregation can be reduced by enabling older adults to have full rights to social participation by designing public spaces that meet the needs of all age groups (Noon & Ayalon, 2018).

Political participation. Lefebvre (1968) defined political participation as the involvement of participants in processes of society-shaping and the maintenance of a balance of power – in our architectural context, this means the co-creation of the built environment. There are two levels of barriers to the political participation of older people. First, there is a complete lack of participation in shaping the built environment by those who do not play a significant role in economic development (Isensee, 2013). Due to retirement and low pension, older people are perceived as not contributing significantly to the accumulation of monetary and social capital, and as a consequence are often left out of the development process. Secondly, when they are involved, their inclusion tends to be more of a checklist to tick off, yet their voices are not meaningfully heard (Menezes et al., 2021). We tend to neglect their ideas because we have negative preconceptions about older people – i.e. they are inactive, dependent on younger generations, and their capacities are



Figure 6 - Invisibility of older people

diminished. Older adults reported that the urban environment is often designed for them and not with them (Rémillard-Boilard et al., 2017). If we want to overcome ageism, this must change. We need to expand who has a real say in shaping the built environment (Awan et al., 2011). According to Harvey (2012), we can shape ourselves by shaping our built environment. By broadening the spectrum of spatial designers and involving older people, their internalised prejudices against themselves can be broken. With political participation, their self-shaping can be further supported by allowing them to design public spaces based on their reflections on the topic of ageism.

If older people can experience their full right to social and political participation in the city, segregation between younger and older people can be reduced and internal and external prejudices can be overcome. The Age-friendly Cities and

Communities (World Health Organization, 2007) project is a good tool to achieve the full right of older people to social and political participation. However, its concept should not be something optional, but a mandatory must-have. We need to go beyond the basic application of AFCC and create public spaces where older people feel they belong.

research
delimitation

The 'right to the city' requires active citizenship and ongoing participation. This needs to be critically reflected in the sense that some older people are no longer able to meet these requirements. How can we extend the right to the city to those who can no longer be active citizens? How can we support their active ageing in the city? Answering these questions would go beyond the scope of this master thesis. Nevertheless, a sensitive approach and reflection about the inclusion of older people with different levels of activity are needed.

This chapter focused on how equal access and use of public space can be established for older people. This is an important first step to achieving an age-inclusive society and a necessary condition for the approach discussed in the next chapter. In the following, we will look at how different age groups can not only co-exist next to each other in public spaces but interact on different levels with each other to reduce prejudice and stereotypical thinking.

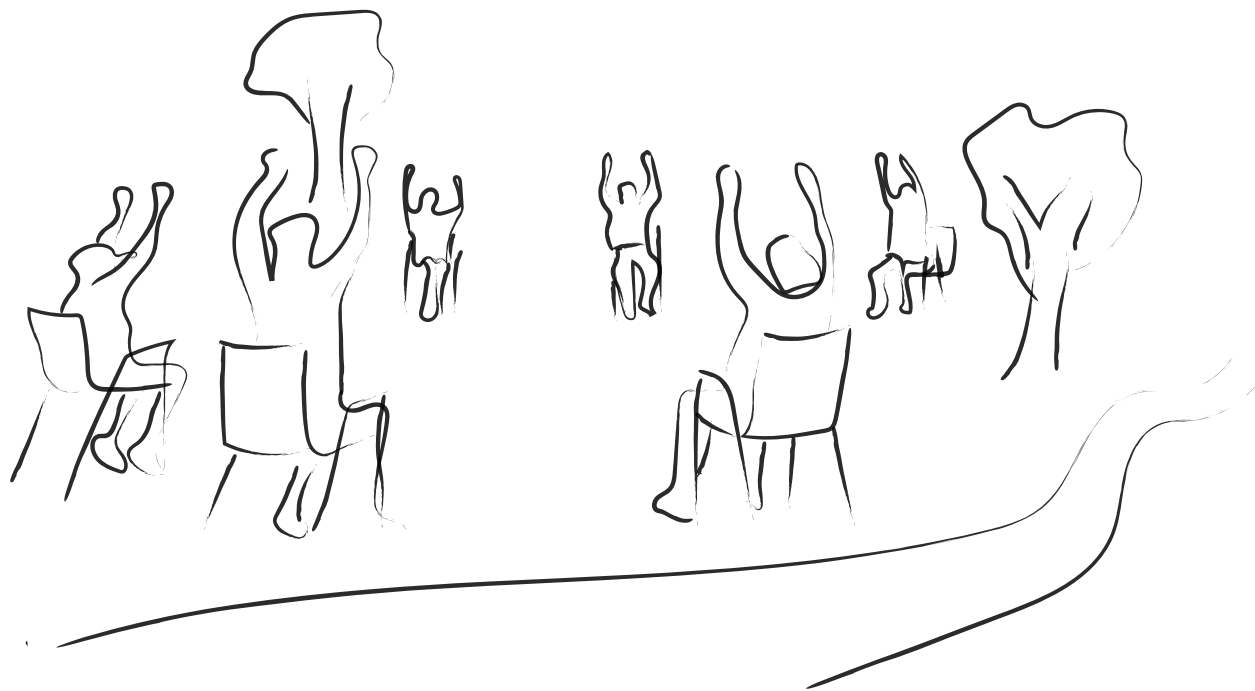


Figure 7 - Older people live their right to the city by claiming space in a park for an outdoor sports class

WE OFFER AN
INTERPRETATION
OF HOW THE 'RIGHT
TO THE CITY'
CAN BECOME AN
EFFECTIVE TOOL
TO COUNTERACT
AGEISM

INTERGENERATIONAL INTERACTION

Today, younger and older people often live apart from each other and infrequent contact between age groups makes it more likely for ageism to develop. Public spaces, as they are open to everyone, have the potential to function as meeting places for different age groups. If they are designed for intergenerational interactions to happen, they can help counteracting the formation and consolidation of prejudices. Architects and urban planners can support intergenerational interaction with their design by realising Jan Gehl's vision of public spaces as a meeting place, using triangulation as it is introduced by W.H. Whyte, and choosing consciously between age-specific and age-neutral public spaces.

Meeting place. Far more important than any building is the life that takes place in and around it. People tend to go where people are because the social interactions and relations occurring in these places have a great impact on our satisfaction and life enjoyment (Gong et al., 2019; Palmore, 1999). Interaction between different groups results in tolerance, civilized behaviour, and open-mindedness (Suurenbroek et al., 2019). On the other hand, a lack of social interactions between groups supports prejudicial thinking and reinforces discrimination. Several studies show that ageism is more likely to expand if there is no social contact between younger and older generations as is often the case today (Hagestad & Uhlenberg, 2005; Laws, 1993). Modern society is very much age-divided. Younger and older people often live their lives apart from each other both in private and public spaces, leading to very few intergenerational interplays (Noon & Ayalon, 2018).

Jan Gehl (2010) draws attention to the fundamental role of public spaces to function as a social meeting place among different groups. He emphasizes the quality that all groups can meet face-to-face in public spaces as they use it in their everyday life. While passing or being at a place at the same time, social interactions take place spontaneously and inevitably. Gehl argues that these spontaneous interactions, which are crucial for understanding how the surrounding society operates and functions, can happen on two levels: directly or indirectly, e.g. through observation of others, small chats, and gestures. Without these indirect interactions, the gap between either being completely alone or being together in a demanding way widens (Gehl, 2010). This puts older adults at particular risk as they tend to spend more

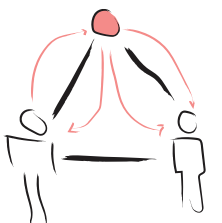
time alone in their private environment and their closest social network is at higher risk of getting weaker and smaller with time (Caro & Fitzgerald, 2016). Consequently, the design of public spaces that naturally and inevitably encourage passive interaction should be an as important part of spatial design practice as design for direct interaction.

Age-inclusive. To better understand the way people are using and interacting in public spaces, Hauderowicz and Ly Serena (2020) divide public spaces into two categories: age-specific and age-neutral. The former describes a space that is designed for a specific age group, e.g. a playground for children. The latter functions for all ages and provides amenities regardless of your age. This is often the case when the design is less function-specific and leaves room for interpretation, e.g. a rock garden or a beach. We agree with Devlieger and Dujardin (2021) that the term age-neutral is misleading and will instead use the term age-inclusive. Hauderowicz and Ly Serena (2020) emphasize the fact that we are seeing an increasing number of age-specific public spaces and a decreasing number of age-inclusive public spaces. While it might be easier to feel included and get a sense of belonging when only acting within the same age group, age-specific places are way more regulated and not everyone is allowed to enter. Age-specific places also make it harder for different age groups to meet and get in contact with each other. Therefore, when designing an age-specific public space, a soft border to the surrounding is necessary to provide options for intergenerational interactions and meetings (Serena & Hauderowicz, 2020).

Triangulation. In general, offering a variety of functions and activities in and around public spaces encourages different age groups to come and participate in public life. Social interaction among strangers on both a passive and active level can then even be enhanced by an external force. W.H. Whyte (1980) introduced the term triangulation to explain the process of this external stimulus that is creating a bond between people and encourages strangers to interact with and talk to other strangers as if they knew each other. These external stimuli can be anything that helps the interaction to happen, for example, street musicians or sculptures (Whyte, 1980).



Figure 8 - Very few interactions nowadays between age groups



Talking to people of other age groups is often a greater challenge because we feel like we have less in common. Triangulation can ease the process of starting intergenerational interaction by providing experiences that different age groups can enjoy at the same time.

Even though we see great potential in it, intergenerational contact brings the risk of negative interactions and observations confirming already existing prejudices that can have the opposite effect (Barlow et al., 2012). In addition, not everyone might want to interact with other people and can thereby feel excluded from those public spaces. Therefore, a city as a whole has to have different qualities, offering a variety of settings and scales of contact. Even though a sensible approach towards negative interaction is needed, we see the potential of intergenerational interactions in public spaces to strengthen multi-generational connections as far greater if approached with a good balance of age-specific and age-inclusive public spaces. Especially in age-inclusive places, triangulation can encourage interaction with strangers and trigger positive intergenerational contact which can help to build a better social foundation to fight prejudice and thus reduce ageism.



Figure 9 - A street musician as triangulation in public space

THE WAY FORWARD

our reflection based
on literature

In the previous section, we have seen that the full right to the city for older people and social intergenerational interaction are two powerful tools to combat ageism. But how do we assure the full right to the city for older people and advocate public spaces as a meeting place in the design process? If we want to develop the urban environment in a way that is not only good to grow old in but also prevents our ageist attitudes from growing any further, we need a paradigm shift in how we design, and we need to broaden what we are taking into account. Age-friendly spaces are good in terms of accessibility and usability, but this is not enough – we see 'age-friendliness' as a fundamental design requirement. Architecture has more power than just providing comfortable seating and accessible urban spaces. It can successfully combat ageism if public spaces are designed to ensure that older people have free access to them, experience this freedom, and provide the right conditions for social interaction between generations.

As we see it, social interaction can take place at three levels: passive, indirect, and direct. The first and most common level is passive, where people interact only at a distance, without purposeful interaction. The second level is indirect interaction, where people interact with each other through their 'footprints' – the traces they leave behind. The final, most intensive level is the direct level, where people interact face-to-face. For interactions between generations to take place at these levels, public spaces that accommodate all ages must offer a range of features and amenities. An external stimulus can then help to facilitate the process of social interaction between generations. Finding the right balance, function, and stimulus is context-related and requires a good and thorough analysis of the local context, which also includes listening to and understanding the perspective of local older adults. We argue that this is not possible without participatory events. Participation must become an essential and integral part of the process and to build lasting communities, participation needs to take place at the micro-level. At participatory events, we need to pay attention to what the participants are saying and have the tools to translate this effectively into spatial design elements. Therefore, in the next chapter, we will give an understanding of participatory placemaking and introduce Recoding, both a participatory concept and a method that is suitable to guide a local co-design process. In our eyes, if Recoding is applied, it ensures the full right to the city.

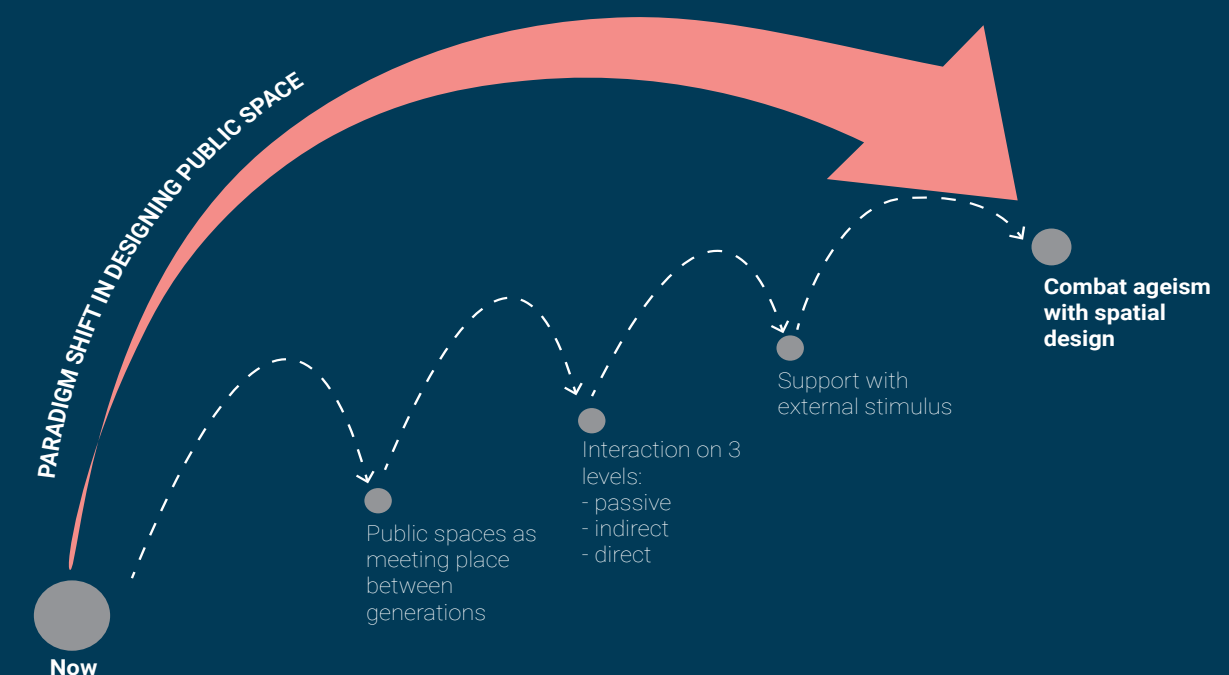


Figure 10 - The way forward

THE METHODOLOGY RECODING

To understand and incorporate the perspective of older people, we need to include them in the process of shaping our public spaces. Therefore, there is an urgent need to change the current practice of architecture. We see participation not as something you add on if you have the goodwill but as an integral part of the design process. We have chosen Recoded City, an outstanding work in the field of participatory placemaking as our guiding participatory methodology.

In this chapter, we present our guiding participatory methodology, Recoded City: Co-Creating Urban Futures (Ermacora & Bullivant, 2016). To understand what recoding is and why we chose it, we first introduce the broad umbrella theme of participation from the perspective of Recoded City, then narrow down to the concept of participatory placemaking, and finally, explain why we chose recoding. This is not to say that our research on participation relies exclusively on Recoded City, but we believe that it is a well-constructed, comprehensive methodology in the field that fits with our findings.

Participation. As Ermacora and Bullivant (2016) argue, social segregation (hence ageism) cannot be overcome by current planning approaches – we need to move beyond the purely formal skills of planning, designing, and building. People have lost confidence in top-down initiatives and are looking for ways to have the power to influence their own well-being. However, the power to influence the built environment and our lives with it is not equally shared. That is why we need democratic practices that involve citizens. Participatory processes not only create democratic conditions but also a greater sense of ownership of place for the people involved.

Participatory placemaking. Placemaking is a tool to empower people in which community involvement is the starting point. It gives citizens the power to initiate projects and shape their own built environment. It is a bottom-up approach that works exclusively with micro-level initiatives, with a focus on improving the social dimension. It fosters strong communities by strengthening the connection between people and place. Because of its prominent social characteristics, participatory placemaking is a powerful tool for influencing the values of societies. Participatory placemaking

can enable resilient and inclusive communities through effective interaction between places and people's capabilities. All placemakers need to be critically aware of the sensitive context of participatory processes.

