



# BOOK OF ABSTRACTS



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# Abstracts by Speaker

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## **Mr. Kadriye Akdemir**

Hacettepe University, Turkey

### **The Playgrounds in Ankara and Risky Play**

"Children begin to take risks even when they are babies. These risks can be seen while crawling, making something that has not experienced before, pushing the limits to overcome from fears (Jones, 2012; Stephenson, 2010). However, sometimes children can use the materials in a dangerous way when they are bored. Situations like this can make some harms for children. It happens because environments that children use are excessively protective and safe (Wallsh, 1993; Özgüner & Şahin, 2009).

However, environments that involve risky play let children to feel excitement, to trust their own judgements, to respect their abilities, to know their limits, to understand the effects of their acts, to help others, to defend independence, to keep themselves health both physically and mentally (Ungar, 2010; Knight, 2012, as cited in Kalburan, 2014). In the less protective environment, the play types which give children excitement and have possibility to hurt but are not life-threatening are called as risky play (Play Safety Forum, 2013). According to research, children prefer some playground which involves some materials include speed and height (Beate & Sandseter, 2009; Stephenson, 2010).

In terms of these information, the purpose of this study is to investigate the effectiveness of playground in Ankara in terms of providing risky play and supporting taking risk skills. To do this, eight playground in Ankara were observed by taking photos and notes. Also, Playground Rating System which was developed by Frost, Wortham and Reifel in 2001 was used to determine the features of playground. It is found that generally the playground in Ankara is traditional and they do not support the risky play."

## **Assistant Professor, PhD Bahar Aksel**

Mimar Sinan Fine Arts University, Turkey

### **Dealing with Diverse Urban Scapes for Developing a Child-friendly Environment: The Case of Istanbul**

"With its 15 million inhabitants, Istanbul is the most crowded city of Turkey. Istanbul is the main destination for international investments, urban development and employment as well as being the main center for high quality public services such as education and health care.

Transformation of Istanbul started in 1980's with the migrations from Anatolia, that affected population density, industry / services balance and urban structure dramatically. Squatter houses appeared for the first time as the settlements of new comers. After 2000 local government spotted Istanbul as the new investment capital in its region and started to construct a global city with its high-rise buildings, highways and bridges. Gated communities in the outskirts of the city became most popular residential areas especially for families with children.

After 2010 central areas of the city also started to regenerate as residential blocks / skyscrapers targeted the families that prefer urban lifestyle. Eventually, city had diverse population, life styles and urban environment.

While all the development agenda focused on constructions; public services such as sport facilities, open public spaces, parks and playgrounds had the secondary role. As the main target group for this new city scape is the adults who have the financial power to afford this new city life, youngsters are not in the scene or only titled after the playground areas. Even though the local government runs many large-scale projects for open public spaces or state set standards for open spaces / facilities for residential areas, they are mostly repetitions of the same format and poor in answering the needs of the specific sites.

On the other hand neighborhoods with different economical and social backgrounds have different levels of public space quality.

Public spaces (as socialization and gathering environments) are even more important in cities that face a vast transformation. These spaces are crucial for developing interaction between people for the sustainability of the collective memory, common values and active citizenship (especially for the young residents/owners of the city).

An overview on Istanbul shows peripheral neighborhoods Sultanbeyli, Arnavutköy and Başakşehir have the most crowded children population; which are developed after 1990's. Central neighborhoods Beşiktaş, Bakırköy and Şişli are less crowded in the means of children. Though all neighborhoods have various urban patterns within their boundaries. After describing Istanbul according to the urbanization history, economic and educational levels, percentage of children in population growth, public investments and facilities related to children, projects of local governments for child friendly cities; districts will be categorized as old / new, traditional / modern, central / periphery, gated community / ordinary neighborhoods for defining advantageous / disadvantageous neighborhood typologies.

Different urban patterns of chosen districts will be analyzed in detail for developing a comparative approach. Determining different conditions of physical environment, quality of cityscape, parks and facilities, public spaces will help defining diverse levels of needs in Istanbul for creating effective, child-friendly, youth-oriented built urban areas that would

integrate children to their living environment and effect positively for being a citizen."

## **PhD Student Bruno Amaral de Andrade**

Federal University of Minas Gerais, Brasil

The Italian Territorialist Approach towards a “città bambina”: uncovering the methodological steps to identify heritage values in a Germanic migrant-based settlement in Brasil

The territorialist approach, that works on the concept of a local sustainable development, revisits on critical manner classic authors such as Patrick Geddes and Lewis Mumford to reflect about the relation that can be established or not between the children and the territorial heritage (long term structures) towards urban planning. In the 1990 decade, the territorialist endogenous approach, what we are calling città bambina, embodies Roger Hart’s participatory planning with children concerning the concept of “small scale modelling”, and Francesco Tonucci’s project Fano città dei bambini, which means planning a child friendly city.

In Italy, the Plan of Action for Children and Adolescents (1997), the government assumed the principles of the Convention on the Rights of the Child (CRC), and the UNICEF’s policy “Working towards child-friendly cities” (1996), to enact a law “Regulations for the promotion of the rights and opportunities for children and adolescents” (28th August 1997 n° 285). The città bambina approach, that brings together a theoretical and empirical basis constellation towards urban planning, is the methodology axis to experiment in the Brazilian context, in a city where was located an ancient Germanic migrant colony called Santa Leopoldina, in the State of the Espírito Santo, built in the mid-nineteenth century mostly by German, Austrian, Dutch, Swiss and Luxemburg.

The experiment is developed in a public school following the città bambina techniques and activities, adapted into 5 steps: 1) Drawing the home-school route; 2) Intervention at the playground with a tissue; 3) Maquette of the city they want to have; 4) Intervention by the river with a tissue; 5) Collective mapping the city.

The objective is to identify heritage values by interpreting the products of the children, as well as their decisions and actions during the process, to analyze the urban heritage of the place and comprehend how children relates with the memories of their ancestors, the tangible and intangible legacies. The results of the experiment of an Italian methodology in Brasil enriches the state of the art by means of studying a child-friendly approach not used in urban planning in Brasil and adapting it to a local reality, especially by reflecting on the concept of heritage as a long-term structure.

Finally, comes an impasse that reveals that Santa Leopoldina is not a child-friendly city, but it could be with urban interventions to favor the autonomy of the children, such as the ones they indicated during the activities, which would increase collective health, well-being and happiness alongside to the whole community.

## **Ms. Swathika Anandan**

Graduate student at McGill University, Canada

### **Beyond home: Assessing the urban and built environment in a neighborhood in Montreal, Quebec through a child participatory process**

"Beyond home: Assessing the urban and built environment in a neighborhood in Montreal, Quebec through a child participatory process  
- Swathika Anandan, Malaka Ackaoui

Children are one of the primary users of the cities we live in. Child friendly urban and built environment contribute to the well being of children in any neighbourhood. The impact of growing traffic, noise, pollution and a neighbourhood devoid of child safety urban design and child friendly landscape hinders the children's ability to interact with the environment outside home.

The present research brings attention to this issue by involving the children of Saint-Raymond neighbourhood, an immigrant community in the island of Montreal, Quebec, Canada in planning improvements to their outdoor environments through a child consultation process. A mixed method was followed for this purpose. Firstly a structured interview was conducted with the children of the neighbourhood. Secondly children were asked to draw images of their neighbourhood. Thirdly, the children were taken on a guided walk around their neighbourhood and their observation of the neighbourhood was recorded. Finally children were asked to draw individually their neighbourhood as they perceive it and as they would like it to become.

On obtaining the data, the study synthesized the results of the interview and summarized the children's impressions on their urban environment and the changes they would like to see in their environment.

The study's primary focus was to understand the improvements that can be made to the environment through answering the questions of 'what', 'where' and 'how' from the neighbourhood children's perspective and to be able to take the results to the City. The research wanted to involve children in the city planning process and to be the drivers of change so as to make the city more child friendly. While adults have different places for interaction, children who are also a part of the environment do not have spaces, which are safe, clean, invigorating and enjoyable. Parks filled with animal excreta and playground equipment mostly not befitting their age, long stretch of streets with traffic, vacant lots filled with construction activity and broken pavements with un-cleared snow and ice in the winter is the environment that children interact with.

Beyond the socio-economic condition, their perception of safety, hesitancy to play in the alleyways after dark, sensitivity to sounds, sights, observation of circulation, busy streets, dangerous intersections and activities make up their image of the neighbourhood. Findings from this study are useful to better understand areas that need immediate attention and in creating a "wish list" of actions to be implemented in the Saint Raymond neighbourhood of Montreal neighbourhood that respect the children's needs and "dreams".

Policy makers, city planning officials, urban designers and agencies concerned with the role of child in the city may be particularly interested in the methods and findings of this report as the process highlights the importance children can play in the process of planning more safer and child friendlier neighbourhoods and cities."



## **Assist. Prof. Dr. Sebla Arin & Prof. Dr. Ahsen Özsoy**

Bursa Orhangazi University, Turkey

### **Integrating Children Into Urban Space Design: “Play Without Barriers” Project**

The key of raising the quality of built environment is creating widespread urban awareness. The common tendency to see built environment education as only a part of vocational training is the main problem against broadening the urban culture. This attitude results in keeping social urban awareness at an unsatisfying level.

This study focusses on the importance of increasing urban awareness of urban youth and children while presenting an educational model named “Play Without Barriers” (PWB), which is designed also as a child participation project. PWB, which was brought to life in Bursa –Turkey, aimed to provide necessary knowledge for young urban dwellers in order to participate in the urban design consciously. The secondary goal of the project was to produce a preliminary design for a playground where disabled and non disabled children can play altogether.

Therefore the educational schedule was designed in order to give the proper theoretical and practical knowledge convenient for making children, the potential users of the playground, produce a design for their own needs.

The attendees of the project were chosen in order to design an inclusive playground in which all users could feel themselves involved. The participants were aged between 8-14 years old, as this group was the most appropriate group to learn and benefit from the built environment education, meanwhile being the potential age group to use the playground. Also all of them were either residents of the playground’s neighbourhood or students of the schools nearby. There were a total number of thirty participants six of whom were disabled. This participant profile added an integral perspective to the project that was considering the needs of different groups of children and promoting equality of opportunity.

The most distinctive aspect of PWB as a participatory built environment education program was building an urban space according to the design supplied from children’s own work. There were many shareholders of the project including city council, local municipality, NGO’s and academicians which made it possible to nourish different aspects of the PWB project. The academic background was useful for structuring the 28 weeks long educational phase. The existence of NGO’S and city council supported to construct a participatory approach and the local municipality worked as a facilitator in application phase of the project in the field both in administrative and financial terms. The PWB playground is projected to be completed at the end of April 2016.

From the beginning of the project PWB aimed to raise awareness on urbanism and citizenship, make urban youth take actions against urban issues related to the public life. PWB achieved most of these goals by strengthening the common life perception, making children and youth request their demands about built environment and present solutions for the problems they criticise, encouraging the participants to enhance civic engagement with the urban life.

It might be predicted that if there would be a chance to maintain this project with larger groups, the urban culture could be widely disseminated. In this case, with a more conscious urban community, it would be possible to retrieve a more qualified and sustainable built environment from which all citizens and institutions would benefit.

## **Ms Francesca Arras**

TaMaLaCà, Italy

### **Children as active group for tactical urbanism actions.**

AUTHORS: Francesca Arras, Arnaldo Cecchini, Elisa Ghisu, Paola Idini, Valentina Talu

"Children contribution could induce tactical changes in reconquering neighborhood spaces through extra small projects and actions. "Tactical" cause the intent is to create a longer term physical change starting with extrasmall interventions, designed to act as placeholders, until such time as the city's permanent structures can be rebuilt, whilst also serving as an opportunity for incremental urban experimentations in a low-cost, low-risk way, involving children and through them communities engagement.

The purpose of this article is to review some experiences of TaMaLaCà [a collective of planners engaged in redesigning rhythms and urban spaces that guarantee a free, full and effective city use with the contribution of the most disadvantaged inhabitants] , that improved - step-by-step, piece-by-piece -urban design and promoted positive change in neighbourhoods and communities, with a view to transform these neglected spaces into vibrant temporary public spaces, by using tactical urbanism methods to activate the sites."

## **Professor Simon Atkinson**

University of Texas, Austin, Texas United States

### **Ten Principles of City Design for Children**

"Many cities have been both designed and built to be uninviting to children, and much inner city housing, and its immediate adjacent environments, are not "child friendly".

It is contended that a key policy is that all city environments should be "living environments', where, at all scales, the net of the city is supportive to raising a child.

This work both suggests and describes ten principles of change to engender child-oriented cities. They are based on longitudinal examination of three experimental communities, - how they were designed, how they work, and how they relate to the host city.

Hammarby Sjöstad, an inner city township in Stockholm; Vauban, a model experimental community in Freiburg; and GWL Terrein and Westerpark in Amsterdam are the three case studies, where the lives of children have been traced over the last five years.

The work will, with insights, draw from these three case studies ten principles to inform the design of inner city homes and neighborhoods: homes need access to sunlight, clean air and child space; there should be "home territory; home thresholds can become places of child innovation; the street adjacent to the home must be "child oriented"; "group domains" build community; child play is an increasing scope of both experience and empowerment and contact with nature; schools need to be reintegrated into community; "teen places" need to recognize the opportunity of pre-adults; and accessible and safe central cities are an essential component of teenager experience."

