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The further development of a foodscape approach based method for assessing action and intervention opportunities in a local community food environment.

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Abstract

Background: The existing market of planning models, which are meant to assist researchers in the process of assessing a local community, is wide and multifaceted. However, the majority of the existing planning models are developed on the basis of a theoretical approach and by researchers with little to no involvement of practice within the context at hand. The aim of the thesis is in contrast to the development of the existing models to involve the practice within the chosen community in order to further develop a Local Community Foodscape Assessment Tool (LC-FAT), which will be feasible in reality in the long-term. The further developed tool should also be able to form a favourable foundation for future health promoting intervention through a thorough needs assessment.

Methods: The methods applied within the thesis are exclusively qualitative with the use of interviews and an urban songlines approach. The expert and mediator interviews were used to include the knowledge, experiences and perspectives of various important actors in order to further develop a Local Community Foodscape Assessment Tool (LC-FAT) towards the ideal in terms of being feasible for the assessment of action and intervention opportunities in a local community food environment. The urban songlines approach was employed to test the method's appropriateness for investigating the end-users' perspectives of the local foodscape of Sydhavnen.

Results: The main result was a further development of the LC-FAT with the presentation of a new version 3.0 developed from an earlier version 2.5. The further development of the tool was based on the findings from both all the performed interviews, and the appropriateness of the urban songlines method.

Conclusions: This study indicates that a further development of the LC-FAT is possible in order to optimise the tool for assessing local communities and the action and intervention opportunities present in the area of Sydhavnen. One way of approaching the further development could be to involve the key stakeholders within this process to ensure the feasibility of the tool in practice. The involvement of key stakeholders through interviews and an urban songline approach proved to be valuable in this study in terms of further developing the tool.

Keywords: Foodscapes, action and intervention opportunities, needs assessment, LC-FAT, local community, user involvement, urban songlines.

Reading guide

The purpose of the following is to guide the reader of this assignment in the understanding of the different text and formats applied throughout the assignment.

Use of acronyms

The use of acronyms in this assignment is chosen to increase the readability of the content.

SoL stands for Sundhed og Lokalsamfund (Health and Local Community), and when referring to SoL this implies the local community project at Bornholm.

DGI is used as an abbreviation for Danske Gymnastik- og Idrætsforeninger (The Danish Gymnastics- and sports associations).

COPD, KOL in Danish, is short for Chronic Obstructive Pulmonary Disease.

KÅS is used as an abbreviation of Kommune Års Service, which are statistics on the subareas of a Municipality.

Within the introduction several planning models are mentioned with their full names once they are introduced, and subsequently abbreviated with the following acronyms:

PPM = PRECEDE-PROCEED Model

LFA = Logical Framework Approach

IM = Intervention Mapping

English/Danish translations

The Area Renewal Sydhavnen = Områdefornyelsen Sydhavnen

The Local Committee = Lokaludvalget

Healthy Everyday Life = Sund Hverdag

Gardens to Stomachs = Haver til Maver

The Food Bank = Fødevarebanken

Valby Park = Valbyparken

The Food Community = Fødevarefællesskabet

Brug Folkeskolen = Use the Primary School

Definition of concepts

The participants of this assignment are divided into three categories, which are given the names; the experts, the mediators and the end-users.

The category of experts represents a collection of people with a specific expertise in relation to the research, taking place in the setting of local communities.

The category of mediators represents a collection of people with a specific knowledge and experience in relation to the project work, taking place in the setting of Sydhavnen as a local community.

The category of end-users represents a pair of people with unique perspectives on the actual conditions of the local community of Sydhavnen because they live there and experience the conditions on a day-to-day basis.

Style of reference

Harvard System of Referencing: <http://libweb.anglia.ac.uk/referencing/harvard.htm>

Analysis of interviews

Quotes are put in quotation marks and italic, and centred on the page to distinguish these from the rest of the text. The quotes are additionally translated from Danish to English, since the interviews were performed in Danish.

During the interviews most of the interviewees used Sydhavnen as a common name for the area investigated in this study, which is why this name was chosen instead of Kgs. Enghave as initially used in the interview guides.

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Introduction

The introduction will consist of a section, where the relevance of the chosen subject of this master thesis is outlined after which the state of the art in relation to the chosen subject will be unfolded leading to the problem statement of the project.

Relevance of chosen subject

The initial idea and inspiration of choosing the subject for this master thesis derives from the local community project Health and Local Community, abbreviated SoL (Sundhed og Lokalsamfund) in Danish, with the local context of three communities in the Danish municipality of Bornholm (Bloch, et al., 2014, p. 6). Some of the researchers involved in the SoL project have subsequently expressed an interest in establishing a method, which could have assisted them in the process of more systematically assessing the local community of Bornholm, including the assessment of action and intervention opportunities, before the actual initiation of the project. A means to assist in the process of systematically assessing a local community could be that of a planning model. The existence purpose of a planning model is to function as a guiding framework in the development and improvement of intervention programs (Crosby and Noar, 2011, p. S7). Multiple variations of such planning models exist today and the purpose of the following sections is to unfold parts of this wide area of approaches.

A planning model, stated as being functional and simple in its usage and employed by many is the PRECEDE-PROCEED planning model (PPM) developed by Larry Green and Marshall Kreuter (Li et al., 2009, p. 2; Crosby and Noar, 2011, p. S8). PRECEDE is short for Predisposing, Reinforcing, and Enabling Constructs in Educational/environmental Diagnosis and Evaluation. The PPM is definitely an ecological approach to health promotion, which in broad terms refers to the consideration of every aspects of an individual's environment as being the possible focuses in the intervention, including the personal abilities of the individual (Crosby and Noar, 2011, p. S8). The PPM contains nine phases and is developed on the belief of the assessment process' importance, corresponding to the PRECEDE part of the model, and that the assessment entails a crucial analysis, which is necessary to perform prior to the planning of an intervention. The subsequent evaluation corresponds to the PROCEED part of the model (Wright et al., 2006, p. 2).

The model has been used widely since the first publication of “Health Program Planning: An Educational and Ecological Approach” in 1980 by the PPM’s developers Green and Kreuter. The PPM is not a theory, but a way of approaching the development, implementation, and evaluation of health promotion interventions and hereby reduces the rates of morbidity and mortality within the context of communities. The purpose of the PPM is to guide the developer of the intervention in thinking logically about the desired outcome and then work “backwards” to reach this desired outcome, thereby starting with the social diagnosis of the health issue at hand (Crosby and Noar, 2011, pp. S9-S15). The employment of the PPM requires intensive work, which may seem intimidating for some professionals, but at the same time the majority of other types of prevention are just as intensive professionally and much more expensive, for instance when it comes to surgery (Crosby and Noar, 2011, p. S15).

In a study aiming at assessing a Chinese community’s health problems the PPM was applied in terms of the needs assessment (Li et al., 2009, p. 1). In this study five phases of needs assessment was used to obtain knowledge about health problems within the community (Li et al., 2009, p. 3). The main conclusion found in this study was that a health program could not be build upon what professionals decide the public know about a specific issue. The planning process of a project investigating health could advantageously include needs assessment and literature reviews (Li et al., 2009, p. 12), such as provided in the PPM.

In another study concerning the development and evaluation of a youth mental health community awareness campaign called The Compass Strategy the PPM was applied for the assessment of the population, the development of the campaign’s strategy and for the implementation and evaluation (Wright et al., 2006, p. 1). The study found the application of the PPM to be a determining factor in terms of the effectiveness of the final campaign. The rigorous of the PPM, for instance, facilitated the fine adjustments of the campaign focus with the assessment of the population and the employment of evidence based campaign strategies. Part of the conclusion of the study was therefore that the PPM offers a thorough framework when developing successful mental health awareness campaigns in communities and that it may be adaptable to other contexts and mental disorders prospectively (Wright et al., 2006, p. 11).

Another approach to planning is the Logical Framework Approach (LFA), which is a tool for project planning with the focal point being the objectives. The approach can also prove useful when it comes to analysing, assessing and evaluating projects (Örtengren, 2004, p. 3). The purpose of the

LFA is to identify problems and needs in a specific context and to facilitate the selection and prioritisation of and between different projects. LFA can also assist in planning and implementing development projects with an effect and subsequent follow-up on and evaluate these projects (Örtengren, 2004, p. 5). The explanation to why the focal point in the LFA is the objectives is that the starting point of the planning process is the analysis of problems, which creates objectives, which again forms the basis from which the relevant activities are selected. Thus, making an analysis of the problems and objectives necessary prior of making an activity plan. The project plan could be illustrated by using a log frame matrix (Örtengren, 2004, p. 6).

The LFA, similar to the PPM, contains nine different steps with the first step being the analysis of the context of the project and the second step represented by the analysis of stakeholders. The third step involves an analysis of the problem or the situation at hand and the fourth step is the analysis of the objectives. Step number five is the planning of activities and step six contains a resource planning. Step seven involves the measurements of indicators and the objectives and step number eight is a risk analysis, including risk management. Finally, the ninth step of the LFA is an analysis of assumptions (Örtengren, 2004, p. 7). These different steps in the LFA facilitate the investigation of the relevance, feasibility and sustainability of a project (Örtengren, 2004, p. 19).

An American study using the LFA to design and evaluate quality and patient safety improvement programs found the approach effective in terms of planning, managing and evaluating extensive quality improvement programs. Additionally, the researchers of the study could establish that the more commonly used journals often are limiting in relation to the development of a detailed description of quality improvement interventions. Whereas, using the LFA made it possible for the researchers to publish their work and LogFrames, and thereby enabling greater learning and offering a medium to communicate their results (Goeschel, Weiss and Pronovost, 2012, p. 337).

A second study called the SEA-ORCHID study had the objective to build capacity for evidence base, synthesis and implementation in order to improve the care of mothers and babies in South East Asia. The study used the LFA to organise and recap the project plan with a clear and logical format. The development and use of the LFA in the project made it possible to design a project with clear reasons and logic, which resulted in activities that reached the desired outcomes and a plan of evaluation able to access both the process and the final outcome of the project. Furthermore, the LFA proved to be valuable in enabling the communication throughout the project period, to review

the progress and to establish a common understanding of the project activities, its purpose and goal (McDonald, et al., 2010, p. 1).

The model called Intervention Mapping (IM) is, just as the two previous presented models, an approach for planning a systematic development and implementation of health promoting interventions. Within the IM model this is done on a basis of theory and evidence based research (Detaille, et al., 2010, p. 2). The IM approach, which is developed in the 1990's by Bartholomew et al., creates an opportunity to obtain knowledge about the users' needs and the approach uses evidence-based research and theory to fill out the protocols (Zwerver, et al., 2011, p. 2). The approach can be used to map the different development steps from the very beginning of an intervention to the solution. IM offers six different steps that guide the researcher through the different decisions that needs to be made. The six steps in the IM protocol are the following: 1. Needs assessment. 2. Program objectives. 3. Selecting theory based methods and practical strategies. 4. Program plan. 5. Program implementation. 6. Evaluation plan (Zwerver, et al., 2011, p. 3). The outcome from the IM approach allows the researcher who plans an intervention to experience different relations and plan how to reach the different goals and evaluating by moving back into previous steps in order to re-evaluate as new information appear. In addition, IM includes visual elements of matrices and diagrams used for the intervention development (Bartholomew, Parcel and Kok, 1998, p. 547).

A study about preschool children's physical activity levels, where the families were involved, found that IM was a time consuming approach, however the stepwise approach could result in more successful interventions (Craemer et al., 2014, p. 14). A research article about using the IM approach for developing a strategy for implementing specific guidelines the method was found to allow the aim if the study to be implemented (Zwerver, et al., 2011, p. 1). Research about using IM to make a further development of a self-management program for staff members suffering from chronic disease, found that IM was a useful method for planning a systematic and further development of a programme. Further, IM was found to have useful qualities for creating interventions within the field of health care (Detaille, et al., 2010, pp.10-11).

The abovementioned planning models does not include a visual component consisting of pictures of the end-users' perspectives on the problems and possibilities of a local community. Which could

have something to do with the fact that a lot of these studies arises from a problem noticed by the researchers. Furthermore, that a lot of these studies do not focus much on first investigating the end-users' perspectives on the area prior to defining a problem and an intervention. One of the objectives for this study is to use the method of urban songlines to create a new and different visual presentation of assessing a local community from the end-user's perspective.

A professor currently teaching at the Master education Integrated Food Studies at Aalborg University in Copenhagen presented to us the fledgling idea of a foodscape approach based method for assessing action and intervention opportunities in a local community food environment. The method was already named the LC-FAT, which is short for Local Community Foodscape Assessment Tool. The professor expressed a need of further developing the LC-FAT in terms of making it more feasible in practice. This represented a motivational factor in terms of engaging in this development on the basis of our existing knowledge of the previous outlined approaches (PPM, LFA, IM). These planning models are mainly developed on the grounds of theory and by researchers only. The objective of this thesis is therefore to optimise the LC-FAT for the assessment of a local community foodscape by involving experts, local mediators and the local end-users in this process rather than merely founding the development of the tool on theoretical knowledge. In order to approach this task a specific local community must be selected to be able to involve the local stakeholders in the further development of the LC-FAT. The selected local community is Sydhavnen, which is part of the Municipality of Copenhagen. The area of Sydhavnen is characterised as a socially vulnerable area partly because of the citizens' shorter life expectancy age citizens of Sydhavnen have, their lower educational level, lower income, their higher level of unemployment and poorer health found in the area when compared to the rest of Copenhagen (Kongens Enghave Lokaludvalg, 2013, pp. 7-8). Sydhavnen thereby represents an area of interest, when it comes to the development and implementation of successful and sustainable health promoting interventions. As mentioned earlier, the development and implementation of health promoting interventions will be more likely to succeed and sustain within the local community if a thorough assessment of the context has been performed prior to initiating the intervention and this is where the LC-FAT might be of assistance.

Problem statement

The aim of this master thesis is therefore to further develop on a local community assessment tool to optimise it for assessing local communities and the action and intervention opportunities present in the foodscape environment. The local reference community in this study is Sydhavnen, which leads to the following problem statement:

How can a further development of the LC-FAT optimise the tool for accessing local communities and the action and intervention opportunities present in the area of Sydhavnen?

Sub question

Is the method of Urban Songlines suitable for investigating Sydhavnen's local foodscape from the end-users' perspective?

Presentation of Sydhavnen

Sydhavnen is one of the six areas that the Municipality of Copenhagen has defined as a socially vulnerable area. Sydhavnen is characterized by having a lot of small apartments and the citizens of Sydhavnen have a shorter life expectancy age at 73 years of age, lower educational level or no education, fewer people are working, lower income and poorer health compared to the rest of Copenhagen (Kongens Enghave Lokaludvalg, 2013, pp. 7-8). The environment surrounding Sydhavnen only has a few stores available for the citizens and the rest of the commercial leases are currently empty. A lot of the buildings and common places are worn down and do not invite for social activities (Københavns Kommune, 2013, p. 2; Kongens Enghave Lokaludvalg, 2013, pp. 7-8).

Sydhavnen is characterized by having a lot of buildings that turned 100 years in 2013, and the area is when compared to other areas of Copenhagen a new area in general (Kongens Enghave Lokaludvalg, 2013, pp. 7-8). In the last 10 years Sydhavnen has been developed with two new areas Sluseholmen and Teglsøholmen, which has brought in for example Aalborg University and a new public school. The new area differs socio economical from the older area, which creates a divided town (Kongens Enghave Lokaludvalg, 2013, pp. 7-8). The area has a lot of vulnerable areas with small alternative homes and a lot of vulnerable citizens, which can create an unsafe environment for the rest of Sydhavnen's citizens. The enclaves where vulnerable citizens are socialising in larger

groups can have a negative effect on their health, therefore one of the development goals for the area is to get these alternative homes spread all over Copenhagen (Kongens Enghave Lokaludvalg, 2013, p. 30). Another goal for the area is to make a more safe area around Ellebjerg school, which is near the trafficked road P. Knudsensgade, where the plan is to make a green noise shade with plants to divide the vulnerable road users from the traffic (Kongens Enghave Lokaludvalg, 2013, p. 36).

The Municipality of Copenhagen the department of Engineering and Environmental Management, district development has developed a policy for vulnerable areas. To transform this policy into actions the Municipality of Copenhagen need to create a development plan for each of the vulnerable areas (Teknik- og Miljøforvaltningen, Kvarterudvikling, Københavns Kommune, 2011, pp. 9-28). The development plan for Kgs. Enghave was created in 2013 and the objectives should be achieved in 2020 (Teknik- og Miljøforvaltningen, Kvarterudvikling, Københavns Kommune, 2011, p. 9). In the policy for vulnerable areas the Municipality of Copenhagen has made a change strategy for reaching the goals. The goals are as follows: vulnerable areas should be raised to the same level as the rest of Copenhagen, everyone should have education and be employed and to have vulnerable areas that sets the basis for a solid life in Copenhagen, for instance the health situation (Teknik- og Miljøforvaltningen, Kvarterudvikling, Københavns Kommune, 2011, p. 11).

All the above-mentioned concerns and challenges found in Sydhavnen support the decisions of selecting this area as the context, where an assessment of action and intervention opportunities might be appropriate. A needs assessment within Sydhavnen is found appropriate in order to plan effective and sustainable interventions that will relieve some of the challenges found in this area of Copenhagen.

Presentation of the LC-FAT version 2.5

As shortly introduced the basis of this thesis is a local community foodscape assessment tool and the further development of the first version LC-FAT 2.5. This initial version of the tool suggests a conceptual and theoretically rooted foundation for the assessment of the food environment in the settings of local communities. LC-FAT version 2.5 is based on an assessment of action possibilities in both the physical environment as well as in the social environment. The goal is for the subsequent interventions to be able to make a difference. The selected interventions must make

sense for every involved actor and therefore the interventions should be built in a process of co-creation in which researchers, practitioners and target group participates, since they are the ones who should benefit from the interventions (Appendix 1, pp. 1-10).

As illustrated below the LC-FAT is template based. The templates are meant as instruments, which can assist in the development of interventions in local foodscapes.

This section shows how the LC-FAT version 2.5 prior to the development. The version presented in this section has not been corrected or assessed by experts to make sure it is feasible in practice. Furthermore the conceptual framework is currently a draft and is not presented in this section, however it is attached as an appendix (Appendix 1, pp. 1-10).

LC-FAT 2.5

Template 1: How to choose WHAT to do. The template aims at assessing WHAT to do based on an assessment of costs, the power of evidence base, acceptability as assessed by both mediators and target group and the existence of infrastructures that can be utilized.

The columns from 2-6 in template 1 are rated with the scores from the following table:

Low	Low-medium	Medium	Medium-high	High
1	2	3	4	5

The total score represents the feasibility of the specific intervention (the higher score the more feasible). The numbers from column 2-6 are added together and equal the total score.

Intervention component	Price	Strength of evidence base	Acceptability as assessed by mediators, How meaningful it is to the mediators	Acceptability as assessed by target group How meaningful it is to the end users/target group	Infrastructures or activities already present	Total score

Template 2: How to choose WHOM to involve. The template aims at assessing WHO is important to involve based on an assessment of power, legitimacy and urgency (PLU). The columns (2-4) within the A-part in template 2 are rated with the scores from the following table:

Low	Low-medium	Medium	Medium-high	High
1	2	3	4	5

The total score from the A-part represents how important it is to include each listed stakeholder in the intervention. The numbers from the A-part are added together and equal the total score. Additionally the success criteria of the stakeholder and their readiness and preparedness to act are assessed within the B-part of template 2. In template 1 the most feasible intervention was identified and in template 2 part B this will be the point of departure to fill the columns.

	A-part				B-part			
Describe the type of stakeholders (E.g. community leaders)	Power	Legitimacy	Urgency	Total score (P*L*U) “The importance of that stakeholder”	Success criteria (“What is in it for me”)	Adoption of innovation (Early mover, laggard etc.)	Actions that might get the stakeholder what he wants	Resources needed for such actions (money, time, knowledge)

Template 3: How to explain WHY an intervention is needed. The template aims at assessing WHAT is wrong in the environment. In other words what needs to be changed.

The idea is to count the different foodscape components in the local community, which then represents the total score.

Foodscape component	Total score
Number of fast food outlets	
Number of cornestores (“døgnkiosker”)	
Number of gas stations with food	
Number of fruit & veggie outlets	
Number of healthy school canteens	
Number of healthy pre- school canteens	

To sum up the LC-FAT version 2.5 has a visual component presented in the different templates that can show the different findings from the research performed in order to fill out the templates. However, what the actual problems and possibilities of the area are should be understood from the templates' content and do not include the end-users' perspectives. The LC-FAT version 2.5 needs to be further developed in order to establish the feasibility of such a tool in practice to support the theoretical foundation. The above-presented templates are based purely on theory without any practical knowledge or experience determining the actual usability of the tool, which will be the task of the following methodology to determine.

Methodology

This section will introduce and explain the qualitative methods used to collect data for this project. To investigate how a further development of the LC-FAT can optimise the tool for assessing local communities interviews will be conducted. Some of the interviews will be performed with experts in the field of working with projects about health in food environments within local communities. During these interviews the aim was to obtain knowledge about the experts' view on the LC-FAT usefulness in practice by using their professional judgement and experiences.

Secondly, interviews with mediators from the local community of Sydhavnen will be conducted in order to achieve insight in the health projects that has been conducted in the past and what kind of projects are performed currently.

Lastly, a mapping of the Sydhavnen area from a user perspective will be performed in order to examine their perspective on how the area is working currently and learning about their wishes for possible changes in the food environment in a future perspective.

The aim of this study and the use of these three methods were therefore to make a further development of the LC-FAT in order to make the tool more useful in practice and to investigate if the urban songline method is appropriate for accessing local citizens view on the area of Sydhavnen. Additionally, the objective of applying these methods is to uncover the practical experience and knowledge of key stakeholders to build the further development of the LC-FAT on more than just theory.

Interviews

In this section the planning and the implementation of interviews will be described.

In this study the objective was to examine if a further development of the LC-FAT could optimize the tool for assessing local communities and their food environments. Therefore this research sought to obtain information about the usability of the tool for assessing local communities and secondly to investigate what is going on in the area of Sydhavnen in relation to health and the context of food environments. To investigate the usability of the LC-FAT four experts in the field of doing local community interventions were asked to give their expert and professional opinion on the tool's usability in relation to assessing a local community before planning an intervention. To examine what is happening at the moment in Sydhavnen the local mediators from the area were interviewed individually to get a broad knowledge of food and health related interventions.

Compared to quantitative methods that works with colleting numbers the qualitative method works with the spoken words from the interviewees and their knowledge and experience from their everyday lives (Kvale and Brinkmann, 2009, p. 46-48). In this project the data collection only focused on qualitative methods such as interviews and mappings, through the approach of urban songlines, due to the objective of getting the experts' knowledge of the usability of the LC-FAT, the mediators' view on the area and current situation. Lastly the end users' position in relation to the area and possible changes in the food environment is investigated. The quantitative methods are not in focus in this project due to the fact that numbers and statistical analysis were not the main goal for this investigation. However, these methods could be useful in the future when the testing of the LC-FAT's usage and if it had any effect compared to other methods, which for instance could be measured by using questionnaires.

Expert interview

In an expert interview the interviewee should have a specific knowledge about the chosen problem investigated (Riis, 2005, pp.108-109). In this project the interviewees are experts in the field of local community projects, who have knowledge about planning, performing and evaluating health promoting intervention projects, which is the knowledge needed to evaluate the usefulness of the LC-FAT templates to make a further development of them on the basis of this knowledge.

The interviewer performing the interviews needs to be well formulated when asking the questions, due to the expert's expectation of the interview being of a serious matter and well practiced.

Furthermore the interviewer needs to be prepared to deviate from the interview guide if the expert

feels the questions are not appropriate enough and therefore want's the interview to move in another direction (Riis, 2005, pp.108-109). In this project the expert interviews is used to make a further development of the LC-FAT to make it as usable as possible for assessing local communities. Qualitative interviews are performed in order to get knowledge expressed in normal language, which seeks to get open descriptions of the interviewed persons point of view on chosen topics (Kvale and Brinkmann, 2009, 46). In this case, the researchers seek to obtain knowledge about the expert's experience and knowledge of working with local community projects in order to examine whether the LC-FAT is usable in practice or if certain elements are missing (Appendix 2).

Local mediator interview

In a qualitative research interview the main goal is to get the interviewee's knowledge and perspective on certain topics chosen for the interview (Kvale and Brinkmann, 2009, pp. 48-49). In the interviews with the mediators of Sydhavnen the researchers seeks to get the mediators' knowledge about the area of Sydhavnen and its different health promoting interventions, which has occurred previously, occurs currently and what could be interesting projects for the future (Appendix 3).

Planning expert and mediator interviews

When planning a study it is relevant to use a practical population. This means that a place where the target population are located is chosen, the time for the study to be carried out is decided and which social characteristics the population should possess. It might be the case that the whole population cannot participate in the study then the researchers can make a selection from the population to participate in the study, which needs to constitute a generalisation of the whole population (Riis, 2005, pp. 63-66). In this project the target population for the expert interviews was chosen according to the health promoting projects they have been engaged in before, which in this case is the SoL Bornholm project and the Sund Hverdag (Healthy Everyday Life) project. These experts were chosen due to the fact that the supervisor for this master thesis project is in contact with this target population, which made it easier to get in contact with the interviewees.

The mediators, who are chosen as target population for the second round of interviews were chosen because of their close relations to Sydhavnen's local population and their work with projects about health promotion in the local area before. Furthermore the supervisor for this master thesis project is also in contact with these mediators, which made it simpler to reach the target population.

