



Operationalizing SDG 17 through affordances: A partnership framework for children's well-being in urban landscapes

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Abstract: Sustainable Development Goal (SDG) 17 underlines partnerships as a foundation for achieving the 2030 Agenda. Within urban landscapes, partnerships are dynamic necessities in achieving children's well-being, a role yet underrated in sustainability. This paper assimilates Gibson's Affordance Theory and Theory of Perception to establish how children's contact with landscapes is shaped by the opportunities (affordances) that parks and open spaces offer. Ecological, social, and cultural affordances such as spaces for play, exploration, and social interaction are of utmost importance for nurturing children's cognitive, emotional, and physical growth. Nevertheless, understanding these affordances, involves a cross-professional association between municipal authorities, landscape architects, educators, NGOs, and communities. By supporting affordances with SDG 17, the study discusses that partnerships act as enablers to design, maintain, and govern child-friendly landscapes that are comprehensive, ecologically resilient, and culturally responsive. Through a literature-based and policy-driven approach, this paper proposes a theoretical structure that positions affordances not only as individual experiences of perception and achievement but also as mutual consequences of collaborative urban design. In doing so, it focuses on how SDG 17 can actualise child well-being in sustainable landscapes through ecological design, perception, and partnership.

Keywords: Sustainable Developmental Goals 17, affordances, children's well-being, landscape architecture, perception, partnerships, sustainable design

1. INTRODUCTION:

Urbanization is rapidly remodelling landscapes globally, generating opportunities and challenges for children's well-being. While cities prosper, open spaces such as parks act as main areas where children engage in play, exploration, and social interaction that support their cognitive, emotional, and physical growth (1). The United Nations Sustainable Development Goals (SDGs) identify children's health, education, and equity as essential components for sustainable development, yet the role of *landscapes* and *urban design* in attaining these goals is often under-utilised. In specific terms, **Sustainable Development Goal 17 (SDG 17)** prioritises partnerships for realizing and sustaining change, but its potential in child-centered urban landscapes yet is underexplored.

A valued and precise way for understanding children's connections with urban environments is by using **Gibson's Affordance Theory** (2) and his **Theory of Perceptions**. Affordances characterize the action opportunities offered by environments to individuals, shaped by ecological features and cultural contexts. For children, affordances are: opportunities for play, discovery, and social connection rooted in landscapes. Nonetheless, the recognition of these affordances is not instinctive—it depends on how urban spaces are designed and maintained. The partnership between municipal authorities, landscape architects, educators, NGOs, and local communities is the only criteria to ensure that the surroundings provide diverse, inclusive, and relatable affordances.

Despite growing education about play affordances, child-friendly cities and sustainable landscapes, a **research gap** still exists: there is inadequate mix of **affordance-based agendas with SDG 17's partnership model** to focus on children's well-being in urban settings. Prevailing studies either stress on environmental affordances in isolation (3,4) or focus on governance partnerships without involving child-centered ecological design (5). This limits our understanding of how



collaborative tools can actively withstand ecological, social, and cultural affordances in urban parks, thus evolving children's well-being as part of the global sustainability program.

To highlight this gap, the paper proposes a **theoretical framework** that links affordances with SDG 17 partnerships, positioning them as ways for creating sustainable, child-friendly urban landscapes. Rather than relying on field records, this study adopts a **literature-based and policy-driven approach**, combining proof from environmental psychology, urban design, and sustainability governance to recommend a conceptual model.

2. LITERATURE REVIEW:

2.1. Affordances and Children's Well-Being:

Gibson's **Affordance Theory** (2) offers a deeper understanding of how people perceive and act upon the opportunities offered by their environments. In the case of children, affordances characterize the opportunities provided by physical and social landscapes for play, exploration, and interaction. Research shows that **ecological affordances**—such as natural vegetation, topography, and biodiversity—encourage curiosity, motor skills, and sensory engagement (6). Likewise, social affordances, such as play structures and gathering spaces, support peer interaction and cooperative play, thereby supporting social competency and emotional well-being (7). Cultural affordances, such as spaces reflecting traditions, identity, or storytelling, improve children's sense of belonging along with a need for connection with the place (3). Nevertheless, access to affordances is irregular across urban contexts. Socioeconomic disparities, safety concerns, and uneven provision of green spaces often bound children's ability to benefit from landscapes (8). While much of the study has focused on identifying or measuring affordances, there is less importance on how they can be methodically sustained and governed in urban design practice.