Recoding. Recoding is both a concept that builds on participatory placemaking and a methodology. It is a sensitive and responsive approach to public space development that focuses on strengthening local context, building community and creating interaction between citizens. Recoding is not static but a continuous adaption of a context with the active involvement of the placemakers. Anyone can be a placemaker, however, applying only external placemakers – 'experts' – in placemaking is not desirable because only by incorporating local knowledge can recoding generate functional and viable systems. It is a cyclical method with the following 6 steps: identification, enquiry, development, co-design, co-construction, and hand-over. By working with micro-level bottom-up initiatives and focusing on community development and social capital, recoding aligns with the projected 'way forward' we described earlier. While recoding provides a logical sequence of phases, it does not give detailed recommendations on participatory events, and the follow-up, processing work. Therefore, we believe that Recoding gives a good foundation to develop our own approach.

Recoding is a six-step methodology that we use as our participatory foundation

See our approach → Page 46

“Recoded City is a book about alternative, hybrid and complementary practices of placemaking, written in an era of overt and less obvious paradigm shifts that are impacting many areas of public life.”

(Ermacora & Bullivant, 2016, p. 9)

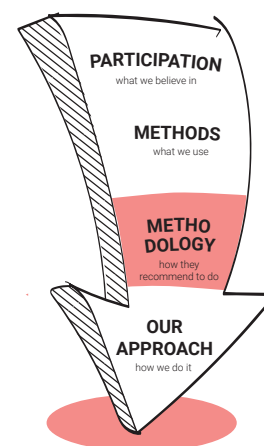


Figure 10 - Our process: methodology

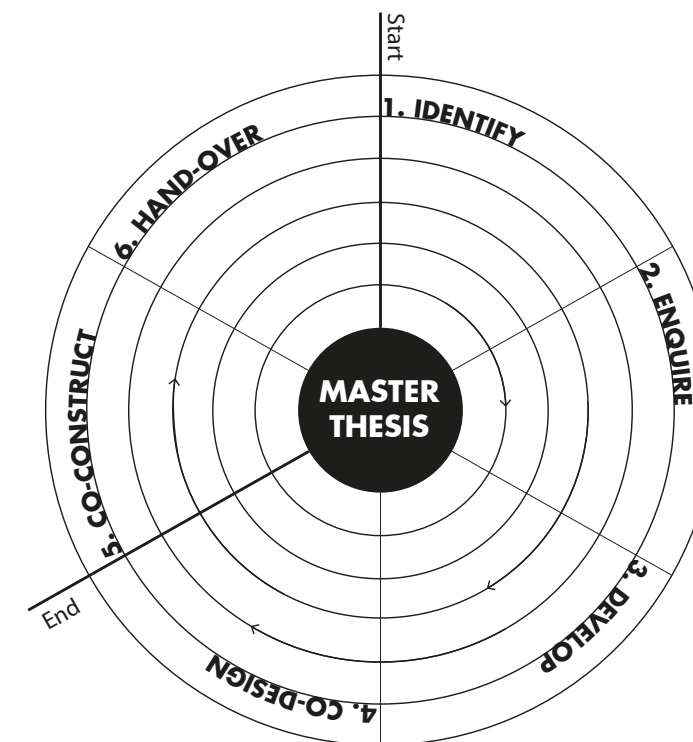


Figure 11 - The Recoding Circle adapted from Ermacora & Bullivant (2016)

ANALYSING

THE LOCAL CONTEXT

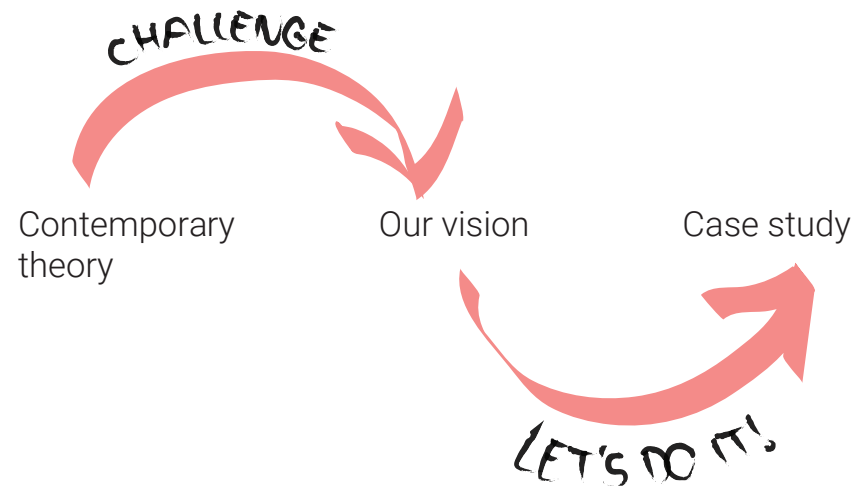
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Ready to move to the next level? From theory to action? We are ready! To find out how to put our findings into practice, we are doing a case study at Jubileumsparken, a unique urban park in Frihamnen, a district of Gothenburg. We want to know how the situation for older people in Gothenburg is today. How do they experience Frihamnen and Jubileumsparken? Wait, it seems like many older people do not know about the area and have never been there... Are your ageism bells also ringing? Let's have a look at the situation today.

OUR CASE STUDY

Challenging the theory of contemporary architecture is essential for continuous progression. However, if we only stay behind our books and theories, the world will not change (Bell & Wakeford, 2008). As Roberta M. Feldman (2004) has argued, there is an urgent need for activist practice, where spatial designers 'leave their offices' and take the necessary steps from talking to acting. We agree with her vision for architecture and therefore take our theoretical findings into practice by conducting a case study.

Our case study takes place in Jubileumsparken, which is located in Frihamnen, an old port area in Gothenburg. In this chapter, we move from the broader context to the narrower one to analyse the situation in which our case study takes place. First, we explain why it is crucial to address the problem of ageism in Gothenburg, then we present the local context of Frihamnen, and finally, we introduce Jubileumsparken, the context, where our case study physically takes place.



AGEING IN GOTHENBURG

Today, 87,000 people over the age of 65 live in Gothenburg, and an additional increase of 40 percent is expected in the next 20 years. Therefore, it is on the city of Gothenburg's agenda to make the city a better place to grow old in¹. Age-friendly Gothenburg, the Elderly Ombudsman, and AgeCap are three initiatives working with ageing in and around Gothenburg that inspired us.

¹(City of Gothenburg, 2019)

During our Master thesis, we conducted interviews with employees of all three initiatives to get a better understanding of the current situation for older people in Gothenburg and add new perspectives to our thinking. In the following, you can find a summary of each organisation and what our main takeaway was from the interview.

Age-friendly Gothenburg. Since 2015, Gothenburg is a member of the WHO global network for Age-friendly Cities and Communities and the city has thus committed itself to invest money and time in the transformation towards an age-friendly social and physical environment. A baseline assessment has been conducted with the help of 630 seniors all over Gothenburg to get an overview of the needs, experiences, and opinions as well as a picture of the situation today (City of Gothenburg, 2019). Based on that, an action plan with 21 activities has been developed, focusing on three main areas which will be implemented in the next three years (City of Gothenburg, 2021b). While social participation both in the development of the plan and in the actions plays a major role, the urban environment is not considered as much, and we can contribute to a more holistic implementation of the plan by taking the first action to fill that gap.

Ombudsman. The ombudsman is an independent citizen's representative that monitors and links the needs and shortcomings of older adults in Gothenburg (City of Gothenburg, n.d.). She is collecting complaints and wishes from individuals via mail and phone and summarizes them in a yearly report which we used together with the baseline

assessment of Age-friendly Gothenburg and our own workshops to get a picture of the wishes and needs of older people in Gothenburg.

AgeCap. The interdisciplinary research group AgeCap from the University of Gothenburg investigates ageism with a focus on the capabilities and potentials of older people. Over 160 researchers from a variety of disciplines like psychology, sociology, chemistry, law, and political science are part of the project with the aim to collaborate with society on every level. However, when we had an open discussion with the scientific coordinator of AgeCap, she mentioned that an architectural perspective is currently lacking and more research in this field is needed. What we take with us from the AgeCap approach is to focus on the capabilities and potentials of older adults rather than on inactivity and decrease of health.

See wishes and needs of older people → Page 54



Figure 12 - Prاتبانكار - a project from Age-Friendly Gothenburg

LOCAL CONTEXT

Our case study is located in Frihamnen, a former port area in Gothenburg which is currently under development as part of a bigger city project. Frihamnen is centrally located in Gothenburg, overlooking the city centre on the other side of the river. As part of the celebrations of Gothenburg's 400th anniversary, Jubileumsparken has been developed in Frihamnen. Since 2014, prototypes such as a public sauna and pool have been built. In 2021, the building of the permanent park has started and will be continued in the coming years.

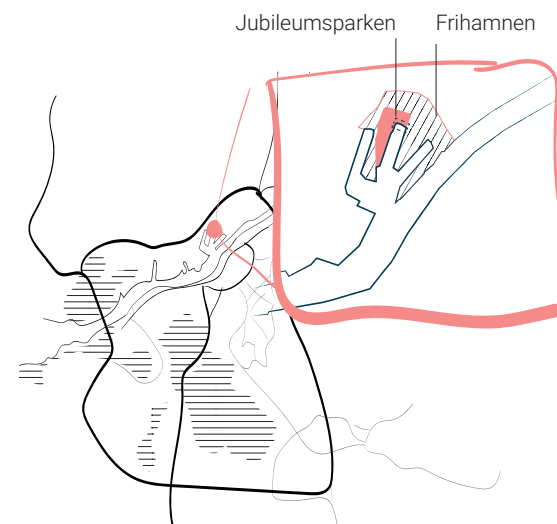


Figure 13 - Project location

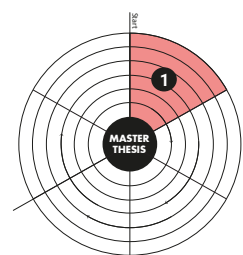


Figure 14 - Phase 1 of Recoding: Identify

Identification of a local problem

Frihamnen. There has been a lot of research about the development of Frihamnen (see Dahl, 2020; Jadaan & Konstantin, 2015; Willeborn, 2020) and we do not intend to dive deep into another analysis but rather use what is already there for our own purpose. Frihamnen is a place with cultural and historical heritage going beyond its function as a port. The atmosphere at the piers is unique in Gothenburg. It can be perceived as both desolate and free and is very much dependent on the daytime and weather situation. Frihamnen is surrounded by immense infrastructure, ongoing construction and the waterfront which create both a physical and perceived barrier to the rest of the city

Jubileumsparken. Jubileumsparken, which is situated on Kvillepiren in Frihamnen, offers a variety of activities (bathing, sailing, skating, etc.) and a wide range of public spatial installations, such as a public sauna, a public swimming pool, an outdoor classroom, a skateboard ramp, and in the summer of 2022 a new park and playground will open. Passalen, a non-profit organization, coordinates and runs today's activities in the area. Passalen works with a norm-critical approach and wishes to include people with diverse backgrounds, abilities and ages. However, today they mostly focus on attracting children.

Why Jubileumsparken? We have chosen to work with Jubileumsparken in Frihamnen for three main reasons. First, the city of Gothenburg states that Frihamnen should be a district for everyone and be attractive to both families with children, as well as elderly people and youth (City of Gothenburg, 2022). As we have experienced and got told

“Frihamnen should be a district for everyone (...) both families with children, as well as elderly people and youth.”
Fusion Point (2018, p. 10)

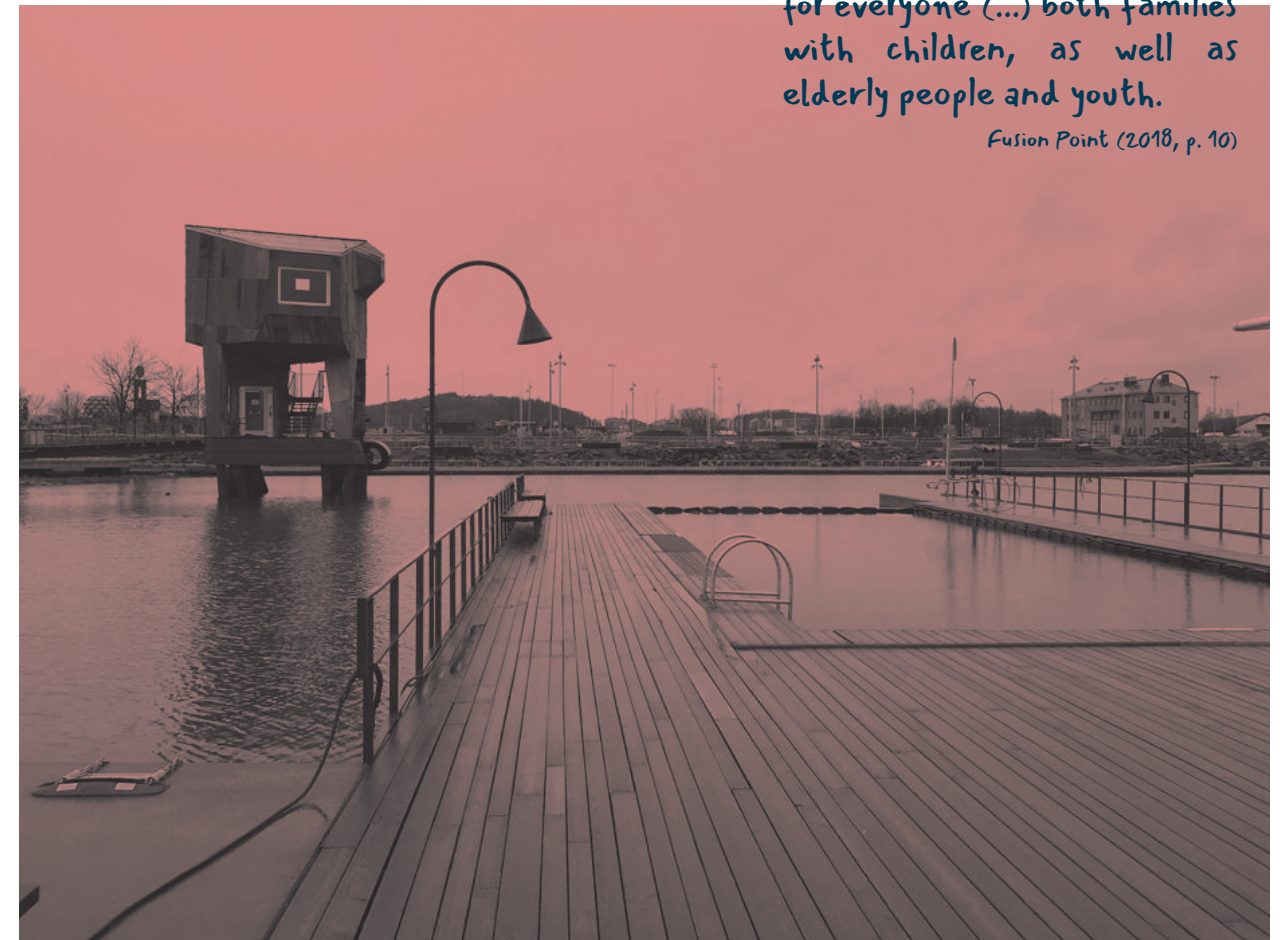


Figure 15 - The view from the pool towards the sauna

by the people working with the area, this is not the case today: older people are missing as activities and built structures are organized to fit younger generations' needs. The mission of Jubileumsparken to create a meeting place for all Gothenburg goes in line with our argumentation of public spaces as meeting places and makes it a suitable site for our further investigations. Second, Frihamnen is used in the “meantime” of development as a prototyping hub to explore the site and its qualities. We can test freely before plans and programs are set in stone and work on improving the age-inclusiveness of the following development by including older people in this stage. In this thesis, we focus exclusively on the “meantime” period of the next 10-15 years, only touching upon the consequences this will have for the overall development. Third, today most research focuses on the direct indoor and outdoor environment of older people, leading to a lack of research about public meeting spaces at the regional and urban levels (Gong et al., 2019). Focusing only on the neighbourhood level limits older people. It is their right to be able to move around in the city, visit other districts and thereby get to know new settings and groups of people as it is for all other age groups. Jubileumsparken aims to be a park for the whole city and its central yet closed-off location brings both great potentials as well as specific challenges with it to include older people in the park.