If the study is of qualitative nature the researcher should note and justify the choice of interviewees. Furthermore, it is important to be aware of the interviewees who were not able to participate in order to prevent the collected data from becoming too biased (Riis, 2005, pp. 63-66). Some of the asked interviewees did not want to participate, which in five cases was due to a time barrier, where the interviewees did not have the time in their busy schedule to participate in this study. The last contacted expert did not respond to any of the emails or phone calls that were performed. Four of these interviewees were experts and the other two mediators.

The language in which the questions are formulated needs to be composed of words that are familiar and comprehensible for the interviewee in order to guide the interviewee in the wanted direction of the answers. The interviewer must ask questions about the interviewee's choice of words in order to be certain about the answer the interviewee is trying to give (Riis, 2005, p 102). In the expert interviews the language used was terminology that are used in the field of promoting health, like intervention, health promotion, theories for planning interventions and so on (Appendix 4; Appendix 5; Appendix 6). In the interviews with the mediators a more everyday language was used in order to meet the interviewees at their level to make them as comfortable as possible. Further, this was done after one of the mediators prior to the interview made a comment about that the send material they got about the objective of the interview was quite academically formulated (Appendix 7; Appendix 8; Appendix 9; Appendix 10; Appendix 11).

When planning an interview it is of great importance that the project's problem statement themes are made clear before conducting the collection of the empirical data. Furthermore, it is important to clarify what the desired outcome of the study is and where the interviews should take place. The last important part to plan is how the interviews should be performed in practice. The questions' form can be standardised, where the questions order and formulations are planned, which can be a good way for the inexperienced to make sure they get around everything. Another form is a more flexible form, where the questions' structures are open as well as the response options. These two different forms of planning an interview guide can be combined, for example where the interview is created with an open structure at the beginning of the interview and has some key questions that will be used in all the interviews. As the interviews moves along the interviewer can ask more precise questions to make sure the key questions are reached (Riis, 2005, pp.99-111). For the

interviews with both the experts and mediators interview guides were made with key questions to make sure the wanted outcome of the interviews were reached, however the structure was kept open to make the interview more open and natural (Appendix 2; Appendix 3).

Prior to performing the expert interviews a pilot study was done in order to test whether the desired outcome of the interview was what actually was the real outcome. The pilot study was held with one of the teachers from the research group MENU from Aalborg University. The interviewee selected for this pilot study has experience with working with local communities and therefore was a match for participating in an expert interview. Prior to performing the interviews with the mediators from Sydhavnen the interview guide was not tested which resulted in some changes after the first interview, in order to get the outcome from the interviews that was desired.

Registrations during interview

Documentation of the interviews can be done in a lot of ways. Notes can be taken and these need to be of an adequate character in order not to lose important information for the analysis. Using a recording device can be an option to capture all the spoken words and expressions, but might not be possible due to the interviewee feeling insecure or a noisy background (Riis, 2005, pp.117-119). During both the expert and the mediator interviews the registration were made with a dictaphone application on an iPhone, to capture all the spoken words. However, some of the interviews were performed over the phone, and these have a lower sound quality than those performed over Skype and the interviews where the researchers and interviewees were in the same room.

The researcher's role during the interview

In a research interview the researcher role is to gather information about the interviewee's knowledge, perspective or assessment in relation to the projects problem (Riis, 2005, p.99). While performing the interview the interviewer's role is to ask the questions and register them, however not discussing them. Building trust between the interviewer and the interviewee is important, just as it is important to let the interviewee know that he or she is essential for the projects content (Riis, 2005, pp. 100-101).

Performing the expert and mediator interviews

Expert interview 1

Prior to the interview an e-mail was sent to the expert about the projects objective.

The first expert interview was planned over e-mail correspondence where the interviewee agreed to participate in the interview and a date and time was agreed upon. In the next e-mail the interviewee received the written material about the LC-FAT, which the interviewee should have looked through to be able to participate in the interview. The interview took place at the interviewee's work place and was performed in a meeting room. The expert was shortly briefed about the goal of the study and the interview began. During the interview the order of the key questions was changed due to the interviewee steering the interview in a desired direction. The interviewer afterwards asked the interviewee about the last key questions from the interview guide to make sure to get around all the main themes. When all the questions were asked and answered the interview ended with a short debriefing, where the interviewee was thanked for participating (Appendix 4).

Expert interview 2

The contact began when the researchers got in touch with the expert over e-mail and after many calls got hold of the expert over phone to plan a time and date for the interview to be held.

Before the interview was executed the researchers send the material about the LC-FAT to the interviewee by e-mail to make sure the interviewee had knowledge about the tool. The interviewee had a wish for the interview to be performed over the phone and therefore this interview was completed by phone. The researchers called the interviewee and had the phone on speaker to make the interview possible to record through the dictaphone application. The interviewee for this interview wanted a more detailed review of the tool prior to the interview, which meant that the researchers first explained the expert about the aim of the project and interview and then explained the purpose of the LC-FAT. After the explanation of the tool the interview began and when it was completed the researchers thanked the expert for participating. The interview had a lower sound quality due to the fact that the interview was performed by phone (Appendix 5).

Expert interview 3

The researchers contacted the interviewee by e-mail and after the acceptance to participate in an interview a correspondence began about a time and place for the interview to be performed. The

expert received the written material about the LC-FAT by e-mail in order to prepare for the interview. The interview was performed at the expert's workplace in a meeting room. Before starting the interview the interviewee was briefed about the objective of the interview and also the motivation for doing a project about developing a project planning tool. During the interview there were some minor disturbances from a drilling machine, however the interviewee waited a bit before continuing the interview to make sure that everything said could be recorded. The expert steered the interview in a desired direction due to the fact that the interviewee found it important for the researchers to know the background for the forthcoming answers about the LC-FAT. Then the interviewer guided the interviewee back to the key questions after the presentation of the expert's background in order to make sure that every theme were covered during the interview. After the interview the interviewee was debriefed and thanked greatly for participating in the interview and asked if any questions occurred during the interview (Appendix 6).

Mediator interview 1

Before the interview the interviewee was contacted by e-mail and accepted to participate in the interview. Afterwards, the time and place for the interview was planned by e-mail.

In the interview with the first mediator the researchers went to the interviewee's work place. The interview began with a briefing about the goal of the project and interview. Thereafter the interview started and the researchers asked the mediator the prepared key questions and then debriefed the interviewee with great thanks after the interview was performed. The interview was recorded with the dictaphone application (Appendix 7).

Mediator interview 2

The contact began by e-mail and the time and place was decided very quickly, and after a single e-mail. This interview took place over Skype according to the interviewee's wishes. Prior to the interview a short briefing was performed, where the aim of the project and interview was explained. Then the interview began with the prepared key questions and ended with a debriefing where the researchers thanked the mediator for participating. The interview was performed through a Skype conversation and an iPhone with the dictaphone application was used to record the interview. Even though through the interview was performed by using Skype the sound quality was loud and clear. In the end of performing the interview with mediator-2 the interviewee mentioned some mediators that could be relevant for the researchers to get en touch with and therefore made a promise to e-

mail some contact information on the mediators to the researchers just after finishing the interview (Appendix 8).

Mediator interview 3

By using the contact information mediator-2 e-mailed to the researchers an e-mail correspondence began with mediator-3. This interview was established very quickly after the first contact. The interviewee had a wish for the interview to be performed by phone, which was met. The interview was performed with a briefing of the interviewee followed by the prepared key questions and afterwards a debriefing took place to thank the interviewee for the participation. The interview was recorded by using the dictaphone application (Appendix 9).

Mediator interview 4

The contact occurred by using the contact information received by e-mail through mediator-2. The interviewee wished for the interview to be performed where the mediator interviewee worked, which was why this interview was performed in her small office space. The interview was performed with first a briefing with the purpose of the interview and then the key questions were asked and the interview ended with a debriefing, where the interviewee was thanked for participating (Appendix 10).

Mediator interview 5

The interviewee was contacted by e-mail and responded quickly and a date, time and place for the interview were agreed on. The mediator wanted to come to Aalborg University, Copenhagen and the interview was conducted in a meeting room at the university. The beginning of the interview started with a briefing of the mediator, where the purpose of the interview was explained and then the key questions were asked and lastly a debriefing of the mediator was made in order to let the mediator know the researchers' appreciation for participating in the interview (Appendix 11).

Coding of expert and mediator interviews

The following section explains the choice of coding for the interviews in order to prepare for analysing the collected data.

The analysis of the transcriptions can be made from notions of theories or the material. The notions connect the spoken words and make it possible to get something meaningful out of the data (Riis, 2005, pp. 149-150). When making a qualitative analysis it is of great importance that the focus is

on the problem statement, which makes it possible to deselect everything that does not relate to the problem. The researcher should be able to analyse the material in a reasoned matter and be open to other possible interpretations than the one found. It is important to report the chosen method for analysing the material and why this approach was chosen instead of others (Riis, 2005, pp. 150-151). The material is divided into themes that can be chosen from the basis of theory or if the data collection builds upon an interview guide then the coding can arise from the key questions or themes found here. It can be necessary to perform a new coding if new themes are noticed while looking into the material (Riis, 2005, p. 157).

In this project the data collection builds upon two different types of interviews, where different themes with key questions were planned in a semi-structured interview guide. The approach for the analysis is inductive, which means that the material is the starting point of the analysis. The structure of the coding is open and the notions are build on a basis of the collected material (Riis, 2005, pp. 162-166).

The expert interviews had the following themes (Appendix 2):

- Expert background
- LC-FAT
- Conceptual background of the LC-FAT

The coding of the interviews was built on the existing themes, which were corrected and guided by the outcome from the interviews' content. New themes were created and formed the basis for the analysis on the expert interviews as seen below:

- The tool is prescriptive
- Missing user involvement
- Anchoring the change in the local community
- The feasibility of the LC-FAT in practice
- Individual statements
- The conceptual background of the LC-FAT

The coding expanded to more themes and a deselecting of the experts background in the new themes due to the fact that the importance was to clarify that the different experts had a lot of knowledge about making and planning local community projects. However, the experts specific project involvements were not relevant to investigate and analyse further. The themes selected from the expert interviews were originated from the spoken words from the interviews represented in the transcription of these (Appendix 4; Appendix 5; Appendix 6).

The mediator interviews had the below themes:

- Mediator background
- Health initiatives in Kgs. Enghave
- User involvement
- The use of tools in practice

The coding of the mediator interviews was formed from the basis of the interview guide for the mediator interviews (Appendix 3). These themes were not changed in for the analysis, however the mediators' background were not analysed and explored further due to the main purpose with this theme was to ensure the mediator had experience with working with local communities. The chosen themes for the interviews were made in order to investigate the initiatives in the area of Sydhavnen, the use of user involvement in the mediators work and whether or not the mediators are accustomed to use planning tools, when working with health initiatives.

An urban songline approach

The following will describe the urban songline approach of the project and how it was used to map the citizens of Sydhavnen and their urban songlines within their current foodscape. The urban songline approach will additionally be a part of the conceptual foundation of the further developed LC-FAT version 3.0, but the theoretical aspects of the method are presented in the following section since it is characterised as a method and therefore belongs in the methodology section of this master thesis.

The idea of the songline originates from the Australian aboriginals and their ancestors who created the world by singing it alive (Marling, 2003, p. 9). The aboriginals' ancestors experienced different things during their walkabout and each of these places where a new experience occurred

represented a sacred place for the ancestors descendants to revisit and use. These sacred places and the lines that can be drawn in between them, including the distance, represents a “song line”. The ancestors of the aboriginals would go for walkabouts and follow these songlines. It was important for them to follow their songline in order to remain on safe soil during their walkabout and thereby avoid the risk of danger (Marling, 2003, p. 11).

Today in modern time Gitte Marling (2003), architect, Ph. d. and associate professor at Architecture and Design at Aalborg University, uses the term songlines in a more simple meaning than the Australian aboriginals did. Marling uses the term songlines about the lines, which an individual follows when it comes to his or her whereabouts in the space of the city. Marling thereby defines a songline as a line or a route, which we follow going from one important place to another in our everyday lives. An important line of movement in the daily life in the city could, for instance, be from home to work. According to Marling we link songlines to our social being and our everyday cityscapes, which she defines as our experience of the city and its architecture. Songlines can both be very tangible, concrete physical lines but also more or less intangible mental connections. Marling describes that an individual’s songline is similar to the individual’s arena, which contains the collection of lines and important places, called domains with physical, mental and symbolic meaning for each individual. Marling states that the term songlines becomes meaningful again today because life in the city has changed, as we are no longer living in delimited local areas. Today a more fragmented cityscape characterises our living conditions, where the social structures are barely linked and the term songlines is interesting in this connection because it provides another meaning and a more modern perspective on the living conditions of today (Marling, 2003, pp. 12-13).

One source of inspirations for using songlines as a method is Bruce Chatwin and his book “The Songlines” from 1987. The focal point of Bruce Chatwin’s research was nomadic people and how they navigate within a landscape, which led to his studies about the Australian aboriginals and their songlines, also called dream tracks (Marling, 2012, p. 142).

In addition to the work of Bruce Chatwin two specific theoretical approaches have been particularly essential for the development of urban songlines and how it has been used. Kevin Lynch was a pioneer who worked with the way people explored the city. His interest was concentrated around city images as communication systems with the ability to communicate memories, history and

identity. In order to test his idea of city images as communication systems, which he termed as “imageability”, he interviewed local people in the three cities of Boston, Los Angeles and New Jersey. The respondents answered questions about what symbolises the word Boston, Los Angeles or New Jersey to them. He asked them to draw a city map on a blank piece of paper and to draw their route from home to work and describe the sequences in between. Additionally, the respondents were asked to explain what they saw, heard, smelled, and felt. Kevin Lynch also invited some of the respondents to participate in walks, where they were asked to guide the interviewer from one point in the city to another, and to explain the narrative of the route while walking. During the walk photos were taken, and the respondents were asked to comment on the important elements, which they met and photographed during the walk (Marling, 2012, p. 145).

When it comes to the songline method it is more inspired by Kevin Lynch’s research approach than anything else. The way he involved the citizens in registering their own city raises an interesting discussion of storytelling related to architecture and space. The way he worked with the experiences of ordinary people and how to map and present this is inspiring. However, Lynch had his focus on common experiences and images and lacks the social and cultural dimensions (Marling, 2012, p. 145).

Thus, the focus on the experiences of different cultural groups has been essential in the further development of the urban songlines method. In developing the method the question about how elements such as gender, age and culture influence the urban experiences of ordinary people has therefore been important. The result of this “new” focus has been that theories from sociology and anthropology were used as the foundation together with the research performed by architects and urban designers. The mapping of the city within the further developed method is thereby concentrated around a combination of a lifestyle approach and storytelling. The French sociologist Pierre Bourdieu represents one of the leading theorists within this area. His international influence on contemporary research in lifestyle, taste, values and everyday praxis related to the habitus of individuals and the culture of lifestyle domains has been very significant. Bourdieu’s work was concentrated around three important terms related to lifestyles: capital, field and habitus. The meaning of the term capital is a capital, which a person acquires through, for example, passed exams, prizes or artistic performance and it can both be economic and symbolic in its form (Marling 2012, p. 145). The term field has more of a spatial meaning as it refers to the space, where individuals encounter their peers and a space where specific norms and values are established.

Whereas, the term habitus is an abstract term as it plays a very important part in the structuring of our social orientation. Habitus is a collection of social elements and our individual values and thereby it sets a framework for people's opinion, standards, interpretations and actions. Additionally, habitus includes the more objective conditions of an individual, as former experiences from ones childhood leaves a mark, which can be brought to live again in the individual's adult live and the habitus also decides how the individual ultimately use these objective conditions. In summary, habitus both represents the conditions structuring the lives of individuals and an opportunity for structuring, since the individuals themselves may influence the conditions if desired. Particularly the concept of habitus can be found within the method of urban songlines, as the motivation behind the lifestyle approach is to explore different groups of ordinary people's experience of their city. This exploration includes answers to questions such as what they like or dislike, where they feel at home and with whom, and how they explain their feelings (Marling 2012, p. 146).

With the theoretical foundation represented by the above-mentioned concepts the method of urban songlines seeks to study how connections are formed with the aim of investigating meaningful elements in terms of the formation of identity in urban life today. The objective of urban songlines is hereby to trace and highlight diversity in modern cities, but the method also seeks to trace and highlight the important places identified within the city (Marling, 2012, p. 146).

Mapping the urban songlines of the end-users

Gitte Marling and her work with how the city is experienced by ordinary people has been a great source of inspiration, when it comes to the approach applied during this part of the data collection within the project. The following section will describe how the mapping of the urban songlines of two end-users living in Sydhavnen was done in practice.

In practice, the end-users were contacted through a local school in the area of Sydhavnen, more precise through their school board, where many parents of the children attending the school are members. One of the parents helped us to get in contact with a local organisation that works with renewal of the urban area in Sydhavnen called Områdefornyelsen Sydhavnen (The Area Renewal Sydhavnen) and they chose to put out the word that we were looking for volunteers to participate in our project on their public Facebook page. The recruiting resulted in two participants, both parents of children attending the school, both members of the school board and both active actors, when it comes to the further development of Sydhavnen as an attractive urban area.

The mapping of each participant's urban songline was conducted in two rounds. The first round included the walkabout in the local area of Sydhavnen, where each participant were asked to select and prepare a walk in their neighbourhood, which they usually walk in their everyday life. Prior to the walk both end-users received a briefing e-mail telling them about what was going to happen. The e-mail informed the participants about the before mentioned selection and preparation of the walk and that they should take some pictures while walking. These pictures should represent their neighbourhood and what they attach special attention to, when walking this route, how they experience and use the area and what they are particularly fond of, like and dislike during the walk. The e-mail also informed the participant about the fact that they had to use an application to take the pictures with and that this application also tracked the route of the walkabout with a GPS tracker. The application with the GPS tracker and the feature of taking photos while walking is called Ramblr. When it was time for the walkabout with each end-user they were again briefed in person and then had the opportunity of asking follow-up questions if they were in doubt about the task. Before walking the end-users were asked to give their consent related to the recording of the dialogue during the walk. During the individual walkabouts the end-users had the role as tour guides guiding the researchers around in their local neighbourhood in Sydhavnen. The researchers had the role of tourists discovering new sites and possibilities in the urban area of Sydhavnen. Thus, the researchers avoided any interference in the direction of the route and the subject of the dialogue, but were only active in the sense of asking follow-up questions and active listening to the narratives of the end-users.

The result from the walkabouts were a tracking of the routes with the taken pictures pinned on the route in a chronological order related to when the end-users took the pictures on the route in real life. The result was visible through the application Ramblr and could only be found on the webpage of the application by logging in with a username and a password (Bientus Inc., 2011). The result visible on the webpage was an illustration of the route and picture icons pinned on several points on the route to indicate that a picture was taken at that specific point during the route. Only by clicking the picture icon the actual picture was visualised in the right side of the webpage (Appendix 12; Appendix 13), which made another representation with the actual pictures together with the route necessary to develop in order to get the whole picture of the results from the walkabout. These visual representations of the results were developed from the data collected with the Ramblr application and can be found in the analysis section part 2 in illustration 1 and 2.

Follow-up interviews with the end-users

To investigate the sub question for this master thesis the mapping of the end-users' urban songlines were performed. First the walkabouts representing the first round and round two represented by a follow-up interview with each end-user individually.

As mentioned before it is of great importance to be clear about what problem the study is investigating when planning an interview. In addition the location and the wished outcome from the study should be planned. Finally the interview guide's structure should be planned. The interview guide can be structured with preformed questions or have an open structure with ideas for questions (Riis, 2005, pp. 99-111). Like with the mediator and the expert interview guides using elements of both aforementioned forms with an open flexible structure, where key-questions were prepared, formed this guide as well (Appendix 14). The follow-up interviews were planned in order to obtain knowledge about the chosen route and the different meaningful places, critique and future wishes for the area.

Coding of the follow-up interviews

This section will describe the use of coding when making an analysis strategy for analysing the interviews.

The analysis of the collected data can either be done by using theory as a basis or by letting the material guide the direction (Riis, 2005, pp. 149-150). In order to have the possibility of deselecting the different spoken phrases that do not relate to the problem investigated the researcher should keep the problem statement in mind when performing the analysis (Riis, 2005, pp. 150-151).

Further, the coding of the material should be divided into themes, which arises from the theory or the used key questions or themes from interview guide. However, while doing the analysis it might be necessary to develop new themes if the material guides the analysis in a new direction (Riis, 2005, p. 157).

In the analysis of the end-users follow-up interviews the approach is inductive, which relates to the material being the point of departure for the analysis. Furthermore, the coding's structure will be guided by the notions from the collected data (Riis, 2005, pp. 162-166)

The themes from the follow-up interviews was as follows:

- Socio-economical and socio demographic factors

- Dialogue about the pictures
- Questions for the citizen
- Plotting by the citizen on the map

The foundation of the coding was the themes from the follow-up interview guide (Appendix 14). However, the collected data from the walkabouts and the spoken words from the follow-up meeting created new themes as seen below:

Theme: Meaningful places for the end-users

- The end-users' perspectives of Sydhavnen
- Critique of the current foodscape
- Wishes for the future foodscape

Conceptual framework for the LC-FAT version 3.0

The conceptual framework for LC-FAT version 3.0 originates from the LC-FAT 2.5's conceptual framework, but has been changed in a more participatory direction (Appendix 1, pp. 1-10).

The method of the LC-FAT builds conceptually on insights from the foodscapes approach (Adema, 2006), the theory of affordances (Gibson, 2015), diffusion of innovation theory (Rogers, 1983), stakeholder theory (Mitchell, Agle and Wood, 1997), concepts and theories of agency and structure as well as practice theory (Warde, 2005) and user involvement with a user centred approach (Haukipuro, Väinämö and Archippainen, 2014). The method of urban songlines, previously presented within the methodology section, additionally has a place within the further developed LC-FAT as an approach to get the end-users involved.

The conceptual framework of the LC-FAT, including the theoretical approaches listed above, will be the focus in the next sections of the report. The reason for introducing the conceptual framework in the following section is to explain on which ground the further development of the LC-FAT is based upon. The theoretical approaches will be presented one by one, including a disclosure of the specific application of each theoretical approach within the LC-FAT.

Practice theory

Since the foodscapes approach (Adema, 2006) is quite new, both in history and research, the practice theory will form the theoretical foundation of which the foodscapes approach is build upon in the context of this project. The practice theory will therefore be explored further in the following together with its connection to the foodscapes approach.

Changing the food realities of the local community is dependent on answers to questions such as what is available, what is possible and what is doable. By taking a theories of practice approach to understand local community foodscapes it is assumed that social practices in a professional social field such as the preschool is influenced by both structures and agents. The practice theory that has been examined in relation to consumption by Alan Warde points to the fact that although the structural affordances of the environment can be seen as static this environment can be changed through the commitment and agency of the agents present in that field (Warde, 2005, p. 138), in this case for instance the pedagogues and the foodservice staff. By using the theories of practice as a point of departure it is suggested that topics such as eating and learning about eating is a complex social practice that is inherent in the system in the existing foodscapes. As a result its nature is dependant of both the environment and its agents. By using this approach it could be argued that practices and structures embedded in the foodscape of the local community can be changed through the agency of individual stakeholders. Such commitment of stakeholders could be building on ideas, intentions and motivation in relation to topics such as food, nutrition and literacy etc.

Warde emphasizes the implications for using the practice theory approach for analyzing consumption. Agents can have very different knowledge, experience, learning, competences, professions, and therefore their performances and social performances are differentiated. All these diversities are important to have in mind when for example analysing the role of the participants or the structure of their attitudes towards a practice and in a practice (Warde, 2005, p. 138).. This approach provides a perspective that focuses less on the individual choices and more on a collective social culture (Warde, 2005, p. 146).

Differentiation in behaviour is not only caused by the socio-demographic factors. However, the variations also arise from differentiation in understanding, levels of competence and the volume of involvement (Warde, 2005, p. 147). Therefore, when researching practices it is important to investigate the occurrence of what is available, where do individuals engage in practices and how are the individuals' positions and their commitment (Warde, 2005, p. 149) in for instance a local

community. These questions are important when developing and planning an intervention inspired by theories of practice (Warde, 2005, p. 149). With this important point the connection between theory of practice and the foodscapes approach becomes visible. In comparison, the foodscapes approach is interested in what is available within the environment of investigation and how the agents act in the landscape of their foodscapes. Thus, making the focus of interest the structures within the environment and the agents and their practice within this environment, as in the theory of practice. The foodscapes approach then includes an additional factor of interest and importance being the element of food, which will be explained further in the following section.

The foodscapes approach

The following section will present the foodscapes approach as a part of the conceptual foundation for the LC-FAT. The idea of the foodscapes approach will be explored further after which the usage of the approach specifically within the LC-FAT will be unfolded.

The LC-FAT partly builds on the rapidly growing interest in the potentials of local community approaches to the improvement of food environment and behaviours, with a specific reference to the initiative of SoL.

The concept of foodscapes is being employed frequently in the language of scholars who are working with food today. Amongst these scholars is P.h.D Pauline Adema from The University of Texas at Austin, who defines foodscapes as being:

“... Social, cultural, political, economic, or historical landscapes that, in one way or another, are about food.” (Adema, 2006, p. 13).