2.2. Partnerships and Sustainable Development (SDG 17):

The 2030 Agenda for Sustainable Development recognizes **SDG 17- Partnerships for Goals-** as interdisciplinary enabler of progress (9). Partnerships, in this context, encompasses formal agreements to embrace collaborative governance, resource sharing, and co-implementation across government organizations, civil society, and professionals. In urban settings, such partnerships have been operational and useful for reinforcing service delivery, ecological resource management, and inclusive planning processes (10). For children's well-being, partnerships hold important role. Municipal authorities contribute through infrastructure and policy; landscape architects and designers ensure spatial planning based on developmental needs; educators bring understandings into cognitive and social growth; and NGOs and people support equity and inclusiveness (11).

2.3. Establishing a link between affordances and partnerships: The missing connection:

Although research on affordances and partnerships is well developed, their integration is limited. Affordance studies often focus on child-environment relationship without examining collaborative conditions necessary for maintaining diverse affordances in urban contexts (3,4). Partnership studies focus on governance and sustainability outcomes, yet seldom highlight children's well-being or ecological design as central concerns (5).

3. OBJECTIVES:

Research Question:

How can affordances and SDG 17 partnerships be combined to enrich children's well-being in urban landscapes?

Objectives:

1. To critically study how ecological, social, and cultural affordances contribute to children's well-being in urban parks and landscapes.
2. To recommend a partnership-based framework, grounded in SDG 17, for operationalizing child-centric urban design by affordances

Research Gap:

Research on partnerships within the framework of SDG 17 primarily talks about governance, resource sharing, and policy implementation (5,9), while overlooking how these partnerships can aggressively enable ecological, social, and cultural affordances that are critical for children's well-being. This creates a gap in both theory and practice: the lack of an inclusive framework that positions affordances not only as perceptual opportunities but also outcomes as a result of partnerships.

4. RESEARCH METHOD / METHODOLOGY: (Qualitative/Descriptive Approach):

4.1. Study Design:

This study follows a qualitative- descriptive approach, combining observation of children's activities, interviews with



caregivers, and environmental analysis of urban parks. This method highlights children's engagement, perceptions of well-being, and the role of park features in shaping their experiences.

4.2. Study Area and Sample:

A purposive sampling of 2 urban parks of varying sizes, typology, varied socio-cultural contexts in Pune city was done. Children aged 5–9 years and their caregivers were contributors. Observations were done for 50 children, and 30 caregivers were interviewed to understand their experiences and perceptions.

4.3. Data Collection Methods:

- **Behavioural observation:** Systematic observation and spatial mapping of children's activities was done to identify types of play, social interactions, and use of park features.
- **Interviews/questionnaires:** Structured interviews with caregivers were done while focusing on their perceptions of safety, accessibility, inclusiveness, and influence of park use on children's well-being.
- **Environmental understanding:** Study of park features like: green cover, play equipment, sensory stimuli, and accessibility, based on affordances theory (2) was done, to understand how environment enables or limits children's engagement.
- **Data analysis:** Observational data and interview data were analysed using thematic coding to categorize recurring patterns, behaviours, and perceptions.

5. RESULTS:

Environmental features were assessed to identify the context of children's experiences. Triangulation of observations, interviews, and environmental study helped to draw evidence-based inferences related to park design and its effect on children's well-being. In reference of observing children in parks, (as per table 1) "intensity" refers to how vigorous, or active a child's behaviour is during the play time. It helps understand physical involvement, which is interrelated to well-being (physical, emotional, and social), as per (figure 1).