Figure 16 - The waterfront close to the park entrance

THE MISSION OF JUBILEUMSPARKEN: TO CREATE A MEETING PLACE FOR ALL

Passalen (2021, p.17)



Figure 17 - The playground in Jubileumsparken

STAKEHOLDERS

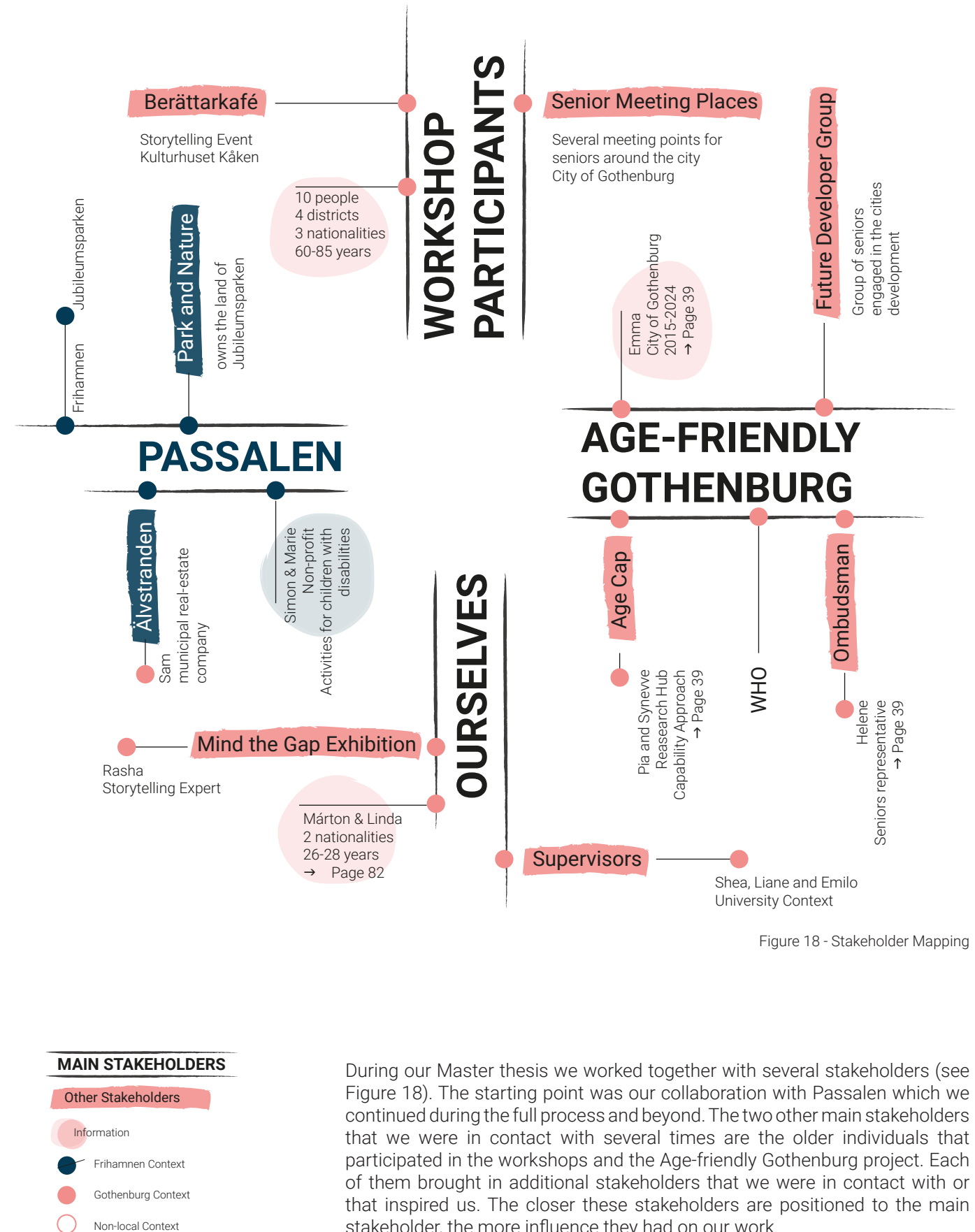


Figure 18 - Stakeholder Mapping

ACTION - RE.ACTION

OUR APPROACH

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Enough talking about positioning, entering, understanding, analysing... we want action! And as you guessed probably by now, we are not doing this alone. We invite older people to act together with us. What can we learn from them? What stories do they have to tell? And how do we translate their voices into space? Follow us on our journey of actions and re.action.

OUR APPROACH

This chapter introduces our applied methodology, i.e. our approach, and shows the development of our design proposal.

Our approach - recoding by acting and re.acting. As we argued before, by having a strong focus on community development and social capital, recoding provides a good basis to develop a design approach for public spaces. However, it does not provide tools on how to work with participatory actions and how to process the results from them. We believe that participatory actions are important, but there is an equal need for a reaction phase where information, ideas, and thoughts from the participatory actions are further explored and investigated. In our process, reactions carry the same weight as participatory actions. We take the previously presented core values of recoding and the six steps process cycle (identify, enquire, develop, co-design, co-construct, hand-over) but we further divide every step into an action and a re.action. The actions are our participatory workshops, the re.actions are all the things we did to process the information from these events, and the preparation for the next action. With this action-reaction chain, we aim to show that everything is building upon each other and the design outcome would not be the same without any of the previous actions.

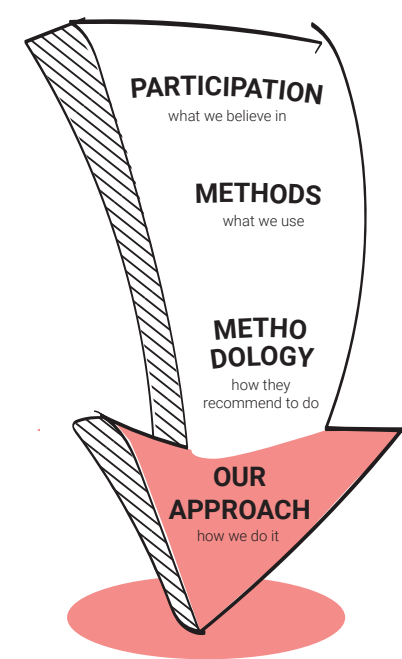
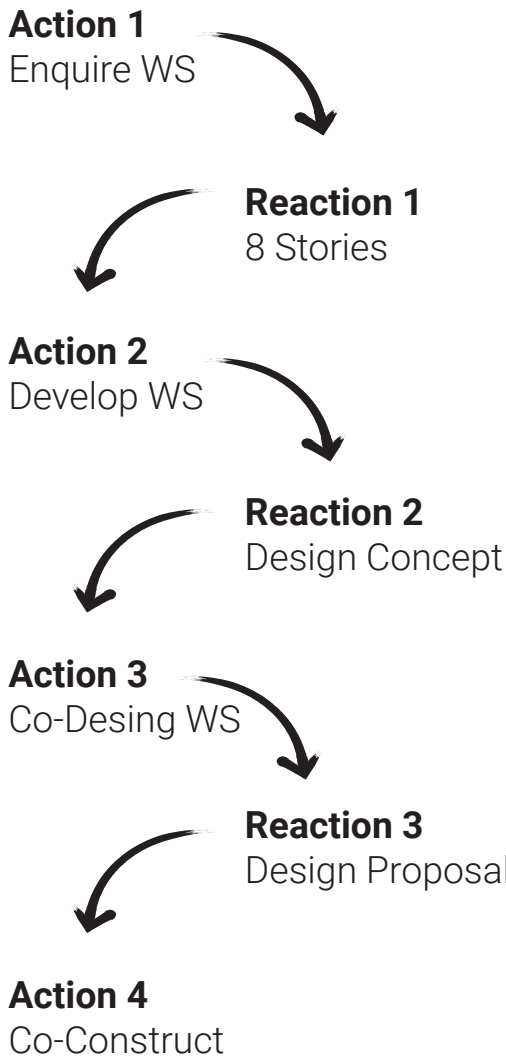


Figure 19 - Our process: our approach



PROCESS TIMELINE

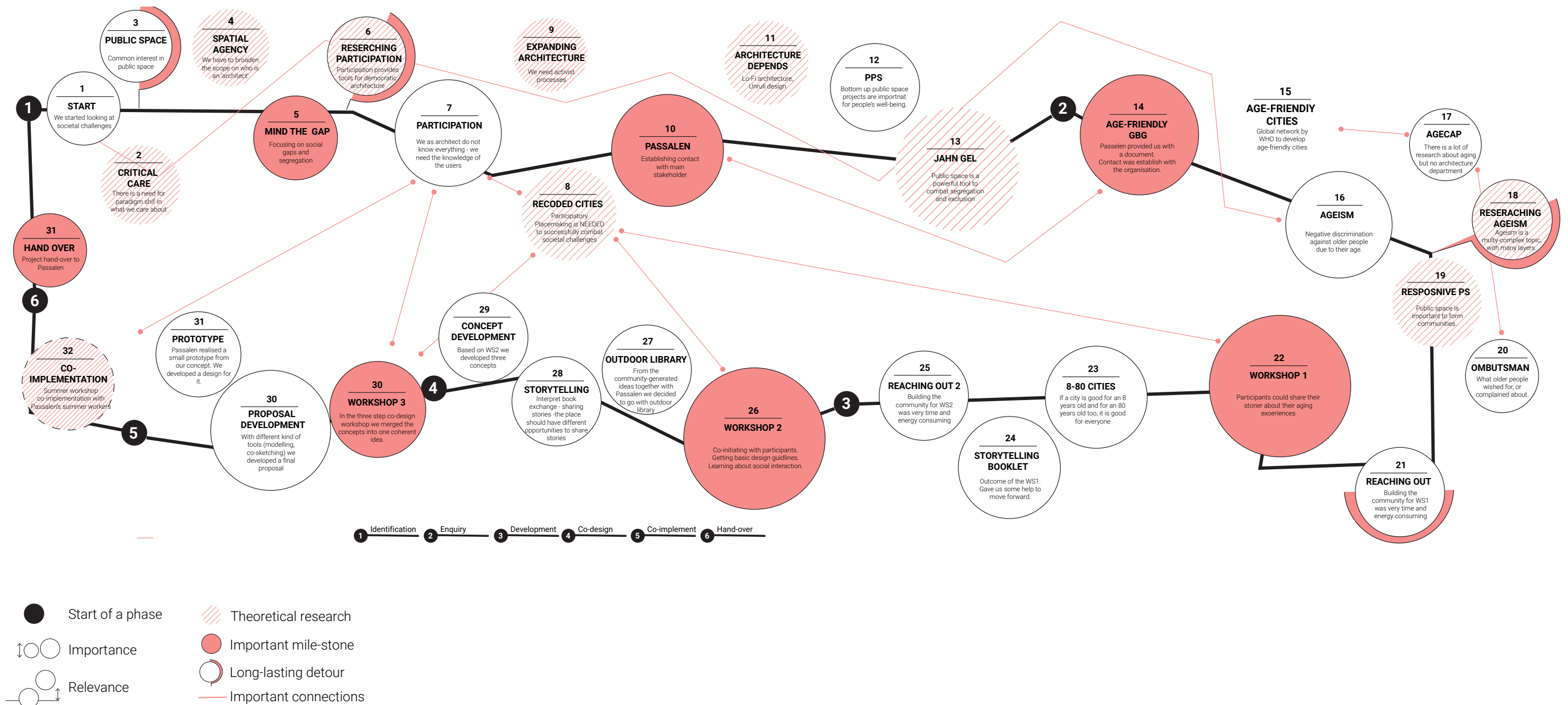


Figure 20 - Process timeline

ACTION 1

ENQUIRE WORKSHOP

Why

We have read enough. Let's make it a reality, let's take action. We felt that after long and extensive reading, our theoretical knowledge was satisfactory, but we needed to listen to real people's stories to understand this complex problem even better. The first workshop was a tool for us to deepen our understanding of how older people experience ageing in the urban environment. It was our first step towards bridging the gap between "us" (the two younger architecture students) and "them" (the older participants and users). The goal was also to start building a community of older people that cares about making Jubileumsparken.

How

We had two rounds of this workshop with two (intended for seven, but five did not come) and six participants on the 22nd and 23rd of February. Each was two and a half hours long and took place in the conference room of Passalen in Frihamnen.

The first part was a discussion, first in pairs, then in the bigger group, about how the participants experience ageing in the city. In the second half, they described their favourite public spaces in Gothenburg and mapped with post-its what they like or dislike at these places. The last part was about writing their own story out of what we have discussed and what they would like to share. We concluded with a walk around Jubileumsparken.



Figure 21 - Group discussion during the first part of the workshop



Figure 22 - Commenting on favorite spaces with post-its



Figure 23 - Everyone wrote their own story at the end

Recoding

Workshop 1 is part of the second phase of the recoding cycle, i.e., enquiry, as it was action research on the challenges faced by older people. In this first workshop, we stepped away from the traditional role of architects as designers and became listeners – listening to the stories that our participants wanted to share to be able to understand them and their perspectives better. Recoding recommends having a series of spontaneous activities, which we translated into our own process as an 'experimental workshop with no predetermined outcome'. At the start of the recoding cycle, trust needs to be built between participants. In this workshop, we dedicated a lot of time for people to get to know each other. They often started discussing a question in pairs and then they shared as much as they wished from their personal answer to the whole group.

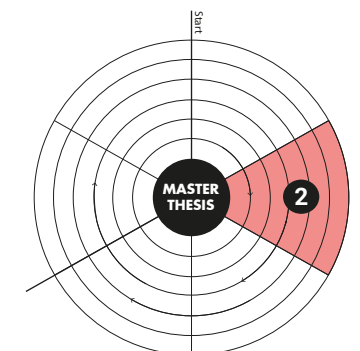


Figure 24 - Phase 2 of Recoding: Enquire



Figure 25 - Process sketches made by us during the workshop

RE.ACTION 1

STORIES

Re.think

By re.think we mean the things we have experienced while running the workshop. These are important key points that we have to pay attention to for our future actions.

- ✗ Without having a clear aim for this workshop, it is hard to evaluate how "successful" it was. Next time we would like to be more precise with what our goal is.
- ✗ Creating a safe environment is very important – it allows participants to talk freely. The warming up exercise at the beginning worked well and should be continued in the next workshop.
- ✗ We have to overcome the language barrier – we felt left out, and it was harder to follow up on their answers.
- ✗ Even though we tried to reach out to a wide audience (see Figure 26), our participants do not have as diverse demographical backgrounds as we wished for. Did we use the right tools to reach out?
- ✗ Altogether, the tasks were a bit rushed, we felt like we did a bit of everything, but still have not had enough time to let everyone tell personal stories and some open discussions did not go deep enough due to lack of time.

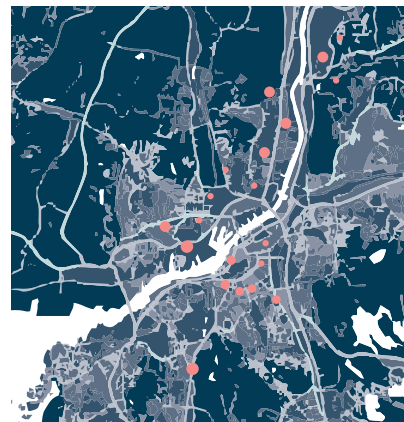
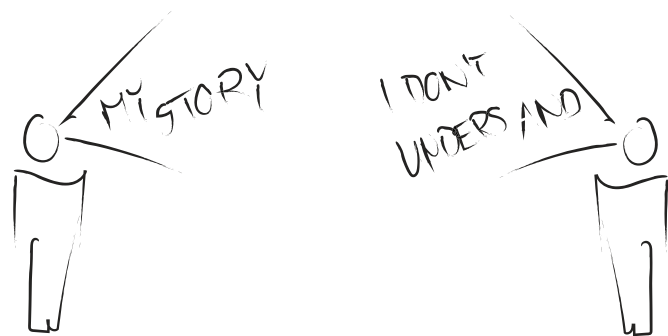


Figure 26 - Areas we reached out to

Feels weird being left out from your own workshop



Re.flect

By re.flect we mean the reflection on what participants said. During the workshop, our participants mentioned many of the things that they felt made public spaces alluring, but we consider these to be only part of the findings. The following observations have had a major impact on the development of our project:

- ✗ In the beginning, many participants felt uncomfortable with the workshop because they were not familiar with the area. It is perceived as and can be difficult to get to Jubileumsparken. Improving transport links is beyond the scope of our master thesis, but we recommended to Passalen to have a series of guided events and collaborate with existing senior associations to give older people the opportunity to familiarise themselves with the area.
- ✗ What we take away from the first workshop is that older people like to talk and share their stories. This means that talking seems to be an appropriate way of social interaction. Our second line of thought on this finding is that perhaps our design should be a tool for people to share their stories.
- ✗ From the stories shared, we saw that older people value the public spaces which they had ownership over. Can we develop a public space that gives visitors a sense of ownership?

