

2nd Transnational Project Meeting: “Methodology and toolkit”

Ascoli Piceno, November 22-23, 2022

Session 1: Healthy urban planning Teaching Methodological Guidelines (R2) and Educational Toolkit for healthy urban planning and urban participation(R3)

Integrated vision of “Urban health” Regeneration

Ioanna Kyprianou, Salvatore Carlucci

Teaching activity 4.1 Integrated vision of “Urban health” Regeneration

Urban health generally refers to the development of **pathways** and **tools** for preventing and counteracting the effects of **climate change** on health with the aim of promoting conscious and sustainable processes of urban regeneration.

Urban health is consisted of the **intersectional** lived experiences of urban dwellers. It focuses on the unique influence urbanisation has on our **biological** systems through exposure to **environmental** and **psychosocial stressors** (The Urban Health Council 2021)

In humans, urban health is characterised through the study of **physiological** and **mental** health parameters. Environmental urban health is influenced by **greenhouse gas emissions**, **ecosystem services** and **resource-use** efficiency.



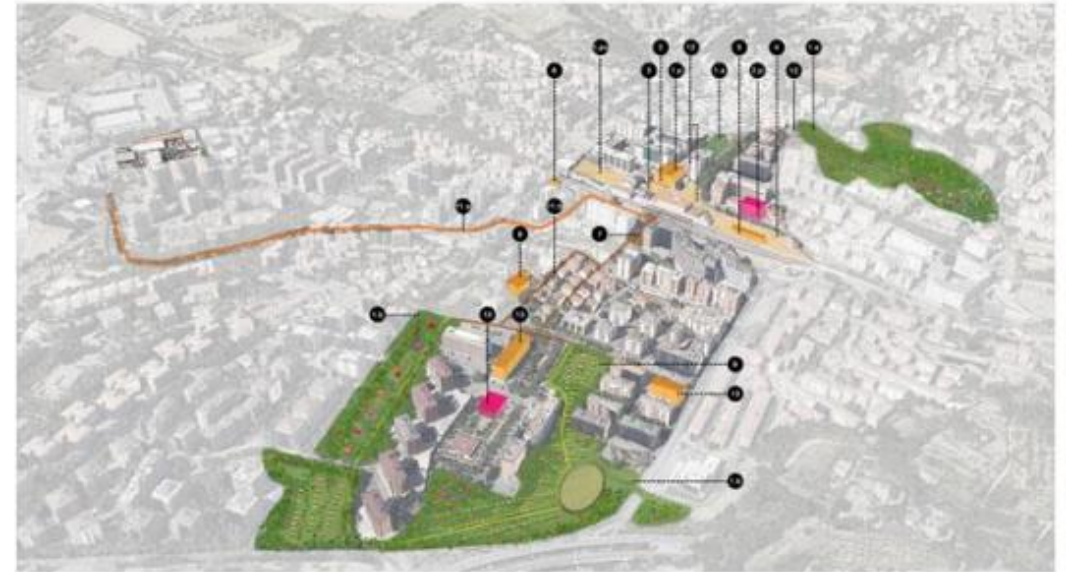
“Urban health and well-being”, Nature Outlook, 2016

Teaching activity 4.1 Integrated vision of “Urban health” Regeneration

Urban regeneration is the **envisioning** of alternate forms of the city environment, where **derelict** spaces have the **potential** to be brought back to life.

“comprehensive and integrated vision and action which seeks to resolve urban problems and bring about a lasting improvement in the economic, physical, social and environmental condition of an area that has been subject to change or offers opportunities for improvement” (Granger, 2016)

This process requires synergistic relationships between the **public** and **private** sectors, with **community** participation and **citizen** engagement.



Regenerating urban spaces under place-specific social contexts: a commentary on green infrastructures for landscape conservation, Clemente et al., 2017



Good health and well-being

Clean water and sanitation

Sustainable Cities and Communities

Industry, innovation and infrastructure

Course type	Topic	Tool	Deliverable
<p>Lecture Self-study</p>	<p>Current urban challenges Adaptation and mitigation solutions Potential impacts of urban regeneration Successful regeneration examples</p>	<p>R1 report Background literature</p>	<p>One deliverable per activity?</p> <p>Type of deliverable?</p>
<p>Flipped classroom</p>	<p>Simulation of a public forum</p>	<p>Role playing with different stakeholders</p>	
<p>Excursion</p>	<p>Visit to an urban area and walk through</p>	<p>Immersive reality or interactive tools Thermal cameras and mobile weather stations 15-minute city game</p>	