Another scholar Thomas Burgoine, also P.h.D, is in line with this perspective and focuses on the purchasing opportunities of foods in a regional environment:

“The “foodscape”, or the food environment, incorporates all opportunities to obtain food within a given region” (Burgoine, 2010, p. 522).

Burgoine additionally exemplifies opportunities of obtaining food as differentiating between restaurants and takeaway with a fixed placement, and the more changeable mobile food vans and vending machines (Burgoine, 2010, p. 522).

In broad terms, a foodscape represents a fusion between food and landscape in which the physical meaning of a landscape is merged with the more general concept of a landscape. A foodscape refers to the foods characteristic to a certain area or the people living there. The concept of foodscapes may be feasible in different contexts and types of spaces from personal to public spaces found in that of a city. The concept of foodscapes is concerned with the understanding of people relative to food (Adema, 2006, pp. 12-13). Foodscape, similar to landscape, entails so much more than the physical meaning of the word. The meaning of the term can also be of a more immaterial nature and explain the relation between a specific area and a specific food. The place where the relation to a specific food is found can also somehow be mentally bound, as the association between food and place may be fixed in people's imaginations with the attachment of emotions and memories (Adema, 2006, p. 14).

The idea of foodscapes as settings that might influence our behaviour and eventually our health was introduced as part of the WHO Ottawa Charter on health promotion 1986. The charter included the idea that our living conditions have an influence on our health and that we as individuals within these structures might also influence health (Mikkelsen, 2011, p. 212). Therefore, foodscapes possess the ability to influence health, for example by favouring the unhealthy foods and having limited or no available healthy foods, within certain areas. Some studies concerning the foodscape's ability to impact health use the term of "food deserts" to describe the areas deprived of affordable nutritional foods and with large areas where the healthy foods are inaccessible (Mikkelsen, 2011, p. 213).

Foodscape studies often addresses the critique of current food environments, and is thereby interested in how things could and should be (Mikkelsen, 2011, p. 213), which in the context of this assignment is referred to as "wishes for the future foodscape", including concrete suggestions of how the foodscape could be subjective to each individual. Another use of this concept comes from sociologist Thorbjörn Bildtgård who terms it as a "mental foodscape", which is a shared imaginary map or geography of food, pertaining to places the researcher's informants would like to go, in order to eat good food (Bildtgård, 2009, pp. 498-499). Bildtgård argues for the existence of a distinctive Swedish mental foodscape, which he describes as being a common way of perceiving food and place (Bildtgård, 2009, p. 521). Whereas, the "wishes for the future foodscape" will be

used as a more subjective way of representing food and place with a prospectively perspective to it, within this context.

The foodscape approach, affordances and the LC-FAT

The foodscapes approach acknowledges the complexity of the food reality in the local community and its settings and offers a way to frame the aggregate of the local community food environment and its agents in one. By looking at the local community through the perspective of the foodscapes approach it is possible to capture the complex social and physical environment that makes up the local community and its setting in relation to food, eating and learning. For example a school or a kindergarten in a local community could both be a place of eating practices in relation to breakfast, lunch and in-between meals, as well as a place for learning about the multitude of meanings and aspects of food and eating. The foodscapes approach offers a framework for understanding this network of people, food and environment present in for example a school environment.

Foodscapes in institutional settings such as the ones found in schools and kindergartens can be referred to as “captive foodscapes”. By underlining the “captive” dimension it is illustrated that there is a special importance of places where we eat frequently in “captive” daily life, such as schools, preschools and institutions. It may be assumed that these specific foodscapes is important when it comes to the health conditions of the individuals who spend the majority of their day here and thereby often also consume most of their meals there (Mikkelsen, 2014, p. 1193).

The idea of foodscapes is further inspired by Gibson’s notion of affordances. Gibson suggests that we are actors in the environment, but perceivers of the environment. How we perceive potentials and action possibilities in the food environment (what can be done here) is therefore highly dependent on the individual and its subjective norms. Affordances can be understood as the action possibilities that the environment offers and that comes into play through the perception of individuals (Gibson, 2015, p. 143). The LC-FAT aims at providing support for the joined efforts of local community actors, end-users and researchers in order to uncover the action possibilities in a local foodscape. It assumes that the process of participation and co-creation is key to this process. In the case of the action possibilities of captive foodscapes such as a school environment, it offers possibilities for promoting healthy eating as well as for creation of food literacy through both the foodservice and the learning potentials present in the school environment. These possibilities exist in relation to the agents and as a result are dependent on the agents’ ability and willingness to recognize these capabilities as well as on the researchers’ capability to see them.

Diffusion of innovation theory

In the section to come the diffusion of innovation theory will be presented as a part of the conceptual foundation for the LC-FAT. The essence of the diffusion of innovation theory will be explored further after which the usage of the approach specifically within the LC-FAT will be unfolded.

The diffusion of innovations is a popular theory because it in general is acknowledge that the adoption of a new idea entails some difficulties, which are not necessarily removed just because the idea is good and beneficial, as stated by Benjamin Franklin:

“To get the bad customs of a country changed and new ones, though better, introduced, it is necessary first to remove the prejudices of the people, enlighten their ignorance, and convince them that their interests will be promoted by the proposed changes; and this is not the work of a day.”

(Rogers, 1983, p. 1).

Most innovations undergoes a long period of time, often years, ranging from the time they are initiated to the time when they are adopted. The time in between is partially used on enlightening and convincing the people about the advantages of the innovation and this process takes time. Many individuals and organisation therefore often encounters the issue of how to accelerate the adoption of the innovation (Rogers, 1983, p. 1).

Rogers defines diffusion as the process, where an innovation is spread through communication channels within what he terms a social system and over a period of time. The characteristic of the communication within the diffusion process is that it contains information about a new idea. Returning to the notion of diffusion it is socially entailed change, where change occurs, in the structural and functional aspects of a social system. The diffusion of an innovation leading to social change happens, when the new idea of the innovation are developed, spread, and adopted or rejected, which leads to a specific outcome. Rogers applies diffusion with the inclusion of both planned and unplanned diffusions of innovations (Rogers, 1983, pp. 6-7).

The diffusion process consists of four essential components, which Rogers terms as the innovation, the communication channels, time, and the social system. Within the context of the diffusion

process an innovation must be a new idea, activity or entity, which should be perceived new according to the individual or group of adopters (Rogers, 1983, p. 11).

Communication between two parts or more, within the context of diffusion, includes the sharing of an innovation, where one part possess the knowledge and experience of how to use the innovation and the other part is unaware of the innovation's benefits and usage. The communication channel is then what connects the two parts in the sharing of a new idea. The communication channels can be of various characters, ranging from the channels of mass media to the interpersonal channels where two individuals or a group have a face-to-face exchange of information (Rogers, 1983, pp. 17-18). Time is, as mentioned, plays a significant role, when it comes to the process of diffusion. Time is always an important element in terms of communication, however it is often ignored in the general research, where communication is the subject. In relation to diffusion time is relative to the process of an individual's first encounter with an innovation and ending with either an adoption or a rejection of the innovation (Rogers, 1983, p. 20).

Lastly, Rogers apply the term of the social system to describe an assemblage of individuals who share a common interest related to the solving of a problem, which they face together within the system. This social entity only becomes a social system, when the sharing of a common objective occurs. The relation between the social system and the diffusion of an innovation is that the system represents a framework for the diffusion to occur in, under which the social structures found in the system can have an influence on the diffusion of the innovation (Rogers, 1983, p. 24).

The LC-FAT and the adopter categories

In the context of the LC-FAT approach an innovation is a new idea that could form the basis of an intervention. An example of an innovation like approach to intervene is the SoL local community intervention program. The diffusion of innovation mind-set assumes that the SoL idea is transferred and adopted by stakeholders within the community through various pathways. These different pathways are the aforementioned main elements that influence the spread of a new idea: the innovation, communication channels, time and the social system identified by Rogers. The process of diffusion relies heavily on human capital and the innovation idea must be widely understood, accepted and adopted in order to sustain over time. Rogers argue that there is a point at which an innovation reaches its critical mass at which the idea has the potential of becoming transferred to other communities (Rogers, 1983, p. 304). Using the example of SoL would include disseminating the SoL program and the idea in which case communities would adopt the idea depending on their

preparedness and engagement. Rogers list the different categories of adopters as: innovators, early adopters, early majority, late majority, and laggards, which he characterizes as ideal types. The ideal types are developed on the basis of observations of real life practices and the objective is to be able to make comparisons between these. The ideal types' functionality is meant as a guide for researchers to direct their work and to frame the results of the research (Rogers, 1983, p. 247).

The first category is the innovators, who are venturesome and eager to try new ideas. An innovator must possess the ability to function under precarious conditions when it comes to innovations and the adoption of them. Thus, the characteristic of an innovator is an individual who thrives under risky and hazardous conditions. In the diffusion process of an innovation the innovators play an important role, as they are the ones who introduce the innovation in their social systems (Rogers, 1983, p. 248).

Then there is the category of the early adopters who represent a more integral part of the social system, as they often are found to be opinion leaders within their respective social systems. Others seek to early adopters for advice and information about the innovation and many consider them as the ones to go to before applying a new idea, which is why the change agents generally perceive the category of early adopters as being the ones to get in contact with in terms of accelerating the rate of the diffusion (Rogers, 1983, pp. 248-249).

The third category, the early majority is characterised as a group of people who are just above average in terms of adopting a new idea. They rarely lead, but often interacts with their peers and their position right in the middle of the social system's adopter categories makes them an important link when diffusion are to happen (Rogers, 1983, p. 249).

The late majority is then characterised as a collection of people who are just below average when it comes to the adoption of an innovation. They are described as followers, due to the way they approach innovations, which is characterised by scepticism and caution and their practice of only adopting a new idea when almost every other member of their social system has done so (Rogers, 1983, pp. 249-250).

The last category, also the last to adopt, is the laggards. The laggards' starting point when they have to decide whether or not to adopt an innovation is the past, since they build their decision on previous innovations. They are characterised as having a suspicious mind in relation to innovations and the people who are developing and spreading them in their respective social systems. Their process of adoption is therefore significantly slower than the other categories' (Rogers, 1983, p.

250).

For the purpose of the LC-FAT application of diffusion of innovations it is hypothesized that diffusion of interventions, the spread of the idea, is dependent on the nature of the environment, the features of the foodscapes in the local community, as well as of the agency of the stakeholder that inhabit it. As such the likelihood of an intervention idea or an approach being adopted by a society must be based on an assessment of the stakeholders agency and their preparedness. This is also why adoption of an intervention idea is subject to the type of adopters in the local community and their decision process.

Stakeholder approach

In the following section the stakeholder approach will be described and unfolded in order to explain why it is necessary, when making a local community project. The stakeholder approach is a part of the conceptual framework and therefore the construction of the LC-FAT.

Clarkson (1995) has determined that the notion “a stakeholder” can be described as individuals or groups, who have a claim, ownership, interests or something at risk in for example a project (Brugha and Varvasovszky 2000, p. 242).

The stakeholder approach has been used in business management since the 1930s. The term stakeholder and the use of stakeholder analysis have recently become a more common used notion and approach in for example health policy during the last ten years (Brugha and Varvasovszky 2000, p. 239).

The stakeholder analysis has an objective for evaluating and understanding different stakeholders’ positions in relation to a project. In a stakeholder analysis different subjects need to be investigated, which are consisting of interests, potentials, networks and influence in the context of a project (Brugha and Varvasovszky 2000, p. 239).

The stakeholder analysis originates from policy and for many years policy analysts have known that it is of great importance to involve interest groups, when working within the process of policy making. Additionally, it might be relevant to involve different policy actors, both passive and active ones, in the process of policy formulation and decision-making (Brugha and Varvasovszky 2000, pp. 239-240).

In the management field the stakeholder analysis also has been a well-used approach in relation to investigating individual's and groups' interests and influences in relation to for instance a change project in an organisation. These stakeholders need to be considered, when evaluating limitations and possibilities for implementing and managing change (Brugha and Varvasovszky 2000, pp. 240-241).

The stakeholder approach has also been used, when assessing the possibility of a project's success or failure. Further, when assessing the projects chances for success the support and opposition of the actors are important investigate. Additionally, an involvement of stakeholders in a project is an essential point of departure for a project to become successful (Brugha and Varvasovszky 2000, p. 243).

In relation to the LC-FAT the stakeholder approach is highly relevant, when assessing a local community prior to making a project or an intervention concerning change. The stakeholder approach can be used in relation to investigating whether or not the local citizens are supporting a possible project. In addition, the stakeholder approach can be used in order to assess, which stakeholders are a possible threat for the project to become a success and therefore should be involved in order to create support. These stakeholders can for instance be different local mediators, who have a valuable knowledge about the local community, the end-users of the projects and could also be different companies. Further, the involvement of stakeholders, who have an interest, ownership or a claim in the project, is necessary in order to make the project more likely to succeed. Therefore the inclusion of the stakeholder approach in the LC-FAT is essential due to the fact that this approach makes the possibility of a health-promoting project succeeding more likely.

The PLU identification of stakeholders

In a review by Mitchell, Agle and Wood (1997) it has been stated that the thing that is missing within stakeholder identification is a theory that can help to divide stakeholders from non-stakeholders. In this review the definition of a stakeholder by Freeman (1984:46) is the starting point of the stakeholder identification theory:

"any group or individual who can affect or is affected by the achievement of the organization's objectives" (Mitchell, Agle and Wood, 1997, p. 854)

A stakeholder can be identified and put into a class if they hold one, two or three of the following attributes, then a firm need to take these stakeholders into consideration, when for example making a project: power, legitimacy and urgency (Mitchell, Agle and Wood, 1997, pp. 853-854).

Mitchell, Agle and Wood (1997) define 'salience' as:

“the degree to which managers give priority to competing stakeholder claims” (Mitchell, Agle and Wood, 1997, p.854).

Furthermore, salience and stakeholder identification theory must adequately be responsible for the stakeholders being of a somewhat high quality because they might have the possibility of affecting the organisations to handle challenges and in some degree help the organisation to become more effective (Mitchell, Agle and Wood, 1997, p. 859). The notion power and legitimacy cannot be seen just as two different notions, when in fact they are interacting and together with urgency these notions can create differentiations of behavioural patterns between varieties of the stakeholders. The notion of power cannot solely explain salience due to the fact that some stakeholders remain important for the firm even if they are powerless (Mitchell, Agle and Wood, 1997, pp. 863-864). Power can for example be physical resources; force or a matter of acceptance and it can be gained and also lost (Mitchell, Agle and Wood, 1997, p. 865). Legitimacy is important for the organisation to survive and legitimate stakeholders are in a socially constructed world very valuable. Legitimacy is in a way larger than the simple self-perception it is a for example actions that are acceptable in relation to a group's, individual's and an organisation's norms, beliefs and values. The term urgency needs to be understood as a matter of how much the stakeholder calls for immediately attention (Mitchell, Agle and Wood, 1997, pp. 864-867).

Organisational theories do not include all three notions of power, legitimacy and urgency. However, all three notions are of great importance, when identifying and evaluating key stakeholders (Mitchell, Agle and Wood, 1997, p. 864).

A Stakeholder's salience can be identified and evaluated in relation to their possession one, two or three of the attributes power, urgency and legitimacy in their relations to the firm.

A manager's role in deciding whether a stakeholder is salient and possess all three aforementioned notions, and therefore needs immediately attention, or not is crucial due to the managers role the

final say about if the stakeholder is salient or not. However, the manager might not always be entitled, when choosing if the stakeholder is salient. Furthermore, the management has an important role for being able to notice own interests and to sacrifice if necessary (Mitchell, Agle and Wood, 1997, p. 870-872).

In the LC-FAT the PLU approach is used to identify stakeholders. PLU is included in template 3a where the investigation of whom to involve in the project is performed. The different identified stakeholders should be rated by their low, medium or high possession of Power, Legitimacy and Urgency. The stakeholder with the highest rating score is the stakeholder that should be included in the future intervention with in the chosen local community. After the identification of the stakeholders salience in relation to the intervention found in template 2 in the LC-FAT, template 3b investigates whom to involve and how to involve them by hosting a workshop with the stakeholders found in template 3a. The PLU identification classifies the different stakeholders into classes if they hold one, two or three of the attributes power, legitimacy and urgency (Mitchell, Agle and Wood, 1997, p. 854). However, this classification of the PLU identification of stakeholders will not be included in the LC-FAT because the identification in this tool should be as simple as possible. In relation to identifying whom to involve in a local community project the end-users' of a potential project could be relevant to include in order for the project to meet their needs and interests. Thus, the following section will describe the term user involvement.

User involvement

In the stakeholder approach section above it was made clear that stakeholder involvement of for instance mediators, companies or end-users makes a project more likely to succeed. Accordingly, the following section will broaden the aspect of user involvement in order to explain the reason for making a further development of the LC-FAT with this aspect included. The user involvement is part of the conceptual framework for the LC-FAT and will be part of the tool after a further development hereof.

The aspect of user involvement concerns some of the key stakeholders that can be identified in a local community and therefore the following section will explain the importance for involving end-users, when working with interventions.

Public services have recently been developed in a direction, where the usage of e-services and the Internet has become very common. If the end-users of the different services do not accept and adopt the development of the service and start using it the result can be an unsuccessful project. When planning a project for instance it is of great importance to include user experience and their feedback on the intervention in order to make the outcome a success. Therefore an early inclusion and involvement of users in the development of services, for instance interventions, can be seen as very effective and necessary (Haukipuro, Väinämö and Archippainen, 2014, p.1).

In the service design approach the user's perspective of a certain service is in focus. The end-users' perspective can create designs that concern what the users actually need and from the designers' perspective seem to be efficient in solving a possible problem. The notion co-creation is a used expression for describing the design process, where the user and other relevant key stakeholders are involved when designing an intervention for instance. Furthermore, the user's experience, which involves the physical and social environment, also is important to consider (Haukipuro, Väinämö and Archippainen, 2014, p. 2), when for example creating an intervention. Further, the physical environment where the service is played out is of great significance of how the experience is perceived and consists of the surroundings and other objects present. The social environment is the interaction between the one providing the service and the end-user and in addition the other different people present. In relation to these aforementioned environments the experience of a designed service should be affecting the end-user with a memorable experience in order to be successful (Haukipuro, Väinämö and Archippainen, 2014, p. 2).

When designing a service the moments that are included in the service, makes the basis for the design process. Furthermore, the customer journey shows how the customer experiences a service. In the process of obtaining knowledge about a customer's experience of a service it is important to know where the journey begins and where it ends. Through an interaction with a service provider and the social and physical environment surrounding it creates an experience for the customer (Haukipuro, Väinämö and Archippainen, 2014, p. 2), which in this case is the end-user.

The user involvement aspect will, if found appropriate, be part of the LC-FAT and therefore it is part of the tool's conceptual framework. The user involvement approach can be used when making a local community project in order to make sure the citizens' needs are taking into consideration. The users experience and feedback can be useful in order to make a project or a service more likely

to be adopted by the local community and thereby create ownership. Furthermore, the end-users' experiences of both the physical and social environment within the local community have to be meaningful in the end-users' perspective in order to be successful. Therefore, when making a project in a local community the inclusion and involvement of the end-users are important if researchers want the project to be adopted by the local citizens and for the project to become successful. In this study the service design approach with user involvement and co-creation will be investigated by using the urban songline approach. The urban songline approach will, if found appropriate to investigate the end-users' perspective on Sydhavnen, be used in a further development of the LC-FAT.

Analysis

Analysis part 1 - Interviewing the experts and mediators

The following section will contain the analysis of the performed expert and mediator interviews. The analysis is based on a coding of common themes found in the interviews and a few individual statements found to be essential for the further development of the LC-FAT. The chosen themes are identified based on the themes and questions within the interview guides (Appendix 2; Appendix 3). The final amount of expert interviews resulted in three different interviews, whereas the final number of mediator interviews amounted into five different interviews (Appendix 4; Appendix 5; Appendix 6; Appendix 7; Appendix 8; Appendix 9; Appendix 10; Appendix 11).

Expert interviews

The following analysis based on the themes found in the coding are developed on the basis of the performed expert interviews and the transcriptions of them. The analysis of the interviews with the experts will be used to make a further development of the LC-FAT, which will result in a version 3.0.

Table 1: Information about the experts who participated in the study.

	Expert-1	Expert-2	Expert-3
Education	Ph.d in immunological epidemiology, M.Sc.	Ph.d in sociology	Master of Public Health, Specialist in

	in biology and B.Sc. in biology.		General Medicine, Mag.scient.anth.soc, Diploma in Tropical Medicine and a MD
Workplace	Steno Diabetes Center	Aalborg University	Steno Diabetes Center
Job title, research field	Senior Researcher, Prevention Research	Associate Professor, Department of Health Science and Technology	Senior Researcher, Prevention Research, Health Promotion
On-going projects	Project Health and Local Community - SoL Bornholm	Sund Hverdag	Project Health and Local Community - SoL Bornholm

Source: own creation.

The tool is prescriptive

The theme in this part of the analysis will be the common theme identified about the prescriptive nature of the LC-FAT, as it is presented now, emphasized by more than one of the expert-interviewees.

The LC-FAT has been characterized as a prescriptive tool with a lack of flexibility, which the following statement clearly emphasizes:

“The fundamental challenge of using such tools is to overcome the prescriptive nature, which lies within them. Meaning that from the very beginning there exists a template for what is “in” and what is “out”.” (Appendix 4, p. 21, l. 41-43).

The expert-interviewee is describing his concern with the usage of prescriptive tools and the fact that they are very much framing and controlling the process from the very beginning leaving no room for any flexibility in the working process of filling the templates. Further on, the expert-interviewee mentions that the danger of using these prescriptive planning tools is connected to the way you use them and how you use them in practice:

“I am familiar with planning tools but you have to be aware of the risk of working with them and that is that it becomes prescriptive and it may consequently end up with, depending on how you use it, if you use it wise, but you can end up with using the tool in a way that you end up saying “now we have the solution and the next step is just to implement”. And this is the worst scenario.”

(Appendix 4, p. 21, l. 57-61).

Another statement made from one of the expert-interviewees is a second explanation to why the tool is found somewhat prescriptive in its practice:

“... I do not see much participation and involvement in this tool and it is perhaps my biggest appeal but also cruel, cruel can you say when somebody comes and do something with people and a local community like a diagnosis “we know that the situation is as such and then we can do this” and this is probably what I see as the biggest weakness...” (Appendix 6, p. 47, l. 41-45).

He is mentioning the lack of participation and involvement of the people from the local community (the end-users) as one cause to the tool being prescriptive and missing flexibility. The involvement of people, also termed as stakeholders, when assessing a project’s chances of success or risk of failure is a crucial step. Without the involvement and support from the stakeholders the project might end up being unsuccessful (Brugha and Varvasovszky, 2000, p. 243).

Furthermore, one of the expert-interviewees is also questioning the LC-FAT and the flexibility of the tool in terms of contextual focus on the specific local community in question and its unique characteristics:

“The question is always to which extend you sufficiently develop such tools when it comes to the concrete local community, the residential areas’ special characteristics, the specific composition of both, it could be the demographics in the exact area, the unique opportunities the physical environment represents for implementing certain types of interventions and whether it actually manage to get hold of these special features. This is also something you can pay attention to in terms of test and further development of the templates...” (Appendix 5, p. 40, l. 88-95).

The prescriptive form of the tool is again the focus of critique due to the fact that it, according to expert-interviewee-2, has little room for transforming the templates to fit each different local community as the tool is presented today.

When comparing the LC-FAT with the above-mentioned statements made by the expert-interviewees about the prescriptive form of the LC-FAT it becomes clear that the tool is missing some flexibility. The templates within the LC-FAT are defined and fixed prior to the process of choosing a context to work in and acquiring knowledge about that specific context, which contributes in making the tool prescriptive and inflexible in its form. As seen below the first step of the LC-FAT is for the researcher to make a desktop study and not having a dialogue with the target group about their point of view of the current situation in the local community.

Table 2: Template 1

Template 1: How to choose WHAT to do. The template aims at assessing WHAT to do based on an assessment of costs, the power of evidence base, acceptability as assessed by both mediators and target group and the existence of infrastructures that can be utilized.

The columns from 2-6 in template 1 are rated with the scores from the following table:

Low	Low-medium	Medium	Medium-high	High
1	2	3	4	5

The total score represents the feasibility of the specific intervention (the higher score the more feasible). The numbers from column 2-6 are added together and equal the total score.

Intervention component	Price	Strength of evidence base	Acceptability as assessed by mediators, How meaningful it is to the mediators	Acceptability as assessed by target group How meaningful it is to the end users/target group	Infrastructures or activities already present	Total score

(Appendix 1, p. 11).

In summary the LC-FAT is found to be missing some components, where the target group is included in the planning process.

Missing user involvement

During interviews with local community project experts some of the interviewees have explained how the LC-FAT does not include a user aspect in the templates, which one of the experts explained like this:

“... this tool does not see much participation and involvement and that might in fact be my biggest appeal” (Appendix 6, p. 47, l. 41-42).

Another interviewee explained it like this:

“ It is important to – put as much joint ownership and motivation and – into a target group and – into partners – which is two different things. As humanly possible to create a – own motion of, what should I call it – yes motivation of – and an ownership...” (Appendix 4, p. 21, l. 46-48).

The interviewee explains the importance of involving the target group in the project to be able to create ownership and motivation of a change. Later the same interviewee is saying that by not including the target group in the project from the beginning and the researchers requesting their own criteria for the projects, then the project might not fall into the wishes of the local community. Furthermore, all three interviewees see the missing user involvement and participation of the end-users as a great weakness in terms of making the project sustainable within the local community after the project has ended. An interviewee said:

“ ... a local process that is not yours but is their process, which contributes and supports okay, that is what I think – is the goal okay...” (Appendix 4, p. 27, l. 251-252).