## **Ms. Sruthi Atmakur-Javdekar**

Children's Environments Research Group (CERG), United States

### **Child Friendly Places: A child rights-based, participatory and intergenerational assessment approach to improve community conditions with and for children**

"Since 2008, the Children's Environments Research Group (CERG) has been coordinating an international research initiative called Child Friendly Places (CFP), which is an approach for integrating children's rights into local development initiatives and educational programs through a participatory, intergenerational and child friendly assessment and planning methodology that empowers communities to improve their local conditions and environments with children, adolescents, families, educators, service providers and decision makers.

The CFP approach includes a resource kit with a pictorial child friendly survey tools uniquely designed to be useable by children as young as seven years of age as well as by adults, including those with low literacy levels, to assess the quality of their communities, including their built environments. There are six domains and approximately 100 indicators that incorporate the spatial and physical dimensions of children's rights to enable the collection of comparable, scalable data on community conditions for children. Domains include: 1) play and recreation, 2) nature and ecology, 3) housing and learning environments, 4) participation, 5) safety and protection, and 6) health and social services. The approach empowers communities to identify their own indicators, to collect, analyze, and act upon data summarizing the opinions and experiences of children, adolescents and parents to influence local development processes at different scales of change, including small scale improvements in the built environment and large scale impact on policy-making.

The CFP website is currently a living database of more than 50 case studies contributed by organizations and partner colleagues across the world who implemented the methodology to improve communities and schools in various urban and rural settings. These diverse cases are indicative of the adaptability and flexibility of the assessment tools to suit different local contexts to improve the built environment in a child-friendly, youth-led and intergenerational way. This presentation focuses on the implementation and outcomes of the CFP approach in two cities of urban India – Mumbai and Bhavnagar, with an emphasis on their indicator selection process.

In 2013 – 2014 with support from the Bernard van Leer Foundation, CERG partnered with the Tata Institute of Social Sciences (TISS) working within informal settlements of Mumbai city, and Shaishav, a child-rights-based organization in Bhavnagar city to implement the CFP approach in communities and schools. One of the key highlights of both cases is how each organization adapted the methodology to suit local context by adding new indicators and images related to improving their communities with a focus on children and young people's individual and collective health and well-being. For example, in Mumbai, assessment indicators related to secure housing and pest free homes were added by TISS project coordinators.

Case study findings across both cities, drawn from participant observations, field notes and informal interviews, reveal the importance children, adolescents and their families place on improving their environments to support the health and well-being of children, youth and adults. Examples include, both genders having opportunities for safe play places, and access to basic services such as safe and secure housing, toilets, water, and health care. "



## **Mr Samir Bakhet**

De Centrale, Belgium

### **Borderless Young Artists**

"BYA - Borderless Young Artists, Cultural Centre De Centrale in Ghent (Belgium) started up a project where Belgian, Moroccan and Turkish youngsters will meet and come together to create music and dance. The result will be tryouts and showings in Tanger and Istanbul, then to get a spot in the program of cultural centre Deurne in Antwerp and De Centrale in Ghent.

The aim is a collaboration between youngsters from different countries, different cities, all with their own experience and network. A collaboration with and between youngsters on a urban, artistic as well as on a personal humanitarian level. They do not only just make a production, but extend their experience, knowledge and above all create a whole new network.

The modern cultural-artistic output generated in these countries is often neglected in most Western countries, where a preference for exotic and ethnically - defined art forms from those countries is preferred. The young artists in Morocco and Turkey on the other hand can break out of these art form in this way.

Young people in Belgium, Morocco and Turkey are in need of additional professional input and want to get more opportunities and experiences to develop better in their own country. On the basis of this project, all the groups will get to know different ways of working and learning. Through creating the space for exchange and dialogue among young skilled artists in Belgium, Morocco and Turkey this project aims to strengthen their self-esteem, stimulate peer-to-peer learning and widen their scope to different ways of working and learning. This will enrich these young people's experience and empower them to be vocal and critical in their communities. As such creating an atmosphere that is encouraging for further participation into the arts.

The project creates a link between the growing urban superdiversity in Belgium and international communities. Young people with ethnic-diverse backgrounds can interact with youngsters from Turkey and Morocco and widen their view on the world. The choice of Morocco and Turkey was made because Belgium has a large diaspora from both countries and young artists in this project often have cultural links to these countries due to their origin. In 2014, Belgium celebrated 50 years of immigration from Morocco and Turkey, creating opportunities for exchange between these communities in Belgium and abroad. However, the voice and artistic expression of young people was hardly part of this exchange. As such, it is quite innovating that an artistic youth project will be set up among those countries, where 3rd and 4th generation youngsters will be able to create their own artistic language by interacting with peers from these countries.

This project is a collaboration between organisations who have experience and a direct link with youngsters:

De Centrale, Rhyhtm Naturals, Demos, Darna (Tanger – Morocco) and BGST (Istanbul – Turkey).

This project is supported by the Erasmus+ / Youth in action program and with thanks to JINT.

[http://ec.europa.eu/programmes/erasmus-plus/index\\_nl.htm](http://ec.europa.eu/programmes/erasmus-plus/index_nl.htm)

[www.jint.be/](http://www.jint.be/)

[www.decentrale.be](http://www.decentrale.be)

[www.demos.be](http://www.demos.be)

[www.rhythmnaturals.com](http://www.rhythmnaturals.com)

<http://darnamaroc.com/>

[www.bgstorganizasyon.com/](http://www.bgstorganizasyon.com/)"

## **Professor David Ball**

Middlesex University, United Kingdom

### **What drives play policy? What should drive play policy?**

"The UK Play Safety Forum (PSF) has been promoting a balanced approach to children's play since its inception in 1993. The PSF comprises a consortium of the four UK national play agencies, safety and child welfare organisations, and other national bodies with interests in children and play including industry and standards-setting bodies.

Major achievements include the publication of 'Managing risk in play provision,' 'Design for play' and the introduction of risk-benefit assessment, the latter as a means of safeguarding the essential and unavoidably risky element of play.

This paper will very briefly outline the history of these developments before describing in more detail current challenges. In particular, the PSF has recently been concerned by proposals to rewrite or modify international Standards on play safety as promulgated by the ASTM in the USA and CEN in Europe in relation to surfacing requirements for fixed equipment, unsupervised, outdoor locations.

Although this can involve highly technical considerations, playground standards on issues such as surfacing requirements also have major public policy implications for play provision both directly, through their significant cost implications and their often detrimental effects on children and teenagers' play experiences, and indirectly, via their inherent philosophical leanings.

Policy decisions should, of course, incorporate technical considerations, but also need to be sensitive to the wider aims of play provision and the needs of developing children. For this reason all of those with an interest in the wider developmental issues need to be aware of technical developments which might impact upon their domain, so that they can participate in the formulation of holistic policies."

## **Dr. Ayşenur / Bahar Baş / Aksel**

Mimar Sinan Fine Arts University Turkey

### **Child-friendly Street from Urban Design Perspective, Case of Moda / Istanbul**

"Cities are becoming increasingly unsafe and unsuitable for children. In Turkey main reasons are dense housing and increased traffic load. Children have been pushed into private areas and adult life, isolated from urban spaces by their parents. Therefore, the relationship between children and the city has been gradually limited. However, children need to use public spaces (especially streets) for their social and physical development. Nevertheless, many streets are far from being child-friendly that don't satisfy the children's requests and needs.

This paper aims to discuss qualifications of a child-friendly street and tries to develop an approach for creating a streetscape that is suitable for children in urban design scale. Following the literature survey and research questions, a new design approach has been modified and tested in Kadıköy-Moda/Turkey.

The importance of using streets for strengthening relationship between children and the city is the main aspect of the research. Places where children can walk, cycle, enjoy, play, access safely and independently called as child-friendly streets. Well-designed public spaces and streets attract more children, even more parents.

Primary issue for creating more child-friendly streets is to determine the success level of the place through criterias. Investigating these design criterias for child-friendly streets that are used for transforming streets of comfort and suitable for children activities is important for defining the design tools. Evaluation criterias are a combination of activity types and physical aspects (size and lay out) of the streets, gathered from different projects.

The second phase of the research is fieldwork. Moda neighborhood in Istanbul has chosen for site research. The neighborhood is a residential area with mix-use and commercial areas that are located in walking distance. Public facilities, parks and schools are also rich in numbers in the area. On the other hand Moda is a historical neighborhood where, there is not much extra space for increasing traffic, parking and additional constructions. Diversity of the functions, physical pattern and size of Moda encourage residents to walk around area. Evaluation of Moda streets focused on three spots (1-Sivastopol, 2-Fırıldak, 3-Leylak Streets) that are mainly residential and close to schools. The streets generally have similar characteristics in the means or physical pattern. As a result; safety, walkability, cycleability, size criteria have high values in the evaluations of the streets. However, streets collected lower grades in terms of enjoyability, playability and layout in the evaluation. After evaluating the streets, recommendations have been developed for diverse actors such as municipalities, parents, other users and children that will help to create a child friendly environment by using urban design tools.

As a conclusion, this paper investigates a better evaluation method for designing child friendly streets that will also help and lead developing child friendly public spaces by using urban design approach that is sensitive to children. So that, children can walk, cycle, enjoy and play safely on the streets and can access and perceive their environment independently. Streets that friendly for children become public spaces that friendly for everyone."

## **MSc Felix Bentlin**

TU Berlin, Germany

### **Types and Processes of Built Environmental Education**

Authors: Felix Bentlin, Thomas Coelen, Nina Lieske, Angela Million

Researching in the expanding field of Built Environment Education

Summary (50 words):

The understanding of the built environment (Built environment education or BEE) is both enhanced and accelerated when considered in the context of a future of Life Long Learning. This in mind it is advisable to start this understanding early before university or professional education and mature this comprehension over time.

There are advantages in starting our understanding of the complexities of urban development, planning and urban design early before university or professional education. Orienting children and young adults to participate in designing and planning processes ensures more thoughtful outcomes. It also allows the necessary competencies to evaluate the quality of the built environment. This includes a range of skills and perspectives that require cognition, critical thinking, problem formulation, complex problem solving, and assessing trade-offs. These multidimensional and interdisciplinary skills are increasingly essential to deal with an increasingly complex world.

Felix Bentlin (Berlin) and Nina Lieske (Siegen) are active in Built Environment Education and the role of children in it. After several years of practice in this area, they will share their research methods to encourage interdisciplinary understanding of the built environment. They feel these aspects have not been well studied or understood and consequently they seek to close this gap in research.

BEE occurs in variety of institutional settings. These include schools, museums, out-of-school-programmes like art and architecture schools, as well as universities and professional associations. This learning is far from systematic or structured raising important questions of the learning formats and processes that are used. It is uncertain if the outcomes are helpful to the larger intent.

The interdisciplinary research team of educationalists and urban designers from Universität Siegen and Technische Universität Berlin will discuss the research objectives of advancing our understanding of the built environmental learning processes including mediation skills as part of a future research project. The team is also orienting their work to study how the learning processes of planners, urban designers, teachers and pedagogues could better correlate with these efforts. Both researchers wish to understand and take advantage of the ideas and imaginations of children and young adults. They hope to do this by interacting with parents, particularly since they learn from their kids too.

## **Mrs. Simone Bommeljé**

Yohri; Youth communication and participation, Netherlands

### **Welcome in the Netherlands!**

"Welcome in the Netherlands ([www.welcomeinthenetherlands.nl](http://www.welcomeinthenetherlands.nl)), is/was a recent project conducted for and by young refugees who had/have just arrived in the Netherlands. It was run end 2015.

Young refugees often haven't got a clue what they can expect upon arrival (in the Netherlands). They don't know what the asylum procedure is about and what their lives will look like during the period of the procedure and after.

Simone Bommeljé, together with a group refugee children thought of making an animation, magazine and 3 video's by and for their peers to welcome them upon arrival in Ter Apel and other reception centres. The videos and (online magazine) are meant to show what new arrivals can expect.

The project was a cooperation of Yohri, Jadecollege, IND, COA, IDEA NL, ono-ono magazine and Flicks Productions.

It would be interesting to see what other countries have organized. I know Germany, Ireland (Refugee Council) and Belgium have done similar projects by and for young refugees to welcome others."

## **Mr. Thibalt Bonte**

Ghent Youth service, Belgium

### **Spatial Structure Plan of Ghent 2030**

"The 'Spatial Structure Plan of Ghent' was drafted in 2000. Today, we are elaborating a new spatial strategic document, the 'Structural Vision 2030', also nicknamed 'Room for Ghent'. How do we want to live, move, recreate, work, ... in the city in 2030? We want to focus on how the built environment connects to the quality of life of the users of that city.

Like most cities Ghent is facing several global challenges (climate change, demographic changes, ...) that have an impact on the way we spatially plan the city. Ghent is convinced that citizens are a part of the answers for the solutions of urban challenges.

Sustainability, citizens' participation, social innovation - each with diverse ambitions and goals - need an integrated approach beyond the burdens of administration and procedures. With the creation of a new and more flexible and people-oriented structural vision the city wants to adapt its legal frameworks to the needs of a present-day society that can support local initiatives instead of obstructing them.

The city hopes to strengthen cooperation between all sectors of society and give a platform to their ideas, concepts and experiments through ""Room for Ghent"" a platform for activities, debates, ideas and solutions, The use of this situational expertise of users/inhabitants is a very important element in defining the main principles in this vision and is one of the main reasons for the people-oriented focus.

[www.ruimtevoor.Ghent](http://www.ruimtevoor.Ghent) is the digital core where all ideas, concepts and experiments come together. This digital platform is the pilot of the participation platform. Next to this online crowdsourcing an even broader offline proces is implemented with special attention for vulnerable groups (homeless people, elderly people, etc).