Lecture / Self-study

Current urban challenges

- Urban heat islands
- Natural hazards
- Resources shortage
- Thermal discomfort
- Air, water, soil pollution
- Citizen disassociation with the urban environment

Adaptation and mitigation solutions

- Resource use efficiency
- Nature-based solutions
- Sustainable mobility
- Restoration of natural areas
- Flood protection
- Early warning systems
- Resilient infrastructure

Potential impacts of urban regeneration

- Reclaiming unused space
- Promoting community values
-
- Gentrification
- Loss of social capital
- Economic inequalities

Successful regeneration examples, e.g. Santiago (Chille)

- Mid-20th century, Santiago was plagued by crime, pollution and lack of investment in public areas
- Democratic govmt elected in 1990
- Santiago Repopulation Program



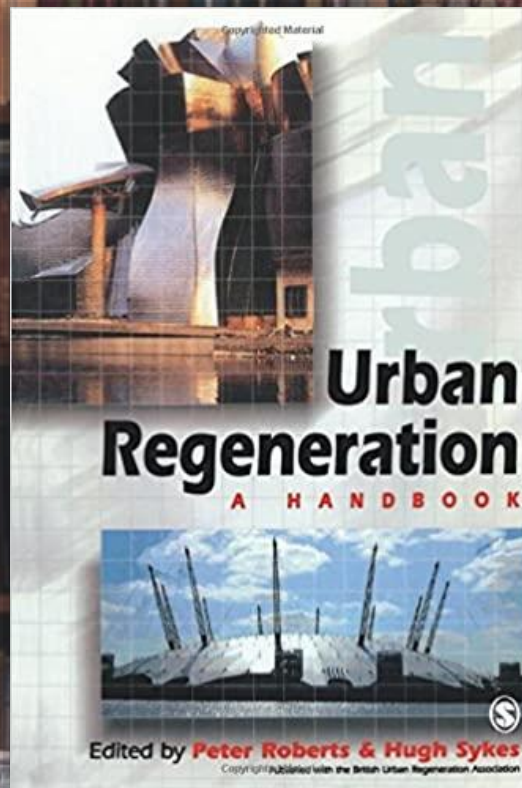
Climate Change, Cities, Communities and Equity in Health

4422-HEB-PROGRAM-2007-11782-0422-HEB-00002223

R1 Report



Co-funded by the Erasmus+ Programme of the European Union



RESEARCH REPORT

Do urban regeneration programmes improve public health and reduce health inequalities? A synthesis of the evidence from UK policy and practice (1980–2004)

Hilary Thomson, Rowland Atkinson, Mark Petticrew, Ade Kearns

J Epidemiol Community Health 2006;**60**:108–115. doi: 10.1136/jech.2005.038885

Objectives: To synthesise data on the impact on health and key socioeconomic determinants of health and health inequalities reported in evaluations of national UK regeneration programmes.

Data Sources: Eight electronic databases were searched from 1980 to 2004 (IBSS, COPAC, HMIC, IDOX, INSIDE, Medline, Urbadis/Accompline, Web of Knowledge). Bibliographies of located documents and relevant web sites were searched. Experts and government departmental libraries were also contacted.

Review methods: Evaluations that reported achievements drawing on data from at least two target areas of a national urban regeneration programme in the UK were included. Process evaluations and evaluations reporting only business outcomes were excluded. All methods of evaluation were included. Impact data on direct health outcomes and direct measures of socioeconomic determinants of health were narratively synthesised.

Results: 19 evaluations reported impacts on health or socioeconomic determinants of health; data from 10 evaluations were synthesised. Three evaluations reported health impacts; in one evaluation three of four measures of self reported health deteriorated, typically by around 4%. Two other evaluations reported overall reductions in mortality rates. Most socioeconomic outcomes assessed showed an overall improvement after regeneration investment; however, the effect size was often similar to national trends. In addition, some evaluations reported adverse impacts.

Conclusion: There is little evidence of the impact of national urban regeneration investment on socioeconomic or health outcomes. Where impacts have been assessed, these are often small and positive but adverse impacts have also occurred. Impact data from future evaluations are required to inform healthy public policy; in the meantime work to exploit and synthesise “best available” data is required.