By taking over a project and not involving the target group in the project prior to the beginning of the project and during the project, it might lead to the local community not adapting the changes and thereby the changes might not be sustainable long term, which could lead to a collapse of the health promoting project and the possible changes. An early inclusion and involvement of users in the development of services, such as those included in local community projects, is seen to be very effective and also necessary for the successful outcome of the project (Haukipuro, Väinämö and Archippainen, 2014, p. 1). Part of a successful outcome of a local community project would be that the changes created by the intervention would sustain and be adopted by the local community. According to Rogers, this process of adopting an intervention idea is thereby subject to the type of adopters in the local community and their decision process. As mentioned in one of the previous sections, Rogers divides the type of adopters into five ideal types, which are meant to function as a guide related to research efforts and also to function as a framework for the synthesis of the research findings (Rogers, 1983, p. 247).

One of the interviewees expressed the following:

“But I think what you explain yourself is a very important point, it is about developing on the basis of actually going out and first identifying further what really is the need and interest of this potential target group out in the local community.” (Appendix 5, p. 44, l. 197-199).

The interviewee explains how important it is to actually go out and investigate what type of problems the target group has and what kind of needs they have for interventions. This could be done by hosting interviews with stakeholders, including the target group, before putting anything into action to make sure that the intervention meet and reach the target group and their needs and wishes. In order to develop interventions that are useful and that meet the actual needs of the users the intervention planners must somehow approach the users to learn more about their perspectives for them to be able to solve the real existing problems. The concept of co-creation is widely used within the design process to get, for instance the end-users, involved in the designing of an intervention (Haukipuro, Väinämö and Archippainen, 2014, p. 2), which may also be the case within a local community project.

All three interviewees see participation, which leads to ownership as a fundamental part of making projects sustainable in a local community due to the fact that it creates ownership for the target group.

One interviewee points out a concern about the tool being a power tool and that if it is not explained well enough in the written material of the tool how to use it then seems to be a very dangerous tool if it is not used carefully and in the right manner. In addition to this, the interviewee feels that the tool deserves to have a more adequate guide for how to use it, in order to make sure not to use it in the wrong way. In addition, the interviewee stresses that it is essential to create action competencies and empowerment, when performing the actions to make sure the target group are strengthened to cope with the changes and avoids feeling unsuccessful (Appendix 4, p. 27, l. 241-248).

When comparing the LC-FAT with the experts' opinions about the importance of including the target group in the project from the beginning to make the changes more sustainable, it becomes clear that the LC-FAT is missing a valued part. The LC-FAT is as earlier mentioned a tool that consists of three templates, where template 1 is where the researcher should find the intervention components that has the greatest scores when it comes to evidence base, template 2 is where the stakeholders of greatest importance to the project are identified, and template 3 is where the infrastructures of the chosen area are investigated. The LC-FAT version 2.5 is currently meant to be a tool where the researcher should base the ratings in the different templates on the basis of desktop research. However, the tool does not involve the target group in the process of identifying the problems of the area or the action possibilities of the area, but is based on research only (Appendix 1). If the end-users of the outcome of the project do not accept and adopt the development of the project and start using the outcome, which could be some sort of service or product the result, could be a lost investment. Thus, when planning for instance a project, including the users' experience and feedback within this process is of great importance if the goal is to develop a successful project (Haukipuro, Väinämö and Archippainen, 2014, p. 1).

Anchoring the change in the local community

In the following section the experts express how the tool's missing involvement of the end-users can cause the possible changes not to be anchored within the local community.

In an interview an interviewee explains how ownership can create an anchoring of the changes from an intervention:

... and an ownership of what should be done and hereby also – hereby increase the success for the things actually being anchored and become sustainable in the local community.” (Appendix 4, p. 21, l. 48-49).

With this quote the interviewee explains how important the target groups' ownership of a project can be in order to be sure that a change originated from an intervention or a project is sustainable and thereby anchored in the local community.

Furthermore, another interviewee explains how a project or an intervention can become researcher driven:

“... you can decide the colour on the wall but everything else that is accordingly, then you cannot wonder that there will not be much ownership and there is a lot of examples from Denmark and from the warm countries and everything else like this, so if you want something to happen that is not researcher driven, but with local ownership then you have to give some of the power that lies within...” (Appendix 6, p. 50, l. 131-135).

The interviewee has experienced that if the researchers interfere too much with what should be done in a project then the target group do not get the power or the ownership to act on their own. As a result possible changes from the health promoting interventions or project will not become sustainable and anchored within the local community. Furthermore, the interviewee explains that the process of involving the target group should be genuine and might be long, however if the wish is to create something that works for the local community then the researchers have to build the project or intervention with ownership.

When comparing the aforementioned statements with the LC-FAT, the tool does not currently involve the target group in the project and this could have some huge difficulties according to making the possible changes become anchored in the local community after completion of an intervention or a project.

The feasibility of the LC-FAT in practice

The theme in this part of the analysis is the common theme identified, which concerns the feasibility of the LC-FAT in practice, as it is presented now, assessed by the expert-interviewees.

The majority of the expert-interviewees are questionable in terms of the feasibility of the LC-FAT in practice, as it was presented to them, and the following quote states just that:

“Yes so, I am sorry to say that I am not sure that I would use such a tool due to the reasons that I have outlined.” (Appendix 4, p. 28, l. 264-265).

The outlined reasons, which the expert-interviewee is referring to, are the analysed common themes presented prior to this theme, such as the prescriptive nature of the tool including the lack of flexibility, the lack of user involvement and the importance of anchoring the changes within the local community.

One of the expert-interviewees is also mentioning that his personal and professional beliefs have a part in the reason why he finds it difficult to picture himself working with a tool as the LC-FAT:

“I find it difficult because I come from where I very much like to break down frames and, if I could, I would not interfere in the intervention. I would simply led them do the work themselves and just observe and describe what I see and what happens etc. And then assess that in that way.”
(Appendix 4, p. 29, l. 314-317).

It is clear that the personal and professional beliefs of the expert-interviewee and the prescriptive structure of the LC-FAT is a mismatch. The expert is accustomed to working in a certain way, when he interacts with the people within a local community, which is almost a frameless way of working and letting the citizens do the essential work and then just facilitate this process as well as possible.

One of the other expert-interviewees is slightly more positive when it comes to the question whether or not the LC-FAT is applicable in practice:

“If it gets the twist we have talked about then yes it is applicable in practice. Because if we were to do a SoL 2, and I think that I speak for others involved also, then I think that you should try harder

to get the local involved, participating and establish their ownership from the start – that is essential.” (Appendix 6, p. 54, l. 259-262).

The expert is indicating that he would find the tool useful in practice if the further development of it will include elements, which will promote the involvement, participation and ownership among the local citizens. The expert believes that if a project should work locally and be sustainable long-term it is necessary to have a long start-up phase involving a genuine listening process and not just manipulate people to apply the tool developed in Sydhavnen (Appendix 6, p. 54, l. 275-277). Simultaneously he is not rejecting the idea of working with a tool:

“It is not the same as saying that then we will not have any tools, as long as the tool has a certain porosity and flexibility and some open questions...” (Appendix 6, p. 54, l. 279-280).

The idea of working with a tool such as LC-FAT is thereby still a possibility if the tool is further developed into something, which in its form has a broader scope.

To support the identified need of further developing the LC-FAT one of the other expert-interviewees said as follows:

“Because when I kind of just skim down the... as such and looks at them as some very general templates right, which can be developed very differently.” (Appendix 5, p. 43, l. 164-165).

When comparing the LC-FAT with the above-mentioned statements made by the expert-interviewees about the feasibility of the LC-FAT in practice it becomes clear that the tool requires further development in order to become more feasible in practice. To summarize, the further development of the tool should, according to the experts, include additional involvement, participation and ownership by the local citizens with a more flexible and open structure within the templates.

Individual statements

The focus in this part of the analysis will be on the individual statements made by each expert-interviewee. These specific statements are chosen because of their particular importance to the further development of the LC-FAT.

The first individual statement found to be of importance to the further development of the LC-FAT concerns the importance of having a contextual knowledge prior to the kick-start of a project within a local community:

“... that before completing it all, what can I say, on the desktop it can be really good to get out and do that, what can I say, mapping of the actual context you want to work in.” (Appendix 5, p. 39, l. 40-42).

The expert emphasizes the importance of getting to know the context of the project before implementing any changes and thereby enhancing the possibility of success. He is also stressing that the personal contact with the local citizens of the community is positively beneficial for the following activities and initiatives (Appendix 5, p. 39, l. 47-50). One way of approaching a mapping of the context of the project is to engage in the concept of urban songlines, in which the object of study is how connections are created and the aim is to investigate what makes sense and forms the identity of the people living in the city today. Thus, the method of urban songlines traces and emphasise diversity in cities, but at the same time highlights the important areas of the city (Marling, 2012, p. 146). The method automatically implies personal contact with the local citizens, as they are the subjects of the urban songlines. The outcome of using this method is often illustrative and may be in the form of some sort of map, which represents a fusion between the intangible and tangible (Marling, 2012, p. 152). This unique combination in the outcome may result in an even deeper understanding of the context than the more traditional methods would.

The second individual statement found to be of importance to the further development of the LC-FAT concerns the chronology within the templates and that it is decisive according to one of the experts:

“... there lies a great signal value in the way you understand the interrogatives and the way you order them. And then there is this merchant way of looking at it – to have a template for each interrogative... All power lies within the order.” (Appendix 6, p. 49, l. 111-127).

The expert is highlighting the importance of how you order the different templates, including the interrogatives within them because of the influence it will have on the way you use the tool and eventually the outcome of using the tool. His advice is therefore to reconsider the chronology

within the LC-FAT depending on the direction of the further development of the tool (Appendix 6, p. 49, l. 114-116).

The third individual statement found to be of importance to the further development of the LC-FAT concerns the idea of developing a new participatory model presented by one of the experts:

“And then it could might well be that if you play with these things and analyses the model based on these things then it could be as we say... let us imagine that we will make the new participatory model.” (Appendix 6, p. 50, l. 149-151).

The expert’s suggestion is to develop a new LC-FAT with a more participatory approach and in this process reorder and reformulate parts of the templates so that they would fit the projects with a participatory approach (Appendix 6, p. 50, l. 153-157).

In the following the different experts individually explain some issues with the conceptual background of the LC-FAT.

During an interview with expert-1 the interviewee explains how the LC-FAT template 2 in the A-part about the power, legitimacy and urgency (PLU) can be critical and limited:

“Thus power, legitimacy and urgency is not enough to assess who is in or who is out... This is not enough to exclude or include because there can be stakeholders, who do not have power or legitimacy or something and nevertheless have great significance for the activities, which run in the local community.” (Appendix 4, p. 32, l. 401-409).

The critical point explained by the interviewee from this quote is that by rating the different stakeholders of the project by ranking them on the basis of who has the greatest score in the PLU the outcome could be that some of the stakeholders with absolutely no power could end up being excluded. Additionally, the stakeholders with the least power or legitimacy could be those who run activities in the local community and therefore are truly significant to include due to the fact that they have contact with the local population. The interviewee claims that creating trust is even more relevant than power in order to succeed in a local community (Appendix 4, p. 32, l. 412-413).

When comparing the expert-interviewee’s statements with the LC-FAT’s conceptual framework, the framework could be developed further in order to make the tool more feasible. Furthermore, a guide of how to use the tool in practice could be relevant in order to make sure the tool is used as desired. Secondly, to make sure that relevant stakeholders are not excluded from a project by their rating of for example power, when in fact they could have crucial relevance for the project and reaching the target population. The template referred to by the expert is the following:

Table 3: Template 2

Template 2: How to choose WHO to involve. The template aims at assessing WHO is important to involve based on an assessment of power, legitimacy and urgency (PLU).

The columns (2-4) within the A-part in template 2 are rated with the scores from the following table:

Low	Low-medium	Medium	Medium-high	High
1	2	3	4	5

The total score from the A-part represents how important it is to include each listed stakeholder in the intervention. The numbers from the A-part are added together and equal the total score.

Additionally the success criteria of the stakeholder and their readiness and preparedness to act are assessed within the B-part of template 2. In template 1 the most feasible intervention was identified and in template 2 part B this will be the point of departure to fill the columns.

	A-part				B-part			
Describe the type stakeholders (e.g. community leaders)	Power	Legitimacy	Urgency	Total score (P*L*U) “The importance of that stakeholder ”	Success criteria (“what is in it for me”)	Adoption of innovation (early mover, laggard etc)	Actions that might get the stakeholder what he wants	Resources needed for such actions (money, time, knowledge)

(Appendix 1, p. 12).

In the template above the different stakeholders who could be important to involve in a project are identified and given a score based on their power legitimacy and urgency. However, the interviewee finds it somewhat difficult and insufficient to include or exclude stakeholders mainly on the basis of the total PLU score. According to Mitchell, Agle and Wood the notion of power cannot alone explain salience because some stakeholders remain important even if they are powerless (Mitchell, Agle and Wood, 1997, p. 864). This point made by the scholars behind the PLU strategy is actually somehow in line with the expert-interviewee’s critique of the PLU. They too are aware of the fact that some stakeholders can be important to a project even if they lack power, legitimacy and/or urgency.

During the interview with expert-3 the interviewee brought up how the diffusion of innovation theory might be the wrong theory to use in the conceptual framework of the LC-FAT. It is assumed that the interviewee indicates that according to Rogers an individual makes passive decisions over time. What the interviewee finds more relevant is to include a more participatory approach to make a further development of the tool in order to strengthen the local community’s resources to act and to make the changes that are needed. Furthermore, the interviewee claims that in a foodscape approach the stakeholders, structures and its content should all be included in a more broad perspective in the project or intervention instead of only the individuals as in Rogers’s diffusion of innovation (Appendix 6, p. 52, l. 207-217).

Comparing the above statements with the use of Rogers’s diffusion of innovation theory in the LC-FAT’s conceptual framework, when also using a foodscape approach there might emerge a conflict. According to the expert-interviewee Rogers’s diffusion of innovation theory has a focus on the individual and its passive development over time, where the foodscape approach has a more broad perspective with a focus upon all the different components that lies within the infrastructures in a local community and the people that interacts within the structures. In comparison, Rogers defines the notion of diffusion as a kind of social change, defined as the process in which change occurs, both in the structure and the function of a social system (Rogers, 1983, p. 6). Rogers hereby include

the social, structural and functional aspects of change and at the same time ascribe a certain power to the individuals within a social system, as they are the ones to decide whether or not to adopt a new idea.

Each individual statement made by the experts will form the basis for the further development of the LC-FAT together with the analysed common themes found in the expert interviews as well.

Mediator interviews

The following coding of themes and analysis based on these specific themes are developed on the basis of the performed mediator interviews and the transcriptions of them.

The analysis of the interviews with the mediators will give the researchers knowledge on the usability of a tool like the LC-FAT in practice from the mediators' point of view and if the local mediators are accustomed to involve the users in their work. Furthermore, an identification of the different health initiatives in Sydhavnen narrated from the local mediators' perspectives will broaden the researchers' knowledge about the local community and the inherent action and intervention possibilities.

Table 4: Information about the mediators who participated in the study.

	Mediator-1	Mediator-2	Mediator-3	Mediator-4	Mediator-5
Workplace	Ellebjerg School	Kgs. Enghave Lokaludvalg (The Local Committee of Kgs. Enghave)	Sammen om Sydhavnen	SydhavnsCompaniet	Socialudvalget (The Social Committee) and Lokaludvalget Sydhavnen (The Local Committee of Sydhavnen)
Job title	Teacher	Environmental worker	Project coordinator	Project leader	Health coordinator

Projects	School gardens	Tippen	Holistic plan for Sydhavnen	SydhavnsCompaniet	The Department Board – The social
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Source: own creation.

Health initiatives in Sydhavnen

The theme in this part of the analysis arises from the common theme identified from the interviews, which concerns the past, present and future health initiatives in Sydhavnen explained by the mediator-interviewees.

Several of the mediator-interviewees is mentioning the local initiative of having school gardens in Sydhavnen both as a present initiative in progress and a future reality:

“Well partly when I say school gardens it sounds quite traditional. Once upon a time it was a traditional school garden, which existed in the past in the Municipality of Copenhagen, as you know right? Fortunately, there still exists some today but not many. Where children sign up for, from a district, and then they get a little weight and there has been one here (at Ellebjerg School) but it was closed down and then the soil was incorporated to the school, right. In that sense it is not a school garden because there have been made much more. We have a lake and then some fruit trees – there are bonfires and a little house used for school garden room and then there are two raised beds and that is not much. And then there is a huge lawn and that area I would like to use for growing – grow things together with the children, right.” (Appendix 7, pp. 56-57 , l. 27-35).

The mediator-interviewee is describing the idea of having a school garden at the school as it was in the past and cultivate the soil in cooperation with the pupils at the school. She is explaining that they already have the area and potential for having this school garden but they are missing the cultivation part, which is an important part of having a school garden. Further on, she explains the concept of Gardens to Stomachs (Haver til Maver), which according to her is a “ready to use”-concept because it is well developed and established. The mediator-interviewee is describing Gardens to Stomachs (Haver til Maver) as a concept, which is aimed at fourth to fifth graders where they eight times during the spring visit the school garden and then they tend to the garden in their

summer holiday, while they in autumn harvest the crops (Appendix 7, p. 57, l. 37-40). The mediator-interviewee argues that the idea and importance of having a school garden is:

“... just to learn them where things comes from and for them to get a broader knowledge, right.”
(Appendix 7, p. 57, l. 40-41).

In addition another mediator-interviewee answers as follows, when she was asked about her ideas to future relevant health initiatives to work with in the area of Sydhavnen:

“Yes more school gardens. More of that “hands on” – that people themselves do something and gets inspiration the joyful way. There also exists some plans actually regarding Vestre Kirke... there exists some drawings on and ideas for Vestre Cemetery (Vestre Kirkegård) of having a larger area up there with fruit orchards and school garden – that could be amazing!” (Appendix 8, p. 64, l. 78-82).

The above indicates that the idea of having school gardens and the concept from “farm to table” is well established also in the local community of Sydhavnen.

Further on the mediator-interviewee is mentioning that the school is receiving surplus goods from an organisation called The Food Bank (Fødevarebanken), which is delivered once a week. The school is using the surplus goods in the making of a free breakfast offer at the school served two times a week. The mediator-interviewee is characterizing the free breakfast offer as a health promoting initiative:

“... it is actually to perhaps improve the pupils’ concentration and – because there are many pupils who do not eat breakfast...” (Appendix 7, p. 58, l. 80-81).

Another initiative, which is part of a bigger effort to reduce the incidence of dental caries, is that the pupils get a chance to brush and rinse their teeth with fluorine once a week. According to the mediator-interviewee the children living in the area of Sydhavnen are the ones having the largest incidence of dental caries nationwide (Appendix 7, pp. 58-59, l. 94-96). She explains the cause to this with the fact that the children living in the area of Sydhavnen are eating a lot of sugar and that it also has something to do with the variety of cultures represented in the area:

“... we have a lot of bilingual – I don’t know – they have other – I don’t think that they have the same habits when it comes to lunch boxes. Well it is not something that exists within their culture, right. Well our parents they are also brought up with the lunch box and our grandparents too, right. So they have like often unhealthy things with them. Burger buns or with chocolate.” (Appendix 7, p. 59, l. 99-102).

To enlighten the pupils further the mediator-interviewee is mentioning that she has signed up for a beekeeper course to be able to give the pupils a better feeling and knowledge of where things originate (Appendix 7, p. 59, l. 124-127).

Additionally the school has started to arrange a children’s run once a year, which the mediator-interviewee is characterising as somehow having a health promoting agenda. She is stating that it is possible to develop the idea even further because of the scenic surroundings present in Sydhavnen such as Valby Park (Valbyparken) and Tippen (Appendix 7, p. 60, l. 136- 143).

Another mediator-interviewee emphasizes the local organisations SydhavnsCompagniet and Sammen om Sydhavnen as actors when it comes to local community initiatives:

“... SydhavnsCompagniet and maybe also Sammen om Sydhavnen have been running these food evenings where they... where the target group was vulnerable citizens, so men, lone singles who never got anything proper to eat came down and learned how to cook some food and then SydhavnsCompagniet also has volunteers in their kitchen and in that way they are trying to secure that people are getting something proper to eat, just once in a while right.” (Appendix 8, p. 63, l. 58-62).

The mediator-interviewee explains that this specific initiative has been going on for a longer period of time and that SydhavnsCompagniet has a chef employed who is present two days a week and the rest of the week the volunteers are the ones who run the kitchen. The citizens present at the day centre SydhavnsCompagniet are also participating in the cooking and the food is then sold to a reasonable price to ensure that the citizens get something to eat (Appendix 8, p. 64, l. 65-71). In relation to this exact initiative with the cooking/dinner club for single men living alone one of the other mediator-interviewees explains another side of the story:

“... that is the thing about living alone and how fun is it then actually to cook by yourself... the other part of this is the social aspect where they are in a context where they have the opportunity to eat together with somebody.” (Appendix 9, p. 69, l. 79-87).

According to the mediator-interviewee the initiative have two objectives; to provide the single men with some proper healthy food but also to create this community feeling, where they can interact with their peers (Appendix 9, p. 69, l. 72-92).

The mediator-interviewee mentions another activity, which has been created, and that is a jogging/running-club with a paid running-instructor attached in the beginning. The instructor planned a process and was paid to plan lots of fun activities. As time passed the initiative got a lot of positive attention and the people participating then decided to create their own association where the volunteers became the instructors with an education from DGI (The Danish Gymnastics- and Sports Association). Today the running association has around 20-25 members who are running together every Tuesday, Thursday and Sunday (Appendix 9, p. 68, l. 54-62).

Further on, the mediator-interviewee describes a new project, which they are about to kick-start dealing with bicycle rickshaws:

“... yes we are about to kick-start a project right now with a bicycle rickshaw... which both has a, what can I say, health and a social aspect to it. Well that somebody is sort of driving somebody else around, well somebody with walking difficulties or some retired elderly people and such so that they can get a long ride in the urban area or in other urban areas and then you have the social interaction and a cosy moment and you get some fresh air and so on but there is also an aspect of exercise and some health in it.” (Appendix 9, pp. 69-70, l. 95-101).

Once more the initiative consist of two important aspects, social interaction and belongingness, and health. The mediator then describes a larger initiative, which has been on going for a while now. That is the concept of having health ambassadors within a local community to inform and assist the local citizens in living a healthier lifestyle:

“Then we have this health ambassador corps which we started up two years ago and then, which is ongoing and it is somebody who has received a smaller education in cooperation with the Municipality of Copenhagen and they have received a smaller education in yes, the KRAM factors...” (Appendix 9, p. 70, l. 103-106).

As an example the health ambassadors participate, when the municipality starts these stop smoking campaigns, where they advertise for stop smoking courses and provides the local citizens with gift cards to the courses. Furthermore, they are responsible for certain events, where they as an example serve spinach smoothies or do vegetable competitions etc. (Appendix 9, p. 70, l. 110-114).

Another local initiative is to create a network, where the local actors working with health meet up once a year to discuss the activities within the local community, how to cooperate and how to create synergy around the different activities each actor is working with. The idea behind having these meetings is that the different local initiatives hopefully should appear as a concerted effort (Appendix 9, p. 70, l. 118-124).

Another mediator-interviewee employed at the before mentioned “SydhavnsCompagniet” describes an ongoing project within their organisation:

“... then we also have an employment project – an experimental project which we do together with the Municipality of Copenhagen and which has run for two years and has recently been extended another two years and the special thing about this project is that it is reserved for citizens from Sydhavnen – so you cannot join the project unless you are a citizen in Sydhavnen and, what is it called, so it is also for social assistance recipients who have other problems than unemployment or is what you term as action ready.” (Appendix 10, p. 76, l. 21-26).

The mediator-interviewee was further on in the interview characterising the organisation SydhavnsCompagniet as a great local community actor, who uses a large amount of time on creating and working with initiatives, which benefits each citizen but also the local community as a whole. To accomplish their mindset of giving something back to the local community SydhavnsCompagniet is a part of different activities such as making and serving roast suckling pig at Midsummer, they run a second hand shop, where the profit is generated into social initiatives at Sydhavnen. The mediator-interviewee from SydhavnsCompagniet also highlights the earlier mentioned project Food for men or Food for Sydhavns-men, where the men from Sydhavnen are cooking together with a chef at SydhavnsCompagniet. According to the mediator-interviewee the initiative are creating a smaller male community, where they can enjoy each others company while cooking some healthy and affordable food (Appendix 10, p. 77, l. 37-61).

The mediator-interviewee is describing health as a very big issue in relation to the work they do at SydhavnsCompagniet:

“... I have just made a small evaluation and send it in to the Municipality of Copenhagen where the numbers from our employment project are calculated including the first two years and the thing we score highest in is the health promoting activities – there is actually a lot of the ones participating in the project who are participating in these activities as well.” (Appendix 10, p. 78, l. 80-84).

Examples on these health-promoting activities are stop smoking courses, lung function tests, free of charge yoga and mindfulness courses. The mindfulness courses represent an opportunity for the citizens to sit down and practice being present in the moment because many of them are mentally fragile and have different issues, which often are the reasons to why they are unemployed or without education (Appendix 10, p. 78, l. 84-89).