Purposive sample study was done for 2 parks and overall play intensity level identification was done:

Intensity Level	Behaviour Indicators	Observations for Saras Bagh	Observations for Bal Thackeray Udyan	Connections/ Links to Well-being
Low	Sitting, walking slowly, passive watching and looking around, standing, quite play in sand	More children sitting/ interacting with/ within family, limited free movement was observed. Many families were also found near the waterbody.	Few children sitting near entrance areas, some waiting for their turn at the equipment.	Supports emotional well-being (calmness, bonding) but limited physical benefits
Medium	Climbing, sliding, running short distances, jogging, group conversations, role play, walking briskly	Frequent use of slides, swings, short runs across lawns, moderate play on pathways, more of family related games and engagement.	More structured play on equipment, moderate running, active social play was observed	Balances physical & social well-being through interaction and mild exertion
High	Vigorous running, ball games, chasing, group play sports	Games like: cricket, football, vigorous chasing in open lawns was observed.	High activity on play areas, group, group sports in various clumps near vegetation was observed, high speed running was observed on pathways.	Strongly enhances physical fitness, social bonding, emotional expression

Table 1: Intensity of Children's Play Behaviour in Saras Bagh and Bal Thackeray Udyan, Pune. Source: Author

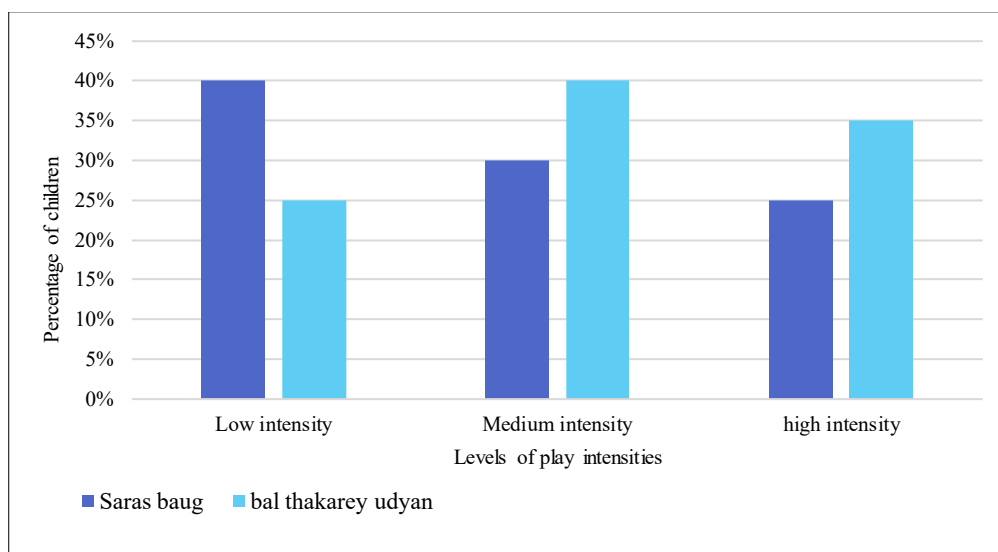


Figure 1: Comparative bar chart showing children's play intensities in Saras baug and Bal Thackeray Udyan, Pune.
 Source: Author

Understanding affordances in Urban Parks and Landscape:

Urban parks/ open spaces are extremely important environments where children experience affordances, shaping their everyday well-being. (As per Figure 2)- Affordances here can be understood through 3 dimensions—**ecological, social, and cultural**—each affecting children's cognitive, emotional, and physical development.