From the start of the project, youth was defined as a 'privileged partner' throughout the process. Several classrooms were visited to challenge youngsters and let them work out their own ideas. All the ideas were transferred to the digital platform.

Several tools are used to share what has been collected (social media, monthly reports about the offline proces). The municipality also offers support for the development of relevant ideas and concepts (exercice on inner areas, development of most relevant ideas on [www.ruimtevoor.gent](http://www.ruimtevoor.gent)).

More specific we aim to achieve the following goals:

- inspire and be inspired: citizens, users and the broader civil society share and collect ideas for a future spacial development (crowdsourcing)
- convince people that quality of life can be sustained/improved by the use of more futureproof architectural concepts
- the proof of the pudding is in the eating: stimulate citizens and civil society to use the vision in elaboration by testing it (digital tools, concepts, installations in the public space)
- in the long term: create a city where the quality of life is high, where people connect and where the public spacially contributes to this."

## **Mrs Ine Bosmans Bosmans**

Mobiel 21, Belgium

### **Peer to peer approach in secondary schools**

"Mobility and road safety campaigns in secondary schools are hard to initiate. It's difficult to get started in schools and hard to make teachers and/or students enthusiast. So why not let them take things in their own hands and just guide them along the way. This was the idea of the Peer to peer approach in the STARS project (2014-2016) and in Road Safety Tunes (2015-2017). STARS targeted secondary schools and had cycling to school as a main topic, the second one is for vocational schools and is about Road Safety. In both projects a group of students think about the main message, how to send it out to their peers, and then implementing and evaluation it.

The Youth Travel Ambassador Scheme (YTAS) of the STARS project centres on peer-to-peer engagement, a very effective approach for changing behaviour. Students are recruited as Youth Travel Ambassadors and receive training to develop their own campaigns to influence and encourage their fellow students to cycle to school. In Brussels cycling is not cool amongst youngsters.

Through the peer-to-peer approach we managed in eg. Maria Boodschap Lyceum to have 66% more cyclist after two years of campaigning compared to the start of the project. Students of the 5th grade even decided to cycle to their yearly trip to Paris instead of taking the bus. The students from 7 schools invented and organized activities as a Red Carpet Day for cyclists, A happy Velotine (instead of Valentine) campaign, they organized picnicks to meet ambassadors of other schools, talked to policy makers and guided students from 7 other countries around in Brussels.

In Road Safety tunes, students from vocational schools set up creative campaign around a self-chosen road safety theme. Students from Kortrijk made a don't drink and drive Rap in combination with safety hair-do's, in Kappellen they designed a Don't drive to fast graffiti mural, In Tienen they did a movie about don't do alcohol but also a very serene video about lettres the students wrote to friends and family to ask them in person to act safe in traffic.

Check the projects out at:

<https://www.facebook.com/STARSBussels/>

<https://www.facebook.com/safetytunesbe/>

By doing these projects we learned that

1. Young students have very good idea's and are capable to organize big events.
2. The students need support and guidance to help them, while making sure that they stay the architects of the campaigns.
3. A enthusiast teacher in the school is very valuable
4. The social media campaigns following these projects are very wide spread.
5. There is a real impact.

Conclusion: Stop doing mobility and road safety campaigns for students, do them with students."

## **Lecturer Dr. Melih Bozkurt**

Istanbul Technical University      Turkey

### **Children's Experiences of Urban Landscapes and Built Environment in Istanbul: The Impact of Two Different Development Approach**

"Urbanisation is global phenomenon and number of urban residents has reached to 54% of all inhabitants in the world according to latest figures (UN Department of Economic and Social Affairs, 2014). The process of urbanisation is continuing, especially in developing countries such as Turkey. Fast growing population and movements from rural areas to cities keep forcing the borders of the cities to accommodate more people.

Istanbul, largest city of europa as well as Turkey, with more than 14 million official inhabitants, is one of the areas largest urban move and transformation takes place. According to World Bank (2016), urbanisation growth of Turkey is 1% a year and majority of those moving from rural to urban areas immigrate to Istanbul.

Due to fast urbanisation Istanbul needed more dwellings and building industry's response to this was demolishing old neighbourhoods with low-rise apartments and building high-rise gated communities. This approach is also supported by the government with urban regeneration schemes. These new dwellings are generally built in high standards and accommodated by high-income inhabitants of the city. In these new neighbourhoods all green areas are private and behind the building complex gates. Although, there are no truly public green and open spaces for children's access, the quality of available public spaces and the quality of the spaces behind private gate are quite high.

On the other hand the second type of development continues on the borders of the city to create new neighbourhood for the increasing population. These type of neighbourhoods have been developed on empty lands on the border of the city with classical neighbourhood perspective, which is generally 3 or 4 storey high apartment blocks with some garden space in between buildings. These areas are mainly accommodated by low-income families because majority of these developments are quite far away from the central business districts. However, among those buildings there are many public green spaces either developed by local authority or in the form of unbuilt areas. There may be public spaces available for children's access; however, quality of those spaces are questionable.

This study aims to concentrate on these two types of developing neighbourhoods and children's experience of built environment on those areas. As was mentioned above these areas differ from each other in terms of public green spaces, socio-economical background dominating the area and the quality of spaces available. Therefore, children's access and experiences of open and green spaces in neighbourhood is expected to be considerably different.

However, only limited amount of study paid attention to children's lives in these alternate areas of same city and none of them has been focused to children experiences of built environment. Hence, the significance of this study is the exploration of how children coming from different backgrounds experience the built environment in their neighbourhood, how quality of public spaces affect children's use and experience of the landscape in the Europe's largest city, Istanbul. This study results also indicates the impact of government urbanisation policies on children.



## **Mrs Katie Cadman**

The University of Newcastle, Australia

### **From Junk to Popups: The Making of Spaces to Play**

"This paper explores the links between built environment education and design activism through participatory frameworks, within the specific context of children's play.

Children in all cultures play and with time, space and freedom, there is long evidence of children's capacity to plan and build from whatever is available. From reassembled junk playgrounds in abandoned city lots after WW2, the humble cubby house to the more recent phenomenon of the pop up playgrounds, this continuum is characterised by the transient and changing nature of the constructions they create.

The level and management of risk have clearly altered over time as has the availability of unrestricted space to which children have access. However many aspects of this activity would seem to remain constant: the benefits of cooperative and self-directed creative play, and sense of emerging spatial autonomy. The processes involved in creation are of far more importance than the resulting fabrications.

The popup playground movement in a society remarkable for its level of risk aversion provides an opportunity for more agency in areas where little otherwise exists. Undoubtedly children's engagement with construction within temporary, flexible spaces that are not overly prescribed or controlled plays a positive role within built environment education."

## **Mr. Raf Canters**

Mobiel 21 VZW, Belgium

### **Walkable and bikeable urban life: children's mobility as a strategy for child-friendly cities**

"Contemporary cities can be exciting places for children. But too often, the child-friendly spaces are more or less islands: specifically identified as child location. Meanwhile daily urban life has become far less welcoming children. We see this when we look at children's mobility. The street is no longer a place to meet, but foremost a place to need to follow rules. It's a place of obstacles and dangerous traffic. Even schools have become physical islands in an adult world that is often predominant car-friendly rather than child-friendly. There is a drastic decline in children's independent mobility due to an increasing number of parents driving their children to and from school. We have come to the point where parents and even schools refuse to allow children to walk or cycle to school...

Many cities realise that cars used for school-related travel contributes to various environmental and health problems. Moreover, by adding to the number of vehicles on the roads, they also increase the road-safety risks, thus creating vicious circle. More and more cities are looking for sustainable strategies to counter the back-seat generation effect.

Changing the build environment would solve a lot of issues. However, changing mind sets is needed first. The Traffic Snake Game aims to break the vicious circle in practice. This campaign shows good results by offering a fun and effective game for primary schools to promote walking and cycling to school. It is a monitored, evaluated and developed tool to create a more child-friendly city focussing on mobility. Evidence has shown that the campaign successfully increases sustainable transport modes and reduces CO2 emissions.

To spread this good practice across Europe, the Traffic Snake Game Network was established in 2014, which currently consists of national focal points in nineteen European countries. The NON-PROFIT network's foremost purpose is to implement the campaign, extend its impact and share results and experiences among participants. In school year 2014-2015 the campaign took place for the first time in 18 countries: 48.383 pupils and 325 schools played the game in 169 European cities. The savings during the first year of the campaign reached 765.361 kilometres of car trips and 123 Tonnes of CO2.

We hope to inspire more children, schools and cities in the coming years. We believe allowing children to walk and bike again is central in a child friendly policy. The campaign is a low threshold, applicable to local policy and practice. It's accepted as fun and easy game, promoting walking and cycling. Yet at the same time it is a Trojan Horse: it provides the perfect opportunity to implement travel focused policy measures that aim at long term. Stakeholder and community involvement is integral to making changes in neighbourhoods and cities. Children, parents and schools become local capacity builders.

As such, a policy and practice of helping children bike and walk more, becomes a leverage to change environment into a place that stimulates autonomous mobility, first in minds, than in the physical form. Child friendly urban mobility changes cities."

## **Mrs. Chiara Carlucci**

Architect

### **Children's right to the city. Good berliners practices and condvisible proposals**

"This paper examines children's life in the city, through data from a study of good berliners practices. The first part is focused on children living in the city and how to make our cities inclusive. The second part will explain the case of Moabit West district in Berlin; including examples of urban gamification, child participation in planning, design thinking and safe mobility.

Children peep out in our society playing. They are attracted to each singular thing that is around of them and they would like to observe everything that draws their attention. After the observation, there is the manipulation of objects; each object is full of potentialities in the hands of children, because the objects give as a gift to them new ideas, images and questions.

It is through the outdoor experience that children grow up as citizens. Children need outdoor education, because it confers several benefits, like physical and cognitive development, emotional and mental health and encourages the socialization and cooperation among them.

A first opening up toward to the outside world is the play in schoolyards, playgrounds, urban farms and sports fields; but what about all the city around? Playing is a constant and creative episode and a city, to be opened to needs of children, should be accessible in total, because children will play everywhere and with everything. Therefore, a child-friendly city should be characterized by a constellation of microspaces for children's play, a dense network of safe tracks among them and no considered stereotypical separation between outside world and children's bordered spaces.

In the second part of this paper, is analysed the case of Moabit West neighborhood in Berlin. Before the 2000s, there was insalubrious living condition in Moabit West Neighborhood, like scarce possibility of playing and moving, lack of communication among ethnic groups, low income and low educational level. All these elements influenced negatively the children's behavior and health.

After the 2000s, Quartiersmanagement Moabit West was born in order to improve the living and working conditions and to delete the urban deficiencies of Moabit. This good experience shows that children's city appropriation depend on the urban planning with social responsibility of all the citizens.

The philosophy of the adopted solution, based on these ideas:

- Children's participation, reducing the stereotypical ideas produced from adults. Therefore, children are not like a passive subject that have to be protected, but like active, competent and creative citizens;
- play into the daily routine of children and using gamification in the urban spaces for the activities of citizens;
- designing a dense network of safe tracks allowing children's mobility, delimiting car traffic in main streets and thinking up 4-7 km/h speed limits on residential streets, allowing to walk in safety and to play on the road.

Re-imagining our cities with kids in mind, making easier for them to get the play and re-planning parts of cities in a way that it is difficult to tell where the playground ends are the keys to change children's life in the city."

## **Ms. Claire Casey**

Childhood Development Initiative, Ireland

### **Restorative Practices: An Effective Approach to the Civic Engagement of Children and Young People**

"This abstract is submitted for consideration as a slide presentation. The presentation will address the topic of engagement of young people by local authorities by examining how Restorative Practices (RP) can support youth engagement processes. It will examine findings from the Childhood Development Initiative's (CDI) independent evaluation of its RP Programme and present a number of examples of how RP has supported the engagement of hard-to-reach young people in constructive dialogue and cooperative projects with local authority staff in Tallaght West, a disadvantaged community in Dublin.

RP is both a philosophy and a set of skills that have the core aim of building strong relationships and resolving conflict in a simple and emotionally healthy manner. The approach is fundamentally about prevention of conflicts which can cause children and young people to disengage from school, youth groups, community and family and about intervening to reengage them as soon as any problem arises.

CDI began introducing RP in 2010 as a way of working with children and young people because it was an evidence-informed approach to conflict prevention and resolution. The Tallaght West RP Programme supports children and young people, and the adults that have responsibility for their wellbeing, to work with each other in new and more productive ways.

Research commissioned by CDI found that RP worked to strengthen the social and emotional learning and skills of the young people who have enthusiastically responded to and adopted this approach in Tallaght West (Fives, A. et al, 2013). Using the RP approach also enabled participating organisations, including local authority staff, to engage with young people who have been traditionally isolated from mainstream services, providing them with a viable and sustainable alternative to excluding or ignoring this cohort. The RP Programme has made a substantial contribution to improving the sense of belonging that children and young people have in Tallaght West.

The presentation will take ten minutes to deliver in order to allow ten minutes for questions and discussion."

## **Miss Karen Claes**

Stad Mechelen/ City of Mechelen, Belgium

### **Mechelen, Child friendly City**

"Mechelen, child friendly city = child friendly policy

Mechelen is a city with a central position between Antwerp and Brussels. We have 84.611 inhabitants and 13.974 children between 0 & 12 years old. As a staff member child friendly city, these children are my target group.

My job is to work across our organization and create a child friendly reflex. It's a conscious choice for Mechelen to have an intersectional approach to all services and policy areas, also with external partners with a child friendly policy. It's essential to find the right balance between concrete, quick actions and a vision on the long run. We have a steering committee with priority themes as mobility, infrastructure, poverty, participation etc.... It's our mission to make the everyday environment of the children priority and focus on the needs of the whole child. We received an official national child friendly label for our approach.