When the mediator is asked about thoughts and ideas for the future regarding relevant projects the mediator answered:

“Well I can just say that I think that we should continue to have focus on all these, what is it called, collaborations around health connected with something social...” (Appendix 10, p. 82, l. 201-202).

The mediator indicates the importance of utilizing the different partners represented in Sydhavnen. She is also mentioning the fact that the area of Sydhavnen is blessed with absolutely amazing nature areas and that physical activities such as walking, running and outdoor recreation in general are obvious initiatives to work further with in the future (Appendix 10, p. 82, l. 206-210).

The final mediator-interviewee explains an initiative, which has been completed that she names Healthy city (Sund bydel):

“It was at Ellebjerg School where we had like a Healthy city where we made a... where there came a lot of actors down and had different types of movement and the health ambassadors were also there and made something with – what happens when you run and jump and all that different stuff and what can be measured and there was so many different activities in one day where pupils and families came and it was very very successful.” (Appendix 11, p. 88, l. 53-57).

In continuation of this successful initiative the mediator explains that the idea was to do something similar on another school in the area, but they instead chose to invite the associations sector to present their offers in relation to activities and movement (Appendix 11, p. 88, l. 57-60).

Further on, the mediator describes some of the current initiatives happening in the area:

“... currently, something which is more or less done by now and that is because it has been established that Baunehøj is also getting the EAT system as far as I know...” (Appendix 11, p. 88, l. 60-62).

Additionally, the mediator-interviewee is mentioning that they are working with the issue of COPD (KOL) and that she would like to do something about the alcohol issue in Sydhavnen. In relation to food the mediator’s perspective is that the awareness is important, which means to get hold of the children of the area and make them aware of the fact that the way they eat and what they eat actually is of great importance. The mediator’s appeal is to get the children into the kitchens and cook some food and show them from an early age that it is fun to cook (Appendix 11, pp. 88-89 , l. 62-71).

The purpose of the identification of the different health initiatives in Sydhavnen narrated from the local mediators’ perspectives was to get an idea of how they view the local community and the inherent action possibilities. The following table is created in order to create an overview of the identified health initiatives.

Table 5: Identified health initiatives

Keywords	Description
School gardens	The traditional idea of having a school garden at Ellebjerg School. The idea is to cultivate the soil in the existing garden to teach the children about where things originate (the concept of from “farm to table”). There exist plans on using the area of Vestre Cemetery for developing a school garden in the near future.
Surplus goods from The Food Bank	Ellebjerg School receives surplus goods from

	The Food Bank once a week. The school uses the goods to make free breakfast for the pupils.
Dental caries prevention	Once a week the pupils get a chance to brush and rinse their teeth with fluorine to prevent dental caries.
Beekeeping	Plans about having bees at Ellebjerg School to give the pupils a better feeling and knowledge of where things originate.
Children's run	Once a year a children's run is planned at Ellebjerg School.
Food for men	An evening cooking together with peers and a chef. Here they get the opportunity to eat healthy and get inspiration.
Running association	Running association developed by volunteers within the local community.
Bicycle rickshaws	New initiative about to kick-start. An opportunity for elderly or people with walking difficulties to get a bicycle ride in the area.
Health ambassadors	Health ambassadors are informing and assisting the local citizens in living a healthier lifestyle on a volunteer basis.
Yearly meeting for local health actors	To cooperate, communicate and create a synergy around the different health activities planned in the area.
Ongoing experimental employment project	Employment project reserved for citizen from Sydhavnen only who have other problems than just unemployment.
Second hand shop	"SydhavnsCompagniet" is running a second hand shop where the profit is generated into social initiatives in Sydhavnen.
Stop smoking courses	Courses to help the citizens quit smoking.
Lung function tests	To test the function of the lungs in order to test

	for illness.
Free of charge yoga and mindfulness	An opportunity for the local citizen to practice being present in the moment because many of them are mentally fragile.
Healthy city (Sund bydel)	A day at Ellebjerg School with different health activities informing pupils about the benefit of different types of movement.
EAT system at Baunehøj School	The school meal program EAT has been established at Baunehøj school in Sydhavnen.
Working with the issue of COPD	COPD is a big issue in Sydhavnen and the local committee are working with the concerned population.

(Appendix 7; Appendix 8; Appendix 9; Appendix 10; Appendix 11).

User involvement

During interviews with mediators from Sydhavnen one of the themes concerned if the local mediators involved users in local community projects or interventions. One of the mediators explained it like this:

“I would not begin from the top somewhere – no no, I would begin down from the bottom, right. And then you can say if it turned into something these gardens then it would make sense that the pupils or children got involved in this. Here the parents also would be involved in it due to the fact that the gardens need to be taken care of during the summer.” (Appendix 7, p. 59, l. 112-115).

This mediator-interviewee did not currently have a project or an intervention that was running. However, the plans for one involving school gardens was on its emerging level and if the project will be running in the future then the users would be involved in the whole process from the beginning. Generally, the mediator-interviewee expressed that a project would never be build with a top down approach if the interviewee should plan it (Appendix 7, p. 59, l. 109-115).

Another mediator explained user involvement as the following:

“Yes but they exclusively decide themselves what they want to do so it is entirely what they just like are passionate for that is what they engage in right.” (Appendix 9, p. 72, l. 165-166)

The interviewee clearly explains that during projects the users will be involved in the planning process and the users also individually decide what type of activities they want to be involved in to make sure they meet the users needs. The projects and interventions will be planned according to what the users want to do and even though a cooking class is planned for example and the users want to do something different then the activities will be regulated accordingly.

Another mediator-interviewee explains the user involvement as below:

“We are also hosting meetings with the square’s users down there to be able to advocate for them to give them a vote right – they also have some attitudes and some opinions and some wishes that we try to get communicated further out.” (Appendix 10, pp. 81-82, l. 190-192).

When this interviewee is trying to involve users it is done by meeting them at their level and by trying to get their opinion on what kind of issues they have and what kind of activities they could wish for the area. This is done in order to aim some activities and interventions to meet their needs and also to involve them from the beginning to get a perspective on what kind of problems they are dealing with currently and then afterwards plan activities they could find interesting.

One mediator was working on a lot of projects about food initiatives in Sydhavnen and explained user involvement like this:

“It occurred by announcing and by... like for example those things around the schools where you involve the parents what is it called the school board” (Appendix 11, p. 92, l. 160-161).

This mediator was describing how they announced some of the initiatives around the schools and involved the parents in their children’s school food programs. However, this interviewee explained that the end users for example in this initiative was first really involved subsequently (Appendix 11, p. 92, l. 160-175).

Overall most of the mediators used user involvement in their work with the local community of Sydhavnen. Additionally, the majority found it to be an effective way to address the problems core and to make sure the different initiatives; projects or interventions were meeting the users' needs, wishes and attitudes, which could form the basis for relevant activities.

The use of tools in practice

During the interviews with local mediators of Sydhavnen one of the themes were concerning if they ever uses a tool to structure their work with health promotion in the local community.

One of the mediators described the process like the following:

“Yes, but I would use that. Like I ... We have made some project tools that we use when we are starting up projects and I as I said before well if something gets developed where we say “hey there are some additional layers on and there is some extra good that will be fine just and consider before we throw ourselves into it” then I would look into it.” (Appendix 8, p. 65, l. 117-120).

The interviewee would and does use tools, like the LC-FAT, when starting up projects. However, sometimes the projects would just happen, when being out in the field and someone has a great idea. Some of the issues involved with using a lot of time starting up projects and using tools is that someone, for instance a stakeholder, could get lost in the process, which could collapse the project before it has started, therefore the interviewee use tools with some caution and sometimes projects basically just happen (Appendix 8, p. 65, l. 120-124).

Another interviewee describes the use of tools in the mediator's work to be more the use of project management tools:

“Well like I am using project management tools more, because I am not making interventions in the city as you can say, I make them in relation to people...” (Appendix 9, p. 73, l. 206-207).

This interviewee uses a more general planning tool to create an overview of the process that sometimes can be very complex. Furthermore, the interviewee explains the way that a project also constantly needs to be re-evaluated according to the target group's wishes and that it therefore can be difficult to plan everything adequately from the beginning (Appendix 9, p. 74, l. 222-224).

Secondly, the interviewee is using knowledge from years of working in the same area that in the interviewee's opinion provides a head start. Further, the interviewee uses KÅS numbers and health profiles (Sundhedsprofiler) to get the facts straight about the citizens' condition prior to performing the projects. However, a tool like LC-FAT is in the interviewee's point of view more suitable for newcomers that plan to make an intervention or a project in the area of Sydhavnen (Appendix 9, p. 74, l. 235-250).

The fourth mediator-interviewee also has a lot of experience within the area and explains the position on the usage of a tool, when working with projects or the like:

“So apparently it is not really relevant for us due to the fact that we are a major local social actor in so many years and in that way know the citizens well... It might be relevant if you are not that established and do not know the area your are in and not know who are the actors here” (Appendix 10, pp. 83-84 l. 252-256).

The interviewee has a network in the area of Sydhavnen and therefore knows stakeholders in the area and thus it is easier to get in touch with the right people in the area. The interviewee also has a close affiliation to the users and where to reach them, which leads to a knowledge about them. Furthermore, the mediator does not find the application of a tool like the LC-FAT as relevant for a person with the interviewee's experience and knowledge. However, like mediator-3 the interviewee finds a tool like the LC-FAT to be appropriate for a newcomer without the broad knowledge and experience from working with and in the area.

Mediator-5 explains some interest in using a tool, when working with local communities:

“Well you could do that, but would you then make a score table or a conversation?” (Appendix 11, p. 93, l. 206).

The interviewee finds it interesting to work with a tool when performing some work. However, the mediator-interviewee expresses that it is very important to involve the target group in the project instead of having a top down approach. Additionally, it is important to include the different stakeholders to ensure that they feel consulted around the specific project (Appendix 11, p. 93, l. 213-222). The interviewee was more or less describing the idea of stakeholder involvement, which

Brugha and Varvasovszky (2000) explains as the consideration of the stakeholders, when it comes to evaluating limitations, threats and possibilities for implementing and managing change in an organisation (Brugha and Varvasovszky 2000, pp. 240-241). The interviewee was referring to the implementation and managing of change within a specific project, which also could be characterised as a temporary organisation. The stakeholder approach has additionally been used in relation to the assessment of a project's success or failure, and the involvement of stakeholders within this process is found to be an essential point of departure for the project to become a success (Brugha and Varvasovszky 2000, p. 243).

The different mediators have different opinions about the relevance of using a tool like the LC-FAT, when doing projects within local communities. Two found it interesting to use a tool prior to performing a project if the tool included the target group from the beginning or if the tool presented something new and different compared to the existing tools on the market. The other interviewees either did not see the greater meaning with using tools in their work due to the fact that they know the network of Sydhavnen very well or because they use project management tools instead of planning tools.

Partial conclusion analysis part 1

The purpose of the following section will be to summarise and conclude partially on the findings from the previous analysis part 1. The main outcome of the analysis will be outlined, including suggestions for how the LC-FAT can be further developed into an optimised tool for assessing local communities and the action and intervention opportunities present, with a reference to the context of Sydhavnen.

The expert-interviewees characterised the LC-FAT as having a prescriptive form and thereby limited flexibility related to the application of the tool in practice. The inflexible form of the LC-FAT was mainly explained with the fixed templates within the tool as they are fixed prior to the process of getting to know the context of the local community. The point of departure, when using the LC-FAT version 2.5 is pure desktop research, without any initial contact or dialogue with the stakeholders of the local community. The lack of inclusion of the key stakeholders from the very beginning of the process is also mentioned as the cause to the characterisation of the LC-FAT as a prescriptive tool. In continuation of the critique of the missing stakeholder inclusion, the expert-

interviewees are quite confident that it is crucial to include the stakeholders in the project from the beginning in order for them to accept and adopt the new intervention and thereby make the changes sustainable long-term.

Based on the feedback from the expert-interviewees on the feasibility of the LC-FAT version 2.5 in practice it was obvious that the tool should be further developed in order for it to become applicable for assessing local communities' action and intervention opportunities. According to the expert-interviewees a further development of the LC-FAT should be performed. The further development should include involvement, participation and ownership of and by the local citizens. The templates should also have a more flexible and open structure in order to limit the prescriptive form of the tool.

The initial outcome of the interview with the mediators of Sydhavnen was a concrete list of the health initiatives ongoing and on the agenda in Sydhavnen. The health initiatives was narrated from the local mediators' point of view, which clarified how they experience the local community of Sydhavnen and the action possibilities they believe to be present. The list of the identified health initiatives could thereby assist researchers in the mapping of the context of Sydhavnen.

Finally, the interviews with the local mediators of Sydhavnen gave the researchers an idea of how they approach and plan their daily work in the local community. The majority of the mediators worked with user involvement in their daily work since they found it to be an effective way to address the core of the problems and also to ensure that the different initiatives actually meet the users' needs and wishes. Additionally, the different mediators expressed some ambivalence in terms of using a tool like the LC-FAT, when initiating local community projects.

The mediators' reservations towards using tools in general was explained by the fact that they already have excessive knowledge about the local community of Sydhavnen and that they are a part of a large network, which they utilize, when starting up new initiatives.

In general, the analysis part 1 and the outcome of this presents a solid foundation for the further development of the LC-FAT, which will be presented in the results section to come.

Analysis part 2 - mapping of the end-users' urban songlines in Sydhavnen

The following coding of themes and analysis are developed on the basis of the performed walkabout and follow-up interviews with the end-users and the transcriptions of the audio file from the follow-up interviews.

The chosen themes are identified based on the outcome of the empirical data from the walkabout and the follow-up interviews with both end-users. The analysis of the aforementioned empirical data will be used to obtain the end-users' perspectives on their local foodscapes, including critique of the current foodscapes and their future wishes for a local foodscape, meaning future change- or action possibilities suggested by the end-users.

Since the experts' advice was to further develop the LC-FAT in a more participatory direction this analysis will contribute in moving towards this direction of development. The following analysis will therefore investigate the appropriateness of the urban songline approach for involving the end-users and their perspectives, when assessing a local community and its action and intervention opportunities.

At the follow-up interviews the end-users were asked about their socio-demographic and socioeconomic background, which are presented in table 6. These factors were investigated in order to obtain knowledge about the end-users' backgrounds.

Table 6: Socio-demographic and socioeconomic factors of the end-users.

	End-user-1	End-user-2
Gender	Male	Female
Age	40	32
Civil status	Married	Married
Children	Two children aged five and six years	Two children aged 16 months and five and a half years
Education	Food technologist	Cand. Scient. Soc
Work	Head responsible in a canteen	Taking care of her youngest child at home
Residence	Sydhavnen	Sydhavnen
Usual time when walking the walkabout route	Afternoon	Morning

(Appendix 15; Appendix 16).

The first part of the analysis relate to the current foodscape of Sydhavnen experienced by the end-users. During a walkabout on the end-users' chosen route around their local area a series of pictures were taken. These pictures were chosen and taken individually by each end-user with no interference from the researchers in order to capture their subjective perspective of Sydhavnen and more specific their chosen walkabout route (Appendix 17; Appendix 18). The criteria for the walkabout route were defined as a route they normally walk and it should be located within the local area. The reason for choosing this method was due to its qualities for capturing how people with different cultural background, age and gender behaves in their daily lives and how they through their behaviour give meaning to and form places (Marling, 2012, p. 152), which can make it possible to obtain knowledge about possibilities and limitations present in Sydhavnen from the end-user's perspectives. Later, in a dialogue about the taken pictures the end-users were asked to prioritize some of the pictures to give the researchers an idea of, which of the pictures that was most important to the end-users in terms of their own perspective without any interference from the researchers. The end-users themselves executed the prioritizing of pictures by placing a post-it on the highest prioritized pictures and writing a plus on that post-it. Both of the end-users took the liberty of marking a picture each, with a minus to indicate one certain dissatisfaction with that specific area or object. These highest prioritized pictures from both end-users' walkabouts will be the point of departure in the following analysis. These different pictures taken during the walkabouts were used to create illustration maps in order to show the findings, which are relevant when doing, urban planning and renewal (Marling, 2012, p. 152) and thereby wanting to make a change, for instance, within a local community.

The following illustration is created on the basis of the walkabout with end-user-1.



Source: own creation.

Illustration 1: Walkabout route with pictures end-user-1.

The illustration shows the walkabout route with the chronologic order of the pictures taken during the walk and the end-user's prioritisation of these, both positive and negative.

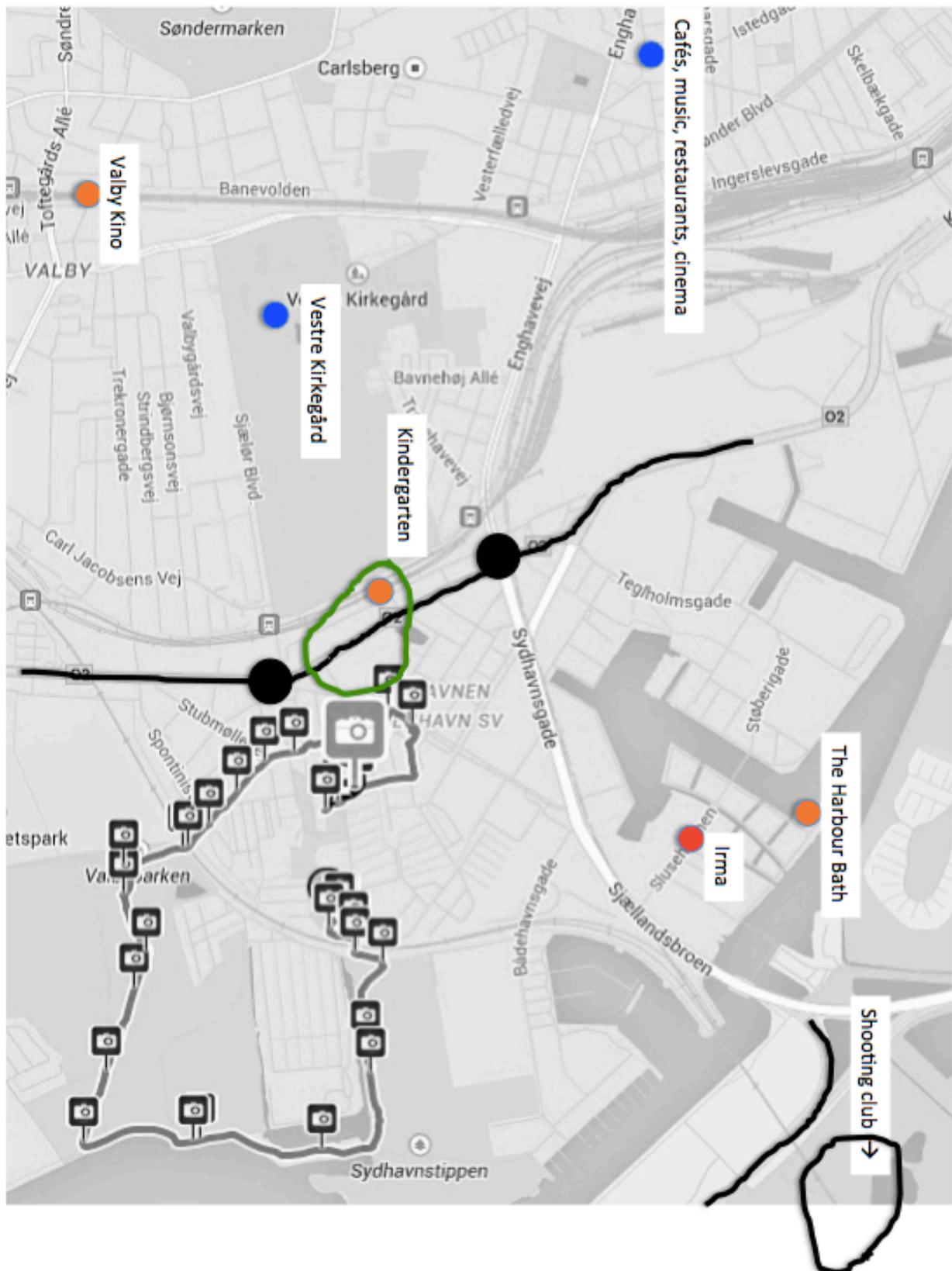
Meaningful places for the end-users

After the walkabouts follow-up interviews, where the pictures and the route was presented to the end-users, were necessary in order to have a dialogue about the reason why the pictures were taken, their opinions about their foodscapes and to get them to mark down meaningful places in their daily lives. The objective for investigating the six different meaningful places was to explore the feasibility of urban songlines as a method for obtaining knowledge about the end-users' perspective of the local foodscape and their use of it. The two end-users were asked to map down six different meaningful places from their daily lives in Sydhavnen. The different places were marked on a map with their individual walkabout route illustrated. The different places were appointed a certain colour in order for the researchers to distinguish between them, when analysing the data. The assigned colours are listed below:

- Workplace
- Institutions
- Shopping
- Leisure, sports and culture activities
- Domain
- Unattractive spots

The marking down of the different meaningful places was performed in terms of obtaining knowledge about how the end-users experience the city and which things they like or dislike within the area of Sydhavnen (Marling, 2012, p. 146).

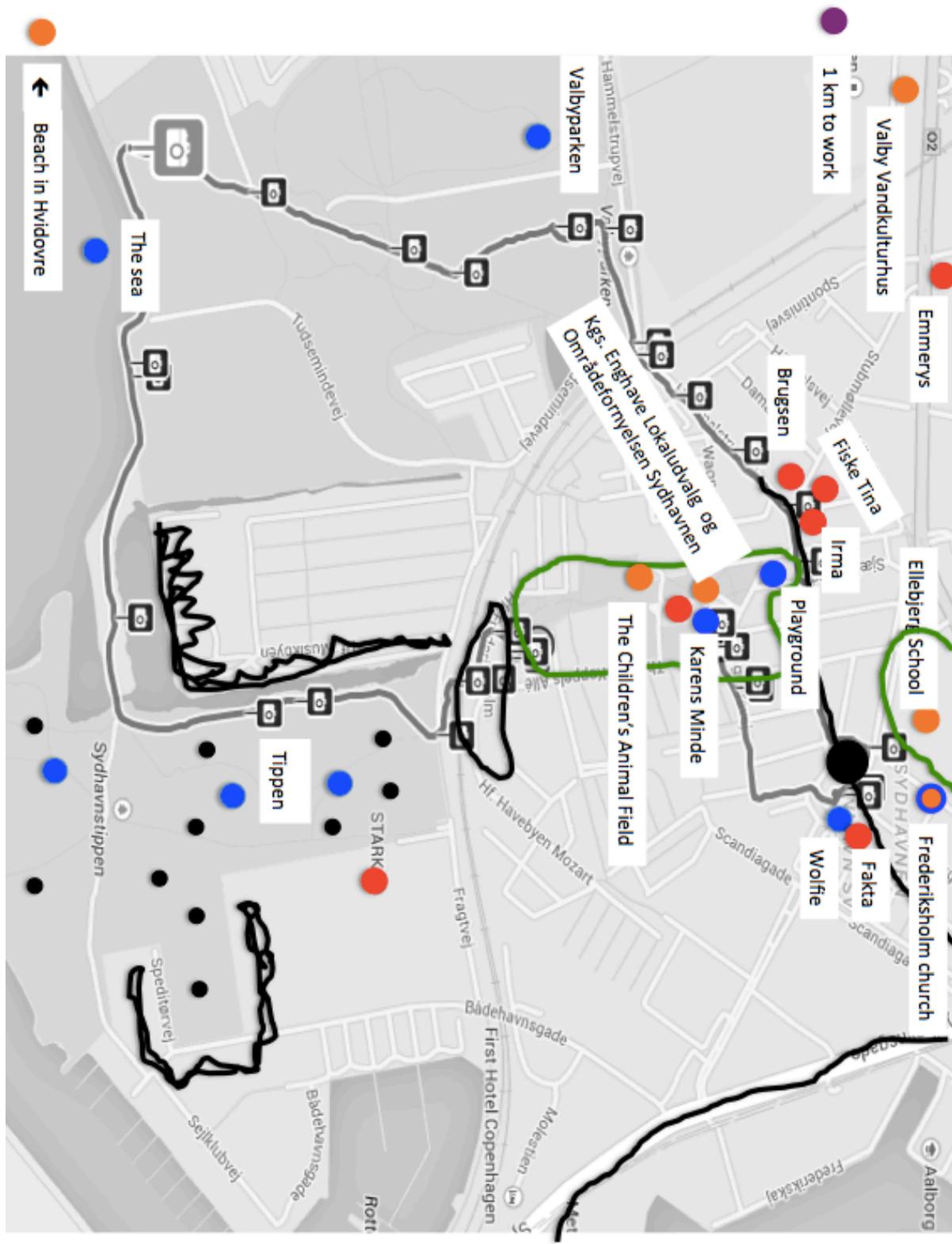
In the following illustrations end-user-1 has marked all of the above places on two different maps. End-user-1 expressed the need for him to use, both a smaller map zoomed in on the route of his walkabout and a larger map zoomed out, in the process of marking down the above listed meaningful places. The end-user's need for the two maps could indicate that he experience that Sydhavnen has great potentials for activities and has a perception of the area to be full of opportunities.



Source: Own creation from end-user-1's drawings.

Illustration 3: End-user-1's markings of meaningful places.

The illustration shows some of the meaningful places drawn by the end-user on the map zoomed in on the route.



Source: Own creation from end-user-1's drawings.

Illustration 4: End-user-1's markings of meaningful places.

The illustration shows some of the meaningful places drawn by the end-user on the map zoomed out.