See wishes of older people
→ Next page

Passalen started to invite older people to guided tours

See storytelling booklet → Appendix page 88

Re.act

By 're.act' we mean the output that we developed based on the action. For workshop 1 this is a storytelling booklet through which the reader can learn about the individual stories of eight people and how they experience ageing in the urban environment. This booklet was shared through Passalen and Age-Friendly Gothenburg.

Age-friendly Gothenburg will print 600 booklets and distribute them to raise awareness for ageism



Figure 27 - One of the portraits from the storytelling booklet

**Wishes and needs
expressed by older people**

The size of the text shows how often was
the need mentioned

to Age-friendly Gothenburg
and the Ombudsman (left side)

to us in our workshop
(right side)

Car-free areas

DIVERSITY OF PEOPLE

"I don't go to places where I don't know the rules"

Good pedestrian walks

Easy to navigate

Good lightning

"I'm tired of people making money of me"

Nature around you

COLORFUL SURROUNDING

Free of charge

Memories of a place

Being able to bring your own fika

Public art

Places to sit

CHEAP COFFEE MAKES PEOPLE COME

Watching flowers grow

PUBLIC TOILETS

Heated places

Being around others

Being alone

Too bad weather to go out

Meeting places

Good ground level

"Flexbussen was a savior during the pandemic"

Feeling of safety at night

Explanation sights

Closeness to water

Drinking Water Fountains

REFLECTING

ACTION-REACTION

ANALYSING

UNDERSTANDING

ENTERING

POSITIONING

ACTION 2

DEVELOP WORKSHOP

Why

After all the reading, understanding, and exploring we wished to translate our project into spatial qualities. We wanted to understand first-hand how older people like to interact with other generations in public spaces and what role it plays in their life. Additionally, we were interested in what our participants are missing from Jubileumsparken, and what would make them visit the area to make sure that we develop according to their needs and wishes.

How

The second participatory workshop took place at the end of March. Eight participants came to our event, three new faces and five participants from the first workshop. While the first workshop was very explorative, this one was more 'traditional' and we used already existing methods. The three hours long workshop was divided into three parts. First, we went for a walk in Jubileumsparken to let people develop a picture of the area. Simon and Marie from Passalen who supported us in the workshops gave short explanations of what is happening at the different stops. The second part was focusing on intergenerational interactions. After a short warming up exercise to get to know each other, we had a longer task where participants had to reflect on how, why, where, and with whom they like to interact in public spaces. In the last part, we used an adapted version of the activity 'Impatiens and Orchids' from 880cities to generate community-based ideas for Jubileumsparken (880 cities, n.d.).



Figure 28 - Process sketches made by us during the second workshop



Figure 29 - Guided walk in Jubileumsparken



Figure 30 - Brainstorming ideas for Jubileumsparken



Figure 31 - Interactions

Recoding

The third phase of the recoding cycle is 'development'. The participants of workshop 2 built the base for further development with their community-generated ideas. In addition, we connected their ideas with different kinds of interactions they told us they enjoy with age-friendly parameters that make a place inviting for older people.

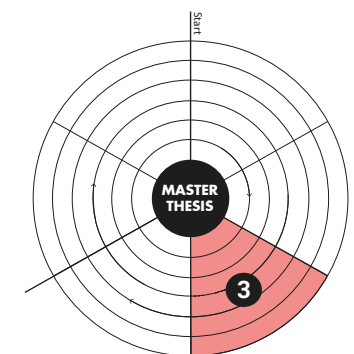


Figure 32 - Phase 3 of Recoding: Develop

REFLECTING

ACTION-REACTION

ANALYSING

UNDERSTANDING

ENTERING

POSITIONING

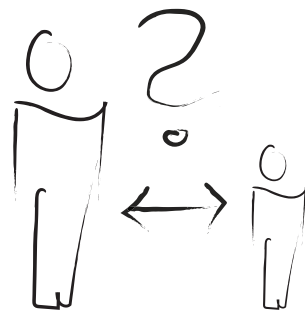
RE.ACTION 2

DESIGN CONCEPT

Re.think

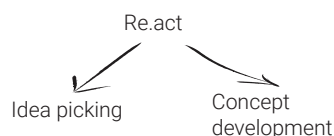
The workshop fulfilled its aim of giving us a lot of input to work with, but there is also room for improvement.

- ✗ The tasks were too result-oriented, we forgot about the “fun” part. We got the impression that due to that, the participants did not get a sense of ownership over the place and the process.
- ✗ We should have put more emphasis on the involvement of the newcomers who did not participate in our first workshop. Despite an introductory briefing, we did not succeed in involving them to the same extent as the participants in the first workshop.
- ✗ Short and clear step-by-step explanations are better to keep the older people engaged than explaining all at once.
- ✗ The large group was split into two smaller groups in the same room at a point, which was disturbing for some participants. Perhaps a solution could have been to work in two different rooms.



Re.act

The main outcome of the second workshop was a collection of ideas generated by the community. From this wide range of ideas, together with Passalen we selected the one that best matched our findings from the workshops and research (e.g., Serena & Hauderowicz, 2020; Webster et al., 2015) and the current state of Jubileumsparken and developed it further. Through the continuous reinterpretation of the idea, three concepts were developed. We enriched our project by developing these concepts in parallel.



This line leads you through our design process

Re.flect

The second workshop gave us much more than only the large pool of community-generated ideas. We tried to listen carefully, not just to what was said, but how it was said and what it means to us. The following observations have influenced our work:

- ✗ Participants had difficulties coming up with intergenerational interactions in public spaces. Our impression was that this was mainly due to two reasons: Firstly, and this was also mentioned by some participants, they do not experience many intergenerational interactions themselves. Secondly, they are not aware of them when they happen. In general, they said that they enjoy when they are surrounded by different ages and (depending on the situation) would like to interact more with other age groups.
- ✗ Despite asking the participants specifically what they would like to have in Jubileumsparken, they often came up with ideas for children. We think that this is because they do not value themselves as much and they are used to thinking of other people first.
- ✗ Following up on this, the ideas for Jubileumsparken from the participants were oftentimes typical park activities such as walking, having fika or playing boule that you can do in many other parks already. But when we showed them examples of places that do not exist so much in Gothenburg yet, e.g. human-size boardgames, they got very curious and added these ideas to their list. At first, we were a bit critical about showing examples and references because we did not want to influence our participants, but it seemed that they valued the input and still expressed their opinion by choosing which one they like best. This reminded us of Jan Gehl's (2010) comment that one of the tasks of the architect is to show people what is possible.



See idea picking
→ Next page

See idea development
→ Page 62

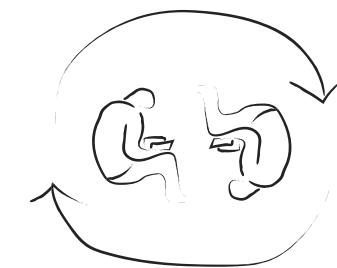
IDEA PICKING

1. Outdoor Library
2. Human scale board games
3. Stage
4. Fika place
- ...

See all community generated ideas → Appendix page 86



COMMUNITY GENERATED IDEAS



Reading is a rather introvert activity. But libraries are oftentimes places for social activities. How do we create an interactive library?

TURNING UPSIDE-DOWN

We moved from a traditional library to a story sharing place. On the next page, you find three spatial translations of the story sharing place.



STORY SHARING PLACE

1

2

3

4

5

WHY AN OUTDOOR LIBRARY?

Workshops:

The participants liked the idea
Good connection to the storytelling workshop
Book sharing can create ownership over the place
Reading books to children was mentioned as a positive activity

Research

Age-inclusive
Brings people together
Activates public space
Book exchange as triangulation for interaction
Book exchange as a destination
Book exchange as an instrument of play
Improves community life (rising social capital and improved mental health)

Jubileumsparken:

For free, accessible, and open to all
Interest and thus care for the idea among the employees of Passalen
A series of public book reading events are planned for the summer

Transforms public space into a gathering place

WHAT IS A LIBRARY?



We brainstormed what does a library mean to us and how ageism is connected to that.

REFLECTING

ACTION-REACTION

ANALYSING

UNDERSTANDING

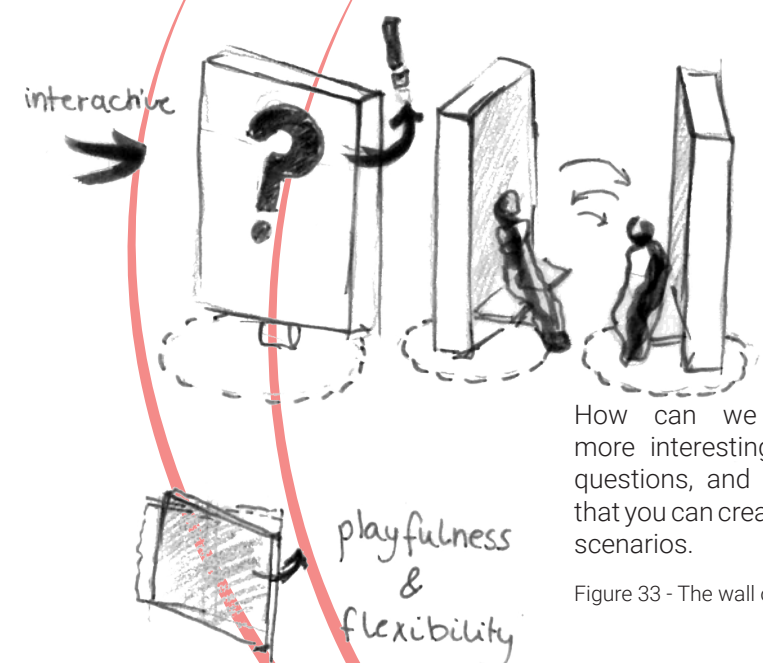
ENTERING

POSITIONING

IDEA DEVELOPMENT

We used our gained insights from the workshops, but these concepts have been developed by us without the participants.

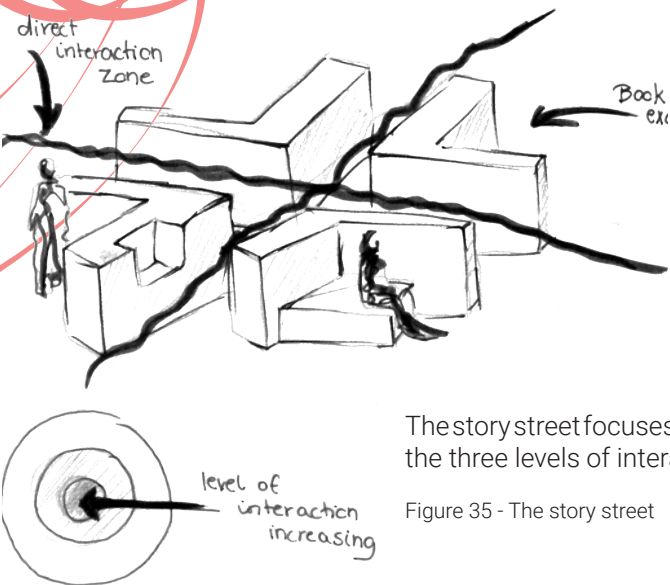
THE WALL OF STORIES



How can we make a bookshelf more interesting? By adding seating, questions, and making it turnable so that you can create your own interaction scenarios.

Figure 33 - The wall of stories

STORY STREET



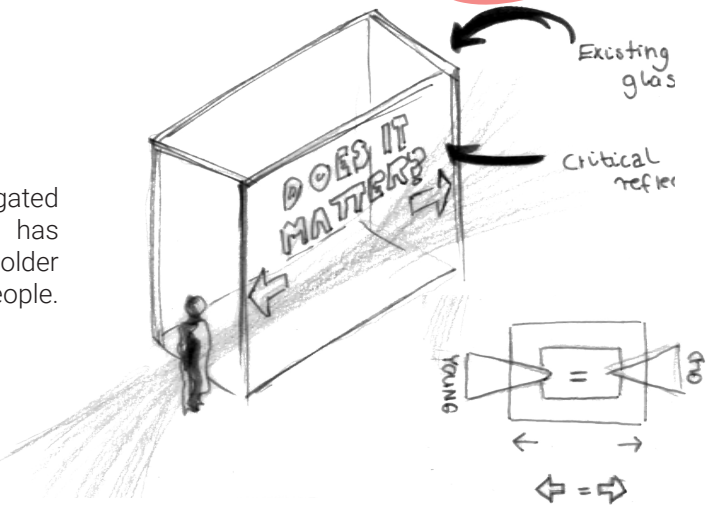
The story street focuses on experiencing the three levels of interaction in space.

Figure 35 - The story street

DOES IT MATTER?

Criticising our age-segregated society, this story room has two entrances, one for older and one for younger people. But does it matter?

Figure 34 - Does it matter?



From these concepts we take:

- create opportunities on all levels of interaction
- encourage intergenerational interactions
- be interactive and playful
- raise awareness for the topic of ageism

ACTION 3

CO-DESIGN WORKSHOP

Action 3 got split in three parts

Why

At the beginning of our Master thesis, we aimed to focus on the first three steps of recoding – identify, enquire, develop. However, with the support of our stakeholders we decided to push further and have the full cycle of recoding. A third, co-design workshop (Action 3) became fundamental. We were ready to take the next step and develop a proposal by combining the concepts, scattered observations, and knowledge we had gathered. Action 3 was supposed to provide the basis for moving from the ideal concepts to the proposal. It was important for us to make this transition not only based on our ideas, values, and interpretations but also to include the views and ideas of other stakeholders.

How

As action 3 was an intuitive decision in the middle of our process, we had to make compromises for it to happen. Due to the limited preparation time we had, we decided to invite older people to give their feedback on our ideas, and then in an internal workshop use the feedback to consolidate the concepts and further develop into a merged proposal with Passalen, Age-friendly Gothenburg, the Ombudsman for senior citizens and a representative of Älvstranden.

However, due to the cancellation of most of the participants, this workshop could not take place, and the following steps were taken to overcome the difficulty of cancellation:



Figure 36 - Sketching on how to merge the concepts

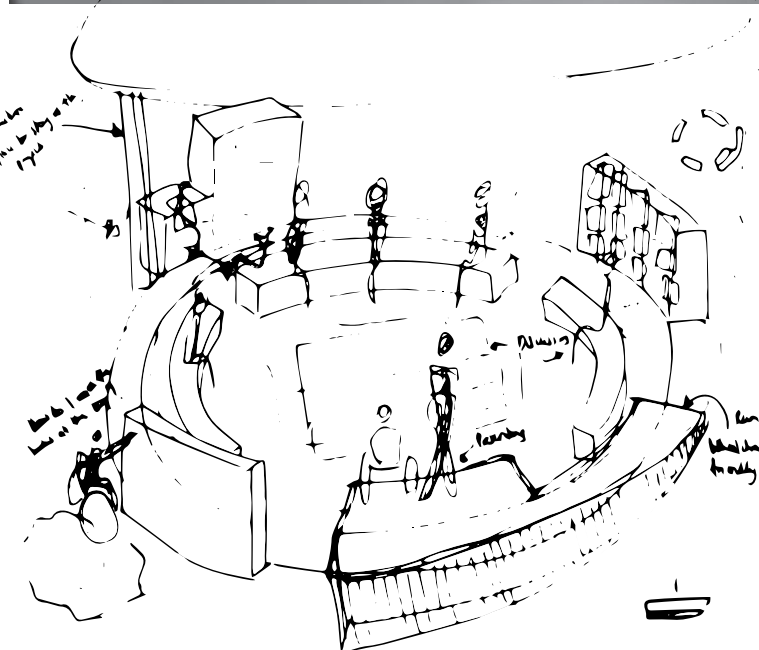


Figure 37 - One of the ideas how to merge the concepts



Figure 38 - Internal workshop with Passalen and Älvstranden

3.1 The two of us (Linda and Marci) carried out the originally planned third workshop, and the ideas were merged and developed into one coherent concept.