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A pedagogical model in which the typical lecture and homework elements of a course are reversed.

Reading material, video lectures etc. are studied by students at home before the class session

In-class time is devoted to hands-on exercises, projects, or discussions

FLIPPED CLASSROOM



Guide to Public Forum Debate

Public Forum Debate (PFD) is a team event that advocates or rejects a position posed by the monthly resolution topic (announced online at www.nflonline.org). The clash of ideas must be communicated in a manner persuasive to the non-specialist or "citizen judge", i.e. a member of the American jury. The debate should:

- ❖ Display solid logic, lucid reasoning, and depth of analysis
- ❖ Utilize evidence without being driven by it
- ❖ Present a clash of ideas by countering/refuting arguments of the opposing team (rebuttal)
- ❖ Communicate ideas with clarity, organization, eloquence, and professional decorum



The Topic ~ Topics are worded as **resolutions**, meaning they advocate solving a problem by establishing a position. Teams must understand the meaning of terminology in a consistent manner so debates have a *clash* of ideas. If the topic were "Resolved: Free trade benefits all nations," it would be vital to understand the concept of *free trade*. An expert definition from an economics or legal dictionary or encyclopedia would be preferable to a standard dictionary. If the topic, "Resolved: NATO countries should act together on international matters," the more common terms 'act' and 'together' could be appropriately defined by a standard dictionary. Given the limited time of a round, debate should not center on obscure claims of minutia.

begin with the con side, arguing against the topic. Teams might consider: Is one side of the topic more acceptable to citizen judges? On which side is the team stronger? On which side of the topic are the opponents stronger? Is the first speaker position critical to "sell" the case by making a good first impression? Is the final focus speech critical for the last word to the judge(s)? Are the opponents so effective in either the first or last speaker position that our team needs to select speaker position rather than side? The first team sits to the judge's left.

Speeches and Time Limits

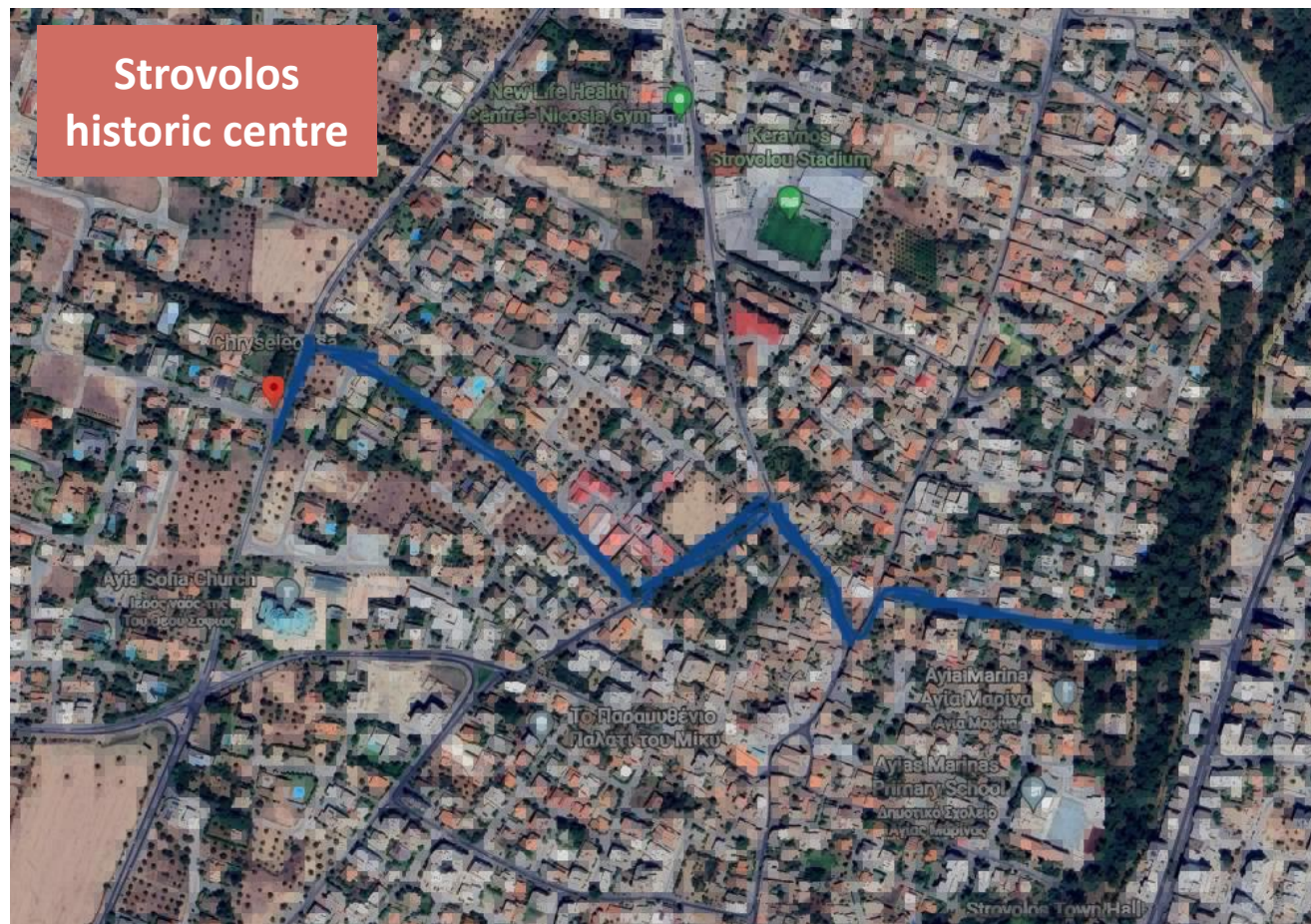
Speaker 1 (Team A, 1st speaker)4 min.
 Speaker 2 (Team B, 1st speaker).....4 min.
 Crossfire (between speakers 1 & 2) 3 min.