We're lucky with our high concentration of play, fun and leisure partners: a toy museum with a large collection, a zoo with a lot of play accents and a science center for the whole family, etc.... near the center of the city.

It's important to have a clear brand to communicate to families and their children. Since one year we have Rommy Rombouts, our mascot. He's a mini copy of our famous tower, the Sint-Rumbolds tower.

We have a network with a few other child friendly cities. We learn from each other's good practices and problems. We also look around for inspiring examples around the world.

Some child friendly examples in our city:

- Participation: We have a children's council with a junior major. These children have a different (ethnic) background. They have a charter with 10 action points, we have to realize in two years. Also we're preparing larger participation moments with children of different ages.
- Mechelen is an urbanized environment. That's why we want to improve the quality of life by providing green or play elements within 400 meters from every home.
- We organize Family friendly events between 2.500 and 25.000 visitors. 90% of these events are free. So everyone can participate also we offer extra attention to children who are disabled.
- Child friendly play installations in our historic city center. They're permanent, durable, surprising and fun for the whole family.
- Tickets for talent every child between 5-15 years gets some tickets to develop their talents and participate in culture or sport clubs. Tickets for the amount of 50 euros for 3 years.
- 1.000 extra daycare places
- House of the child has a focus towards children in poverty
- Language action plan stimulates the contact between the city and people with a different language
- J@M association organizes activities for children/teenagers, who socially get fewer opportunities to develop themselves
- prOS (problems at school) unlocks problematic school careers from teenagers between 10-18 years old
- Special toilets for toddlers
- Child friendly hospitality industry
- Tourism Family city maps and products
- Etc...."



## **Miss Fanny Claeys**

Youth Service Ghent, Belgium

### **Ghent opts for GRAS**

"GRAS is an acronym and stands in the Dutch language for "'Groene en Avontuurlijke Speelplaatsen'" which translates to 'green and adventurous school playgrounds'.

The City of Ghent encourages their primary schools to create child-friendly and challenging playgrounds. For many children the school playground is the primordial outdoor area where they can play on a daily basis. Moreover, for an increasing number it is the only spot to play freely outside on a regular basis.

The idea of green and adventurous playgrounds is not new. However the concept of GRAS in Ghent is. GRAS is a unique story, characterised by:

- The presence of a number of basic elements, that is: the location of zones for different types of play, characterised by a variation in vegetation and surface.
- A participatory process throughout the entire GRAS process. The participation of and interaction with the school, the children and parents run as a theme through the GRAS project.

In addition to content support (advice, training, appointment of a GRAS coordinator), there are GRAS grants to schools since 2014 for transforming their playground. It is a one-time bonus of 3.000 €. The presence of a number of criteria and a participatory introductory process is a condition for eligibility for the subsidy. Per year 10 schools can receive the grant. Schools that have little green public space in the vicinity or allow other children than their students on their playground, will be issued a priority.

Anno March 2016, the Youth Service Center contacted 85 GRAS participants (of which 9 out of 10 schools (nursery, primary, elementary and special education) and 1 in 10 others (nurseries, kindergartens, boarding schools). The nature of the contacts is different, varying from a single information request to the realization of the GRAS project. In total, already 19 GRAS projects were realized or are in the finishing phase. Some 15 schools are still in the constructive phase. To this date, 24 schools received the GRAS grant.

In cooperation with the internal service for prevention and protection at work, a manual and a checklist for GRAS schools are developed. These will serve as a tool to develop a risk assessment and take action in order to give their GRAS-project an acceptable level of safety.

The Ghent GRAS concept is largely based on addressing the human capital in the network of the school. In the realized GRAS projects various people (usually parents, supporters, etc.) were addressed in order to realize the new playground. For example persons who can draw up the blueprint (landscape, garden, interior), find work tools (such as a crane), contact a contractor with a reasonable price, etc. Of course, it remains a challenge to reach and engage schools with a less strong network.

In addition to greening school playgrounds, the city facilitates to bring the general public to the playgrounds. As was the case with the recently opened School Park. Part of the playground and the parking lot of the teachers were transformed into a neighborhood park that is open outside school hours for all children in the neighborhood. Other schools open their green playground at certain hours with the help of parents and volunteers."

## **Mrs Caroline Claus**

JES, Belgium

### **Integrated Youth Work in the public space of the Brussels Canal Area**

"To increase youth participation in the urban development project of Tour & Taxis JES vzw Brussels strengthens its outreach activity in the nearby transforming Maritime District of Molenbeek with an integrated youth project on competency based learning and education to target 'hard to reach groups of the neighborhood'. Long -term support of youth participation in the Brussels Canal zone taught us that a large part of the local youth does not participate in the existing consultative bodies and urban development projects. This seems to be mainly due to the accessibility and culture of these initiatives, but also to the capabilities and behavior of the young people themselves.

A large part of the local youth also struggles with the regular education system, is more often confronted with difficulties in getting access to the labour market and only few of them participate in the regular leisure provision. JES wants to give local youth every opportunity to participate in the development of their city by helping them to see, seize and possible create themselves opportunities. On the other hand, we are aiming at making urban development processes more accessible by making efforts to realize a competence based approach of youth participation in urban policies.

In the Maritime district of Molenbeek this approach translates into an integrated youth project. From the youth center the WAC- (work-related acquired competences) worker addresses largely unskilled youngsters who are looking for work but don't have the necessary skills to keep up in the labor market. Together with local young people the RAC- (recognized acquired competences) worker sets competency trajectories focusing on their leisure activity. From within a supralocal network of engaged associations and inhabitants, the youth participation worker engages with youngsters, to inform them about the urban planning and development context and to encourage them to have their say in future urban projects in their neighborhood.

She facilitates the participation of young people in the activities of the network by getting them involved in creative participatory community practices such as the temporary use of future parks, crowdfunding, Lomap ([www.lomap.be](http://www.lomap.be)), etc. Together the youth workers of JES provide appropriate support of young people to enhance participation in activities, both individually and in group, and to ensure they have the right skills to identify views of the whole community and to present their findings to appropriate audiences in a way that will lead to a more youth friendly urban development. Experiences are translated into policy recommendations and advice for future urban development projects

The first part of paper describes how JES vzw gives shape to a process of empowerment for individual young people and groups of young people within a context of the urban development project of Tour & Taxis. In the second part, the challenges for institutions and the conditions for successful youthfriendly urban development projects are tackled."

## **Miss. Adriana Cordeiro**

University of Pernambuco, Basil

### **Letters from the Global South... Children's insights into child friendly cities**

The political potential related to childhood was emphasized by the consolidation of children's specific rights during the UN Convention on the Rights of the Child in 1990 and by subsequent efforts for accountability of nation states concerning the guarantee of children's right to live and play in a safe, clean and healthy environment. Diverse discourses since then have regulated these rights, indicating spaces they can or should attend, and establishing principles and guiding concepts for child growth and education. Unlike other subject positions, in this perspective the child has his or her demands translated by diverse actors. If on the one hand this translation may be problematic, on the other hand a shift towards participatory management role models, in a trend that favours the child's voice as a legitimate basis for decision and implementation of local public policies, suggests that child participation is always of value.

We need to critically assess and contextualize this discourse of participation. Does the government, when it encourages child participation to influence decisions concerning his or her city, perceive the child as naive, optimistic or a dreamer? Not only the 'child friendly city' as a possible object but also the very idea of childhood politicization are complex issues. We understand that the child's perception of main authorities (the President, the Governor, the Mayor) influences his or her relationship with the public sphere.

Therefore, inspired by the study *How Children see the City* financed by UNICEF in Brasil in the 1980s, one of the first experiences of vocalization of children and adolescents' point of view in Rio de Janeiro, we conducted a study from letters written by 12 year-old children in Recife, the capital of the state of Pernambuco, who express what they consider to be a child friendly city. Besides allowing the identification of perceptions related to environmental child-friendliness, the letter embodies the child's message, allowing he or she to identify the one to whom it is to be addressed and convey a more pragmatic sense to the communication, as each child should address his or her letter to who he or she judges is interested in the subject or is responsible for the issues presented.

The letters reveal the complexity of children's current scope of urban experience in Brasil. Children complain of violence, corruption, blame different actors for their city's problems, sometimes demanding honest governments, other times an honest population. They wish to play in a safe and pleasant environment, and eat plenty of ice cream, but also want to be taken seriously. The Global South is not necessarily the geographical South, although it can coincide with it. There is a metaphorical South that can refer to an urban imaginary of exclusion or new possibilities.

We understand that the study of children's vision and public policy on urban space, in its interface with urban planning, can benefit from the dialogue between the scientific knowledge of the Global North and the Global South, in an approach that recognizes that knowledge practices should always be contextualized.

## **Mrs. Hanne Daniels**

Jong Ghent in Actie, Belgium

### **"Play, Empower, Change: Young Ghent in Action**

Approximately 22.6% of children born in Ghent live in a high risk poverty situation. Many of these children are brought up in families that have struggled with poverty for generations. A group that is often forgotten exists. These are the youngsters that Ghent youth club 'Jong Ghent in Actie' works with – translated: Young Ghent in Action; JGiA in short. Here we introduce this special youth club, founded by an intern and a hand full of impoverished youngsters, as an inspiring initiative that combines a practice of youth work and an empowering practice of advocacy by youngsters.

The target group is an extremely marginalized group of youngsters between 15 and 27. Their school careers are short and unsatisfactory, their job opportunities few and their relationships precarious. Many of them suffered trauma's, have low self-esteem, lived in youth care facilities, have suffered emotional and physical abuse, ... At the moment there is no other youth work initiative in Ghent that reaches this specific group, after the age of twelve, for the kind of empowering activities JGiA offers. It is not only unique by who it reaches, but also because of the methods used.

The youth worker works together with the youngsters to offer meaningful leisure opportunities. Three pillars or goals are the foundations that hold the youth club together: 1. Play: being able to relax and take part in playful activities with others, without an entrance fee, not having to feel ashamed for who you are or for your living conditions... 2. Empowerment: personal talks on their demand and group sessions, to provide practical and emotional support on the one hand, to develop opportunities for personal growth on the other. 3. Change: to become aware of their position in society, to learn about structural injustices and personal strengths to reduce self-blaming. This culminates in taking action and speaking out for structural changes, based upon their personal experiences.

The youngsters of JGiA keep an eye on city and regional policies that concern them. Whether it is about the labor market, education or housing services, they will speak out. They use different methods to voice their concerns and ideas. Their 'signature' way of activism is performing as a samba music band. Several times JGiA joined forces with Rhythms of Resistance Ghent. The youngsters play their heart out at events and meetings, attended by several thousands of protesters, and address topics that impact their lives. It is a method that is both empowering and powerful: they are noticed and cheered. They experience that they are making a difference, by doing something others can't, and people are listening."

## **Head of project Ms. Fariba Daryani**

Traffic Office, Stockholm City Traffic Planning Department, Sweden

### **Plan for safe and secure routes to school**

"The proportion of children walking and biking to school has decreased over recent decades; more and more adults drive their children to school and to free-time activities. The road environment at schools is not designed to deal with the amount of traffic involved; it results in relatively chaotic traffic at several of the city's schools, making things unsafe.

Plan for safe and secure routes to school aims at making the traffic environment in the vicinity of schools safe and secure, and increasing the amount of journeys to and from school without the use of a car. The plan is part of the realisation of the Urban mobility strategy. In order to meet Urban mobility strategy goals it is important to work with the younger generation's attitudes and travel habits from an early age. Planning a city according to the needs of children establishes conditions for everyone in public areas using the roads, paths etc. that go to make up the urban environment. A town that is good for children is good for all.

The plan contains three comprehensive goals for creating safe and secure routes to and from school, a plan of action for 2015 to 2020, and guidelines for the forming of the physical environment round schools.

Three aims indicate a strategic direction-taking for Greater Stockholm's work on children's journeys to and from school.

- Aim 1: To establish safe and secure routes to school.
- Aim 2: To establish facilities for new travel habits and increase the proportion of walkers and bikers.
- Aim 3: To establish a shared attitude within the city as to work in influencing school routes.

The plan of action indicates what Greater Stockholm is to undertake, to increase road safety and security, and increase opportunities for children to walk or bike to school. The action to be taken involves both adapting the physical environment, and influencing travel habits and attitudes."

## **Ms. Helen Davidson**

Richmond Children First, Canada

### **Engaging Children through a Child Right Lens to inform city policies and programs**

"Across Canada, cities are using the UN Convention on the Rights of the Child to engage children in creating charters of children's rights. These cities recognize the unique perspective that a children's charter contributes to including children's voices in community engagement. This conference presentation will provide an overview of how the City of Richmond, in western Canada, engaged over 3,000 children to create the Richmond Children's Charter, and how this Charter has informed government policies and local programs and services.

Over a 12-month period, Richmond children from 3 to 12 years old accepted the invitation to contribute to the Charter and shared their thoughts, through words and drawings. The voices of 350 preschoolers were engaged through the creation of Magical Trees of Children's Rights submitted by child care centres, preschools, Strong Start Centres and family resource programs. And, over 2,800 elementary school children from 45 public and independent schools submitted bookmarks and posters depicting the theme, "Every Richmond child has the right to...". Children from two after-school programs then edited and finalized the Charter using children's rights activities and a community visioning process. These children presented the Charter to the Richmond Mayor and City Council for endorsement.