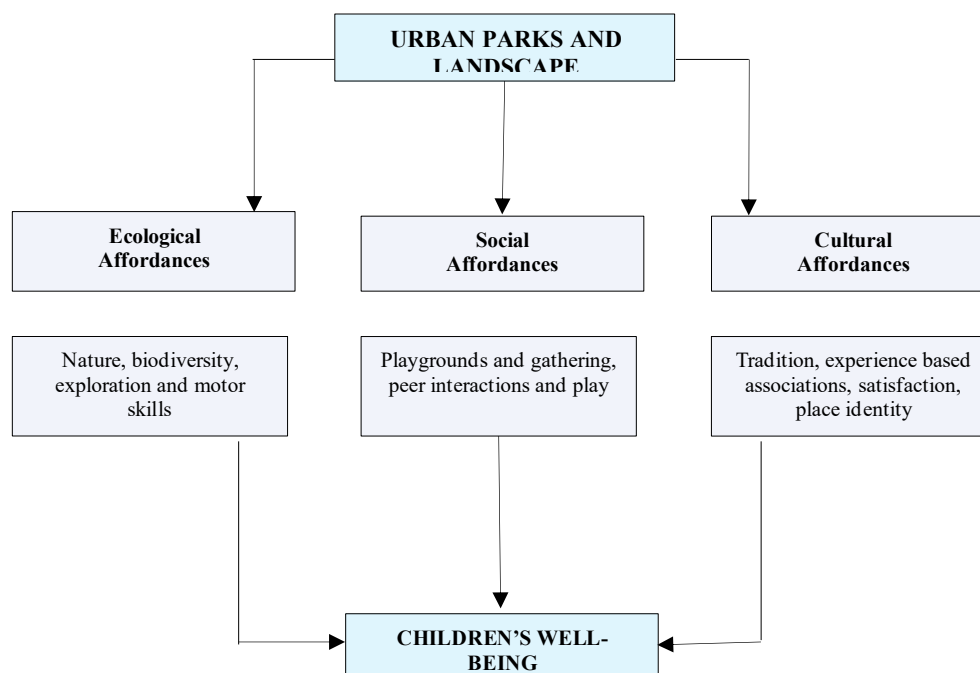


Figure 2: Urban parks and landscapes provide ecological, social, and cultural affordances, contributing to children's well-being.

Source: Author

5.1. Ecological affordances: Ecological affordances develop from physical and natural characteristics of landscape. Natural vegetation, topography, water features, and biodiversity provide possibilities for exploration, motor skill development, and sensory engagement as well. (6). Children climbing trees, running on uneven ground, or exploring



shrubs and insects are not merely engaging in play but also developing resilience, problem-solving abilities, and physical fitness (12). Research suggests that nature-based affordances are extremely important in urban contexts where children face limited mobility and reduced exposure to natural settings (13).

5.2. Social affordances: Social affordances develop from spaces that support interaction, cooperation, and group play. Playgrounds, open lawns, and gathering areas create contexts where children negotiate rules, build friendships, and practice social roles (7). Such affordances are closely linked to emotional well-being, as they nurture inclusiveness, empathy, and conflict resolution skills (14). Essentially, the design of social affordances must consider equity of access—ensuring that children across genders, abilities, and socioeconomic backgrounds can participate equally (4).

5.3. Cultural affordances: Cultural affordances are those shaped by local traditions, practices, and shared meanings within urban landscapes. Spaces that host storytelling, festivals, or community rituals become symbolic grounds where children connect with cultural heritage and identity (15). For example, an amphitheatre in a park may afford opportunities for performance and expression, while shaded courtyards or temples integrated into landscapes may foster intergenerational bonding. Cultural affordances not only enrich children's sense of belonging but also reinforce place identity and continuity, which are critical for emotional security (1).

5.4. Working towards integrating affordances: Although ecological, social, and cultural affordances are often studied separately, they overlap in everyday child–environment experiences. A single park feature—such as a tree grove—can provide ecological affordances (climbing, shade), social affordances (peer play, gathering), and cultural affordances (festive decorations, storytelling spaces). Identifying these connections is essential for designing multifunctional landscapes that support holistic child well-being. However, sustaining such affordances requires synchronized efforts that go beyond design into maintenance, governance, and inclusive decision-making—emphasizing the need for partnerships as stressed by SDG 17. Study of 2 parks has been done as mentioned in (Figure no 3), indicating the plan. As indicated in (Table 2)-The study of social, cultural and ecological affordances along with its indicators, and its effects on well-being has been documented as follows:

Affordance Type	Indicators	Saras Baug – Affordances observed	Effects on Children's Well-being- Saras Baug	Bala Saheb Thackeray Udyan – Affordances observed	Effects on Children's Well-being- Bala Saheb Thackeray Udyan
Ecological	Green lawns, trees, water features, biodiversity exposure	Greenery and lawn affords running, rolling on lawn, plucking leaves and grass, throwing stones, plucking flowers. Presence of pigeons results in running behind them, giving them food. Running on the lawns, playing on soil, stones. The flora and fauna in waterbodies, helps created activities like throwing of stone, leaves in water, feeding fishes and birds,	Lawn laying, encourages relaxation, rolling on lawn encourages curiosity, happiness, moderate physical activity, emotional calmness	Well-maintained play lawns and trees provide shade and active play zones amongst natural elements; encourages vigorous physical activity and resilience. Running around vegetation, trees, stables makes movement faster.	Promotes vigorous physical activity, resilience, physical health due to running within natural elements.
Cultural	Heritage value, rituals, family outings, cultural symbolism	Heritage temple visited by many on regular basis, daily ritual visits by people staying nearby, occasional visits during Navratri, Ganesh festivals etc. on regular basis. Observing temple architecture, visiting premises and surroundings, interaction with peers, cultural gatherings on	Strengthens cultural identity, inter-generational interaction and bonding, reflective play, associative play, play based on cultural themes was observed.	More of modern recreational focus, limited cultural symbolism was observed. Sculptures placed within the premises create an inquisitiveness regarding the objects displayed.	It is more of leisure and activity-oriented experience, less of cultural/heritage learning within the premises.



		large scale with food distribution observed.			
Social	Peer interaction, group play, shared equipment, community gathering	Family-centric play is observed. Interactive play is observed at play equipment, within the small age group category.	Limited/ occasional peer bonding, more of family-based play is observed.	Structured play equipment with highly active interactions and discussions, active peer groups.	Enhances social connections, builds confidence, encouraging teamwork, emotional well-being.

Table 2: Table for affordances and effects on children's well-being in Saras Baug and Bala Saheb Thackeray Udyan, Source: Author



Figure 3: Bala Saheb Thackeray udyan and Saras Baug, Source: www. google.com

From the table above, it is seen that affordances have a major effect on children's well-being. Majorly the physical, mental/ social, emotional well-being are affected by the play association. The (Table no 3) indicates the effects of affordances on various domains of well-being within both parks studies for research.

Table 3: Effect of affordances on domains of well-being. Source: Author

Affordance Type	Saras Baug – observations affecting domains of well-being.	Bala Saheb Thackeray udyan – observations affecting domains of well-being.
Ecological	Physical: Moderate activity (walking, chasing pigeons) supports physical health. Emotional: Relaxation and curiosity from greenery and water features.	Physical: Vigorous play (running, climbing, open play) strengthens fitness and resilience. Emotional: Sense of vigour and energy in active spaces makes mind happy, cheerful and acceptance ready.
Cultural	Emotional: Heritage temple nurtures reflection and calmness, mental peace. Social: Inter-generational connecting and shared rituals support family ties.	Emotional: Leisure play and interaction promoting more of enjoyment but less of thoughtful interactions. Social: Inadequate cultural association decreases cultural connections.
Social	Social: Family-based play emphasizes parent-child bonds but confines peer discussions. Emotional: Sense of security within family groups provides comfort and sense of connection.	Social: Peer interaction by group play builds confidence and teamwork. Emotional: Shared play enhances joy and helps cultivate a sense of belonging

The observations are as follows:

- Physical well-being** is more prominent in *Bal Thackeray udyan* due to large number of organized play equipment, also open lawns encourage vigorous, rough play, while *Saras Baug* offers moderate physical activity.
- Social well-being** in *Saras Baug* is more family-oriented (strong intergenerational ties, weaker peer bonds), whereas in *Bal Thackeray Udyan* it is more peer-oriented (teamwork, social, and confidence building).
- Emotional well-being** is persistent in *Saras Baug* through reflective, calm environments and cultural symbolism, while *Bal Thackeray udyan* supports emotional liveliness through energetic, joyful group play resulting into happier kids as a result of excessive/ satisfactory play.