Preparing for the excursion – what solutions are most needed? What to watch out for?

Performance of students also acts as an assessment for the workshop?



Excursion



During the urban walks, students collect quantitative and qualitative data to assess the area's vulnerabilities and the most suitable design measures to mitigate and adapt the locality.

Pedestrian interviews



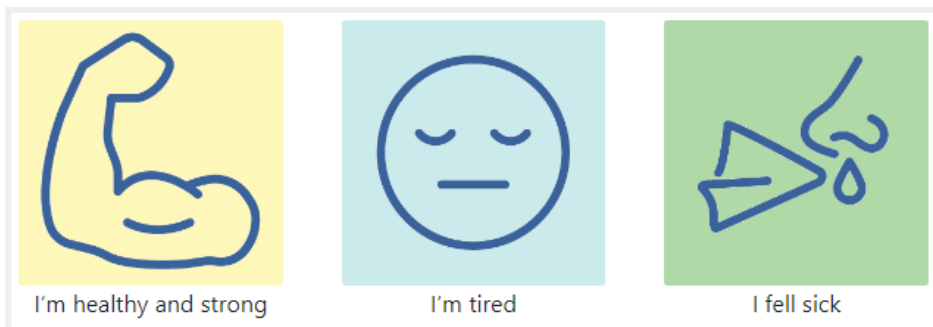
Digital tools (e.g. immersive reality or interactive tools)



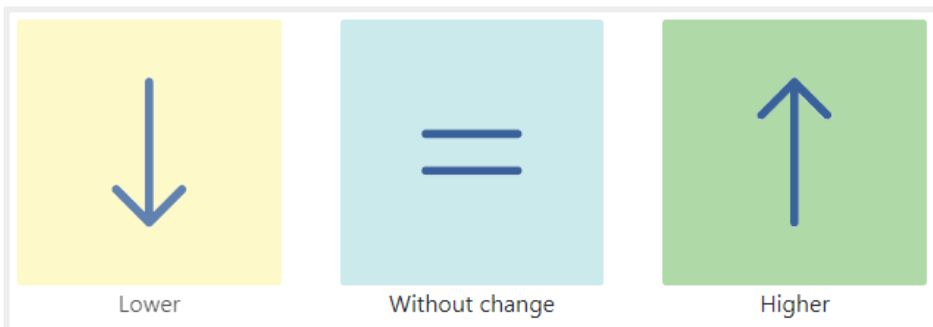
Mobile weather stations and thermal cameras



How do you feel right now?



At this precise moment, would you prefer the street temperature to be ... ?



OR



-How comfortable do you feel walking this street?

-....

-follow up question

-....

- follow up question

Thank you