The Richmond Children's Charter shows how children's perspectives can contribute to building a child-friendly city, guiding the development of Richmond as a city based on the principles of the UN Convention on the Rights of the Child. The Charter has informed community discussions on issues such as child poverty, food security and child and family-friendly housing. And, across the city, nonprofit and government organizations, unions and service clubs have endorsed the Richmond Children's Charter and, through a variety of ways, have made commitments to Richmond children.

The Richmond Children's Charter is identified as a social development policy in the City of Richmond's social development strategy, Building Our Social Future. The City of Richmond recognizes that it plays a key role in helping children, youth and their families to thrive, and the Richmond Children's Charter provides a solid foundation for involving children in planning neighbourhoods, amenities, services and programs.

The conference presentation will provide an overview of how children from the ages of 3 to 12 years old participated in the process; how the Charter is being used across the community to provide a child's lens on the issues and decisions that affect them; and, how the Charter is informing policy and practice within local government organizations. The presentation will include details of child engagement activities; samples of awareness materials; and, tools that have been developed to help organizations incorporate a child's lens into policy and practice.

### **Presenter**

Helen Van Gorkum-Davidson is an early and middle years community developer based in Vancouver, Canada. For the last 15 years, Helen has supported communities and organizations working together to build a strong foundation for children, particularly in urban settings. In 2012, Helen won the Canadian National Children's Rights Champion Award for her work in engaging 3,000 children to create the Richmond Children's Charter."

## **Mrs. Greet De Lathauwer**

STAM - Ghent City Museum, Belgium

### **CITY CLASSES: to know the city is to know the world**

"STAM – Ghent City Museum - has been running city classes since 2007. Just as woodland classes do it in the woods and sea classes at sea, so too city classes do it in the city. STAM offers three-day stays in Ghent for primary schoolchildren in 3rd grade and secondary schoolchildren in 1st grade.

The idea behind the city classes is to give children and young people a better understanding of just what the city has to offer. Only 25% of Flemings (approx. 1.5 million people) live in one of the thirteen Flemish regional capitals and the other 75% come to the city mainly to work or shop or for learning and cultural purposes.

So like their parents, many children don't know the city or only know it superficially. City visits are often restricted to going to the cinema, shopping or the classic museum trip. Many still think of the city as a hectic place, a hotbed of problems. By enabling children to spend several days in the city, STAM wants to give them the opportunity to leave the familiar school environment and sample the city for themselves along with the many aspects of urbanity.

The city classes are open to school groups from all over Flanders and Brussels throughout the academic year. STAM serves as the base from which to explore and experience the city. As the city museum, it is the perfect gateway to the city. Its chronological trail, 'The Story of Ghent', plunges visitors into the history and evolution of the city. They discover what it is that makes Ghent Ghent. And that the real chef d'oeuvre is to be found not in the museum, but in the city itself.

After a guided tour of STAM, the city class groups head for the city. In a city on a human scale like Ghent, there are any number of wonderful things for 10 to 14 year-olds to experience. We have drawn up a list of a number of existing activities and teachers can put together their own programme based on that list.

In the weeks leading up to their city class, the teachers receive a pack containing comprehensive information about the content of the class as well as practical information, like the timing of the city class, getting from A to B by tram, addresses and telephone numbers, etc. Quite apart from the chosen activities, each city class leads to an end result that shows how pupils experience the city.

This diverse city class programme aims to change attitudes among children and young people by allowing them to gain first-hand experience of the city. Knowledge and skills are passed on to them through the various activities. Because all cities have their own character and identity, they offer a whole range of learning opportunities within such themes as space, culture and society which are relevant to education. In this way the city classes establish a link with the museum, the city, the world and education."

## **Mrs. Marieke De Munck**

WILDEMANNEN WOESTEWIJVEN Belgium

### **WILDEMANNEN WOESTEWIJVEN CITY FESTIVAL FOR CHILDREN: Art and creativity as a driver for social and ecological change**

"WILDEMANNEN WOESTEWIJVEN is an innovating city festival for children in Ghent, Belgium. This biennially festival is organized by 4Hoog, KOPERGIETERY and Studio ORKA (theatre for young audiences) and Circa (nomadic cultural centre). It's supported by a lot of partners: artists, schools, theatre companies, museums, the youth council of the city, the children's rights commissioner, the city of Ghent and the Flemish government.

We are living in a world that is changing drastically, where a neo-liberal economy is determining the political, social and ethical agenda. This prevailing model has led to a downward spiral of destructive competition, egoism, individualism and the pursuit of profit, which we are all caught up in. This is, of course, at the cost of our planet and the social cohesion, precisely that which makes us happy. We want to play a significant role in the rehabilitation of ecological and social values such as community spirit, solidarity, empathy and sustainability because we believe that the arts can, and must, play a large role here.

That's why the festival consists of participatory art trajectories with artists and/or with children from different schools (even with OKAN classes). These take place before the festival. They are all grafted on (transition) themes: sustainability, social cohesion, economy, DIY/DIT, children's rights, diversity,... We aim to show the opinion of children concerning these themes and their viewpoint on (the future of) the city through art. We see art and creativity as a driver for social and ecological change. The results of all this projects are being presented during the festival itself. Besides that all the results are also presented to the Mayor and aldermen.

The festival weekend consists of a route throughout the city with performances (theatre, dance, music), workshops and (interactive) installations. All this is done by artists, collectives, children, teenagers and a lot of volunteers. Children from 3 years on are welcome to explore the route with their parents, friends and family. They do this all at their own pace. There is no strict scheme, people don't have to buy tickets, everything is 'for free'. We strive to be as sustainable as possible on all levels (repeating collaborations, second hand décors, local, biological and veggie food and drinks). A statement in the neo-liberal dominated society. After the festival we present the results on different seminars, national and international.

By doing all this we hope to inspire children, parents, teachers, colleagues and policy makers to be the change they want to see."

## **Director Jan Deduytsche**

Uit De Marge vzw, Belgium

### **Capacity building for emancipatory youth work in secondary cities**

There is a longstanding tradition of emancipatory youth work with disadvantaged youth in industrialized working class areas in big cities and mining communities in Flanders. For several decades the regional government and city councils supported this youth work in the primary urban centers. In recent years the grants offered by the regional government challenged also secondary urban centers to develop policies to support emancipatory youth work. The diversity among the population in secondary cities grows. Vulnerable families leave primary for secondary cities where housing prices still meet their budgets. Often these families have persisting negative experiences with government and social services.

These secondary urban centers often lack adequate resources and trained staff with the experience on the terrain of working with vulnerable youth. How can we build the capacity to develop emancipatory youth work with vulnerable youth in secondary urban centers? Several city councils started a partnership with 'Uit De Marge', a regional youth work organization, to analyze their youth policy and to develop emancipatory youth work. Four corner stones for this capacity building can be detected:

The first is the prolonged presence of a detached youth worker, who hangs out with the young people where they meet in public spaces. The first contacts are important to gain their trust and to listen to their life stories. A good understanding of the neighborhoods, the communities and their needs is important.

The second is a sustainable investment in leisure time activities with the young people according to their interests: rap music, football or kickboxing or just hanging out. These activities remain important to bond with the young people and to gather their stories. Furthermore the detached youth worker stimulates them to take control of their leisure time: several youngsters become a regular volunteer.

The third is the development of a network of representatives of local government services and volunteers of local associations. The exploratory talks often become the first step in a series of regular meetings with a fixed group of civil servants and welfare workers about challenges and opportunities. They advise the city council about new policies in the benefit of vulnerable youth. These meetings strengthen the quality of and the support for the proposals.

The fourth is that young people are encouraged to be at the helm of their youth work activities, and to be involved in the development of youth policy. New proposals need to address their interests: a safe haven, a new playground, the school policy on bullying, the availability of local services, respectful interactions with local police officers etc. The detached youth worker supports the young people to translate their personal stories and needs in collective issues. And he helps them to voice their ideas and in relation to the city council and government services.

This practice of capacity building for emancipatory youth work in secondary cities has been successful: in a couple of years twelve city councils engaged in a partnership in their town."

## **Dr. Martine France Delfos**

PICOWO, The Netherlands

### **A refugee child in the city**

What does the city mean for a refugee child? Most of the time for these children the city is the battlefield of adults. To go to another country, to leave behind what you know and what is familiar to you is quite challenge, even when the new country is a peaceful country. To give the refugee child the city is about presenting a situation that feels safe and free to explore. The playgrounds are the opportunity to encounter other children and be together through playing.

Through the safe and interesting city filled with children, the child will make the country its own. That is the capacity children have. That is the capacity we should use.

## **Drs. Malou Durve**

Jantje Beton, Netherlands

### **WE ARE HERE**

"Throughout Europe we see an increase in the number of refugee children. In the Netherlands around 10.000 children live in asylum homes. They moved several times in their lives, changed homes, schools, friends, and miss the safety and stability that all children need and deserve in their life. Of those 10.000 children, around 1.000 live in so called family-locations: locations that house families whose request for asylum has been denied and who have not left the country. The amount of stress, (mental) health problems and tension is high. The children often have trouble sleeping, are scared of being separated and feel they are unwanted in the country.

In the pilot program WE ARE HERE. Jantje Beton connects several methods and partner organizations in order to bring a positive influence to the children in the family-location in the city of Amersfoort. In doing so we focus on the children specifically, and in addition on the social and physical aspects of their living environment.

### **THE WAY WE WORK:**

- Get the parents out of the institutionalized environment for a day to offer them positive experiences in which they can totally be themselves. We address the impact stress and emotions have on our lives and offer some tools to cope with that. For this part of the program we used the Challenge Day method, offered by the Challenge Day USA organization.
- Offer the kids some tools to deal with their emotions. Using a balloon as a metaphor for how full or overwhelmed we can sometimes feel with emotions, the kids get in contact with healthy ways to deal with this. In addition, we stimulate a positive experience between parents and children by having both formulate a wish for each other. For this part of the program we used the Balloon program, offered by the Wonderwoordenwinkel.
- Have the kids experience what they can accomplish by being creative and making their own toys. For these kids to have something that is their own, which they created themselves, is a beautiful experience. For this part of the program we used the Upcycle workshop, developed by Jantje Beton.
- Bring some joy in the physical environment of the home (inside and out). During the activities mentioned above we get a sense of what the physical environment can offer to support the wellbeing of the children and adults and bring some joy. For example making paintings, or creating a space where they can have some privacy or blow off steam if they need to. For this part of the program we work together with several different partners.

At the time of writing we are still in de midst of running the program. The first results are positive. During the presentation in Ghent we will share our experiences and the plan for the future that evolved from this pilot. We also look forward to learning from other organization's initiatives in the support of refugee and immigrant children.

Wouldn't it be great if we could work together and create a movement to serve these kids?"

## **Mrs. Swarna Dutt**

Action for Children's Environment, India

### **Creating Child Friendly Neighbourhood - Case study of Bhopal, India**

"A child friendly city is the embodiment of the Convention on the Rights of the Child at the local level, which in practice means that children's rights are reflected in policies, laws, programmes and budgets. With the advent of Smart city concept in India, major focus is being given to make a city child friendly. There is very less theoretical understanding of child friendliness construct as an urban planning layer that could guide planning and design of child friendly neighborhood in cities. The culture of city planning in India is more synonymous with spatial planning aimed at regulating construction related development activities, equity and economic development.

This research focuses on what physical attributes of neighborhood planning influences child friendliness in a city at the neighborhood level. After an integrative review of various guidelines and international/national case studies (interdisciplinary literature) followed by focus group discussions held in different types of neighborhood, this paper proposes a new five dimensional construct based on children's behavior in their built environment, underpinning a child's perspective for a child friendly neighborhood. The aim of the study is to develop a scoring framework to measure the differences in child-friendliness between neighborhoods of different types.

Neighborhoods in Bhopal, Madhya Pradesh (one of the selected smart city) serves as case study to aid in refining the assessing method. The five parameters have been further sub-divided into different sub parameters. An in-depth analytic study has been conducted in four neighborhoods (Residential and Mixed Use area with residential being categorized on income basis) with children in their middle-childhood (5 – 14 Years) to validate and elaborate this scoring system.

Further, problem in each type of neighbourhood has been tried to be addressed individually and a generic typology of child friendly neighbourhood is proposed using the set of five parameters and their sub-parameters. This provides a tangible framework for child friendly neighbourhood strategies both for the creation of child friendly places, as well as for evaluation of environments specifically created for children."

## **Ms MRes, Claire Edwards BA Hons**

Leeds Beckett University, Australia

### **How inclusive are public spaces for young people, to what extent are their desired actions constrained or promoted?**

"This presentation draws on qualitative research that establishes why public space is important to young people and how their access to it is promoted or constrained. Using case study method, it focuses on the cultural, socio-economic and policy factors affecting the design and development of sites, and the extent of participatory practice. It provides conceptual and policy insights that may prove beneficial in informing best practice. To broaden the evidence base empirical research in the form of site observations, and un-structured interviews took place. The United Nations Convention on the Rights of the Child, the 'right to the city', and Kytta's adaptation of affordance theory form the theoretical framework.

Research indicates that adolescence is a period of significant mental and social development, where peer influence and developing a sense of belonging are critical issues as young people are more susceptible to the effects of social exclusion. As young people become more independent they look for sites where they feel safe and that can fulfill their needs for social interaction, self-expression, exploration and retreat. Public spaces can meet these needs, and be sites for discovery and new encounters. This in turn can produce tolerance and a greater understanding of difference during the formative period of adolescence.