3.2 One week later we had a two-hour internal workshop with Marie and Simon from Passalen and Sam from Älvstranden, where we got feedback and focused on developing smaller design aspects.

3.3 When we had an almost clear concept, we sent our design proposal to the previous workshop participants, Age-friendly Gothenburg and the Ombudsman for Seniors. They had the opportunity to give feedback on our proposal.

See design development
→ Page 68

Recoding

The fourth phase of Recoding, 'Co-Design', focuses on the spatial intervention and the design of the preferred scenario. The three actions are part of this phase as they focused on developing the design proposal.

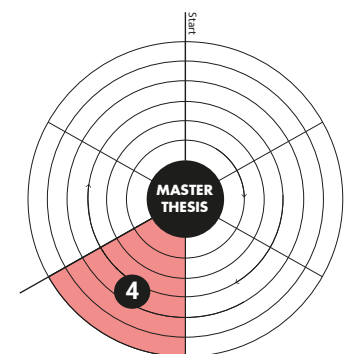


Figure 39 - Phase 4 of Recoding: Co-Design

RE.ACTION 3

DESIGN PROPOSAL

Re.think

This action did not work out as planned. What can we do next time to overcome difficulties in the process?

- ✖ We got many last-minute cancellations for various reasons. It might be that we have chosen the wrong moment in the middle of the day right after Easter. Maybe we should have sent more information so that the participants are more engaged and prioritise differently.
- ✖ Even though good planning is very important, participatory events often require flexibility and adaptability to a new situation. As we are having a fixed time schedule with the thesis, it was very helpful and important for our process that we did the third workshop on our own instead of dropping it completely or waiting another week.
- ✖ How can we make sure that older people have a voice in the design process? Although well instructed about ageism and partly present at the former workshops, the design was developed by people under 40. We think that it is essential to include older people meaningfully in the co-design phase. Next time, we would plan a co-design workshop with older people from the beginning!

Re.flect

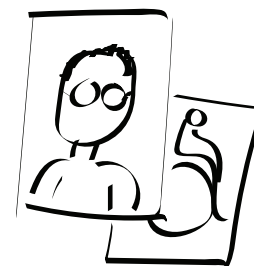
The series of smaller events helped us to develop a clear yet complex design proposal.

- ✖ One of the tasks of workshop 3 was to take a character card of a persona from another age and reflect on the design from their perspective. This gave many new insights and design ideas and helped us to focus on what is important and works well for all age groups.
- ✖ Passalen and Älvstranden asked many questions about practicability, maintenance, and safety. Including the main stakeholders in the design phase is crucial for practicability reasons and care for the project. A common understanding of the project and its intentions needs to be developed. Thus, the chances are higher that the project functions in a real-life scenario and is treated in the way intended.
- ✖ During the first two workshops, we learned many things that are important for older people in the design of public spaces. We incorporated many of these findings in our design.

Re.act

We had a constant struggle to bring in the complexity of the program without overloading the space. The development of the design proposal was a long-lasting, iterative process. For every design decision, we went back to our theoretical research, interviews, workshops, and discussion and based our decision on what we have learnt from them. This was a demanding and time-consuming process, but important for our project to become a logical consequence of the process and not the product of arbitrary decisions of what architects think looks good.

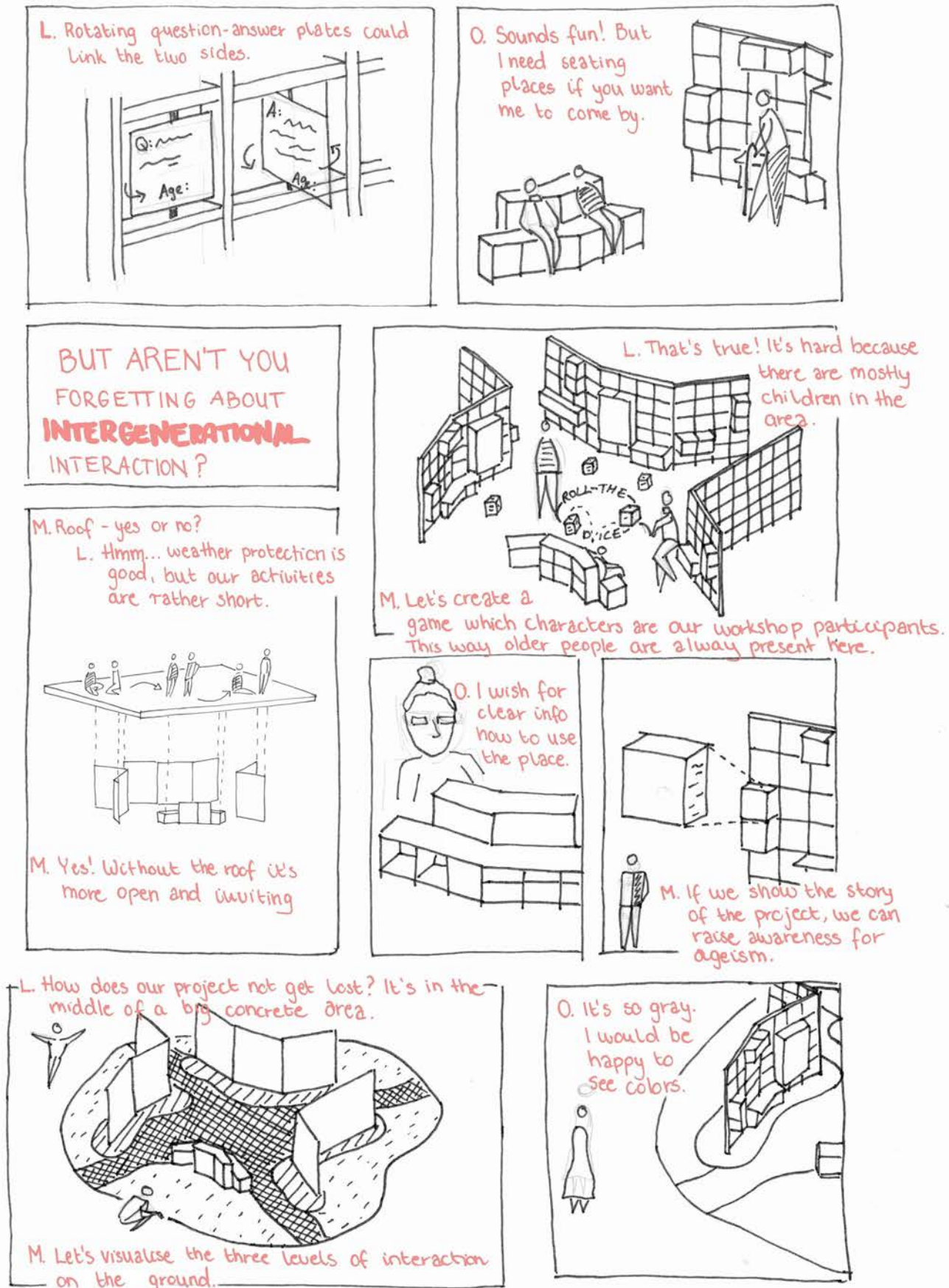
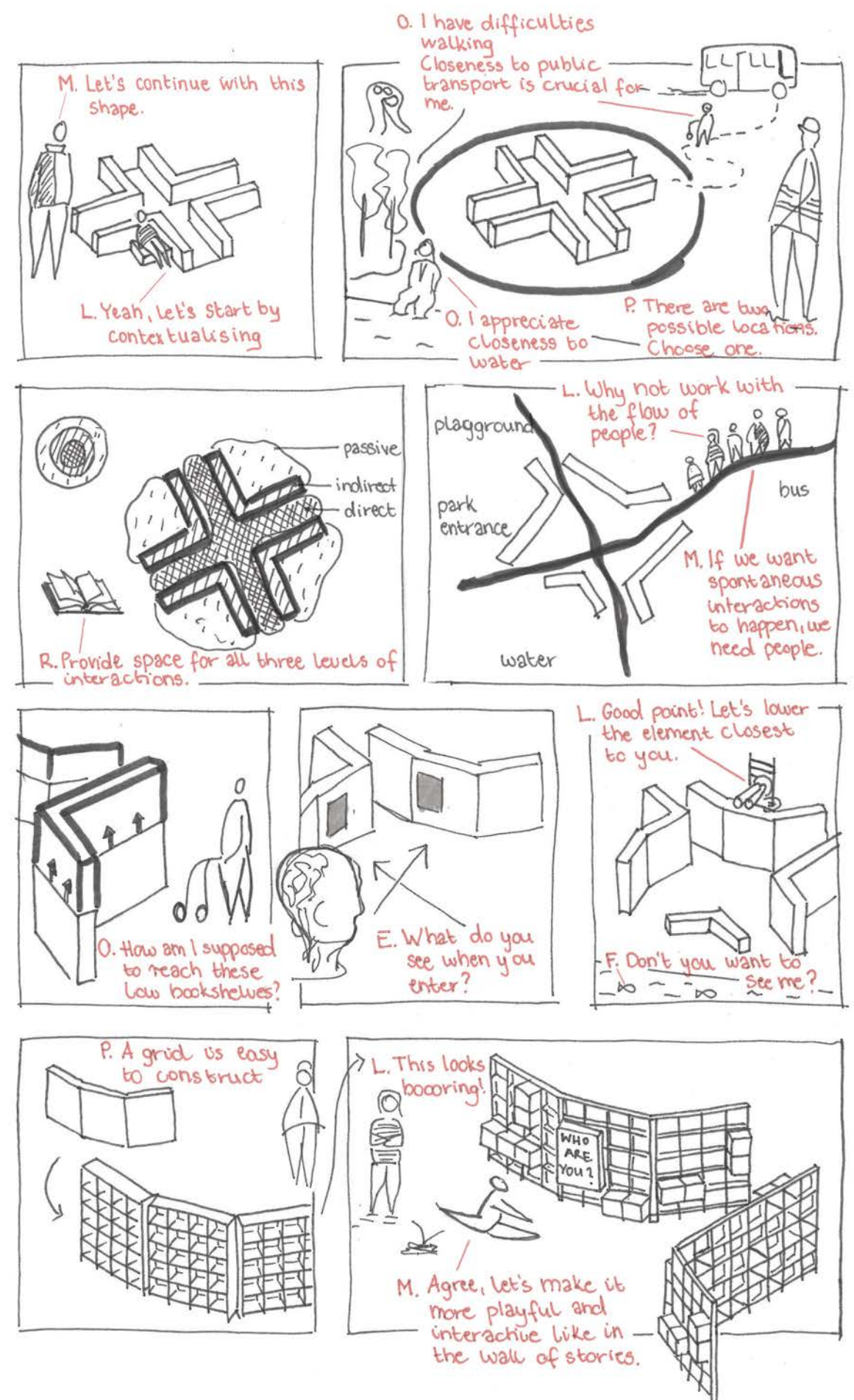
How the process went and who influenced us when can be seen in our process comic. Even though it took some additional turns, we could finally settle on one proposal. This should not be seen as a finished product, but as a spatial translation to stimulate discussions and trigger imagination.



See process comic
→ Next page

See design proposal
→ Page 70

DESIGN DEVELOPMENT



- Legend
- M. Marci
 - L. Linda
 - O. Older person
 - P. Passalen
 - R. Research
 - E. Emilio
 - F. Fish

Figure 40 - Comic showing our design process and the different actors who influenced our decisions

UNTOLD

A place to exchange stories through different forms of interactions



Figure 41 - Conceptual collage: view from the playground

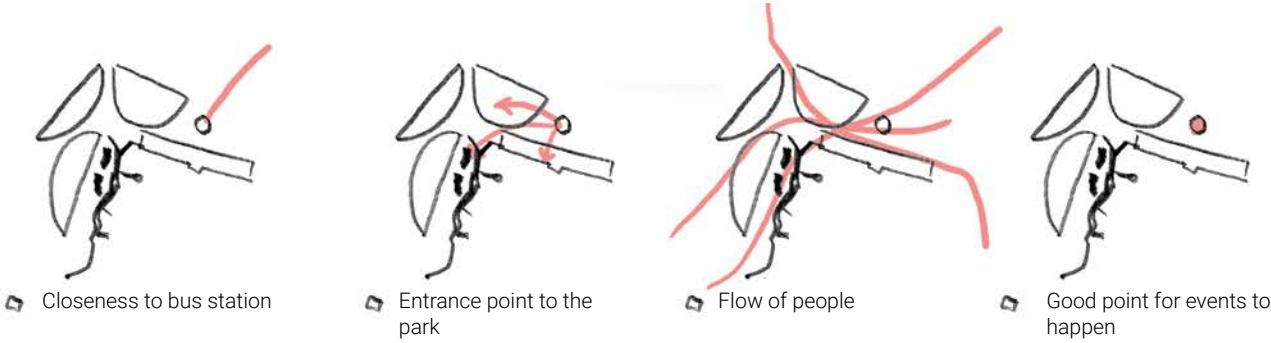


Figure 42 - Diagrams explaining choice of location

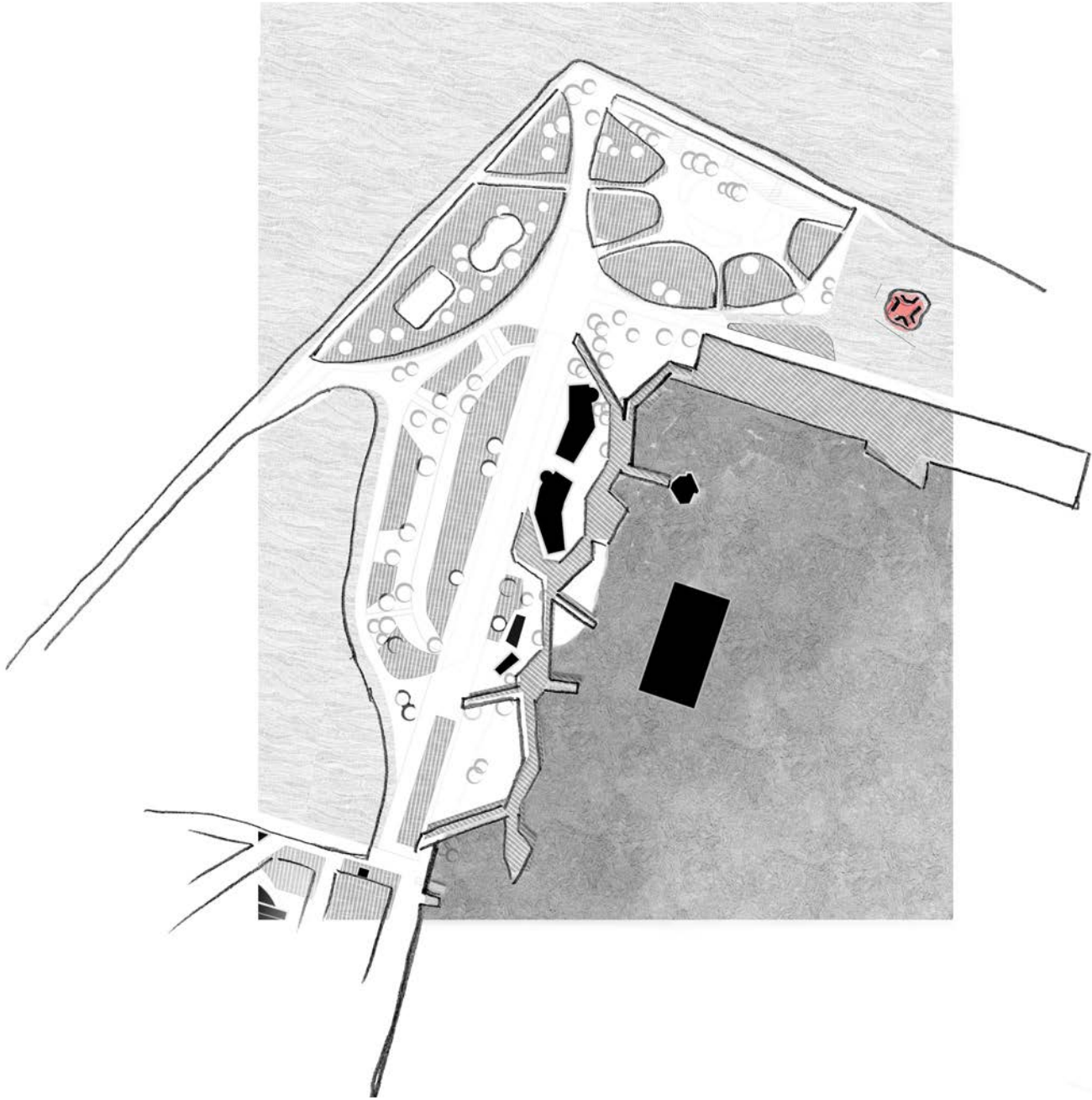


Figure 43 - Map of Jubileumsparken: our proposal is located next to the entrance of Jubileumsparken