End-user-1 described and placed his workplace as being nearby with one kilometre transport from, where the purple dot is placed on the map. The address of his workplace is in Valby, which is a city adjacent to Sydhavnen (Appendix 15, p. 110, l. 352-365).

Further on, when the end-user marked the different institutions that he interacts with he included his son's kindergarten, Valby Kino, The Harbour Bath, the beach in Hvidovre, Frederiksholms Church, the indoor swimming pool at Valby Vandkulturhus (Valby Water Culture House), Ellebjerg School that his daughter attends, Karens Minde the local house of culture, where both The Local Committee of Kgs. Enghave, The Area Renewal Sydhavnen and The Children's Animal Field are located, and marked as institutions as well on the map (Appendix 15, pp. 110-111, l. 373-400).

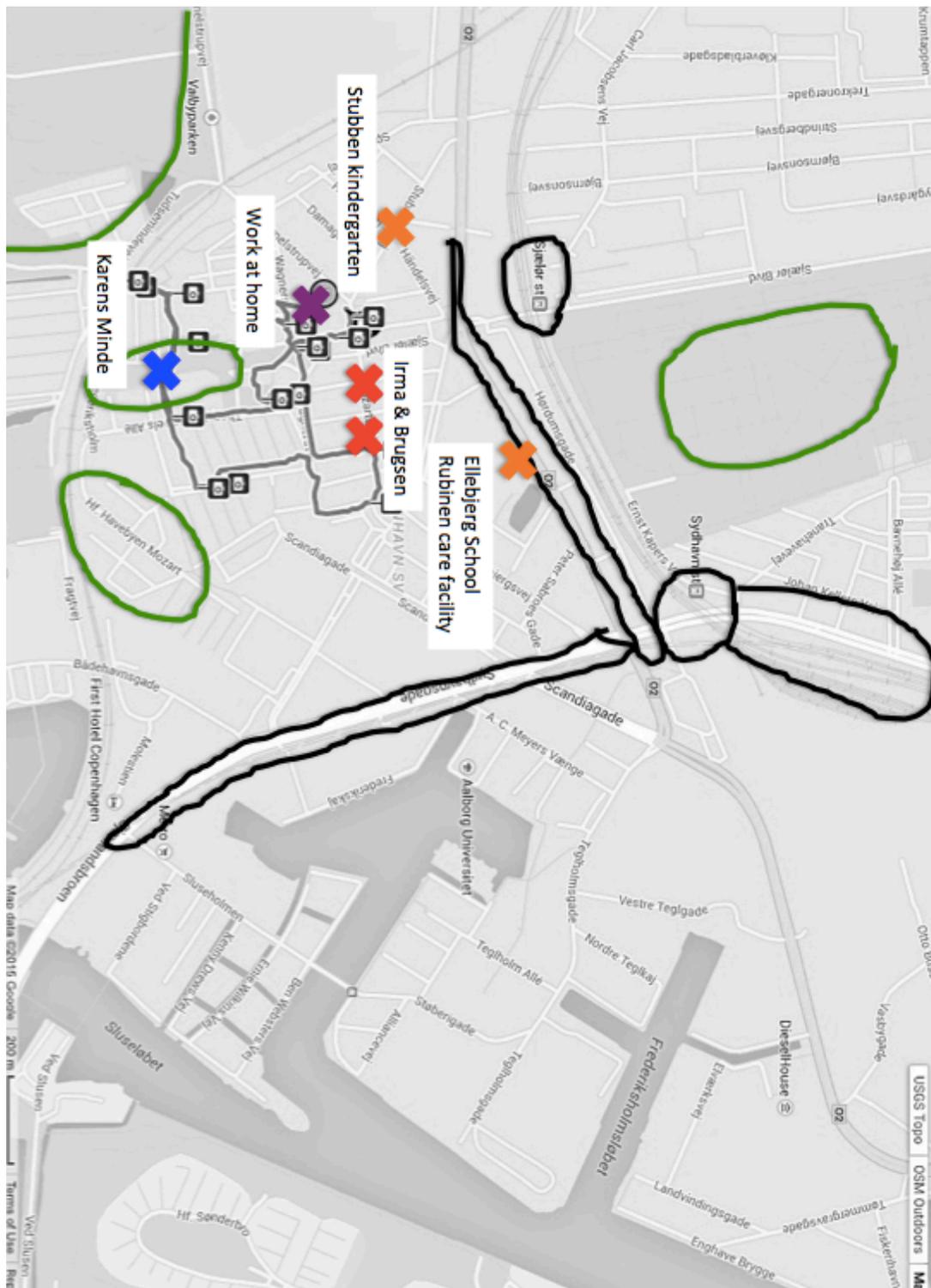
The leisure, sports and culture activities that end-user-1 marked included Valby Park, Karens Minde, which also was characterized as being a place of cultural activities, a playground, the sea, Vestre Cemetary, the newly opened café Wolfie, Tippen an unique nature site in Sydhavnen, the cafés, music, restaurants and cinema at Vesterbro and again Frederiksholm Church, which also was characterized as being a place, where different events are held:

“So they house lots of things – I was just there at culture committee meeting yesterday with Lokaludvalget (The Local Committee) and they do a lot of external activities and they have become really good at it while we have been living here. They also have an activity employee and some priests who are really like and do jazz sermons and events for kids and adults and movie nights and such – there are happening a lot up there.” (Appendix 15, p. 112, l. 430-434).

End-user-1 is both marking Frederiksholm Church as an institution and as a place, where leisure, sports and culture activities are carried out. This characterization might indicate that the end-user uses the local church for lots of other activities than the originally intended ceremonial purpose of the church.

End-user-1 was then asked to mark down the shopping facilities he uses in the local area of Sydhavnen and he included Irma nearby his home and another Irma at Sluseholmen, a mobile food van selling fresh fish called Fiske Tina, the supermarkets Fakta and Brugsen, the construction market Stark and the organic bakery Emmerys (Appendix 15, p. 113, l. 446-463). All the markings made by end-user-1 are shown in illustration 3 and 4, which gives an idea of how the end-user lives

his daily life and what kind of experiences he has within the city (Marling 2012, pp. 145-146). The above different meaningful places are the end-user's perspective on his usage of Sydhavnen. In the following illustration end-user-2 has marked the meaningful places in her daily life on the map with the different colours.



Source: Own creation from end-user-2's drawings.

Illustration 5: End-user-2's markings of meaningful places.

The illustration shows the meaningful places drawn by the end-user on the map with the route.

The first place marked down by end-user-2 was her workplace, which currently is at her home and is marked with a purple cross. The next places are the institutions she uses, which is Stubben kindergarten, Rubinen care facility and Ellebjerg School, which are marked with orange crosses. Her shopping is done in Irma and Super Brugsen and they are marked with red crosses on the walkabout map. Her leisure, sport and culture activities are marked with one blue cross and are all located within Karens Minde culture house. According to Marling (2012) a mapping of urban songlines is where significant things are pointed out (Marling, 2012, p. 146), which end-user-2 showed by marking all the meaningful things that are used in her daily life within the area of Sydhavnen on the map with the walkabout route (illustration 5: End-user-2's markings of meaningful places).

When comparing the two end-users' drawings it is found that they have some meaningful places in common. They both marked Ellebjerg School as an institution, which they use in their daily lives, due to the fact that their children attend this school, which could indicate that this specific school is preferred rather than the other local schools in the area. Further, they are both using Karens Minde culture house for leisure and culture activities.

Additionally, they both do their grocery shopping in Super Brugsen and Irma, which will be elaborated in the next section.

The end-users' perspectives of Sydhavnen

Shopping

A picture that end-user-1 prioritized highly was of the supermarket Irma, which is illustrated below.



Picture 1: End-user-1's Irma.

The end-user's comment to picture 1 was as follows:

“Fortunately there is an Irma where I do my grocery shopping pretty much always, here in Irma...”

(Appendix 15, p. 102, l. 118-119).

This statement indicates that the available supermarkets in the area of Sydhavnen might be limited and that end-user-1 therefore is grateful for at least having the opportunity to go to Irma nearby his home. End-user-1 then explained the other side of this story, which is the great amount of arcades present within Sydhavnen and that these occupy most of the available shop premises because they have a secure income and thereby can pay the rent. The end-user's wish for the future is that the retail market in Sydhavnen will become more diverse (Appendix 15, p. 102, l. 119-123). The above indicates the end-user's wish for Sydhavnen in relation to the retail market, which could be seen as a need for more diversity in this sector within the area. According to Brugha and Varvasovszky (2000) a projects success depends on the support and opposition of key stakeholders (Brugha and Varvasovszky 2000, p. 243), and if researchers should make a project about the retail selection in Sydhavnen end-user-1 could be relevant to involve, since he has a need and an opinion about what is missing in Sydhavnen.

When, end-user-1 later on at the follow-up interview was asked about his preferred place to do his grocery shopping he once again mentioned Irma and once in a while he shops in Super Brugsen. Further on the end-user explained why Irma is preferred, when it comes to supermarkets:

“Well they have what we need and they have.... you know the store and it is enormously kind people, who work there and they also have a somewhat larger selection of organic products than the others have and it is not because they are... it is not the price, as can you say, because they are probably more expensive than others, but they are more or less in the same... it is not because it is tremendously, well it is the same chain as the Brugsen, which is 20 meters from there...” (Appendix

15, p. 106, l. 238-242).

The statement indicates that it is important for end-user-1 to do his shopping in a well-known supermarket, which may save him some time that he can use on something else. Furthermore, the variety of organic products also plays an important role, which could indicate that end-user-1 and

his family advocates for animal welfare, health and environmentally friendly behaviour. The end-user's statement about the prices in Irma might indicate that price is not a concern, when he does his grocery shopping. On the other hand the end-user described an experience he had in a newly opened Lidl at Sjøælør Boulevard as being very horrible (Appendix 15, p. 106, l. 244-245).

The end-user then mentioned the area of Sluseholmen, which is a new and different area of Sydhavnen by the sea, and that their possibilities of grocery shopping nearby are quite limited. As illustrated on illustration 4 by the end-user there is only one single Irma placed in the area of Sluseholmen and the citizens living there have no other alternative, when it comes to grocery shopping within their local area (Appendix 15, p. 15, l. 113. 462-464).

Further on, end-user-1 is asked about the food market of the area and if he is missing something within that area and he answered:

“... I am a bit affected on that area because I often also am able to bring something home with me from work since I work in a canteen. Then sometimes I do not need that much maybe as others do, then I like am able to get it from other channels.” (Appendix 15, pp. 106-107, l. 249-251).

The end-user is personally well off in regards to having access to different kinds of food products and additionally explained that he as an example does not miss a butcher in the area because the end-user can get the products he need with the help of his network (Appendix 15, p. 107, l. 251-254). In addition, end-user-1 has been a member of The Food Community (Fødevarerfællesskabet) at Sydhavnen, where he received some very nice vegetables, but he is no longer a member because it requires that you put some effort and time into it and the end-user does not feel that he has the extra time for it at the moment. Although, end-user-1 expressed that he enjoys this food community feeling in periods, when he has the excess time, which is needed in order for him to engage in it (Appendix 15, p. 107, l. 254-256). The end user is very interested in the local area of Sydhavnen and has knowledge about places, where the food availability is quite limited. Due to the end-user's involvement and interest in the local environment of Sydhavnen, he could be a key stakeholder in order to get knowledge about whether or not the local community might support a project about, for instance, improving the local food availability. In the field of management a company should make a stakeholder analysis, when evaluating who has interest and influences on for instance a change project (Brugha and Varvasovszky 2000, pp. 240-241). And due to the end-user's interest in the

local community he might be considered as a key stakeholder if a project should be developed in relation to Sydhavnen's retail situation.

End-user-1 was asked about his habits, when grocery shopping and more specific, which food items he usually buys and he responded with the following:

“Well what is taking up most room that is vegetables also because my children eats a lot of vegetables and there must also be enough for the lunch box and... so vegetables are probably what is taking up most room.” (Appendix 15, p. 108, l. 293-294).

In addition, end-user-1 explained that his family usually eats a cold meal for dinner because most of them get a hot meal for lunch. One of his children gets food at his institution and his wife from the EAT system because she is a teacher and the end-user gets a hot meal for lunch at work (Appendix 15, p. 108, l. 297-305).

End-user-1 is the one who does the cooking at home and the food prepared in their home is homemade from scratch. The prepared food is usually simple and quick and sometimes also with the supplement of leftovers, which the end-user brings home from work. Furthermore, the children are involved in the cooking because they love chopping carrots, salad and the like (Appendix 15, pp. 108-109, l. 309-314).

In continuation, when the researchers asked end-user-2 about her grocery shopping habits she as well responded that she most often shops in Irma. In her house they prepare a lot of the food from the scratch and therefore the groceries she and her family shops are vegetables, meat, fish and dairy products. End-user-2 also mentioned that a lot of the groceries she chooses are organic (Appendix 16, pp. 128-129, l. 315-328), which could indicate that she, as end-user-1, is aware of the environmental and health benefits of buying organic food products. End-user-2 explained that near Irma an arcade is located and that there are two major arcades in Sydhavnen, which she explained is a shame because the users of these arcades in her perspective are vulnerable and uses all their money at the arcades (Appendix 16, p. 127, l. 268-273). The end-user could just as end-user-1 be considered as a key-stakeholder if a change project in relation to the retail situation in Sydhavnen because of her interest and her indication for what the area need to develop.

Further, end-user-2 described that the availability of different food items is not sufficient in her point of view and that she often has to go all the way to Vesterbro to shop for the things she has a need for, which she described in the following citation:

“ I do not think that it is like some very special things that I need to use, but it is like okay that is not something people in Sydhavnen eat so that is something I cannot get and then I have to go to Vesterbro to buy it, that gets – there must be a limit for how difficult it has to be for like right and it becomes a little boring sometimes because you feel that the supermarket decides what you should eat.” (Appendix 16, p. 130, l. 363-367).

Furthermore, end-user-2 explained that it leaves her with a feeling that the supermarkets decides what they in Sydhavnen should buy and that Vesterbro has a broader selection of for example meats and other different food items compared with Sydhavnen, which she finds boring (Appendix 16, p. 130, l. 373-375). Another wish from end-user-2 is to have more small specialty shops like a greengrocer and a fish shop, because as it is now they only have a mobile fish van visiting two times a week and a butcher that does not have much different selection than the supermarkets have. In the aforementioned section about the shopping facilities located in Sydhavnen both end-users had opinions about what is missing in the area of Sydhavnen.

Similarly, end-user-1 expressed that he as well is missing some variety in the shops located on the local shopping street in Sydhavnen. The end-user mentioned the shopping street visited during the walkabout as an unattractive area because of the many second-hand shops and arcades located there (Appendix 15, p. 114, l. 492-495). Sydhavnen only has a few stores available for the locals to shop in and a lot of the commercial leases are empty and others are simply worn down and do not invite for any activities (Københavns Kommune, 2013, p. 2; Kongens Enghave Lokaludvalg, 2013, pp. 7-8).

The method of mapping urban songlines can investigate and point out a city's meaningful places and the dissimilarities (Marling, 2012, p. 146). By using the urban songlines method the diversity in the area compared to other areas in Copenhagen, were found to be, for example, the food availability, speciality shops and the areas limited retail selection. Further, this could indicate that these two end-users have knowledge about the area that could be relevant to include if researchers should make a foodscape project within Sydhavnen.

Home environment and nature

Another prioritisation that the two end-users had in common was of their individual homes. Pictures were taken of and near the end-users' homes because they both found these places to be especially meaningful.



Picture 2: End-user-1's home.



Picture 3: End-user-2's home.

End-user-2 explained the meaningfulness of her home on picture 3 as follows:

“ Well it is our yard, where we spend much time right. And now you cannot see it on this photo, but it is a very green yard that you can see from the balcony... Well it is very green and we are there very much there is a small playground there. And as a family with children we use this a lot and other families with children who live here do too. There is so much life there so this is our everyday life you can say right.” (Appendix 16, p. 120, l. 46-51).

End-user-2 uses this yard a lot due to the fact that she has children, who like to be on playgrounds and enjoys being there because it is vivid and there are other families as well. The end-user explained that it can be hard to see that the yard is very green, however ensured the researchers that it is very green, which might indicate that a sense of nature is important for her and her family.

In the following citation end-user-1 explained why he took picture 2 of his home:

“Well this is because this is where I live. It is probably the most important place.” (Appendix 15, p. 100, l. 47).

He is clearly characterizing his home as being very important to him and the fact that their home is very close to nature is also a positive factor and essential to end-user-1 and his family (Appendix 15, p. 105, l. 188-189).

Picture 2 and 3 and the end-users' comments suggest that the end-users and their families share a common appreciation of their homes and being outside in nature. Although the end-users described different ways to be outside in nature as the places they describe have different functionalities. End-user-2's yard is placed in between buildings with only a few green spots whereas end-user-1 describes the surroundings of his home, which are close to the open nature site Tippen and the sea. Generally the function of wilderness areas as Tippen is related to experiencing the change of seasons and feeling the energy of the wind in all kinds of weather. This might not be the case in relation to the yard, because the yard represents the final destination. In relation to the urban songline method the lines, which an individual follows, runs from one important place to another important place (Marling, 2003 pp. 12-13) and consists of places where the individual feels at home (Marling, 2012, p. 146). During both end-users' walkabouts their homes were explained to be meaningful and in end-user-1's perspective it might be the most important place for him and end-user-2 explained it to be the family's everyday life. Their homes and the nature might therefore have a special meaning to both end-users and their experiences of the area of Sydhavnen.

End-user-1's appreciation of the nature surrounding his home is further highlighted with the picture and prioritisation of the sea.



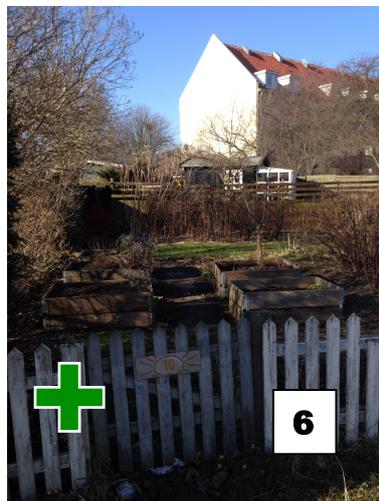
Picture 4: End-user-1's picture of the sea.

The end-user stated the following about picture 4:

“... Just this about that you are living close to the sea means something... That is not possible everywhere in Copenhagen that you can go to the sea in no time.” (Appendix 15, p. 113, l. 438-440).

End-user-1 views it as a quality for the area of Sydhavnen that the people living there have such an easy access to the sea. The end-user mentioned that there is a plan to create a beach, where picture 4 is taken and that the plan was to have it finished for this summer, but it might take additionally three years according to the end-user (Appendix 15, p. 102, l. 98-100). The feelings and experiences of places in the city are investigated through the urban songline approach (Marling, 2012, p. 146). The end-user’s experience of Sydhavnen and its many nature sites could suggest that he feels lucky to live near so many nature sites compared to the rest of Copenhagen, which was described at the follow-up interview after the walkabout.

End-user-2’s appreciation of the nature in the area is further supported with the picture and prioritisation of the family’s allotment garden house.



Picture 5: End-user-2’s allotment garden house.

End-user-2 described the allotment garden on picture 5 like this:

“ Yes this is – this is like - you can see our allotment garden behind the black house – where we also are very much. It is really my mother in law’s, but we have it like together.” (Appendix 16, p. 121, l. 84-85).

The family's allotment garden is used together with the children and it is, where the grandmother brings the children when she looks after them (Appendix 16, p. 121, l. 87). A domain is characterised as being specific sites that an individual feels a special emotional attachment to within a local community (Marling, 2003 pp. 12-13), which the family's allotment garden house is clearly characterised as. During the markings of meaningful places end-user-2 placed Hf. Havebyen Mozart, which is one of the other allotment garden areas in Sydhavnen, as one of her domains (Illustration 5). The allotment gardens represent a third type of nature, which is individually organised and grown and has another functionality compared to open nature sites and yards. The family's allotment garden is a more private area with another creative freedom compared to the aforementioned public areas. The marking of the domain is a further indication of her appreciation for the nature areas in Sydhavnen.

Furthermore, end-user-2 took a picture of her and her family's favourite nature playground, which is shown in picture 6.



Picture 6: End-user-2's nature playground.

In a quote the end-user explained the reason for her prioritisation of picture 6:

“ Yes this is that playground. It is our favourite playground with the children. We are not really into playgrounds, but the children are of course... on this one there is like a bit more cosy because it is surrounded by trees and such.” (Appendix 16, p. 124, l. 161-165).

During a walkabout in the urban songline approach an individual can express all the experiences that the person has, which can be both positive and negative (Marling, 2012, p. 146).

The statement to the picture describes how she finds the playground near her house boring and like being in a cage and she often finds herself getting cold over there. However, this nature playground is much better because it is cosy and her and her husband can bring coffee with them to drink, while the children play (Appendix 16, p. 124, l. 164-166). Her statement could suggest that the reason why she prefers the nature playground is due to the trees that are surrounding it, which contributes to an environment, where her children have an opportunity to experience nature within the city in contrast to a traditional playground.

End-user-2 marked two domains, Vestre Cemetery and Valby Park, that have a special meaning for her, which she described as the below:

“Yes Valby Park and that is just here like. And this is around here I often take walks and this must be the cemetery right? ... I also often walk here.” (Appendix 16, p. 133, l. 468-471).

Valbyparken (Valby Park) and Vestre Cemetery represents a fourth nature type, which are open public areas that the end-user uses for walking. Valbyparken (Valby Park) is a well-maintained public park compared to Tippen and open to all. The cemetery is not a common recreational area inviting for play and leisure activities, however it is a peaceful place where people come to commemorate the dead. The fact that end-user-2 goes for walks alone in Vestre cemetery could indicate that she seeks the quiet and peaceful atmosphere present there as a contrast to her hectic everyday life with her children.

The aforementioned different nature-sites described by both end-users are experienced to have special meaning for them as individuals. Therefore these meaningful places are part of their individual urban songline, some as pictures and others marked down on the route after they ended their walkabouts.

Karens Minde and Ellebjerg School

The culture house Karens Minde represents another common meaningful place according to both end-users. The two end-users characterised Karens Minde as being part of their domains and a place

they often use for leisure, sports and cultural activities, as marked on their individual maps (Illustration 3; Illustration 4; Illustration 5).

End-user-2 additionally took a picture of Karens Minde during the walkabout, which she later also marked with a plus sign because of the great value it has for her and her family.



Picture 7: End-user-2's picture of Karens Minde.

End-user-2 explained the reason for taking picture 7 with this citation:

“There we also are a lot because the children find it exciting because of the animals. And they also have flea markets occasionally and my oldest dances at Karens Minde. Yes well it is like our culture institution for children and adults you can say.” (Appendix 16, p. 120, l. 56-58).

Karens Minde is in end-user-2's point of view their culture house and also characterised as one of her domains. The culture house contains a library and a café, where the family sometimes eat dinner. In the past the family also ate lunch at the café, however the Municipality of Copenhagen did not give them the license for these opening hours so now the café only serves food in the evenings. Furthermore, Karens Minde hosts jazz festivals and concerts in the summer period, which she enjoys (Appendix 16, p. 120, l. 58-64).

As mentioned before, end-user-1 also marked Karens Minde as one of his domains. The most important two domains according to end-user-1 is Karens Minde and Ellebjerg School, which was described by the following:

“Well I think like this entire area I very much like this area here, which is like enclosed here, which is our home and The Children’s Animal Field, Karens Minde... that is such an unifying area, where you are often, but which is very much my domain, there is no doubt about that. And then probably also by now up here by the school, where I am pretty often by now, attending all sorts of meetings also, and drop of and pick up – it probably stretches over on the other side to the kindergarten, which is located right on the other side of the road. ” (Appendix 15, p. 114, l. 481-487).

The end-user’s domains evolve around his children and the activities they do in their everyday life. The choice of domains are indicating that the end-user is taking his role as a father very seriously and that him and his children’s domains are more or less the same, which generally could be the case for most parents.

Both end-users have an interest in organic food and in different nature sites, which with the above statements about the animal field could indicate their need to show their children how different food items are produced and how some animals live in the nature. Furthermore, end-user-1 finds Karens Minde to be a unifying area in the local community and end-user-2 enjoys all the music events held there that might also support that the area is unifying for the citizens of Sydhavnen. As mentioned before walkabouts are ways to investigate, which places individuals find to be important and therefore expressed to be part of the individual’s domain. Further the city is fragmented and barely connected by social structures (Marling, 2003 pp. 12-13). The walkabouts with the end-users describes how Sydhavnen has places with diversity like the stores that offers something for both the vulnerable citizens like the arcades and the supermarkets like Irma for the more resourceful citizens. Further Karens Minde was described as an important place due to its unifying character, where the social structures of the families could be the connecting link that ties Sydhavnen together.

A picture end-user-1 additionally highlighted, as being important to him was picture 8 of the local school, which one of his children attends.



Picture 8: End-user-1's picture of Ellebjerg School.

End-user-1 explained the importance of the school with the following quote:

“Then we pass by their school - this is something that means very much to me. My daughter goes to school there and I am in the school board and is sitting in Use the Primary School and also as alternate member in The Local Committee in like the school area and is a part of The Area Renewal's steering group, where I like have been the representative for the school and...”

(Appendix 15, p. 103, l. 131-134).