Thus, the co-relation of affordances/ well-being with sustainable developmental goals should be a top priority for world today as it will help enrich not only the play experience but also builds cognitive resilience in children using urban parks. It can be theoretically and practically integrated in design through various approaches. Integration of both has been explained further.



5.5. Theoretically integrating affordance theory with SDG 17:

Gibson’s Affordance Theory (2) underlines that environments characteristically provide opportunities for action that individuals perceive and actualize based on their needs and capabilities. For children, urban parks act as rich possibilities of affordances, providing opportunities for play, exploration, and social interaction. These affordances—ecological, social, and cultural—are critical for fostering children’s physical health, emotional resilience, and cognitive development (16,3). However, presence of such affordances are not just outcomes based on design but require regulated support through official agencies and community partnerships, as emphasized in **SDG 17: Partnerships for the Goals** (9).



Figure 4: Shows how affordances in urban parks can affect children’s well-being. Source: Author

SDG 17 partnership can bring together all the stakeholders like: municipal authorities, architects, educators, NGOs, communities, regional level consultants and then ward wise experts for a common goal. As indicated in (Figure no 4)- These partnerships can help assist ecological, social, and cultural affordances in urban parks in turn enhancing **children’s cognitive, emotional, and physical well-being**.

5.5.1 Affordances in urban parks: illustrative examples:

Urban parks in Indian cities such as Pune, as indicated in (table 4), it provides useful insights into how affordances are visible in real contexts, via study of 3 urban parks, as indicated in (Figure no 5): Saras Baug, Joggers park and Chittaranjan Vatika

- **Ecological affordances:** Saras baug offers large open lawns and water-edges where children engage in running, climbing, or observing aquatic life. It affords **motor activity, curiosity-driven exploration, and connect with biodiversity**, supporting **SDG 3** (Good Health and Well-being) and **SDG 15** (Life on Land).
- **Social affordances:** Joggers’ Park, Kalyaninagar, has playgrounds and shaded seating areas which afford possibilities for group play and inter-generational interactions. Such settings enable children to develop **social collaboration and emotional connections**, relating with **SDG 10** (Reduced Inequalities) by nurturing inclusive participation across age and gender.
- **Cultural affordances:** Parks like Chittaranjan vatika host cultural events, festivals, or storytelling sessions under the trees. These activities afford **identity-building, cultural learning, and creativity**, aligning with **SDG 4** (Quality Education) and **SDG 11** (Sustainable Cities and Communities).

Table 4: affordances and possibilities of linked SDG’S in Pune. Source: Author

Affordance Type	Examples from Pune parks	Linked SDGs
Ecological	Open lawns & water edges in Saras baug afford running, climbing, observing biodiversity	SDG 3: Good Health & Well-being; SDG 15: Life on Land
Social	Playgrounds & shaded areas in Joggers’ Park, Kalyaninagar afford group play & intergenerational interaction	SDG 10: Reduced Inequalities; SDG 11: Sustainable Cities & Communities
Cultural	Festivals & storytelling at Chittaranjan Vatika afford identity-building, creativity, cultural learning	SDG 4: Quality Education; SDG 11: Sustainable Cities & Communities

The examples mentioned above indicate that affordances are **not theoretical** but real experiences moulded by ecological design and cultural contexts.