The presentation will focus on analysis of Schouwburgplein in Rotterdam. It will discuss how the site's development was part of an urban renewal policy to increase business, residential and tourist investment. How, conceptually the designers aimed to promote freedom of expression by encouraging users to be 'actors' rather than spectators, and the permissibility to play through a series design of measures that encourage engagement with the space. It will show that it is a site where young people 'hang out', including those from a range of ethnicities, allowing identity formation away from the family gaze, increasing agency and potentially a sense of belonging. It will discuss why, in 2008 Leefbaar Rotterdam (Livable Rotterdam), a right leaning political group called for the city council to conduct a design review. How the resulting site observations and user interviews proved beneficial in reinforcing the importance of the space to young people and families. However the public participation also indicated some intolerance towards youthful activities, subsequently the space has become more constrained, for example with the implementation of earlier cut off times for informal late night activities.

Progressive local government leadership, planning policy and visionary practitioners sympathetic to young people's rights and needs created a space where a free field of action was promoted. Yet the ability to participate in the production of, and adapt the space was constrained in this top down design solution. The analysis indicates that less liberal governance and residential pressures have contributed to constraining young people's activities.

The presentation would benefit those working in participatory practice, cultural and planning policy, urban planners, architects and landscape architects.

Keywords: Public space, young people, tolerance, inclusivity, sense of belonging, constrained and promoted actions."

## **Mrs. Nuha Eltinay**

Arab Urban Development Institute (NGO), Kingdom of Saudi Arabia

### **Child Friendly City- Urban Design Framework**

"Being defined by the United Nations Children's Fund (UNICEF), as a local system of governance committed to fulfilling children's rights, a Child Friendly City will ensure that the voices and rights of children are part of the city public policies, programmes and decisions. The UNICEF has developed a broad range of criteria for Child Friendly Cities, yet that was limited to determining the social and institutional relationship with children affairs and protection only.

With that in mind, the Arab Urban Development Institute Child Friendly City Urban Design provides an experimental platform for criticism of streets safety, the public realm security, and play space design today, providing a toolkit of how planning policies can act as a synergy between ecologies, cities, and the populations of children and youth that occupy them. This new model of Planning for Play policy, will promote and stimulate fun for the future of play, and create a series of safe miniature worlds for children to inhabit within the city urban armature.

Taking into account that Worldwide countries have experienced very extensive urban sprawl, external and internal migration movements into the Urban Municipalities. These changes have caused a lack of "sense of place", it ignored the children rights in forming physical, social, cultural and governance living environments. Accordingly, the Arab Urban Development Institute (AUDI) Child Friendly City Urban Design Framework will provide a new vision for better play space design, and works as a toolkit of how Planning for Play Policy can provide a synergy between health, ecologies, cities, and the populations of children occupying them.

Drawing from current best global practices of Child Friendly Urban Spaces, this framework is a milestone in the standardization of the Child Friendly City Urban Design Conventional Approach. The analysis of existing case studies and successful projects will help us understand what PLAY Place quality can be from distinct perspectives, and learn lessons from challenges faced and solutions achieved, in order to narrow the gap between aspirations and achievement in our World today.

The Global context of Child Friendly Spaces will establish the interdisciplinary guidelines from current practices of urban design, with emphasis on children walkability patterns, integration of alternative transportation systems into neighbourhood design, community ownership, sustainability, and the relationship between the Child Friendly City social and urban infrastructure

Child Friendly City Urban Design Framework will introduce the guidelines to provide capacity building programmes for children, youth, community stakeholders and institutional representatives on how to assess the quality of playable spaces, and apply the urban design concept of child-friendly cities. This will also enable decision makers and city mayors deliver change through planning to Play, and incorporating play policy into Regional growth schemes, local development frameworks, and sustainable community strategic partnerships."

## **Ms Krisztina Emrich**

MagikMe, United Kingdom

### **Playable cities for all children**

"3 years ago 5 of us, women have got together, three of us raising disabled children too. Some of us brought the energy and enthusiasm to work on a meaningful project. Some of us brought long-cherished dreams what to work on.

Understandably, soon we have picked the issue of playground, the centre for socializing for families with small children. Taken as granted for many children and their families was not possible for us – to visit our local playgrounds. They were mainly accessible, at least because of the pushchairs and buggies. But all lacked equipment which our kids – disabled and non-disabled ones – can use together, without wheelchair, and have real mutual play experience. We called it: fun.

In 2015 we ran a successful crowdfunding campaign to fund the prototype of a swing which we designed exactly how we wanted it: for severely disabled children without wheelchair-use, multi-player, and fun to play on. Today 10 of such swings are rocking on Hungarian playgrounds.

I'm here to represent my team but also to give voice to our fellow families with disabled children. We want to change the world to a more welcoming place for our disabled kids, to communities where people with impairments can realize their potential, live a normal life and be active members of their communities. Which by the way is a mutual interest of the society and the disabled community: more taxpayers, less health and mental health services users, more children born. Among the many ways to perfect the world we have picked to eliminate the physical and attitudinal barriers. We would like to see our cities transformed not only into child and youth-friendly places to live but into ones that welcomes children with impairments too.

We believe that fear, ignorance and prejudice will only disappear if disabled children regularly physically meet their non-disabled peers and make friends, find ways to play together and have mutual life experiences such as having great fun together. Because those non-disabled children will become open-minded, empathetic and co-operative grown-ups who without question will eliminate all remaining barriers.

Therefor we encourage all stakeholders to use every opportunity to physically enable the everyday encounter of disabled and non-disabled children – on playgrounds, on recreational areas, on the streets. In these times when incorporating play provision within the urban context is more and more in focus in urban design projects it would be a shame not to adjust or use universal design for playable areas to include all children, regardless of their abilities. If it's a park bench, an installation to climb on or a maze on the wall of a subway station which are there for the kids to enjoy them – think about it a second time how children with impairments can enjoy them too.

We've already started the change – we have chosen the playgrounds. But physical environment that engages children is more than play areas. To change the whole environment for changing attitudes we need strong allies. We need all of you."

## **Mrs Cherie Enns**

Cherie Enns Consulting, Canada

### **Refuge and immigrant children and young people in cities and municipalities**

The mass movement of refugees and immigrants into Europe due in large part to conflict, or other challenges such as economic disparity have reinforced the need for more sustainable global policy response at both the source country and in communities where migrants are received. Receiving regions and countries are faced with many impacts and are often under resourced. Without an adaptive and holistic strategy, conflict and discord arises at each receiving location.

Opportunities and benefits are often over-looked.

Based on our experience working with youth in global communities including conflict zones of South Sudan and Somalia and receiving communities within the region and Canada, the authors will present a framework for responsive community design including child friendly spaces and planning policies to global realities of the movement of people. With a focus on the voice of those affected and respect for challenges a series of case studies will be explored. These case studies will demonstrate a variety of tools and examples of methods of meaningful engagement, adaptive planning and community design, and finally long term adaptability to changing communities and self-built sustainable neighbourhoods.

Working through case studies, the presenters will provide innovative approaches to helping create resiliency for both receiving and source communities with the goal for more just and sustainable for all."

## **Professor Abdelfattah EZZINE**

Universitary Institute of Scientific Research Morocco

Moroccan children in the city : revisit the pilot project "Youth and children Friendly Municipalities"

This is the pilot study "mutual friends of children and young people" launched in 2009 by UNICEF in partnership with the General Directorate of Local Communities in Morocco as part of implementation of the National Action Plan for Children as a territorial approach.

The goal is to make the inventory through the progress in achieving the planned actions and their impact on the situation of children in the city.

Our presentation will focus on the following chapters:

- 1- The situation of children in the old launch of the "friendly communities Children and Youth"
- 2- The "common friends of children and youth: Development and Management
- 3- The implementation of the project: diagnosis, programming and monitoring
- 4- The reconciliation process

Through these chapters we will try to pinpoint the strengths and weaknesses of the project to formulate key ideas that can help the various stakeholders interested in expanding to other beneficiaries (for example, immigrant children in the context of the new national immigration and asylum policy) and also to improve project management and range of services.

## **Carlo Fabian**

Together with: Nadine / Timo / Magdalene Fabian / Käser / Huber / Schmid  
University of Applied Sciences and Arts Northwestern Switzerland & School of Social Work  
Switzerland

### **Planning and designing close to nature open spaces with and for children**

In Switzerland child-friendly open spaces which are close to nature are becoming increasingly rare in both urban and rural neighbourhoods. Especially in the urban context the specialization and functionalization of public open spaces are increasing. Thus child-friendly open spaces are either displaced to the outskirts of the cities or are disappearing completely. As a result, children are losing important experiential spaces in their immediate neighbourhoods. This again can lead to the fragmentation, domestication and mediatization of children's living environments in Swiss cities.

Therefore there is a whole range of reasons why it is worth investing in participatory processes to design and implement natural open spaces for and with children. These reasons are related to topics such as education, health, competences and resources, spatial-societal identification, awareness of nature and experiencing democracy. The challenge is to design projects that address all these different needs and consider the local situation.

To gain more insights on how to design and implement natural open spaces for children, we have implemented a 3-year program including three community based pilot projects in Switzerland. These pilot projects have served to develop, test and evaluate a number of processes and methods related to the designing and implementing of child friendly natural open spaces.

The whole program is aimed at intensifying participatory, ecological and educational goals within the processes of designing and implementing near to nature open spaces. The 3-year program finished in February 2016. The insights, the lessons learned, a description of the processes and methods are documented in a practice-oriented manual (Fabian et al., 2016). An external evaluation (Widmer & Stutz, 2016) of the program has been conducted and shows important contributions of these design processes to participatory practice.

The most important lessons learned are as follows:

- Participatory processes with children make sense and are effective - but there are also challenges, obstacles and problems to resolve.
- The active contribution in designing and planning open spaces empowers children.
- Nature and the experience of nature strengthen children in various ways (e.g. physical and psychological health, awareness).
- Participatory processes in designing, planning and implementing child-friendly public open spaces are an important investment in today's and future generations as well as in the community as a whole.
- Participatory processes related to public open spaces are ongoing processes with various feedback loops. The entire process needs time, transparency and a comprehensive communication.
- The requirements for a successful participatory process in planning and implementing child-friendly open spaces are:
  - The authorities have to be ready to support the process. The appropriate values have to be present or developed within the administration and with the various stakeholders.
  - Such processes need time and human resources in several fields, namely participation, planning, implementation and communication.

· Participatory methods have to be locally adapted and tailored to the capabilities of children. During the congress the central aspects of the program QuAKTIV itself and as well as the key findings gained from the 3 pilot projects will be presented and critically discussed. Further, future prospects on pursuing, more health related projects will be outlined."

## **Mrs. Jeanette Fich Jespersen**

Institute Manager  
KOMPAN Play Institute, Denmark

### **Enabling play environments and social inclusion – barriers and possibilities in the built environment**

Research indicates that loneliness of persons with physical disabilities exceeds that of the general population. Research also suggests that a majority of the population feels uncomfortable approaching or talking to disabled fellow citizens. These social barriers can be hard to tackle. However, the access to the public realm in which interaction between citizen groups, for instance of disabled users and the general population, could take place, ought to be a simple measure to take to pave the way for social inclusion. Simple physical barriers such as curbs that wheel chairs cannot pass, or fences that can not be opened from a seated position should be eliminated in an enabling environment. Disabling environments are obstacles of social life.

In 2007, the United Nations issued the Convention on the Rights of Persons with Disabilities. Since then the convention has become the most widely signed UN convention since the Convention on the Rights of the Child. This puts pressure on the planning of the public realm and the built environment. However, the Convention recommends a universal design approach but also stresses the need for special solutions for special needs wherever relevant.

To children and parents with disabilities, the built environment is regularly an obstacle to their participation in social and cultural life. When it comes to some of the areas that matter greatly for social cohesion, namely play areas, a big part of the European playgrounds are non-accessible to for instance wheelchair users, be they children, parents, grandparents or care-givers.

With few design adjustments, universal design thinking and valid user input, a vast number of play areas could be not merely accessible, but also widely usable for all, across abilities and disabilities, across age groups even. Given the sad statistics on loneliness and fear of contact, societies have an obligation to cater for places for all.

This presentation goes through a series of inclusive projects of public outdoor leisure design, all planned with universal and inclusive design approaches, based on the insights of specialists in the field, and tested with special needs users of different ages. Based on the field studies, a guideline tool for universal, inclusive design for the outdoor leisure areas is being developed by the KOMPAN Play Institute. This presentation will go through the findings and guidelines so far.

## **Ms Johanna France**

wienXtra-spielebox, Austria

An introduction to the wienXtra-spielebox

"Children can benefit from playing board games in many different ways. It stimulates their minds, trains logical thinking, encourages social interaction and cooperation, and helps them come to terms with winning and losing. It is also a valuable, screen free activity that is not consumed passively but challenges the players to engage with it. Furthermore, board games are not only educational but also entertaining and are a fixed staple in many households. Due to such factors, among others, it is the goal of the wienXtra-spielebox to make board gaming accessible to children, teenagers, young adults, families and schools throughout Vienna. All of the offers of the spielebox are inexpensive or free of charge to make them available to everyone.

The spielebox is part of "wienXtra", a non-profit organization mainly funded by the city of Vienna, with the goal to provide meaningful and low-cost recreational activities for Viennese families and young people.

The two main services that the spielebox offers are the board game library and various board game events throughout Vienna. The board game library is situated in one of Vienna's central districts and holds over 6500 different games. Here, anyone can come and play board games for free or take them home for a small fee. The games in the library are selected with regard to their educational value. In this, the wide selection of games as well as the help of the spielebox-staff make it easy for children and families to find the right game for them and thus enables a successful gaming experience. In addition, the spielebox strives to be inclusive by also featuring board games in different languages such as Turkish, Polish or Slovakian, as well as games in Braille and with larger cards that are easier to hold.