This statement supports the marked domains from illustration 3 and 4 and the foregoing quote concerning end-user-1's domains. From these statements it is obvious that end-user-1 is highly interested and engaged in the local community of Sydhavnen. End-user-1 is a part of several local organisations, which are working with both the local community and the local area, including how the schools are used and further developed, and also how the cityscape can be renewed according to the local citizen's wishes and needs. End-user-1 is especially engaged, when it comes to the local school, where his daughter is taught, which could indicate that the end-user experience a potential within the school area that could be utilized even more.

In continuation of this, end-user-1 mentioned that the entrance into the school is placed so that you have to enter from a large busy trafficked road, which according to the end-user is not creating security and The Area Renewal Sydhavnen is planning to do something about this issue. The Area Renewal Sydhavnen is therefore planning to create a more natural entrance into the school from the opposite site to avoid the large trafficked road according to the end-user (Appendix 15, p. 103, l. 136-139). During the walkabout the end-user took the above picture 8 and in the follow-up

interview the end-user explained his concern regarding the trafficked road and how it is a recognised issue in Sydhavnen, which only was articulated by the end-users.

When designing an intervention the users' feedback and experience of the design idea is important to include in the process if the outcome should become a success. Further, a user involvement and inclusion early in the process is a necessity (Haukipuro, Väinämö and Archippainen, 2014, p.1).

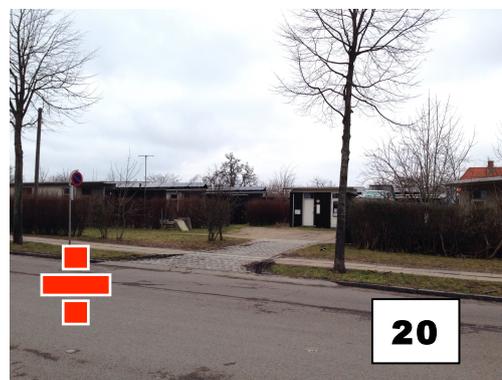
Both end-users are highly involved in their local community and have experiences about the traffic situation in the area. Therefore, if the mentioned project about the trafficked road near the school will be executed, both of the end-users could be relevant to include if the project should become a success.

Critique of the current foodscape

This part of the analysis will try to capture the different critical points that the two end-users expressed during the follow-up interviews in relation to their current foodscapes.

Alternative homes

End-user-1 experienced the need for him to characterise one of the pictures he took as having a negative side.



Picture 9: End-user-1's picture of the alternative homes.

Picture 9 illustrates the alternative homes located in Sydhavnen. The end-user explained his view of these homes as follows:

“And negative that is of course something - not because I have something against the alternative homes here, but I think that like, that we would like that the district was a little more - that we... that others also took some of the responsibility with the little more quirky citizens. And I actually do

think that we deal with it quite well, but it may be somebody else's turn, I would say, next time.”
(Appendix 15, p. 104, l. 183-186).

End-user-1 is ambivalent, when it comes to the presence of the alternative homes in Sydhavnen. Before the statement above the end-user also stated that it is a symbol of the area and the many different people who live there; people who are really bad off, which the area always have been able to cope with, but at the same time it represents a pressure on the area that is noticeable for the end-user (Appendix 15, p. 102, l. 111-114). The pressure end-user-1 described could be the image the vulnerable citizens constitute for Sydhavnen. Thus, potential visitors and newcomers may find it a bit unsafe staying in Sydhavnen. The Local Committee of Kongens Enghave has a vision for spreading the vulnerable citizens all over Copenhagen instead of placing them all and creating enclaves that can make the rest of the citizens feel unsafe (Kongens Enghave Lokaludvalg, 2013, p. 30). This could potentially make Sydhavnen more attractive for visitors and newcomers.

Mozarts Plads

In continuation hereof, both end-users mentioned the two sides Mozarts Plads is divided into according to them, which will be presented in the following section. Their perspectives regarding Mozarts Plads will be compared in order to show both positive and negative sides of the square.

End-user-2 took two pictures, which is number 11 and 12, of Mozarts Plads. Picture 11 illustrates the newly opened café located there to which she described:

“ Yes this was before the new café opened, now it is open and that is very pleasant we are happy about it, because he also has some food and like sandwich like some slightly bigger sandwiches. I have not tried it yet, but we have had coffee and a cheese sandwich over there and that was like sort of a good cheese it was not just a sliced tedious one, it was like... a “Hø-ost” or what it is called I do not know, but it was a good one. And like a really good bread that is really like what we need out here.” (Appendix 16, p. 124, l. 168-173).



Picture 10: End-user-1's picture of Mozarts Plads.



Picture 11: End-user-2's picture of Mozarts Plads.



Picture 12: End-user-2's picture of Mozarts Plads.

The end-user is quite excited about the newly opened café shown on picture 12, due to the fact that it brings something new to Sydhavnen, that the area definitely needs in her perspective. Furthermore, she explained that the area does not have a lot of special places like the new café.

End-user-1 also described his excitement regarding the newly opened café on Mozarts Plads, and his picture is shown with picture 10. The end-user explained the picture with the following:

“... Mozarts Plads that is also Sydhavnen in a nutshell - there is a café, where you can get a café latte and small tapas or that is in any case possible now, they opened a week ago and then on the other side people are standing there and drinking lots of beers and or they do not have anything going for them.” (Appendix 15, p. 103, l. 146-149).

The end-user is more or less dividing Mozarts Plads in two areas, one area with a new opened and nice café and another area, where the socially vulnerable of Sydhavnen are drinking beers and the like. End-user-1 is characterising the specific picture as being positively important to him because of the newly opened café, which is also the focus in the picture with the little blue pavilion.

The more negative aspects of Mozarts Plads were mentioned by end-user-2 during the follow-up interview. The end-user wished for a possibility to mark the picture with a minus sign, which is shown on picture 11, in order to describe the area she liked the least. She talked about the other side of the square and that the square in a way has two sides, which she explained as follows:

“However, personally I have somewhat difficulties with that square because I think it – I think there are too many drunks and drug addicts over there, I do not recall there being so many for a couple of years ago and do you know like I think it is a really fine café, but to sit there and have coffee and then one meter from you somebody is drinking beer and spits and deals drugs and – like I have seen it with my own eyes what they are standing there selling right.” (Appendix 16, p. 124, l. 177-181).

On one side of the square a café is placed, where people sit and drink coffee and on the other side drunks and drug addicts are spitting and dealing drugs. Additionally, she finds it kind of hard to deal with due to the café being something she thinks the area needs. Furthermore, she explained that there have been episodes, where they have been sitting at the square and the drunks have been fighting in front of her children and parents, which she finds disturbing and wrong. At other times she has walked by the square at night, where the people from the square have been peeing up against a playhouse and there are cigarette butts on the ground. Therefore that is not a place, where she would allow her children to play. On one side she thinks that it is great that Sydhavnen has room for different types of people, however on the other side she is torn between the fact that a nice café and the drunks share the same square and that she cannot do anything about it (Appendix 16, pp. 124-125). What is clear from these above statements are that end-user-1 and 2 have similar perceptions of Mozarts Plads and the fact that there seem to be a separation of the square into two different areas. One of the areas seems to appeal to the socially vulnerable citizens of Sydhavnen, whereas the area with the café appeals to the more resourceful citizens of Sydhavnen. Both of the end-users expressed their excitement for the new café and how it brings something new to the area that they do not have anywhere else. A walkabout has a lot of meaningful places, which are tied

together in an urban songline route and is how we experience the city (Marling, 2003, pp. 12-13). The end-users' experiences of Mozarts Plads has two sides and describes both the part about the positive experience that the newly opened café has on the area and the more difficult experienced situation with the squares many vulnerable people who drinks and do drugs.

Earlier in the analysis both end-users have described their liking of different green areas that invites for play and outdoor activities, which is in contrast to Mozarts Plads that is surrounded with gravel, tiles, traffic and some wood installations for sitting. As a result the square does not invite for many activities due to the unsafe environment with traffic and hard materials. Karens Minde was characterised as an unifying area by the end-users, where most of Sydhavnen gathers, whereas Mozarts Plads separates the citizens of Sydhavnen into two segments. The end-users' perception of Sydhavnen as being an unifying local community conflicts with the divided grounds at Mozarts Plads and thereby creates a problem from their perspective.

Traffic

The end-users were asked to mark the unattractive areas in their point of view, which will be explained in the below. End-user-2 marked Sydhavn Station as an unattractive area and expressed it with the below citation:

“Well yes, I thought it must be over here this is really the most boring. The whole area around Sydhavnens Station and all like, well it is like it is very dead, all this part here of Enghavevej and Sydhavns, well all of the traffic that are here, yes well the traffic that is what I think is really boring. But especially the like square around Sydhavns Station that seems like very unsafe due to the fact that there is like this very large viaduct or like something and like and you have to go under, I do not know...” (Appendix 16, p. 134, l. 478-483).

End-user-2 explained that the reason for her marking this area as unattractive was due to Sydhavn Station being unsafe in her perspective. Furthermore, she described the unsafe environment to have something to do with the station's dark corners and lack of enlightened areas and she worries about that someone could drag her into a corner without anyone noticing it (Appendix 16, p. 134, l. 485-498). The end-user fears that some sort of assault could happen to her for instance rape, robbery or the like, which really emphasises her feeling unsafe around Sydhavn Station.

Furthermore, end-user-2 explained that the traffic is not attractive for her and that is the reason for her marking Sydhavnsgrønt and O2 freeway as unattractive areas. Further, she marked Sjælør Station, Sydhavn Station, and Enghavevej from Enghave Station to Sydhavn Station due to them being the more boring parts of Sydhavnen. These unattractive places marked by end-user-2 clearly show her disliking of huge trafficked roads and the dark corners near Sydhavn Station. The end-user has experienced that people from outside Sydhavnen characterises these boring places as being the essence of what Sydhavnen is (Appendix 16, pp. 134-135). This could indicate that end-user-2 is concerned about the image and reputation that Sydhavnen has amongst other citizens of Copenhagen, due to the sight that meets them when they approach Sydhavnen.

End-user-1 also marked the big trafficked road running right by the school and kindergarten as something, which are frightening people off. In the opinion of the end-user the road should be framed with soundproof walls, which is seen other places in the city of Copenhagen (Appendix 15, p. 115, l. 504-511).

The end-user then marked additionally two large and trafficked roads and a shooting club nearby his home as being unattractive areas, mostly because of the noise they produce. The end-user added that the noise issue has a lot to do with the direction of the wind (Appendix 15, p. 116, l. 556-563). The method of urban songlines searches to investigate the whereabouts of the meaningful places and where individuals' songline routes ends and begins. In addition, the walkabout route consists of all the experiences of the city and the things that an individual does not like might also become obvious during the mapping (Marling, 2012, p. 146). Comparing the end-users' statements about the areas' traffic situation, both of them experienced the traffic as an unattractive part in the area, both when it comes to safety and when it comes to noise. In contrast Vestre Cemetery was earlier described as a meaningful place for end-user-2 due to its peaceful atmosphere (Illustration 5: End-user-2's markings of meaningful places). The end-users both took pictures of their homes during the walkabout and prioritised them in the follow-up interview and generally home is where you feel safe, which could be one of the qualities that resulted in the prioritisation. Their search for safe environments is in conflict with the unsafe traffic situation in Sydhavnen. The Local Committee of Kongens Enghave, which is part of Sydhavnen has a goal for turning down the traffic in the area around P. Knudsenstgade, where the Ellebjerg School is located. They have a plan for building a green noise shade with plants to shield the vulnerable road users from the large trafficked road

(Kongens Enghave Lokaludvalg, 2013, p. 36). This initiative could eventually make Sydhavnen seem safer for the end-users.

The boat club near end-user-1's home

Further on, end-user-1 expressed some irritation regarding the placement of a certain boat club close to his home, which he also marked as an unattractive area. The end-user describes the area where the boat club is located in the following:

“... It is also a shame that such a cool space as... it is, like it is just some drunks who sits over there and drinks some beers – it can seem violently on some.” (Appendix 15, p. 116, l. 539-541).

End-user-1 was trying to describe an internal feud, which had been going on between the boat club and both the local allotment association and his own neighbourhood for a long time. The issue of annoyance according to end-user-1 is that the boat club are expressing a claim on a certain territory by enclosing their area with a fence near his home. Further, they are using the area to store unattractive materials and for drinking lots of beers (Appendix 15, pp. 115-116, l. 516-541). The urban songline method examines an individual's experience of an area (Marling, 2012, p. 146), and the boat experience is only seen from the end-user's perspective.

Earlier in the analysis end-user-1 expressed his appreciation for open nature areas and the freedom such areas entails. The end-user has an easy access to nature near his home, which he described as being cool. However, the situation with the boat club deprives the end-user from his view of and access to the open nature area in his backyard, which in his perspective is the essence of the feud.

Tippen as an old rubbish dump described by end-user-1

During the follow-up interview end-user-1 marked the area, where you enter Tippen with an assembly of ravaged self-constructed houses as an unattractive area. Additionally, the end-user explained that Tippen is an old rubbish dump and that some people unfortunately still treat the nature site as such:

“... It means then also that people sometimes just throw all sorts of crap over there because it is, well it may be that we are not encouraged to keep it as neat as Valby Park – there is just, often there lies all sorts of bike gear from old mopeds that are burned out, burned sofas and all sorts of

crap and small camps with Roma people and what else there is and that is a bit unfortunate otherwise a great area.” (Appendix 15, p. 116, l. 547-551).

The end-user’s statement indicate that he cares about the environment and the nature that surrounds him and that people, in his opinion, have a certain responsibility in terms of keeping these nature areas neat. The end-user marked Tippen as a meaningful area and when visitors treat the place with disrespect he is obviously offended.

Wishes for the future foodscape

The end-users’ wishes for future foodscapes will in this section of the analysis be in focus.

End-user-2 explained a need for more takeaway places as her future wish for the foodscape in Sydhavnen:

“ So we ordered something all the way from the city and then they deliver it, but it then costs 75 kr. or what it is to get it delivered. So we do not get out to eat much because we have children – so you can get restaurant food at home instead, so that is how it was. But, we cannot go down and pick up something out here and that is something we are missing very much, because that we would use, at least every other week or every week or. ” (Appendix 16, p. 129, l. 338-342).

The end-user described to the researchers that she would prefer to have more takeaway options so that her and her family could pick up something that is not just hangover food in her opinion, but could be two different delicious dishes, one vegetarian and one with meat (Appendix 16, pp. 129-130, l. 343-350).

In relation to takeaway end-user-1 also expressed a need for more options, and when the end-user was asked about the purchase of takeaway he replied:

“No oh well, but that, as you can say, that is exactly what is missing out here, that you can say, if something actually was missing it is takeaway, proper takeaway because there is nothing of that sort.” (Appendix 15, p. 109, l. 321-323).

Eventually, the end-user became aware of something that is actually missing on the food market in Sydhavnen. According to the end-user there only exists takeaway in the form of junk food such as pizza and burgers. The end-user briefly mentioned that the local culture house Karens Minde also offers some sort of food, which can be brought home. In the end-user's opinion the area is missing a proper, simple takeaway selection for families with children because he believes that many of the citizens living in Sydhavnen would buy it and therefore it would be a good business (Appendix 15, p. 109, l. 327-330).

In continuation, end-user-1 mentioned the newly opened café Wolfie once more in regards to the subject of shopping facilities and the future potentials of the café:

“This one may eventually develop into something like that, Wolfie, because they also have something like that, something you can buy if you are in the need of a gift or something then I rather... that is not the case out here, you are not able to swing by a store and buy a gift on the way to some housewarming party or the like. That is actually possible there now – it has not really been possible to do before.” (Appendix 15, p. 113, l. 449-453).

In the end-user's perspective the new café has a potential of further developing into a small minimarket with speciality products, which the local citizens for example can buy when they are in the need of a hostess gift.

Further on, end-user-1 explained about a certain exchange economy, which he has experienced at Sydhavnen:

“... There is also a lot of that exchange economy out here in Sydhavnen, where you trade a bit with each other, then there is somebody who buys a lot of something and then you can buy something – for example I have just bought three red deer from somebody over in Jutland, but then you get it distributed to somebody else and then there is somebody, who have connection to somebody, who buys some great coffee beans and then you can buy them over at some of the neighbours – that is used a lot out here.” (Appendix 15, p. 107, l. 264-268).

In continuation of this, end-user-1 talked about having a local surplus goods market at Sydhavnen and integrate the already existing exchange and trade economy. However, the end-user did not express that he was missing a locally situated food market in Sydhavnen because there are so many

food markets all around Copenhagen and the transport to these markets are not that far (Appendix 15, p. 107, l. 270-276).

End-user-1 also expressed that it was important for him that these new initiatives, such as the idea he had about a local surplus goods market, should be approached in a certain way:

“Yes well I think to build upon the already existing cultures that are like present here already instead of there is something that moves in.” (Appendix 15, p. 107, l. 278-279).

This statement could indicate that the end-user, in terms of his knowledge about Sydhavnen and his experience as a citizen living in Sydhavnen, has an idea of how you should approach the local community, when developing a new initiative within the area. The end-user’s statement might also indicate that a new initiative would fail if it were approached with a top down approach and with no involvement of the local community. The right way to approach it, according to end-user-1, is to utilize the already existing cultures within the local community and then develop the initiative on the basis of that.

When making a project in for instance a local community an inclusion and involvement of the users are necessary and efficient and as a result the projects is more likely to succeed (Haukipuro, Väinämö and Archippainen, 2014, p.1). The different critical points that the two end-users described in this section of the analysis could therefore be relevant to include in future foodscape projects in Sydhavnen. Further, the necessity for including the end-user’s experiences and feedback about the area and a possible project idea is to make the project more likely to be a success.

Partial conclusion analysis part 2

During part 2 of the analysis, two walkabouts with end-users in Sydhavnen and equivalent follow-up interviews was performed and the following meaningful places, limitations and wishes for the future were found.

Sydhavnen’s meaningful places were expressed to be Karens Minde due to its unifying qualities, Ellebjerg School because their daughters attend this school and Wolfie because the café brings something new to the area. Further, the areas many different nature sites were described to be of great importance because they offer something to the city that the rest of Copenhagen does not have in the same amount. In addition, the different nature sites invites for many family activities that can

be used for leisure. Sydhavnen was also experienced to have some limitations in relation to the shopping facilities, where the area does not offer many specialty shops. The area's food availability seems quite limited with only a few supermarkets that more or less have the same to offer.

Trafficked roads plays an inhibitory factor for the image of Sydhavnen and the whereabouts for the local citizens, due to the cause of unsafety.

Mozarts Plads is the local square in the center of Sydhavnen, which is experienced to have two sides. On the one side of the square the vulnerable citizens are drinking and doing drugs and on the other side, where the pavilion with the café is placed, the more resourceful citizens are relaxing with their families, which could seem to create divided grounds between the two population groups. During the analysis it was found that the end-users have some future wishes for the area of Sydhavnen. The area's takeaway options are somewhat limited to fast food and a desire for a more proper takeaway located within Sydhavnen was found. Further the newly opened café Wolfie gives the local citizens a possibility for buying small specialties as gifts. However, a further development of this specialty availability to a larger minimarket could be of interest.

Both of the end-users are highly involved within the local community, where one is part of The Local Committee and both are members of Use the Primary School. Thus, could both end-users be relevant key stakeholders to involve in local community project in Sydhavnen, due to their knowledge and network within the area.

This analysis was made on the basis of two walkabouts and two follow-up interviews. It shows how the method of urban songlines can be used in order to investigate different users' perspectives and experiences of the city they live in, which in this case is Sydhavnen. Furthermore, the method made it possible to explore the current foodscape in Sydhavnen and the different problems that the area has in the end-users' perspectives and wishes that could be relevant to include in future local community projects. In addition, the involvement of the end-users' in future projects within Sydhavnen could be relevant in order for the project to become a success.

Results

The further development of the LC-FAT

The following section will present the final result, which is based on and developed from the outcome of the analysis, including part 1 and 2. The result will be a further development of the LC-

FAT version 2.5 into a new and quite different LC-FAT version 3.0, in order to optimise the tool for the assessment of local communities and the action and intervention possibilities present. The further development of the tool is based mainly on the statements from the expert-interviewees due to their expertise on the usability of such a tool in practice, and furthermore on the outcome of using the method of urban songlines to investigate the local foodscape of Sydhavnen from the end-users' perspectives.

The outcome of using the method of urban songlines to investigate the local foodscape of Sydhavnen from the end-users' perspectives was suitable for this project, since it provided a deeper, detailed and visual understanding of, both the context of the specific local community and a small sample of the local citizens' experience of, and needs and wishes for their local community. Since the expert-interviewees' biggest appeal against the LC-FAT version 2.5 was the missing participation and involvement of the end-users within a local community, which made the essential task in the further development of the tool to include these elements in a new version. To approach the task of involving the end-users in this process the method of urban songlines was applied as a possible solution. The method proved to be qualified in terms of solving the task of exploring the current foodscape in Sydhavnen and the different problems in the area identified by the end-users, and additional the needs and wishes of the end-users for the future foodscape of Sydhavnen. These outcomes of applying the method should therefore somehow be represented or a part of the further development of the LC-FAT, in order to ensure that the end-users are involved and represented in the process of assessing their local community and the action and intervention possibilities present there. Therefore, the new version 3.0 of the LC-FAT includes a supplemental template, which aims at identifying problems within the local community, the meaningful places, and wishes for the future from the end-users' perspectives. In order for the researchers to be able to fill out this new template they will have to contact and recruit local end-users to engage in a walkabout with them and a subsequent follow-up interview concerning the findings from the performed walkabout. The template can be found in the following presentation of the LC-FAT version 3.0 as template 1b. The purpose of including this new template in the further development of the tool is to secure the participation and involvement of the end-users in the process of deciding, where and what to intervene with. Template 1b is included in the new version of the tool in order to meet the actual needs of the local community and also to obtain knowledge about the structures and agency within the given context before initiating a possible intervention. By including the end-users from the

beginning of the process it will most likely create ownership of the intervention and thereby motivate them to accept and eventually adopt the changes within the local community, which in the very end will lead to anchored changes and a sustainable intervention.

The LC-FAT version 3.0

The further development of the LC-FAT will be presented in the following with the entire tool presented, including a specific guide of how to use and fill out each template, the further developed templates, and also what questions the outcome of using the tool should be able to answer.

General guidelines for using the tool:

- This tool is aimed at assisting local community researchers in assessing a local community and its action and intervention possibilities prior to the launch of a project.
- The number of rows is decided by the researchers' needs. You can add and delete rows, as you prefer.

Template 1a: How to explain WHERE an intervention is needed. The template aims at assessing what is wrong in the environment. In other words what needs to be changed.

How to fill out template 1a:

- Visit the local community and note the number of different stores located.
- Contact local schools and kindergartens to obtain permission to enter their premises in order to assess the food served there.

Template 1a: How to explain WHERE an intervention is needed.

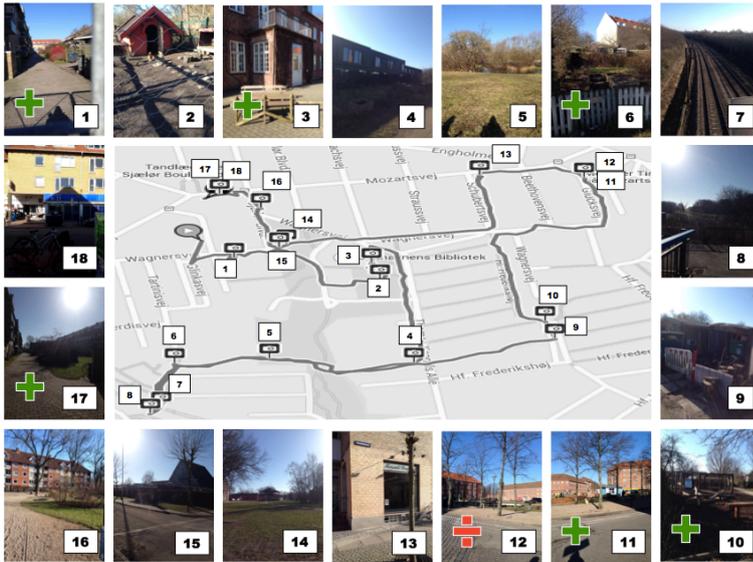
Foodscape component	Total number
Number of fast food outlets	
Number of corner stores*	
Number of gas stations with food	
Number of fruit and vegetable outlets (greengrocers)	
Number of healthy school canteens (EAT, serving fruits and vegetables etc.)	
Number of unhealthy school canteens (sugar sweetened drinks, sugary and high fat foods etc.)	
Number of healthy kindergarten canteens (has a dietary policy, serving fruits and vegetables etc.)	
Number of unhealthy kindergarten canteens (sugar sweetened drinks, sugary and high fat foods etc.)	

* Reference: The Food Trust, 2014. *Healthier Corner Stores – Positive Impacts and Profitable Changes*. [pdf] Philadelphia: The Food Trust. Available at: <http://thefoodtrust.org/uploads/media_items/healthier-corner-stores-positive-impacts-and-profitable-changes.original.pdf> [Accessed 7 April 2014].

Template 1b: How to explain WHY and WHERE an intervention is needed. The template aims at identifying what is wrong in the environment according to the end-users. Further, the aim of the template is to identify the end-users' meaningful places and wishes for the future of their local foodscape.