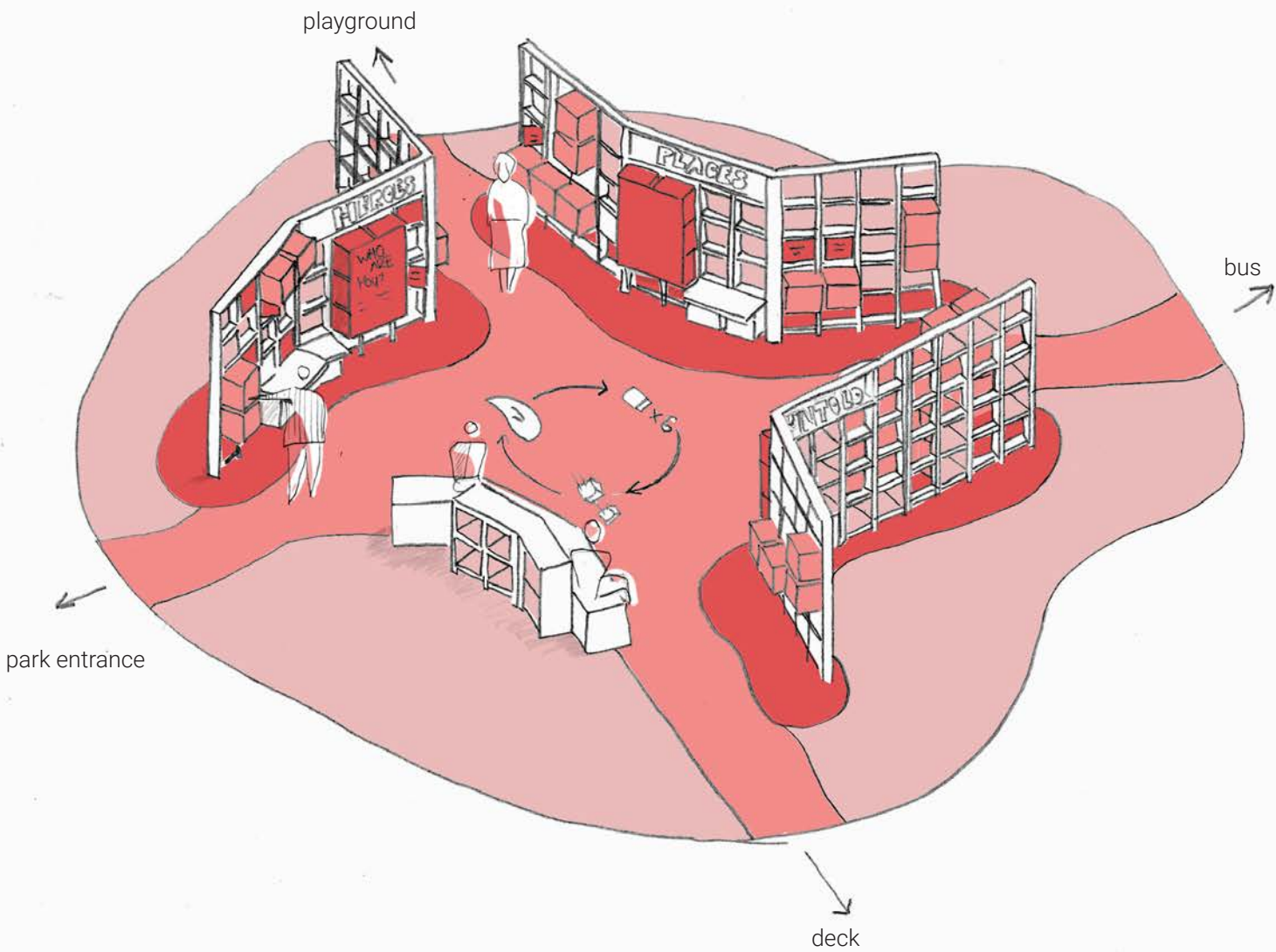


Figure 44 - Axonometry of the proposal: each colour represents one of the three levels of interaction

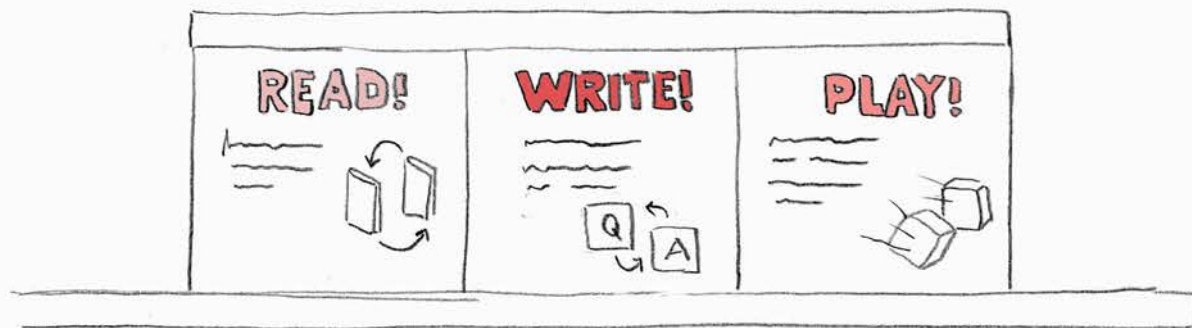


Figure 45 - Explanation boards for all three levels and the corresponding activity

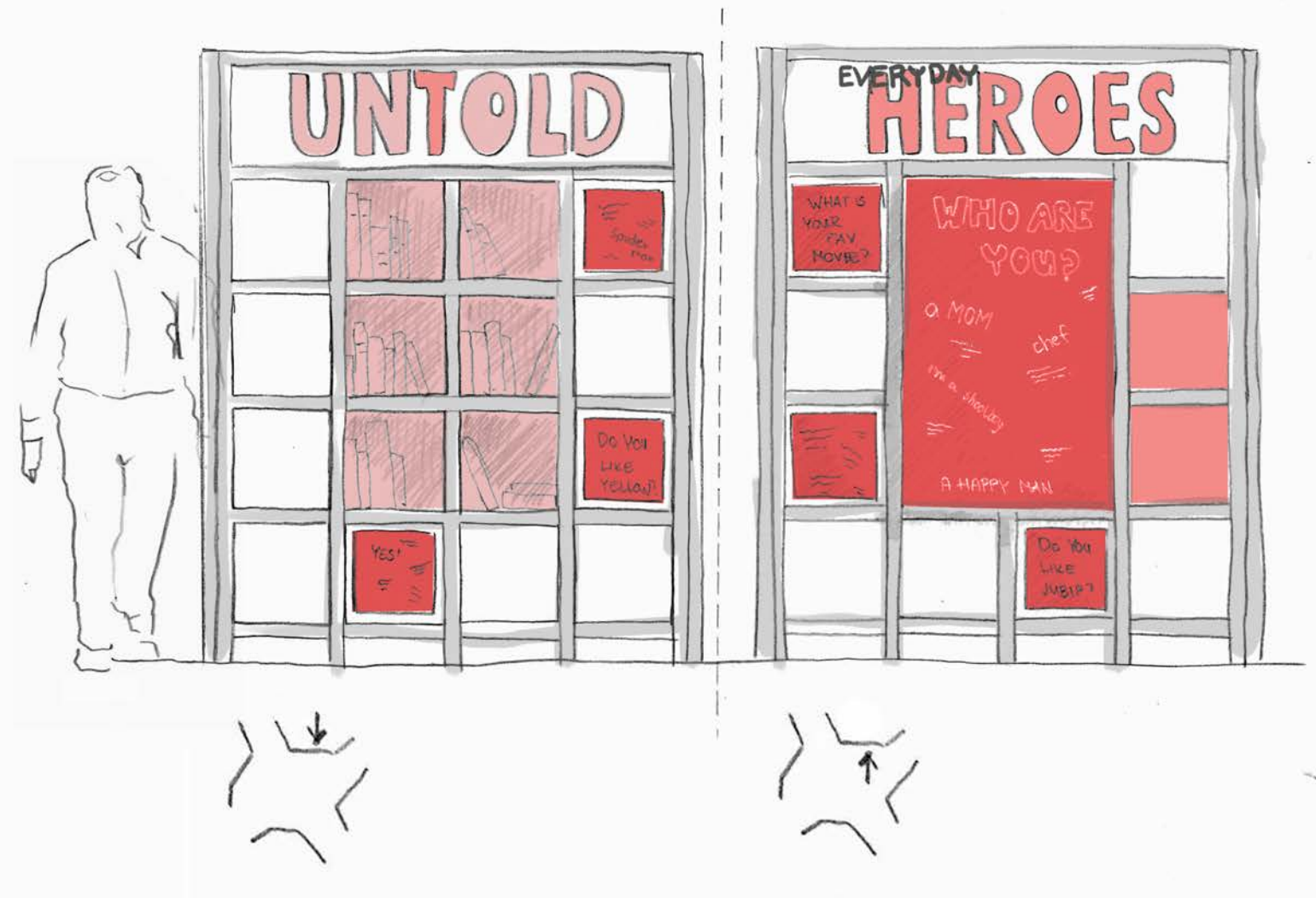


Figure 46 - Both sides of one bookshelf and a mapping of the corresponding activities



MODEL

1:25

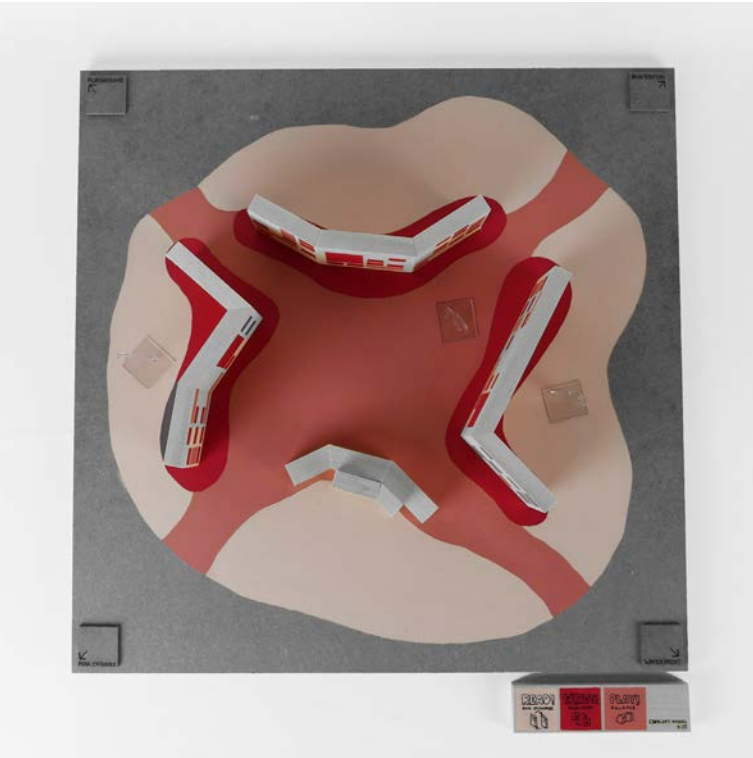


Figure 47 – Model picture from above showing the ground painting

This conceptual model is a representation of the colour coding. Each level has its own colour. This colour can be found both on the ground to guide the way and on the walls to find the corresponding activity.