The board game events that the spielebox offers take place all across Vienna, in order to build visibility of its services and to ensure that families of diverse cultural, social and educational backgrounds are aware of and can benefit from the gaming outlet. In addition, there are also many other offers that the spielebox provides. These include computer and video game workshops, geocaching events as well as different activities for school classes and teachers, such as courses where children can design their own board games.

By providing free and low-cost board game opportunities that are accessible to all, the spielebox strives to serve youth and family interests with fun and constructive recreation. Such services enhance Vienna's livability."

## **Mr Tim Gill**

Rethinking Childhood

United Kingdom

### **Reviving street play to build children's links with the city**

Streets have historically the starting point and the main stage for urban children's play and exploration as they grew up. By the turn of the millennium this had changed dramatically in most cities (in Europe, North America and Australasia at least). This is largely a result of traffic growth, urban planning strategies and policies, growing fear of crime, changing parental working patterns and a growing choice of indoor leisure choices within and beyond the home.

However, as concerns have grown about children's retreat from the outdoors and their levels of physical activity, so interest in streets as places for play has been rekindled. One expression of this is the emergence of programmes of regular, community-led temporary road closures, organised with the support of local authorities.

The most significant model of resident-led road closures for play has been developed by the UK campaigning group Playing Out. The Playing Out model goes back to 2009. It is now being widely adopted across the UK, and has also reached Australia. In Bristol, home of Playing Out, over 100 streets have run over 3,000 sessions between them. Activity is now widespread and includes some more disadvantaged parts of the city. Hackney – one of London's most disadvantaged areas - has seen regular sessions in over 40 streets.

This presentation will share up-to-date findings on the model's strengths and weaknesses, its impact and its potential for expanding children's horizons. It will draw on a number of evaluations and research studies. These include an impact evaluation of a project by the London Borough of Hackney, a qualitative study exploring how the model works in disadvantaged areas, and a quantitative evaluation of the impact on children's physical activity levels carried out by Bristol University.

Lead presenter: Tim Gill, independent researcher

Supported by: Nicola Butler/Claudia Draper, Hackney Play Association"

## **MD, PhD Josip Grgurić**

Paediatrician, member of the Central Coordination Committee for the “Towns and Districts – Friends of Children” Programme and member of the Croatian Society for Preventive and Social Paediatrics, Croatia

### **SEVENTEEN YEARS OF THE CROATIAN ‘TOWNS AND DISTRICTS – FRIENDS OF CHILDREN’ PROGRAMME - SUCCESS WHICH OBLIGES US TO DO EVEN MORE FOR CHILDREN**

In cooperation with:

- Josip Grgurić, MD, PhD
- Aida Salihagić-Kadić, MD, PhD
- Snježana Krpes
- Iva Mandić

"The ‘Towns and Districts – Friends of Children’ Programme was launched in Croatia in 1999 by two associations: the Union of Societies ‘Our Children’ Croatia and the Croatian Society for Preventive and Social Paediatrics and it has been carried out ever since. The Programme is sponsored by UNICEF's Croatian office. The aim of the Programme is to encourage institutions on all levels – governments, institutions, children's organisations, civic associations, parents and, of course, children – to better defend children's rights and needs detailed in the UN Convention on the Rights of the Child.

The Croatian ‘Towns and Districts – Friends of Children’ Programme covers every aspect of a child's life in local community; it is developed with 123 relevant criteria in mind, which can be grouped in 10 key areas: 1) Child welfare programmes and policies, 2) Government funding for children, 3) Third Sector child support and services, 4) Urban health and safety, 5) Children's health, 6) Children's upbringing and education, 7) Social care for children, 8) Culture and sport for children, 9) Free time and recreation and 10) Parental support services. Any local community in Croatia can join the initiative and commit to creating better conditions for children. Currently 108 towns and districts participate in the Programme, of which 51 have earned the prestigious ‘Child Friendly’ title.

The assessment is carried out by evaluating the efforts of a local community, by gathering children's opinions and the opinions of adult community members and parents in particular. Questionnaires are used as data collection method for the opinions of children and adults and are also in use for local communities' self-assessment. Along with the questionnaires there are also field assessments done by the external experts and the town/district's final report. Should a town/district fulfil 80% of the Programme's requirements, it receives the ‘Child Friendly’ title.

One of the key tenets of the Programme has always been the active participation of children in the local community - children's opinions carry more weight in the process of awarding the ‘child-friendly’ title but also, with the help of adults, children create and implement ‘Best Actions’ for the welfare of children, environment, elderly and the like in their local communities. So far, more than 200 have been realized. Joint Steering Committee of the Programme promotes two key forms of child participation in the local community: Children's Councils and Children's Forums. Both of these acquaint children with their rights, spread peace, cooperation and tolerance, pass children's views on to adults, and encourage democratic behaviour.

The Joint Steering Committee of the Programme has for 17 years supported intersectoral cooperation between health, social, educational and other institutions for the benefit of the child, all the while putting children into focus of the Programme. For children and adults alike, developing a culture of cooperation is a prerequisite for the successful exercise of democracy."

## **Mrs. Katarina Gustafson**

Senior lecture in Child and Youth Studies  
Uppsala University, Sweden

### **Mobile preschool children's sense of belonging and citizenship in the city**

"We are living in an urban world and more and more children today are growing up in cities. In Sweden and the whole Europe, urban childhoods are becoming the standard. At the same time, spaces for children are decreasing in European cities due to densification processes, traffic, changing life styles as well as changing mobilities. Meanwhile, increased urban and school segregation in Sweden and internationally has led to divided cities where children from different backgrounds seldom meet, with implications for children's identities and sense of belonging.

In this paper, we will discuss the phenomenon of the Swedish mobile preschool in terms of children's right to participate and take part in the city. Children's active participation in the spaces of the city is crucial for children being physically active as well as to gain spatial competence in navigating the city and learning how to handle people and places. Also, it is a way for children to claim rights and access to the city which could enhance children's sense of citizenship. These issues connect children's mobility to a social justice perspective on the city.

Local school markets today also include early childhood education and a new phenomenon and an additional choice of preschools has emerged in Sweden, the mobile preschool. The mobile preschool, a preschool in a bus that on a daily bases travel to different locations in and around the city, was introduced in Sweden in 2007. Originally from Denmark where the bus provided inner-city children access to nature it can be understood as a reaction to the child-unfriendly city. In Sweden however the mobile preschool is described as targeting acute (indoor) space problems but also a way of providing new learning environments for children and to practise outdoor education.

In a recently started ethnographic study about children's' mobility in public space, learning and citizenship we critically investigate the ways in which mobile preschools allow – and instruct – children to navigate, participate in and learn from, different spaces of the city. Preliminary results show how children showed knowledge about different parts of the city navigating the city and nearby places by bus. This seemed to give the mobile preschool children a feeling of belonging in the city. In this presentation we will discuss our findings in relation to child friendly cities in relation to young children's agency and citizenship.

Presenting together with Danielle van der Burgt, Senior lecture in Child and Youth Studies, Uppsala University, Sweden"

## **Mrs. Froukje Hajer**

Child, play & environment, Netherlands

A childfriendly policy in local communities includes many sectors, from environment, education, nature, childcare, to housing and traffic, care etc. Adults are making and influencing the environment of children in many ways. Children are playing, when they have the opportunity. At home, in school, in the neighborhood. They looking for challenges, adventures, their own research, from what they feel to do at the moment. from their intrinsic motivation. Play is for children a way of being, and at the same time to exercise in society. Which opportunities children needs nowadays to develop the skills they need in the 21st century?

My recent publication 'Making the case of play' ('Werk maken van spelen') gives challenges to all adults who influences the development of children. It gives suggestions to childfriendly policy at all levels.

## **MA Katja Hausleitner**

Kinderbüro-Die Lobby für Menschen bis 14, Austria

### **Childrens spaces and childrens places**

We would like to present our experiences from different walks with children that took place within the project "" walking with childrens feet"". We were interested in how children perceive their living environment and asked them to portrait their places in a neighbourhood in Graz that is going to be rebuildt in the next years. This analyses by the children focused on the quality of their walking network, important individual points as well as on the usability of their schoolyard. All results were given to the urban planning department for further considerations in terms of child-sensitive planning in the ongoing planning processes.

We also would like to present our project called ""Aquatopia"" - a temporal research center for children in the public space. Aquatopia was elaborated in cooperation with TU Graz in 2013 and was situated in Graz and Vienna for each one month. We did learn a lot about childrens use of public space and how their activities influence the space. This knowledge helped a lot in developing new methods when analysing with children their environment in the walks. "

## **MD. Marija Hegeduš Jungvirth & Giovana Armano**

Paediatrician

Paediatrician, member of the Central Coordination Committee for the “Towns and Districts – Friends of Children” Programme and an honorary Chairman of the Croatian Society for Preventive and Social Paediatrics

The Best Action - Examples of Good Practice. Children’s Activities in the Community in the example of the Čakovec Town.

In cooperation with:

- M. Jungvirth
- G. Armano
- A. Salihagić Kadić
- I. Mandić

The Central Coordination Committee of the Croatian Towns and Districts – Friends of Children Programme launched an annual competition in 2004 named The Best Action with the aim to encourage towns and districts to conceive and implement original, new activities in the local community with and for children. These activities should build cooperation, mutual respect and tolerance among children and adults, and encourage a positive attitude towards natural and social environment. The Evaluation Commission that also performs the annual selection of best actions had worked out the criteria for the selection of The Best Action. The towns and districts, whose activities are selected as the best actions, receive public recognition in the form of the Charter (the highest award) or Praise (honourable mention).

This action has been organized for 12 years and, during that time, local communities (towns and districts) have realized and reported more than 350 actions for the benefit of children. These activities cover several important areas of children’s participation: children’s creativity, sports and play, humanitarian actions, children’s health and safety, prevention of addiction, the integration of children with disabilities in the life of the community, preservation of nature, preservation of traditional values, culture and national heritage and intergenerational solidarity.

At every Child in the City Conference, the members of the Central Coordination Committee of the Towns and Districts – Friends of Children Programme make an effort to present some new and original action with and for children, in line with the main topic of the Conference. This year the action Čakovec: The Dragon Town will be presented as an example of good practice at the Conference.

The Example of Good Practice: Čakovec: The Dragon Town Action.

This action’s main idea was to build a positive relation to work and learning among children, to equip them with the necessary skills needed for teamwork, to encourage tolerance for children with disabilities and those facing social exclusion and to build the children’s empathy and social sensibility.

Čakovec: The Dragon Town Action included 300 children in the three workshops through which children’s creativity, work ethic and ecological awareness were promoted. These workshops were integrative; they took the needs of the child in its entirety in the consideration. They aimed at building tolerance and empathy for the children with a disability by including them in the teams. This Action further promoted the equality of opportunities for the children with disabilities and it developed in children a sensibility for positive and responsible actions in the community. The Action’s best trait was that it was participatory as the participatory actions

always support the voice of the child, and are applicable in any local practice."

## **Ms Marguerite Hunter Blair**

Play Scotland, Scotland

### **Play, Planning and Place**

Play, Planning and Place: Play is a social justice issue – planning for play reduces inequality “We want Scotland to be the best place to grow up. A nation which values play as a life-enhancing daily experience for all our children and young people; in their homes, nurseries, schools and communities.” (Play Strategy for Scotland: Our Vision, 2013, Scottish Government).

Access to play is not equally distributed in Scotland. Challenges faced by children – poverty, disadvantage or disability discrimination – intersect with and compound inequality of opportunity. The Play Map, developed by Play Scotland can help local Community Planning Partnerships plan effectively to bring about the best outcomes for play, particularly for the children whose right to play is most vulnerable. Playful places also have benefits for adults, families and wider communities.

Planning for play requires a comprehensive approach with collaboration across sectors and policy areas. Relevant sectors include those dealing directly with children, such as health and education, and also those concerned with housing, architecture, parks, transport, environment and planning etc., all of which have a significant impact on children’s play opportunities. The challenge is to reach professionals in transport, education, housing, planning, architecture, parks and environment to help them move beyond building play parks to building more playful communities.

The Play Map has been developed to support Community Planning Partnerships (CPPs) build play into their strategic plans. It will help them deliver on their objectives to support the wellbeing of children, young people and their families across communities. The Play Map aims to support CPPs to:

- Commit to principles which support a child’s right to play
- Provide leadership through developing strategic priorities and appointing Play Champions
- Listen to children, young people, families, and communities so that their views inform CPPs
- Map existing provision and explore gaps in current services and opportunities
- Consider effective approaches to developing play in communities and share effective practice
- Review play’s contribution to CPPs locality plans.

The Play Map also complements the new Place Standard tool, a good practice resource that has been designed to support communities, the public and private sectors, and other organisations to work better together to deliver high quality places. The Place Standard tool has been developed by the Scottish Government, NHS Health Scotland and Architecture and Design Scotland to evaluate the quality of places.

The Place Standard tool encourages people, including children and young people, to work together, and to discuss places in a meaningful way. It allows places to be assessed consistently and compared over time. Unlike many other design assessments, the place standard tool considers people and the social life of a place to be just as important as its built assets. The Tool includes Play and Recreation as part of the assessment, which links strongly with the Play Map.

The Play Map supports child-friendly communities in Scotland by facilitating play friendly neighbourhoods where children can:

- meet friends and play;
- walk safely in the streets on their own;
- have green spaces for plants and animals;
- participate in family, community and social life."