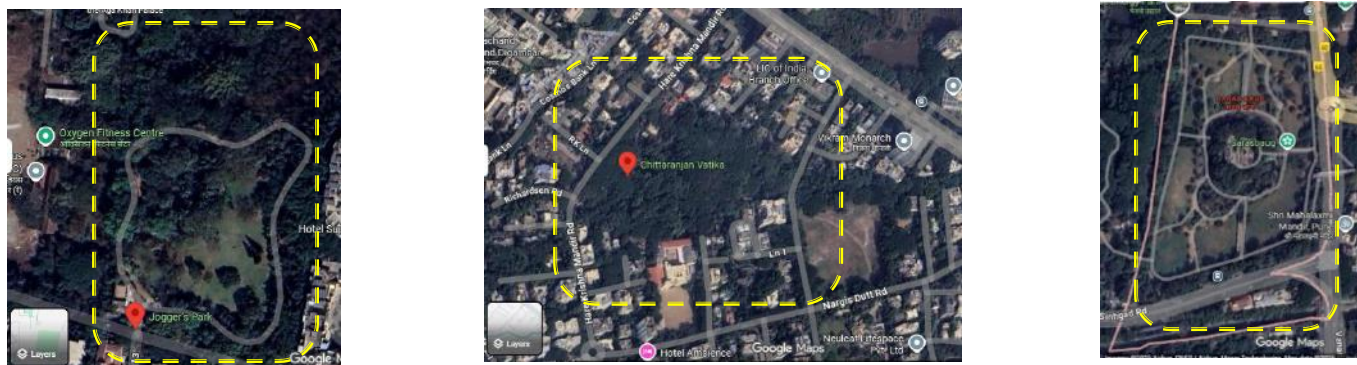


Figure 5: Joggers Park, Kalyani Nagar, Chittaranjan Vatika, Model colony, Saras Baug, Swargate. Source: www.google.com

5.5.2 Partnerships as enablers of affordances:

The continuity and quality of affordances depends on the combined roles of multiple stakeholders. For e.g., municipal authorities Pune offer infrastructure, but maintenance is mostly unpredictable, which decreases ecological affordances (e.g., poorly maintained lawns or broken play equipment). Here, partnerships with local NGOs (e.g., agencies working on child rights or biodiversity conservation), schools, educators (to integrate outdoor learning), and communities (parents and resident groups) can help increase affordances. This supports the **collective philosophy of SDG 17**, where varied factors co-create child-friendly, inclusive landscapes.

5.5.3 Towards a collaborative framework for Children's Well-being:

By combining affordance theory with SDG 17, affordances are being seen as not only individually perceived possibilities but as **collective opportunities**. For example, ecological affordances in Saras baug can be improved through partnerships with biodiversity NGOs; social affordances in Joggers' Park can be improved by conducting more of school based group activities; cultural affordances in Chittaranjan Vatika can be further defined through municipal-community partnerships in programming. Thus, the theoretical data suggests that children's well-being in urban landscapes **dependents on the collaboration between environmental affordances and partnerships**. The evolution—from perception (affordances) to (partnerships)—points out that parks can become sustainable, inclusive, and resilient spaces when associated with the broader **2030 agenda for sustainable development**.

6. ANALYSIS :

The amalgamation of **affordance theory** with **SDG 17 partnerships** suggests that children's well-being in urban parks is dependent on physical design, authority and administration. The examples from Pune illustrate that ecological, social, and cultural affordances are fundamental to children's daily experiences of parks. However, supporting these affordances needs collaborations that go beyond municipal concerns and toward dedicated association of varied stakeholders.

6.1 From awareness to associations:

Affordances, develop from interaction between children and environments (2). Yet, as seen in Pune's parks, their existence depends on how factors like: lawns and water edges of *Saras baug* afford exploration if biodiversity is conserved and open play areas are well maintained. This proves that affordances cannot be considered as only possibility; they must be considered as prospects to be achieved via ecological design, community care, and policy funding. Partnerships thus help convert affordances from being considered as mere features of landscapes to intentional, strong resources for child well-being.



6.2 Partnerships as enablers of inclusive design:

The discussion highlights how SDG 17 provides an important method for integrating inclusivity. While *Joggers' Park* afford social play, unequal access exists—children from low-income groups often face issues in using such spaces (17). Partnerships between municipalities, NGOs, and local groups can identify and work on such gaps by settling impartial distribution of play infrastructure and creating culturally responsive design. This supports **SDG 10** (Reduced Inequalities) and **SDG 11** (Sustainable Cities and Communities), seeing parks as tools for social equity.

6.3 Towards policy and design suggestions:

The study proposes two important guidelines for urban policy and design:

- **Models for partnership:** Urban park management should change from sectoral supervision to interdisciplinary models. Structured arrangements involving municipalities, NGOs, schools, and citizens can collectively help highlight children's well-being in planning practices.
- **Affordance-driven design guidelines:** Policy outlines must integrate affordance mapping as compulsory study for park design. By logically scrutinising ecological, social, and cultural affordances, design can support children's developmental needs while addressing sustainability and inclusivity.