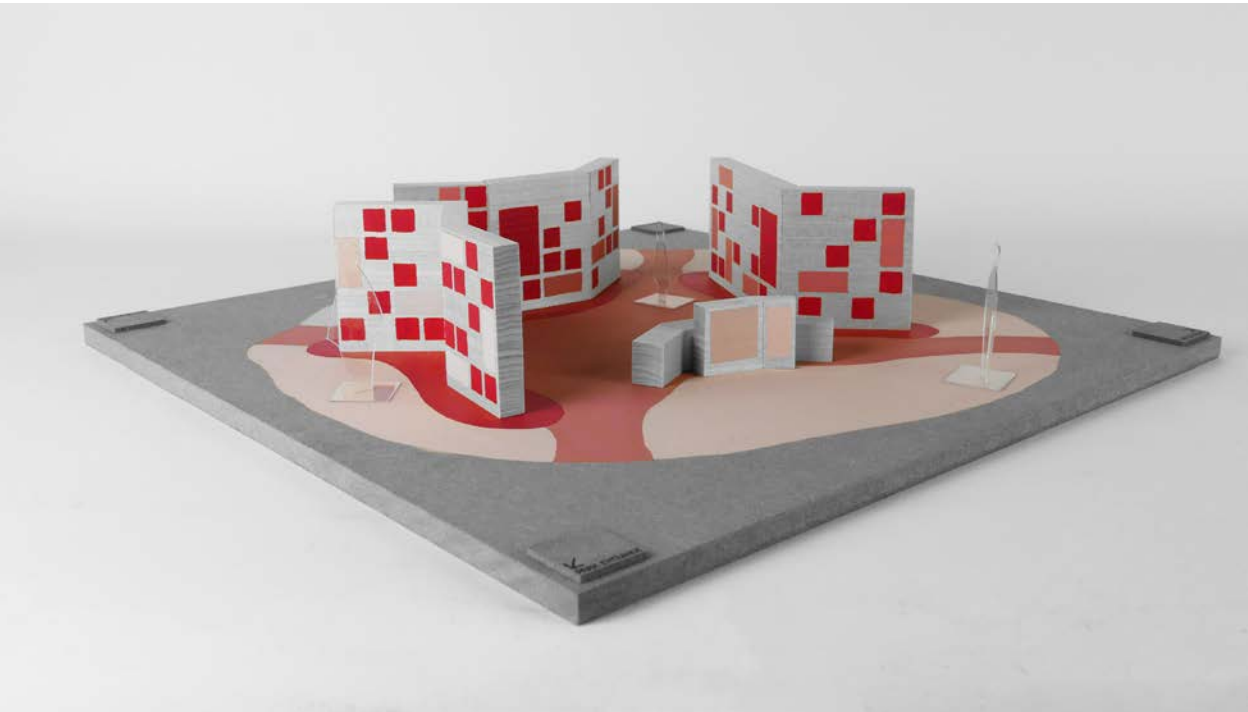


Figure 48 - Model picture showing the color coding

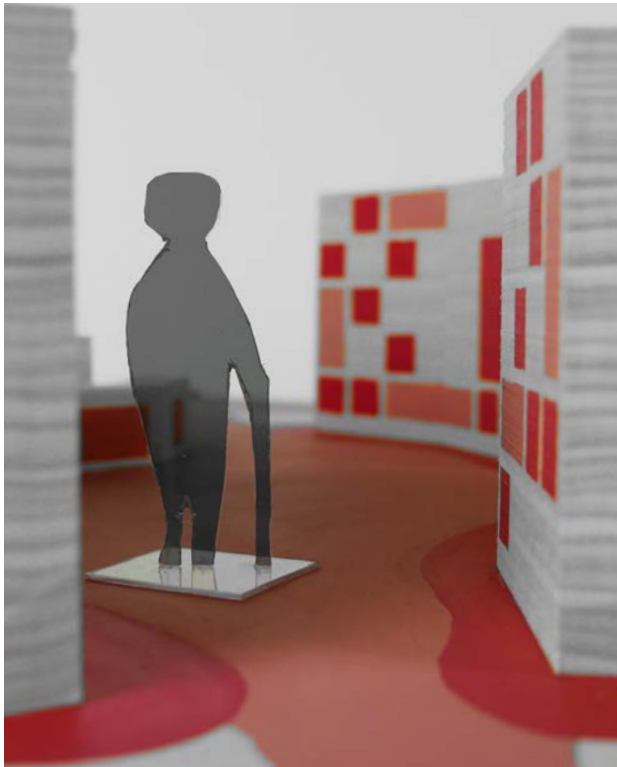


Figure 49 - Model picture showing the inner side of the wall

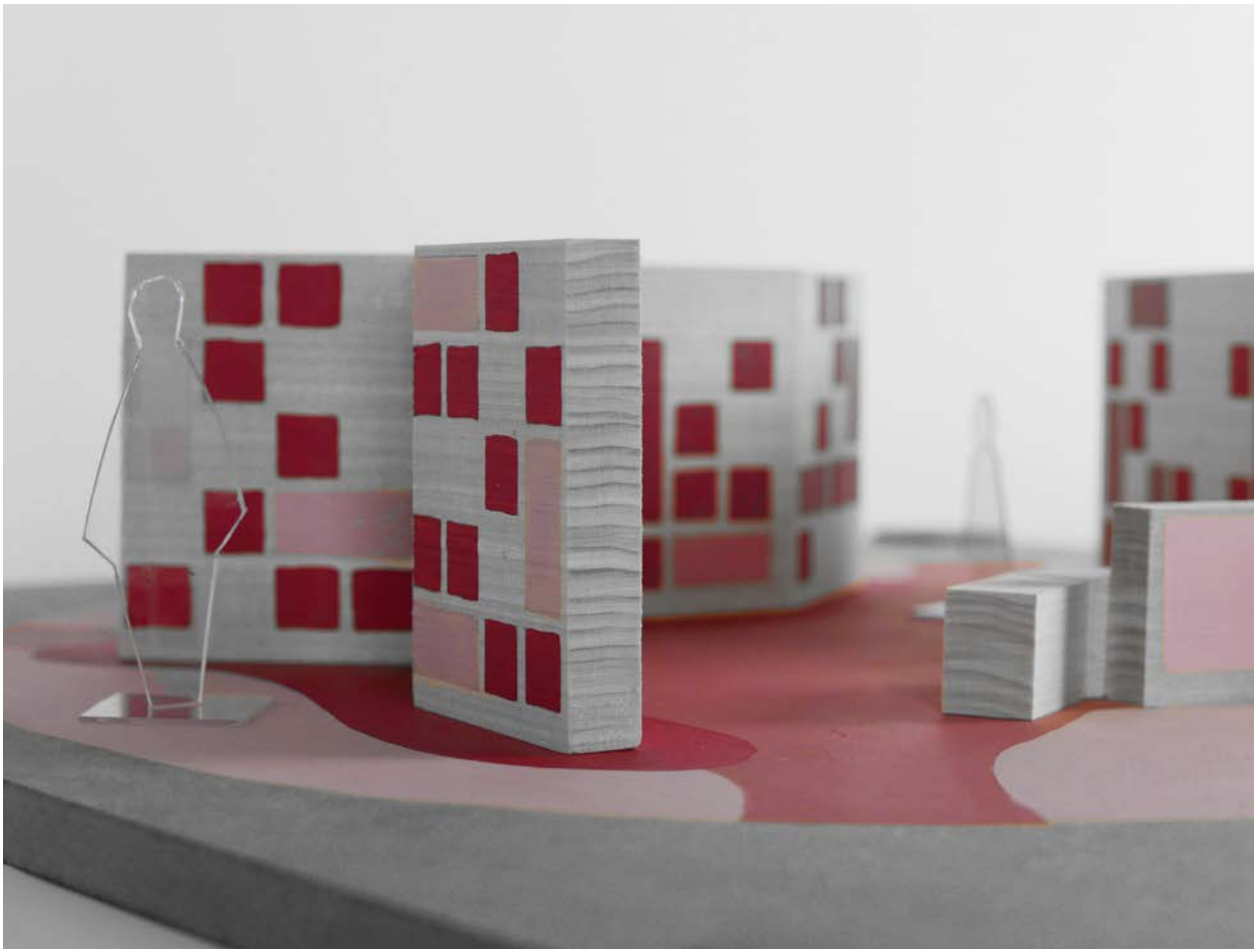


Figure 50 - Model picture showing the outer side of the wall

ACTION 4

CO-CONSTRUCT

We will design and build a prototype of the design proposal in collaboration with Passalen.

Why

Too many participatory processes come to nothing or take a very long time to be realized which can be demotivating and discouraging for the participants. We think that it is important to show (older) people that change is possible and we can move from talking to action. Having a built result will strengthen the identification with the place. Book and story exchange can be used to enhance community building and create ownership over the place. By building a prototype, we can test the concept under real life conditions and learn how it should be improved before taking bigger steps of realisation.

How

After this master thesis, there will be a two-week building period organized and conducted by Passalen. We will adjust the design proposal and translate it into a prototype that can be constructed in this time period. An additional requirement from Passalen is that the prototype has to be movable and can be carried around in the park. As a first step, we met with the carpenter and looked for recyclable material that we can reuse in the construction. In the following, we will prepare conceptual plans in consultation with Passalen. The construction will be done together with youth summer workers of the park.

Recoding

The fifth phase of Recoding 'Co-Construct' happens in collaboration with youth workers. They can build a connection to the place and create ownership over the place. We asked the older people of our previous workshops if they want to be involved in the building period, but they prefer to come when it is ready.



Figure 51 - Looking for reusable material for the construction

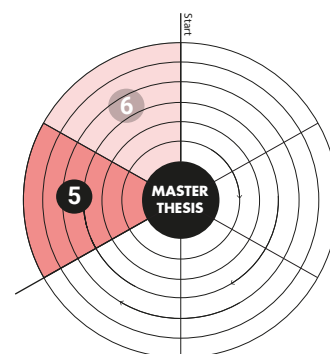


Figure 52 - Phase 5 of Recoding: Co-Construct

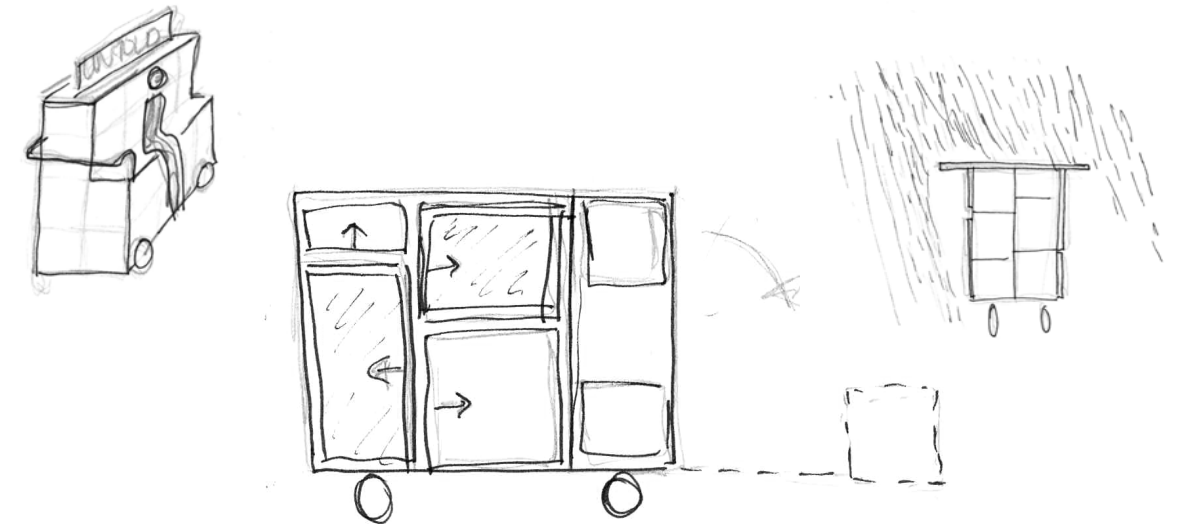


Figure 53 - First sketches of the prototype

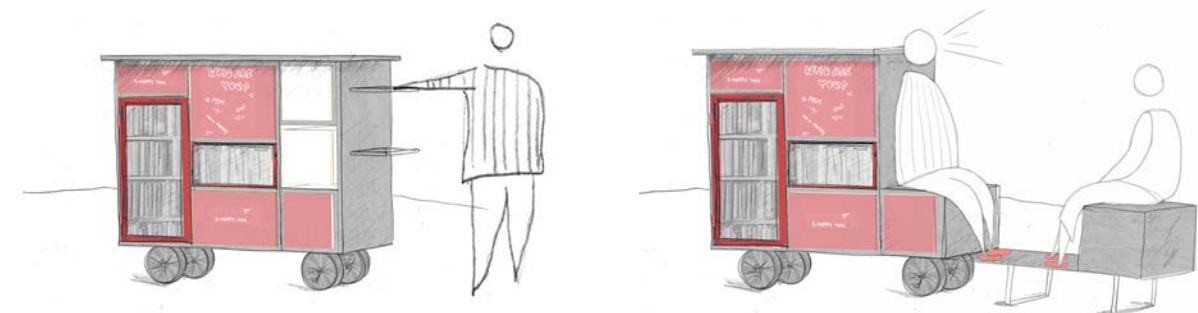


Figure 54 - The prototype can be unfolded when standing still

Next steps

Re.action 4: Due to the limited time we had, the last two steps of Recoding take place after our Master thesis, so in this booklet we do not show deep details about them. As our re.action 4, we use the prototype to learn and to test what works and what needs improvement in our concept. In the re.action we will work with these learnings and implement into the design.

Action 5: The last step, 'Hand-Over', is under development. In this part of the process, we will design the next steps, events and things that have to happen for Jubileumsparken to counteract ageism. The maintenance of the project is also included in this part.

REFLECTING

Reflective Interview

80

Do you think architecture has the power to change ageist attitudes in society? What did you learn during the process? If you would start again, what would you do differently? We brew a hot cup of coffee, sat down and talked! About what has happened, what should have happened and what can happen in the future. Why do you not take a moment and reflect together with us? What would be your answers to the questions?

REFLECTIVE INTERVIEW

We asked our fellow students and friends to interview us about our research. Below you can read our thoughts and reflections.

KB – Kalle and Barne (Master thesis students at Design Activisim Beyond Borders, 2022)
L – Linda
M - Marci

KB. Today we're going to talk about the Master thesis you are about to finish, and we are very excited to hear about your experiences. I would like to jump right in and ask you, after the research, do you think architecture has the power to change ageist attitudes in society?

M. I definitely think that architecture has the power to address ageism because our social behaviours are framed by the built environment around us. I think it is an appropriate tool because it deals not only with individual norms but with norms at a societal scale.

L. I agree. I definitely think that architecture has great power in this regard. Although, architecture alone is not enough to change ageist attitudes in society. It is one of the many actors that need to work together to achieve an ageism-free society - if that is even possible.

KB. What was the biggest challenge for you in the process?

L. A big challenge was to translate everything we learned into one spatial design. I expected that if we do a thorough analysis and start the process slowly enough, it would be a very natural and logical step from there to design. Well, it was not.

M. For me, the biggest challenge was competing with time and the stress that comes with that. Especially at the end, when everything happened at once.

L. Interesting, I was very sure you would bring up the language barrier.

M. That's true. It was very sad that I missed out on big parts of our workshops because of the language. I would try to find a better solution next time.

KB. What is the most significant learning for you?

L. I am not sure if it is the most significant, but a very important one for sure: to trust the process. And to find the right balance between having a clear vision of what the end result should be and being able to control the direction, but also being open to what comes from the process.

M. I totally agree!

KB. Let's delve a little deeper into the process itself. After testing, what do you think about the action -re.action approach? Is it suitable for other projects?

M. Yes, I think that action - re.action is a very good approach to participation. It deepens the participation process because you really spend time understanding the outcome and the information that you hear in the workshop. I feel that this is not specific to ageism, so it can be applied to any participatory project.

L. Yes, I agree. We also talked about the fact that it would be good to make the re.action a bit more structured, maybe with a framework on how to do it.

KB. Do you think this was the best approach to achieve the original aim and purpose? And if not, what could you have done differently to achieve it?

L. Difficult question. I would not say it was 'the best' approach, but it was a good way to achieve our goal.

M. In my opinion, a more ageism specific approach could have made the project stronger. But we did not find any existing framework. Maybe it is time to develop one?

L. And with what we have learned during the process, I would also strongly question if it makes sense to deal with ageism by focusing only on older

people. Would it not make more sense to have an intergenerational co-design process?

M. I think it is something that we learned as we went along because when we started we did not know much about ageism. It was natural to start with older people because they are the ones that are suffering the most from it. And we did not know at that point that intergenerational interactions will become one of the strongest points that we will be working on. But if we had known that from the beginning, we would have worked with the process differently.

KB. Back to the research question. How would you give a possible answer to the question of how placemaker can design public spaces to counteract ageism?

M. I think it's not only about the design of the public space, but also about the design process because they are equally important – the two work together.

L. I agree. And I also think that it is very important to design more age-inclusive public spaces. During this master thesis, I started observing my surrounding differently and I realized that public spaces are most often designed in a way that they purposefully separate different age groups. How can we create more spaces that work for an eight-year-old and an 80-year-old? I think we need to actively work against age segregation by trying to create more spaces with room for everyone.

KB. What do you think about how your design proposal counteracts ageism?

L. I do not think it is a big gesture towards raising awareness on the issue of ageism, but rather working with the underlying layers. Although intergenerational interactions were a big part of our daily discussions and we try to actively trigger them, I am not sure how much intergenerational interaction would actually happen there. I feel that a series of events is needed to support the first move and also to encourage older people to come there in the first place.

M. I remembered that we had this conversation a lot: an outdoor library is not strong enough to attract older people to come to Jubileumsparken. We basically decided that that was not what we wanted to do with this installation in the first

place. So we went in the direction of how we could represent older people on a continuous basis.

KB. What do you regret the most that you had to miss because of the time limit?

L. Definitely that we did not have time to have a real co-design workshop with older people.

KB. And a little related to that, but a little broader. If you were starting the thesis again, what would you do differently?

M. I would probably reduce the things we experiment with. Because now we experimented with the design, with the approach, with the workshops - and a number of smaller things. It might be better to use more existing methods to be able to deepen the quality of other parts.

L. That is a good point. I think what I would do differently is to work with existing organisations for older people. We have built the community of workshop participants ourselves, which has taken a lot of time and effort. Collaborating with existing groups could also be a way to reach more marginalized older people.

KB. One last question: if you had more time, what would you work on?

M. Definitely developing the whole area of Jubileumsparken and an event series, because I think that this project is a very good seed for that. But more planning is needed to determine the next steps for the area to be successful in counteracting ageism.