How to fill out template 1b:

- Note down the context of the intervention, for instance Sydhavnen, Copenhagen.
- Contact the relevant end-users in the local community through local institutions, such as schools, kindergartens or retirement homes.
- To obtain the end-users' perspective of the local community the method urban songlines may be applied. The method includes a guided tour called a walkabout, which the end-users choose and that must be a route from their daily lives. The purpose of the walkabout is to identify problems, meaningful places and future wishes for the local foodscape, which will be reflected through the end-users' narratives while walking.
- The walkabouts are done individually with each end-user, one end-user at a time.
- Brief the end-users about the purpose of the walkabout, both in writing via e-mail and verbally face to face just prior to engaging in the walkabout.
- The application Ramblr can be used to track the walkabout route on an iOS and/or Android unit. The application has a photo-icon, with which the end-user can take pictures while walking, which will be pinned onto the route in a chronological order. To get access to the pictures and the route visit the following link and type the acquired username and password to log in: <http://www.ramblr.com/web/main>
- The data collected from this application (the route with the pictures) can be used to visualise the findings and thereby get a new and different understanding of the context and its problems and action possibilities. For an example of how such a visualisation of the findings could look like see below:



- Plan a follow-up interview with the end-users to have a dialogue about their chosen walkabout route and note down the identified problems, meaningful places and future wishes in cooperation with the end-users.

Template 1b: How to explain WHY and WHERE an intervention is needed.

Context:					
	End-user-1	End-user-2	End-user-3	End-user-4	End-user-5
Identified problems					
Meaningful places					
Future wishes					

Template 2: How to choose WHAT to do. The template aims at assessing WHAT to do based on an assessment of costs, the power of evidence, acceptability as assessed by both mediators and end-users and the existence of infrastructures that can be utilized related to each listed intervention.

How to fill out template 2:

- Use the walkabouts and subsequent follow-up interviews with the end-users, including the outcome of template 1b, to identify and make a list of possible interventions.
- Make a desktop study to assess the strength of evidence regarding each listed intervention.
- Make an estimation of the costs of each intervention by creating a simple budget.
- Use the identified interventions to note the acceptability of the mediators and end-users.
- Contact the local mediators in order to get their perspective on the listed interventions.
- Use the outcome of template 1b to assess the end-users acceptability of the listed interventions.
- On the basis of the outcome of template 1b and the desktop study note the infrastructures and/or present activities in the local community.
- Based on the research above the columns from 2-6 in template 2 on the next page are rated with the scores from the following table:

Low	Medium	High
1	2	3

The total score represents the feasibility of the specific intervention, the higher score the more feasible. The numbers from column 2-6 are added together and equal the total score.

Template 2: How to choose WHAT to do.

List of interventions	Strength of evidence	Costs	Acceptability of each listed intervention as assessed by mediators. How meaningful it is to the mediators?	Acceptability of each listed intervention as assessed by the end-users. How meaningful it is to the end-users?	Infrastructures or activities already present in the area	Total score

Template 3a: How to choose WHOM to involve. The template aims at assessing WHO is important to involve based on an assessment of power, legitimacy and urgency (PLU).

How to fill out template 3a:

- Note the different identified stakeholder types on the basis of the outcome of template 1b and the contact with the mediators.
- The columns 2-4 within template 3a are rated with the scores from the following table:

Low	Medium	High
1	2	3

- The total score represents how important it is to include each listed stakeholder in the intervention. The numbers from columns 2-4 are added together and equal the total score.
- The scores listed below are not alone sufficient, when choosing the key stakeholders. However, the outcome from templates 1b and 2 should be included, when deciding whom to involve.

Template 3a: How to choose WHOM to involve.

Describe stakeholder types (E.g. community leaders)	Power*	Legitimacy**	Urgency***	Total score (P*L*U) “The importance of the specific stakeholder”

* The stakeholder's power to influence the initiative (Mitchell, Agle and Wood, 1997, p. 854).

** “A generalized perception or assumption that the actions of an entity are desirable, proper, or appropriate within some socially constructed system of norms, values, beliefs, definitions.” (Mitchell, Agle and Wood, 1997, p. 869).

*** “The degree to which stakeholder claims call for immediate attention.” (Mitchell, Agle and Wood, 1997, p. 869).

Template 3b: How to choose WHOM to involve and HOW to do it. The template aims at assessing WHO is important to involve based on the stakeholders' success criteria, adoption of innovation, actions that might get the stakeholder what is wanted and the resources needed for such actions.

How to fill out template 3b:

- Contact the identified key stakeholders and invite them to attend a workshop, where the following is investigated through a dialogue.
- Make sure to have observers present at the workshop and take notes continuously.

Template 3b: How to choose WHOM to involve and HOW to do it.

Success criteria What is in it for the stakeholder?	Adoption of innovation (From innovator* to laggard**)	Actions that might get the stakeholder what is wanted	Resources needed for such actions (Money, time, knowledge)

* “They are very eager to try new ideas.” (Rogers, 1983, p. 248).

** “Laggards are the last in a social system to adopt an innovation.”(Rogers, 1983, p. 250).

The 4WHe model. The assessment of action possibilities by using the LC-FAT approach should be answering the questions below. It can be understood as a protocol for what you intend to do in a local community intervention and how you intend to evaluate it. It is basically expected to be able to answer the following questions.

1. **WHY:** What is the problem according to target group and researchers? Who owns the problem and can benefit from solving it?
2. **WHERE:** In what spatial entity are you planning to intervene? Local institution. More institutions. Describe the geographical delimitations. What action possibilities are available in the local food environment?
3. **WHAT:** What can be done? What are the action possibilities? Make a short list of possible actions and intervention components. Use your assessment of the structural environment as well as an assessment of the agency part (“who is willing to act in what actions”). Make sure that your assessment of the strength of the evidence base is taken into account.
4. **WHO:** Who is interested in making a change? Identification and assessment of stakeholders and their capacity to act (the agency part).
5. **HOW:** *Action plan/plan of action. What is going to be done? Describe the interventions components you intend to apply. Make a plan of action where both actions and timeline is illustrated in a GANNT chart. (“Which intervention is planned to be carried out, when and for how long time”). Make a budget (½ page) and describe contingencies (½ page). Make a communication plan (½ page)*
6. **evaluation:** *Describe how you are planning to measure what is the effect and impact of the intervention components*

Question number 5 and 6 within the model are italicised because in order to answer these questions it is necessary to move a couples of steps further from the local community assessment towards planning the actual intervention, including the evaluation of the intervention. These questions are crucial to answer when working with interventions, but the development of an action plan and the subsequent evaluation of this lies beyond the scope of this specific tool and the objective of it.

Comparison of LC-FAT version 2.5 and version 3.0

This section of the results explores the variations and similarities between the LC-FAT version 2.5 and the LC-FAT 3.0 and summarises by using two figures in order to illustrate the results.

One of the results found in the analysis was that the order of the templates could be different and that a visit to the local community to assess the structures within the environment is of great importance.

Template 1 in the LC-FAT version 2.5 starts off with the researcher marking down intervention components and rating the different facts in relation to the intervention and what should be done based on desktop research. When comparing this version of the LC-FAT with the developed version 3.0, this tool has a prescriptive nature where the researcher defines the different intervention components by doing desktop research and not visiting and mapping the local community before choosing intervention type, which can be seen in the section presentation of the LC-FAT version 2.5. Template 1a in version 3.0 begins with a mapping of the local community's structures by visiting the local community to figure out what is wrong in the environment and where an intervention is needed. In order to investigate the different school and kindergarten's food availability the researchers should gain access to these. Thus, visiting the local community and investigating the current foodscape structures within an area the researcher should be able to fill out template 1a version 3.0.

Template 3 in version 2.5 of the LC-FAT has some similarities to template 1a, where the aim is to map the area for different foodscape components. In template 1a the different foodscape components are clarified more adequately to make the tool more feasible and understandable in practice.

When comparing the two different versions, template 1 in version 2.5 has some similarities with template 2 in version 3.0. The rating categories in the version 2.5 have five different ratings and the new developed tool is reduced to three rating categories, in order to make it simpler for the researchers to rate the importance of the different listed interventions. Furthermore, it is explained through the guide in template 2 in version 3.0 that the mapping of the area's structures, a desktop study and the end-users' walkabouts are the foundation for filling out template 2.

Template 1b in version 3.0 is a new addition to the LC-FAT, where the researchers should visit the local community and contact some end-users in order to obtain knowledge about their perspective of what is wrong in the environment. In order to investigate what is wrong in the environment the

researchers should perform a walkabout with the end-users individually and use the Ramblr application on an iOS or Android device, which can track the route and has an icon for taking pictures. The outcome from the walkabout and the follow-up interviews should be used to fill out template 1b in relation to identified problems, meaningful places and future wishes for the area investigated. By including the 1b template in the tool the end-user can get involved, can participate and get ownership of the project if it is adopted and accepted by the end-users.

Template 2 in version 2.5 of the LC-FAT has some similarities to template 3a and 3b from version 3.0. The aim with template 2 is to investigate, which stakeholders the researchers should involve on the basis of the PLU rating and that is similar to the aim of template 3a in version 3.0. The rating categories in template 2 version 2.5 has an amount of five and in the new developed tool's template 3a and 3b have been reduced to three, to make the rating more simple for the researchers. Template 3b investigates whom to involve and how to involve them by making a workshop with the stakeholders found in template 3a and based on this workshop the researcher should be able to fill out template 3b, where the workshop part is different from version 2.5.

In general the language used in the templates is changed in version 3.0 to make the templates more understandable for the researchers, who should use the tool in the future. The design of the templates in version 3.0 has become more uniform compared to version 2.5, which had different shades of grey in the different templates and did not follow the same setup and design. None of the templates from version 2.5 had a guide for how to use the tool, which could make it a bit difficult for researchers to understand how to fill out the different templates and on what basis this should be done. Furthermore, the outcome of the LC-FAT approach should make it possible to answer the 4WHe model's different questions about why, where, what, who, how and evaluation in relation to a chosen intervention. However, version 2.5 did not include templates where the questions of where and how was included, which is why the developed version 3.0 now includes all the answers to the first four questions, corresponding to the assessment process. The evaluation part is meant to make the researcher think about the evaluation early on in the process of a project, and could vary after the chosen intervention type. It is therefore not part of the LC-FAT templates in version 3.0. To summarise the changes made in the development of the tool two different figures were designed in order to show the overall differences and similarities.

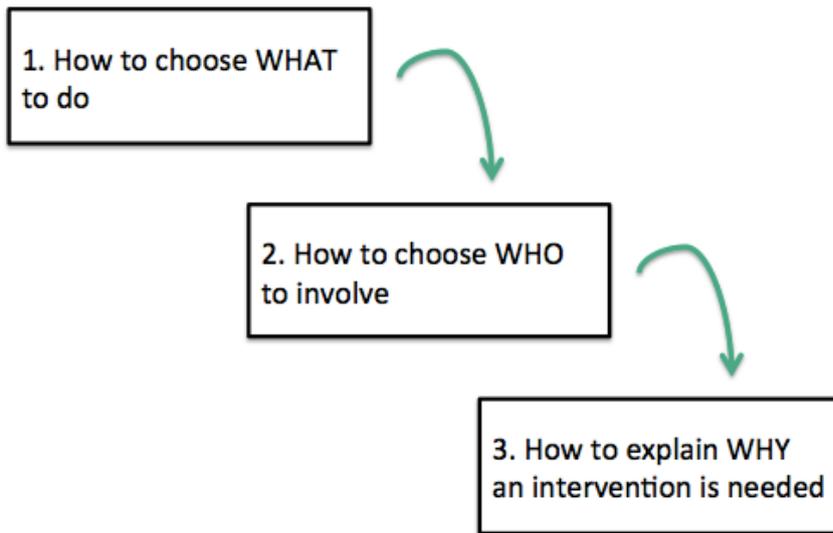


Figure 1: The different templates from LC-FAT version 2.5.

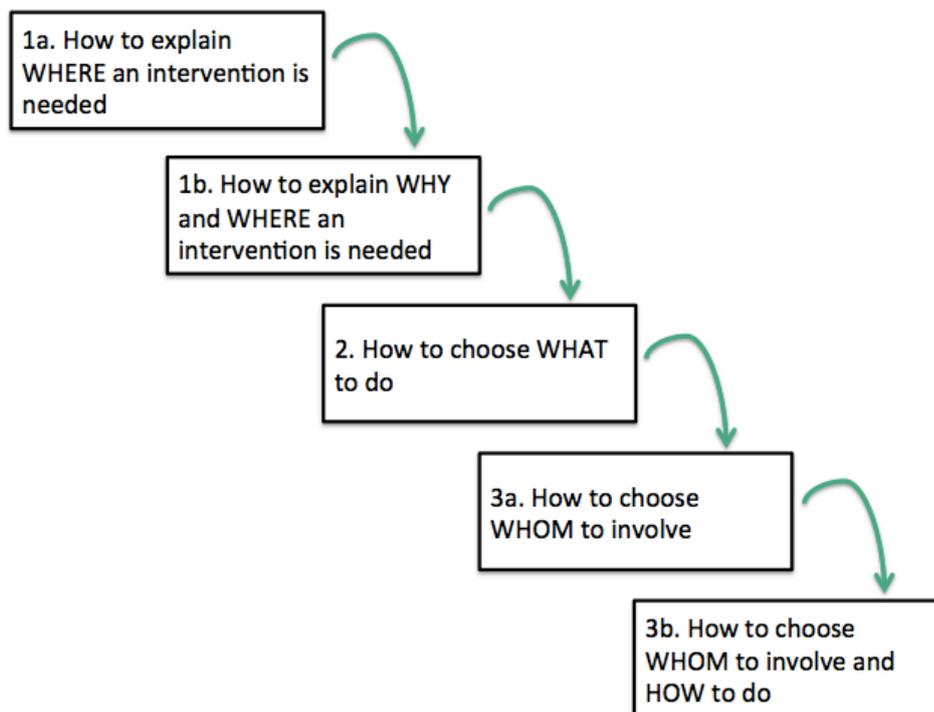


Figure 2: The different templates from LC-FAT version 3.0.

Discussion

Results from the LC-FAT compared with existing planning models

The LC-FAT version 3.0 is a needs assessment tool for assessing local communities prior to starting up a project. The further developed LC-FAT includes a visual component that consists of a map with a route and pictures taken during a walkabout. The PPM model is a planning model that also includes a needs assessment, which is one of the components that is important if a successful project is wanted (Li et al., 2009, p. 12). The LC-FAT and the PPM has a needs assessment component in common. The PPM makes the researcher choose the way to complete the steps, however the outcome from the PPM model is not as a starting point visual compared to the LC-FAT.

The LFA is a tool used for planning a project, where the whole planning part of the model can be illustrated in a log frame matrix if wanted (Örtengren, 2004, p. 6). This approach also includes a needs assessment and problem evaluation of the environment. Comparing the LC-FAT with the LFA, LFA does not include the same type of visual presentation, where the end-user's perspective is included early in the process of a needs assessment. The researcher using LFA can choose to fill out a matrix, which can create a visual overview of the planning, however not by using any visual presentation created solely by end-users for the project. Another model is the IM, which also is a planning model just as the aforementioned two models. The IM also includes a needs assessment and is one of the models that also include a more visual component, which is presented in matrices and diagrams (Bartholomew, Parcel and Kok, 1998, p. 547). Comparing the IM approach with the LC-FAT the IM approach has some visual presentation by using matrices and diagrams, however none of the visual material captures the end-users' perspectives in images and clear illustrations. The visual component that is generated from the walkabout from the LC-FAT, gives the researchers a clear visual image of what the problem is in relation to the end-users' perspectives. Furthermore, the end-users are the ones that form the basis of the project together with mapping of the environment in the area that was chosen. The walkabout from the LC-FAT could also be seen as a new and different way to perform needs assessment. The walkabout with the end-users was tested in this study and showed a new and broader perspective of the area and its needs than Syhavnens local mediators from this study showed. However, it is important to keep in mind that the LC-FAT has not yet been tested for its usability as a whole, which could be relevant in to do in a future project.

During the development of the LC-FAT version 3.0 the field of service design and the field of public health were integrated in one tool for assessing local communities. In the development of the tool the visual component from the mapping of the end-users' urban songlines was added to the tools templates and constituted the design field. Furthermore, the foodscape approach and stakeholder analysis approach constituted respectively the public health field and the food sociology field. This study has tried to integrate the different fields that constitute the education Integrated Food Studies. However, the three fields could have been discussed more in relation to what they each bring to the tool. This could be done if the tool is tested in a future project that could make this discussion more valid due to the actual testing.

Discussion of the chosen methods

Interviews

The target population for the expert and mediator interviews performed in this study were chosen in relation to their professional backgrounds. The chosen interviewees all had relevance due to their expert experience in the field of health promotion within local communities and working within local communities as mediators. In addition the end-users were chosen due to their interest in optimising the area and their residence in Sydhavnen. During the planning of the interviews all the above precautions were taken in order to make the statements collected from the different interviews as valid as possible. In addition precautions about the language used in the interview was taken to make the language familiar for the interviewees and hereby making the interview situation more comfortable. Furthermore, the problem statement was made clear and constituted the basis for conducting the empirical data in this study through the interviews. The planning of all interviews was made with open structured interview guides, which contained key questions to make sure the wanted outcome from the interviews were fulfilled as much as possible (Riis, 2005, pp. 63-66; Riis, 2005, p. 102; Riis, 2005, pp. 99-111). In order to prepare for the expert interviews a pilot study of the interview was performed, which is further described in the section concerning the planning of interviews. Prior to performing interviews with the mediators from Sydhavnen the interview guide was not tested, which resulted in some changes after the first interview, in order to get the outcome from the interviews that was desired (Appendix 2; Appendix 3).

Even though the interviews with the mediators, end-users and the experts were planned and structured some factors goes beyond planning. The expert, mediator and end-user interviewees' responses to the questions from the different interview guides could be affected by the place where the interview took place, and the words chosen by the interviewees can be a reflection of for instance their work place if the interview is executed within these surroundings. If the interview is repeated the chosen words might occur differently (Riis, 2005, p. 116). The interviewees in this study were interviewed once and if others should repeat this study other words to describe the same situation or experience might occur. Further the different interviewees were interviewed different places, for instance their work place, at their home, at Aalborg University and over the phone, which could have affected the choice of words the interviewees used.

The time it takes to perform the interview can be challenged by the interviewee's pressure from limited available time for participating in the interview (Riis, 2005, p. 116), which was the reason why all the interviewees in the study were prepared by e-mail about the expected timeframe for the interview in order to make sure they actually had the time for participating.

When asking the interviewee the questions prepared the researchers should allow the interviewee to reject a question. However, a follow-up question could invite for a more relevant and broader answer (Riis, O. 2005, p. 117). During all of the interviews the two researchers conducting this study were both present in order to have a second set of ears to help reaching an as adequate answer as possible to the questions asked and both of the researchers asked follow-up questions if needed. The interviewer's role was to gather information about the chosen problem statement (Riis, 2005, pp. 100-101), however in some degree the researchers could have asked more follow-up questions during the interviews. This could be the general feeling that researchers have after performing an interview.

When performing the interviews with the mediators a question about using planning tools in their work about local communities was asked. The question aimed at investigating whether a planning tool for opening a project was relevant in their line of work (Appendix 3). However none of the mediators who participated in this study were shown the LC-FAT, which could have influenced their answers. In retrospect the mediators should have been introduced to the LC-FAT in order to answer the question the researchers searched for adequately.

Interviewing the experts first during the data collection for this study was done in order to obtain knowledge about their expert opinions concerning the tool's usability. The next step was to

interview the mediators to investigate the current, present and future health promoting initiatives aimed at the area of Sydhavnen. At last the end-users were asked to attend an individual walkabout. The order of the data collection could have had an effect on the results from this study, due to all the knowledge the researchers have gained from doing the interviews with the mediators and experts. If the order of the data collection had been starting with the end-users' walkabout and follow-up interviews these might not have been directed that much towards giving the end-users the amount of freedom to plan the route without that many restrictions or general guidelines. However, the order that the data was collected could be viewed as a strength in this study, due to the different inputs from the experts and mediators about their experiences with doing research in the field of local community health promotion.

Urban songlines

In the case of the current project, the outcome from using the method gave the researchers a new visual perception of the area and a user involvement and participation in the very early step prior commencement of a project. Further, the method's strength is that it enables an identification of the users' needs and perspectives of the area, which makes it more likely that these actually will be met in a future project. The illustrative outcome of using the urban songlines approach provides researchers with something different than the outcome of using other types of methods, as it leads to a combination of something physical and something that is more intangible its the form (Marling, 2012, p. 152).

As any other method the method of urban songlines also entails both strengths and weaknesses. The method of urban songlines is time consuming, since the use of the method entails several steps. To walk a guided tour with each individual and subsequently discuss their photos, for instance in a follow-up interview, and then finally produce the visual result of the collected data requires substantial time. This specific weakness found within the method can be referred to the majority of every method within the qualitative field. The method has also been criticised in terms of being excessively explorative and open because the method, according to some critics, merely presents a diversity of views rather than identified shared interests. The critical point lies within the fact that this collection of varied information may seem disturbing if the outcome should focus on an exact planning task. In contrast, the strength of the urban songline is its explorative nature in which especially the use of storytelling is found valuable because it can show and verify the linkage between everyday activities and the areas in the city (Marling, 2012, p. 152).

In the follow-up interviews with the end-users they were asked to mark the pictures they prioritised higher than other pictures with a yellow post-it with a plus sign on (Appendix 14; Appendix 15; Appendix 16). The researchers did not give the end-users guidelines for which criteria the plus sign should stand for. Thus the definition of the prioritisation was entirely up to the end-users to define. In retrospect the researchers could have given an example on how the marking of plus sign should be understood and performed, which could have made the task easier for the end-users to deal with.

During the follow-up interviews the end-users were both asked about different socio-demographic and socioeconomic factors (Appendix 15; Appendix 16). The reason for asking this question was that the route could be influenced by their age, if they had children and so on. However, in the analysis these factors were not used that much, which could indicate that some of the factors for instance the civil status might be unnecessary if not investigated and used further.

Perspectives on external validity

The LC-FAT version 3.0 is a tool for assessing local communities as the first step prior to starting up a project. The tool is a planning tool that local community researchers can use to boot a possible project. The objective for the tool is to assess a local community by assessing what the local community finds as the problem and that researchers use the end-users' perspectives on the area to build a project, where the end-users are involved from the beginning and participates actively. The further development includes the end-users' perspectives, which the expert interviewees found as an important factor (Appendix 4; Appendix 5; Appendix 6). The tool has not yet been tested in practice, which could be done in a future project to optimise the tool and make it more usable in practice. If the tool was tested in practice it might be relevant to develop the tool even further. This study did not include a testing due to the limited timeframe and resources.

Another future perspective could include an implementation of the tool into an application for iPhone and Android devices. This idea could make the accessibility of the tool possible everywhere, when doing field studies. Developing an application is time consuming and expensive. Furthermore professionals within the field of IT-development need to be involved in order to design the application and develop it. If the money is limited the LC-FAT could be accessible through a download link on a website, which could make it easy to reach from different parts of the country.

A further development from the LC-FAT could be to include a project management part, where a timeframe, budget and project plan was included. This addition could make the project planning part in a project easier to perform in practice. The addition should be included in the aforementioned application in order to have easy access to the tool at all times to make sure the different estimated goals are reached and updated over time. This further development is time consuming, but could be relevant to include in the LC-FAT to make the project and the whole process behind the project easier, when every guide needed to make a project is brought together in one tool.

The addition to the tool about user involvement is a broad field and could as well be developed and investigated further in the future. Thus could the conceptual framework be developed and explored even further. Due to the large data collection in this study this field was only researched in the surface of this subject and could advantageously be investigated further.

Conclusion

The aim of this master thesis was to perform a further development of the LC-FAT in order to optimise the existing basic idea of the tool for assessing local communities. The objective for making the further development was to create a tool that on a basis of practice experiences, rather than only a theoretical fundament, seeks to enhance the feasibility of the tool in real life.

Furthermore, the method of urban songlines was tested in order to investigate if this method was adequate for obtaining knowledge about end-users' perspectives of a chosen area.

Through the analysis it was found that the LC-FAT 2.5 did not include or involve the key stakeholders from the beginning of the process. Further, this was found to be a crucial matter when doing research in local communities in order to make the stakeholders adopt and accept the intervention. This could result in an ownership for the local citizens and a sustainable implementation of an intervention. Therefore, a further development of the LC-FAT should include and involve the local key stakeholders in the beginning of the process in order to make sure their needs and wishes for the area are met. Through the analysis the method of urban songlines was found to be relevant for investigating different end-users' perspectives and experiences of

Sydhavnen. In addition, the method made it possible to collect data about the end-users' perspectives on the current situation, the problems and future wishes for the area of Sydhavnen.

The development of the LC-FAT from version 2.5 to 3.0 was performed and the tool now consists of five templates compared to the three in the previous version. In the development of the tool the method of urban songlines was included and the outcome from the walkabout should be used to fill out a template. Further, the development consisted of changing the order of the templates. This was done to make the mapping of an environment and the end-users' perspectives of the environment the first step. These mappings should form the baseline for building a future project and then moving on to the next templates. In general the tool's design was changed and the tool was added a guide for how to use the tool and the end-users were involved in the beginning of the project process. As a result the further development of the LC-FAT could suggest that the tool is optimised for assessing local communities action and intervention opportunities, for instance in Sydhavnen. Hence, this development could make future projects more likely to succeed. The method of urban songlines was found to be a qualified method for obtaining knowledge about the citizens of Sydhavnen's perspectives on the local foodscape. The LC-FAT version 3.0 has not been tested for its feasibility in practice, however further research and testing could be relevant in a future project.

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