By using such methods, as indicated in (Table no 5)-affordances and partnerships become equally reinforcing: partnerships allow the maintenance of affordances, and affordances give significance to partnerships by refining children's experiences in parks.

Theme	Finding	Linked SDGs	Reference
Ecological Affordances	Interaction with greenery and biodiversity helps increase children's physical activity and emotional health.	SDG 3, SDG 15	Chawla (2015)
Social Affordances	Playgrounds and inclusive design encourage social collaboration and equity.	SDG 10, SDG 11	Kyttä (2004)
Cultural Affordances	Festivals/events in parks nurture identity, belonging, and creativity.	SDG 4, SDG 11	Seeland et al. (2009)
Equity Issues	Underprivileged children face barriers to safe and quality park access.	SDG 10, SDG 11	Kabisch & Haase (2014)
Partnerships	Multidimensional association can help address issues of inclusiveness and child-friendly landscapes.	SDG 17	Wolch et al. (2014)

Table 5: Evidence of affordances, partnership and children's well-being in urban parks being interlinked. Source: Author

The evidence in table shows that children's well-being in parks is directly connected to ecological, social, and cultural affordances, while also being affected by concerns like equity and governance. Essentially, the literature study indicates that supporting these affordances needs cross-professional partnerships (SDG 17), which act as supporting factors for achieving better sustainability objectives such as health (SDG 3), education (SDG 4), equity (SDG 10), resilient cities (SDG 11), and biodiversity protection (SDG 15).

7. CONCLUSION:

This paper examines how **Gibson's Affordance Theory**, when combined with **SDG 17: Partnership for Goals**, can offer a healthy background for designing and nourishing child-friendly urban landscapes. The review emphasized that affordances—ecological, social, or cultural—play a pivotal role in children's cognitive, emotional, and physical well-being. Pune's parks, such as the lawns of *Saras baug* or cultural events in *Chittaranjan Vatika*, exhibited how affordances function in urban situations. Still, as the literature study and Table 2 establish such opportunities, yet they are unequally distributed and vulnerable to unbalanced access, insufficient maintenance, and fragile governance. The discussion in section 4 shows that affordances should not be regarded exclusively as design-based opportunities, but as **logical outcomes of inter-professional alliances**. This supports data that ecological affordances add to health (**SDG 3, SDG 15**), social affordances encourage inclusion (**SDG 10, SDG 11**), and cultural affordances enrich learning and identity (**SDG 4, SDG 11**). Partnerships (**SDG 17**) thus develop as the supporting agent for confirming these affordances are accessible, equitable, and resilient for a long period of time. The study in section 5 underlined that partnerships formed municipalities, landscape architects, educators, NGOs, and local groups can reinforce the existence



of affordances. For ex. Municipality guarantees infrastructure, NGOs provide encouragement and inclusivity, educators provide knowledge and people help develop cultural stability. The interaction amongst affordances and partnerships consequently offers a logical approach to meet children's developmental needs while moving ahead with SDGs.

8. RECOMMENDATIONS:

Developing on basis of observations and discussions mentioned in paper, two guidelines have been proposed:

- **Operationalizing affordance mapping in policy:** Urban planning guidelines should adopt and make it a compulsory to use affordance mapping as a tool for evaluating how ecological, social, and cultural opportunities are distributed across parks. This evidence-based approach can help address inequities and align design with children's developmental needs.
- **Creating partnership platforms:** Cities should create possibilities where municipal authorities, NGOs, educators, and people team up for park design and governance. Such platforms can make sure that affordances are created, maintained, adapted, and scaled across varied neighbourhoods.

This study underlines that child well-being in urban landscapes can be appreciated if **affordances are purposefully reinforced by organized partnerships**. It exhibits how SDG 17 can serve as a connection across sustainability goals, placing children's daily interactions with urban parks at the core of inclusive and resilient city-making.

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