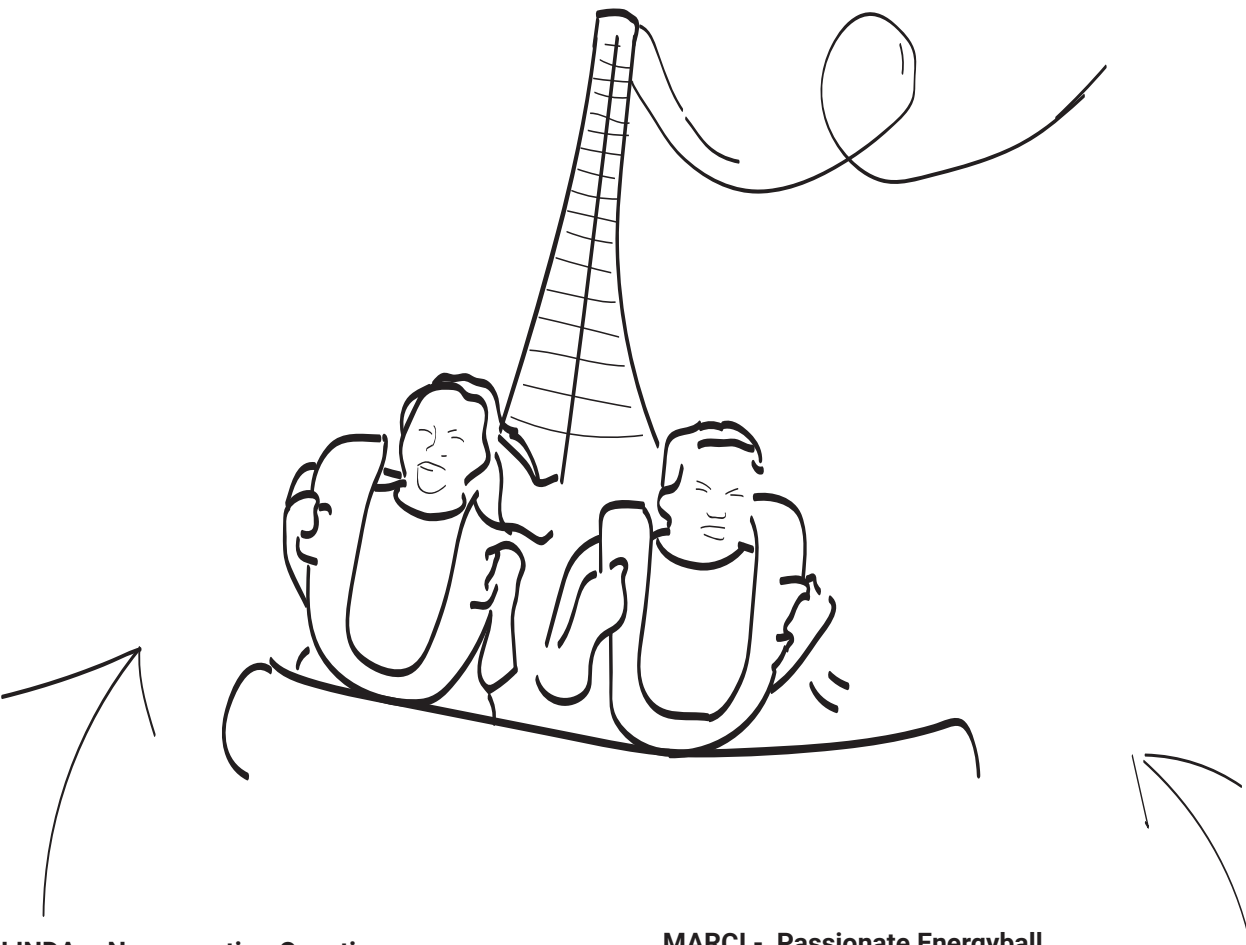
L. Yes, and integrating it on a city level is also something that has not been worked with - how do you get to the area?

KB. Any final suggestions for further research?

M. I feel that the relationship between public spaces and ageism has not been deeply researched yet. Especially not the 'non-surveillance zone'. Apart from that, how to involve inactive or non-mobile older people in the planning process and in public spaces.

THIS IS US –

having ups and downs but having fun during the whole ride



LINDA – Never-resting Questioner

Arrived from Berlin with German accuracy, strict structure and organisation skills. Experienced with social architecture and participatory processes. Highly skilled translator – ENG to SWE and also in a spatial context. Always happy to find points to improve.

MARCI - Passionate Energyball

Learned to make pretty drawings in his Architecture Engineering Bachelor in Hungary and to care about people in his Master. How do you pronounce Marci correctly? Say Marzipan without the Pan.

Love and Hugs to: Shea, Emilio, Kalle-Barne, Simon, Marie, Constantin and many more.

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If not stated otherwise, pictures are taken by the authors.

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APPENDIX

COMMUNITY-GENERATED IDEAS

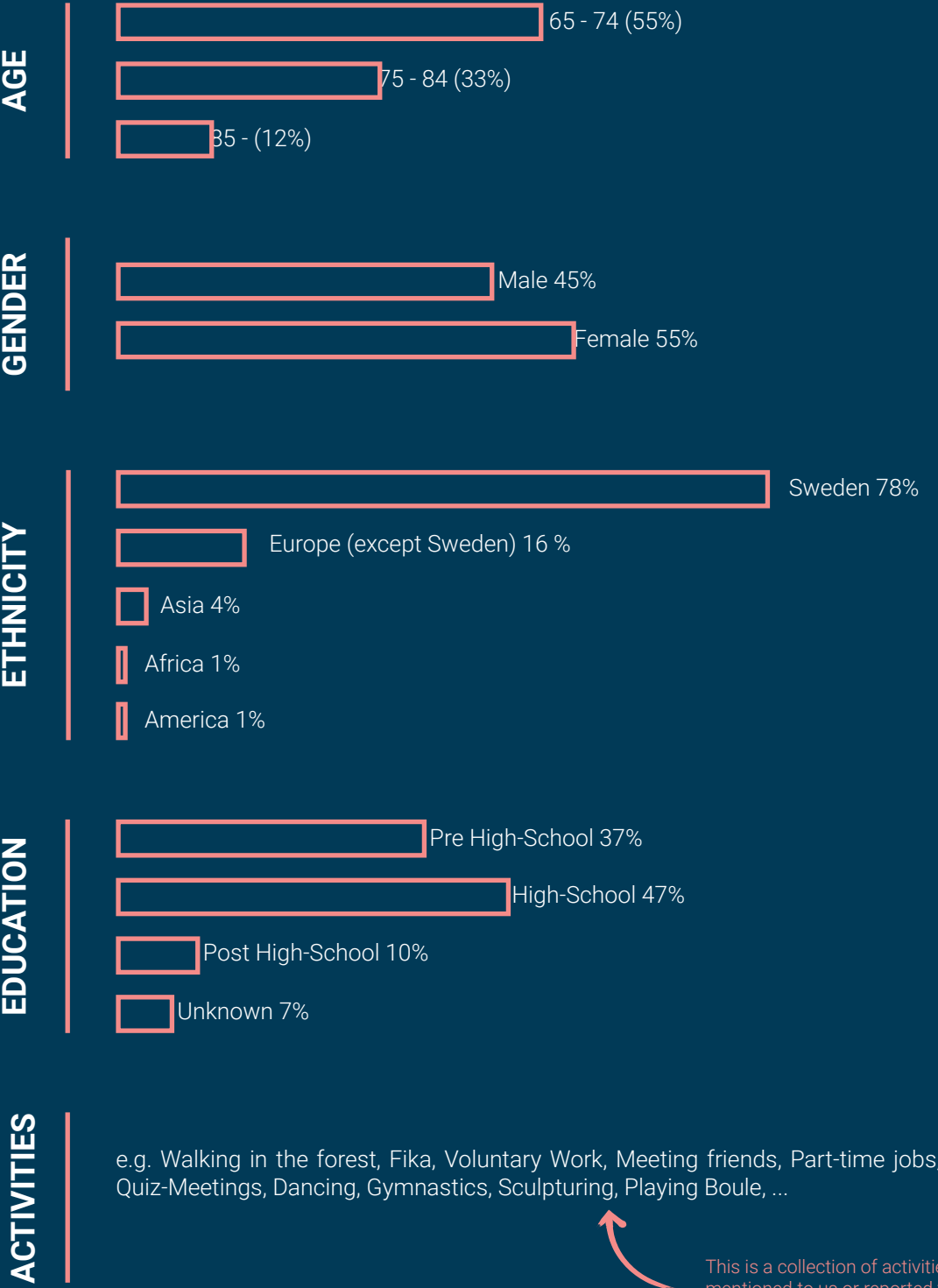


This pool of community-generated ideas was an output of the second workshop. The used method was Impatiens and Orchids. The ideas were grouped after the workshop by Linda and Marci.

Ideas: outdoor library, seating, board games, shelters, walk along the waterfront, lawn, barbecue areas, seating near the water, stage, outdoor gym, café, boule, plants and flowers, flea market, jacuzzi, sculpture park, table tennis table

NOT A HOMOGENEOUS GROUP

Society oftentimes refers to “the elderly” as if older people are one persona with the same needs, wishes and life situations, but the typical senior does not exist. Even the age, which often defines this group, can vary more than 35 years (same difference as a father of 45 and his ten-year-old child). These statistics give a glimpse of how diverse the group of older people in Gothenburg is (City of Gothenburg, 2021d)(City of Gothenburg, 2021a).

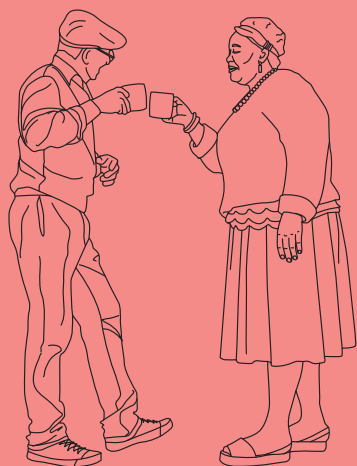


This is a collection of activities older people mentioned to us or reported to Age-friendly Gothenburg and the Ombudsman

STORYTELLING BOOKLET

The stories have been translated from Swedish to English by Linda and Marci.

SHARE YOUR STORY



„I am really passionate about older people also being able to meet and have fun in the years we have left.“

My name is Kerstin and I was born in 1942 in Stockholm. I retired in 2002 and since then I have been running many study circles under the auspices of Folkuniversitetet. The circles have been open to women 65+ with content of cultural themes such as literature, film, history and art. In recent years I have organised meetings once or twice a month for about 15 older ladies. I'm really passionate about older people also being able to meet and have fun in the years we have left.

Kerstin, 80 years old

„Is it us (the people) who are changing or the places?“

Have you ever felt that people think less of you just because of your age? Or that people might think you are not so active anymore and that you do not need social activities? All that happens in public spaces. In this booklet you can read about eight peoples' stories on how they experience ageing in Gothenburg.



„I don't have a garden of my own, so the Botanical Garden has to fill that role.“

One of my absolute favourite places in Gothenburg is the Botanical Garden, including the Vitsippedalen (or Bäckravinen as the area between the Botanical Garden and Sahlgrenska is also called). Since I live in an apartment building in Haga and don't have a garden of my own, the Botanical Garden has had to fill that role.

One day a few years ago I realized that it is literally my garden - and every other taxpayers'. After all, we are the ones who finance it! A short time later, while taking a walk there, I came across a park worker in the Landerit garden (the area next to the greenhouses).

I admired her work on the plantings and said I appreciated very much that she was taking such good care of my garden. She was pleased, but looked a bit surprised. I then explained how I felt about it being my park - and everyone else's! She was even happier and said that she hoped more people would see that and feel that way.

Rolf, 65 years old



„We are all together, we belong together and everyone is welcome here. Although I walk alone, we belong together.“

I walk a lot. My body and soul feel good from it. I think of a favourite place: Delsjön. I long to go there and I want to see the lake, to see how the wind sometimes grabs the waves, to feel the power that gives me the desire to live. Sometimes I meet the stillness. The trees are completely still and the water is crystal clear - and then I get to be with many others. It's so nice to see everyone else enjoying this beautiful nature too. We are all together, we belong together and everyone is welcome here. Although I walk alone, we belong together. There are many nice places here that are set up for taking a break and having a coffee. There are also several barbecue areas where families with children gather. I am part of this and my inner self is filled.

Christina, 72 years old



„Older people are like living history books.“

I have lived in Gothenburg since January 1954. I was born in Finland 1952. Because of my inability to walk and to lift heavy things like my bag with all the material for the education I had at Järntorget, it became more difficult to go to work. My inability to take the tram from Skeppsbron to Järntorget made my journey to the job an hour instead of half an hour. I had to stop working at Järntorget.

Every other tramstop were taken away in the city of Gothenburg. We should have more stops on the roads where the buses, trams and ferries goes. Gothenburg city must give us back all these tramstops downtown. Think of those who have problems to walk long distances. We should be independent and not dependent of "färdtjänst". Our brain is ok but the body can be harmed in one way or the other and we should have the possibility to go downtown like all others.

Anneli, 69 years old



„I used to play a lot with my brother in Slottskogen because I was born nearby.“

I was born and raised in Gothenburg. I have always been interested in buildings, squares and public places. And I'm so curious about how Gothenburg and Jubileumsparken will develop.

Avenyn and Slottskogen were places that could teem with people at different times of the year in the 60s and 70s. I used to play a lot with my brother in Slottskogen because I was born nearby. Gothenburg for me is a city that has become continental. In the 60ies and 70ies it was a grey city. With many more inhabitants, the city has become lively and developed into a city for all age groups. Not just a port city that has lost its shipyards. Involved in various projects from the 70s to the current 20s, I have seen the city evolve into a colourful city with many events, cafes and restaurants.

Marianne, 73 years old



„Enjoying the sunshine, and the falling leaves.“

[My favorite place in Gothenburg is] the bridge at Eriksberg. The water, the people, and the time when I would go for a walk with my little grandson, he would sleep, and later when he has a snack I would have coffee. Enjoying the sunshine, and the falling leaves.

Inger, 75 years old



„We old people also need activities, such as boules courts with benches around them and a café with outdoor seating.“

I am 85 years old and have lived in Gothenburg for 65 years. In my profession, interior designer, I have participated in the design of public environments. The Jubilee Park is just such a place. It will be an inviting place for all ages. There is already a pool for the younger ones. That was important when I was young. We old people also need activities, such as boules courts with benches around them and a café with outdoor seating. Lots of trees and plants around benches around the park, walking paths near the water. Music!! Boat traffic across the river. My memory is the feeling of riding the Färjenäs ferry across the river in the 50s. Feeling!

Ingrid, 85 years old



The workshop was part of a master thesis on the interconnected relationship between architecture and ageism. The aim of the workshop was to listen to older people's experiences of ageism and age-friendly places, and was the first step in developing Jubileumsparken into a welcoming place for all ages.

The master thesis has been done with a strong collaboration between Chalmers University of Technology and Passalen.

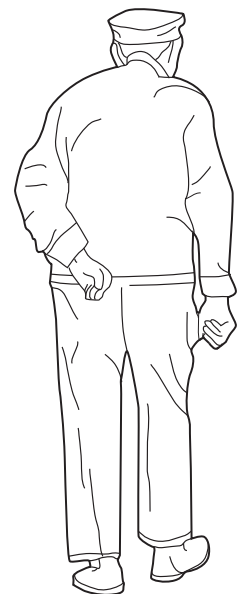
Any wishes for Jubileumsparken?

Contact jubileumsparken@passalen.se
www.passalen.se/jubileumsparken

More information about Age-friendly Gothenburg:

www.goteborg.se/aldersvanliga

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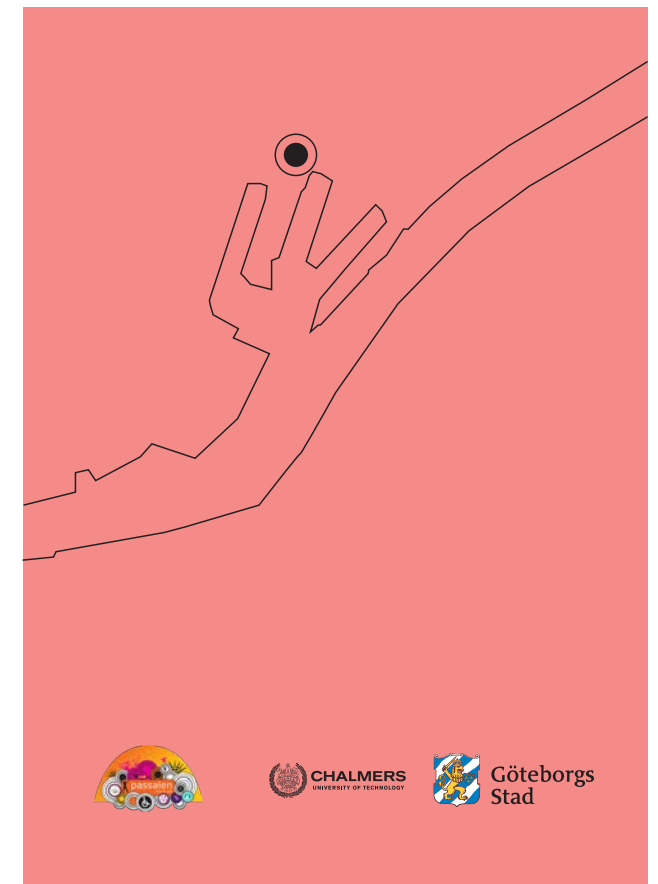
„Not every retiree wants to sit in a park and feed pigeons. That's why society needs to become more integrated.“

I'm 65 years old and last year I applied for about 100 jobs without getting any. I have a degree in engineering and I program in Python. It's ironic to hear that the industry is crying out for IT people but it's impossible to get a job after 65.

Not every retiree wants to sit in a park and feed pigeons. That's why society needs to become more integrated. In terms of working life, age and activities.

Can architecture and urban design create a social, integrated environment for living, working, meaningful activities for all ages?

65 years old



**CLOSE
THE GAP**