## **Dr Märit Jansson**

SLU, Sweden

### **Child-friendly environments form a socio-physical perspective – the role of green space management**

The child-friendliness of built environments is often seen as connected to social aspects such as children's participation and independent mobility. Also the physical properties of environments have a large impact through e.g. traffic planning and the amount of green space. Several researchers have pointed at the combination of social and physical aspects, including Horelli (2007, p. 283) who claims that "environmental child-friendliness" is depending on "settings and environmental structures that provide support to individual children and groups that take an interest in children's issues so that children can construct and implement their goals or projects".

Green space managers organize and conduct the ongoing development and maintenance of urban green space, where children are often among the most frequent users. They have a role in which they can affect both the physical and the social environment, and thereby contribute to child-friendliness from a socio-physical perspective. However, this has so far been little studied. This study therefore aims at further understanding the role that green space managers might have in achieving or striving towards the development of child friendly environments. How do green space managers perceive and adapt to children as green space users? How can green space managers contribute to the child-friendliness of built environments?

The study consists of two parts: a telephone survey directed to a selection of municipal green space managers in Swedish and Danish municipalities for an overview and an in depth case study of two built areas in southern Sweden, one "urban village" and one city district in a larger city. Both these environments consist of much detached housing and less apartment housing, with access to several public green spaces. The main method of the case study was walking interviews with groups of children aged 9-11 starting from their schools – and also with the local green space managers in the same area.

The preliminary results reveal differences between municipalities and individual green space managers in the attitudes and actions towards children as green space users, as some were very keen on adapting to children through e.g. participatory approaches or by aiming at understanding a child perspective while others were not. The results also point at green space managers as a professional group that might be able to promote child-friendliness through their work, but that also have limited possibilities to actually do so. The role of green space management in promoting child-friendly environments from a socio-physical perspective can be of interest for further studies.

#### References:

Horelli, L. (2007). Constructing a theoretical framework for environmental child-friendliness. *Children, Youth and Environments* 17(4), 267-292."



## **Jing Jing**

**Architect SAR/MSA**

Arken SE Arkitekter, Sweden

### **Learning from Stockholm's built environment for children and its pathways to translate into broader practice**

Despite significant advancements in the understanding of the relationship between the built environment and child health and development made over the past several decades, many argue that contemporary urban (and sub-urban) environments in developed countries are having negative repercussions on child health and development. Stockholm, featuring both advancements as Europe's child-friendly city (Freeman, Tranter, 2011) and world-class sustainable city (the first European Green Capital, 2008), challenges as to its radical urban transformation which in combination with a relative housing shortage that places great pressure on city planning provides a ripe environment to advance child's development and wellbeing.

This paper first reviews the built environment for pre-school aged children (age 0-6) in the city of Stockholm through investigates how planners, architects and designers account for children as users of the spaces and places that they plan and design. Special focus draws on the phenomenon of public space regeneration, to understanding how public space can be built and adapted to provide children with environments that stimulate their physical, mental and social development. A series of case studies on inspiring child-friendly design are provided in order to produce concrete learning materials for architects, planners and policy makers based upon the Stockholm experience.

The paper will then extrapolate from these findings to offer insights to guide potential actions to be taken in the EU, China and globally as well as priority areas for further research focus within major programs on children in the city, such as the EU Child in the City, Urban 95, UNICEF Child Friendly Cities etc.

## **PhD Tanja Joelsson**

Uppsala University, Sweden

### **Children on the move: Children's everyday mobility and access to public space in Sweden**

Existing research on children's mobility assumes that children's independent mobility is important for children's development, health and wellbeing. A decline in children's movement has occurred in the last thirty years (Björklid & Gummesson 2013, cf. Hillman, Adams & Whitelegg 1990, Van der Spek & Noyon, 1995; Tranter 1993). The amount of cycling children has halved since the 1980s (Larsson 2012). This trend can be attributed to an increased institutionalization of childhood (James, Jenks and Prout 1998) and research has shown that children's decreased mobility largely depends on parents risk compensation (SKL 2013, Valentine 2004, Adams 1993, Thomsen 2005).

Children's activities in general are governed by adults, and parents rather drive their children by car than let them walk or bike to school or leisure activities. Another consequence of the car hegemony is that children's areas for informal play in public space are disappearing, at least in the urban areas.

Set against this background, the presentation will discuss the preliminary and tentative findings of an ongoing research project on children's mobility and children's places in the community. The research project is focused on how children perceive their physical environment, how they apprehend their everyday mobility and mobility-related factors such as freedom, independence, safety, security and risk.

The material is comprised of ethnographic material with children aged 7-13 from five city districts (ranging from white middle-class to ethnically diverse working class areas) and one peri-urban locality in Uppsala county in Sweden. The children have participated in walks to school and in their residential area with me, carried out a photography mission, filled in a week long diary of their movement and been interviewed. I have also interviewed the children's parents or custodians, and carried out observations of the physical environment in the children's communities. "

## **Dr. Margaret Kernan**

International Child Development Initiatives, Netherlands

### **Together Old and Young: A new perspective of child and age-friendly cities**

Social changes in Europe are affecting the lives, relationships and playing and learning opportunities of all generations. The growing separation of generations in Europe into same age institutions and spaces means that young children are missing out on the chance to interact, understand and learn from other generations, especially older adults. This presentation discusses the processes and outcomes when space and time are created for young children and older people to be together, to have fun together and learn from each other in public space and in non-formal education settings such as libraries and neighbourhood centres.

The presentation will draw on the findings of the ongoing European initiative called Together Old and Young or TOY ([www.toyproject.net](http://www.toyproject.net)). TOY was designed to put the focus on the youngest (0-8 years) and oldest (65+ years) groups in European society and the possibilities for creating cities and communities where both generations can thrive and be active participants.

The research methodology included observations and interviews with children, as well as their parents, older adults and practitioners in seven European countries. Research and pilot actions provided evidence that intergenerational dialogue, playing and creative activities involving young children and older people together fosters feelings of citizenship, solidarity, involvement in community life and interaction between different social groups.

The TOY approach necessitates a cross-sectoral and a community approach stimulating collaboration across the fields of adult education and training, health, community development, early childhood education and care and care for older people. Social and planning policies tend to focus on the physical aspects of urban design, such as parks, playgrounds, transportation, with the aim to build 'community for all ages'. The TOY approach demonstrates that attention also needs to be paid to the non-physical aspects of urban living, in order to have even a greater impact on solidarity and cohesion. Examples of such non-physical aspects, which have been highlighted by the findings, include playfulness and humour; opportunities for young children and older adults to play and create together, which will in turn lead to respecting and accepting of the other.

For this to work, urban planning and local social and educational policies need to take account of the perspectives, interests and needs of all generations and groups involved and stimulate cooperation between different sectors, such as ECEC and social care sector. It is also important to recognise the strengths that each group brings to the interaction and their openness to learn and their capacity to negotiate and co-create practices, events, and initiatives. Exploiting the commonalities between the youngest and oldest generations is another important strategy.

With this in mind, the TOY Project is also developing the TOY Quality Stamp with agreed standards for local authorities and educational institutions, which will be complementary to standards and tools promoted by Child Friendly Cities Initiative (UNICEF) and the Age-friendly Communities Initiative (WHO 2007)."

## **Ir. Marjan Ketner**

SPEELWIJK, Netherlands

### **Move around and play**

Authors: Marjan Ketner and Marjan Verboeket

### **Move around and play**

Towns increasingly recognize the importance of a child friendly public space where children have room to move around and play. Research points out us that play, nature and exercise, have a crucial influence on the well-being and development of children. Children need safe streets, squares and a challenging (green) environment to move freely.

Creating a child friendly neighborhood goes beyond creating playgrounds. In our designs for public space we integrate playing, moving around and the possibility to meet each other. In order to create meaningful places we have developed an approach in which the participation of children and residents play an important role.

Each district or neighborhood has places where children like to go to. These places can be formal, as playgrounds, or informal, such as a set-aside field or a ditch. First we map how children go to these places. What routes do they choose through the neighborhood? Which buildings or objects serve as orientation points? What do they encounter and how do they play on their way?

We investigate children's range by asking them to point out where they live, where they play and where they can't or don't play. Together we walk their route, for example, from school to home. Along the way we use interviewing techniques, observation and games to gain insight into how children experience the public spaces of their neighborhood. In which trees do they climb? What streets do they avoid and why?

We present these insights during a residents meeting. In this meeting we ask all residents to contribute ideas for a child friendly neighborhood.

In particular in urban areas, where there is little space, insight in the way children move through the city can create attractive routes and informal play-areas along the road. Improved visibility of these routes is important, not only for motorists so they can take children's presence into account, but also as a visual roadmap for parents and children to the play areas in their neighborhood.

In each district, our design is in line with the existing social and physical facilities, the urban layout of the neighborhood and the landscape features. This integration of the social and the physical aspect has in some cases led to a combined commissioning of various departments within the municipalities (youth welfare, children's work and engineering). This means customization in design and process.

Customization also means that the outcome cannot be established in advance. Choices for locations and a concept for design follow after the joint investigation with children and residents.

We involve children in the implementation of the project: through making design choices, communicating the project, and, if possible, the construction of the project.

In our presentation during the Child in the City we will illustrate our approach with realized projects in the cities of The Hague, Tilburg and Zwijndrecht."

## **Prof. Dr. Isami Kinoshita**

Chiba University, Japan

### **Place-making by Children in the Case of Traditional Festival in Japan**

There are many traditional, sacred Japanese festivals in which children play a main role. In the old days, children, especially until 7 years old, were considered so pure as to still be children of the gods, and thus were considered suitable to play for the gods at their sacred festivals. Adults maintained the duty of supporting the children there. This system appears to be an act of children's participation. It would be of value to evaluate the relationship of children with the community in these widespread and longstanding cases.

A good example of children's participation in traditional festivals would be the Kabuki Children of Komatsu City. This annual festival has lasted over 250 years. Girls from 8 years old begin to play roles in this Kabuki drama. Why girls, though in general only men play Kabuki? (The answer will be explained in the presentation). Boys also learn the skills of the lion dance, the Japanese bamboo flute, the Taiko drums, etc.

Girls begin receiving lessons from Kabuki teachers 3 months before the annual festival, and nightly beginning a month before. Adults support the girls by serving meals, preparing clothes, making the brochures, and other activities involving the whole community.

Nowadays, children often don't obtain enough social contact in their community because they don't have enough time and space to play outdoors there. But in Komatsu, children have the experience of communicating with different people of the community through the process of training in and maintaining this aspect of traditional culture. Children learn not only the performance of Kabuki, but also the way of life in their community through this process.

When the festival days begin, the festival float (Hikiyama) on the street becomes the public stage of children's performances. The children play their Kabuki performances several times on the stage of their float over a period of days. In front of many audiences, the children play outstanding performances.

The Kabuki-drama by these girls becomes sophisticated through their repeated play in front of so many audiences. The lion dance, the bamboo flute and the drum playing are also actively front stage at the festival. Because of single-mindedness of the children, it appears as though God appears at this moment and dwells in the earnest performance, thus moving the hearts of adults.

It is said that the city is a theater, and the street is its stage. The street is converted into the stage for the main actors, in this case, children. The public space on this sacred traditional festival becomes the theater where children play as main actors and adults as supporting actors.

However, not all adults are conscious of the children's participation. They think they are just following a long-held tradition. In Japan, children's rights for participation have not been recognized enough. Thus, it may be worthwhile to review these traditional events from the viewpoint of children's participation. It would be a wise policy to add the new social constructs of children's participation to ancient and imbedded local social structure."

## **Mrs. Funda Kocaarslan**

University of Amsterdam, Netherlands

### **The Effects of National and European Identities on Academic Achievement: The Role of Language Use and Language Proficiency**

There is a great emphasis on the national identity formation among European countries to ensure social cohesion and immigrant integration. However, how national identity affects academic success, an early indicator of immigrant integration and social cohesion, is under-researched. In addition, research on the effects of European identity on academic success is also scarce.

Therefore, this study attempted to analyze the effects of national and European identities on academic achievement, with the mediating role of language use and language proficiency together. The study included 1473 native pupils and 1313 nonnative pupils, therefore 2845 pupils in total (aged 11.61). Data was gathered in 2008-2009 from sixty-eight primary schools in the Flemish part of Belgium, for the Segregation in Primary Education in Flanders (SIPEF) Project. Multistage sampling was used for the pupils nested within schools, and necessitated hierarchical linear modeling.

Level-1 variables were set as grade, gender, individual SES, previous academic achievement, language use, language proficiency, and senses of identifications. Language use and language proficiency were tested for mediation while the academic achievement of pupils was set as the dependent variable. School sector, school size, and aggregated share of non-native pupils were set as level-2 variables. Results showed that Europeanness has a significant effect on academic achievement on both groups while national identity is significant among only non-native pupils.

Both Dutch language proficiency and Dutch language use play a mediating role in academic achievement of native pupils. For the nonnative pupils, Dutch language use has a negative impact, possibly because of the fact that its strong correlation with common identities suppresses its mediating effect. The discussion focuses around the emphasis on reinforcing European identity as well as national identity within the school context.

## **Mrs. Anne Koning**

Branchevereniging Spelen, Stad 2.0, Netherlands

### **Playgrounds with citizen participation: lessons learnt**

From February till June 2016 an investigation is taking place on citizen participation at Dutch playgrounds in public space. More and more communities in the Netherlands ask of their inhabitants to participate in what used to be public services.

In the public space / build environment it ranges from picking up garbage to maintaining green spaces and also to maintain playgrounds by citizens. The local governments have a range of reasons to involve citizens. It gives people who want to make their environment the way they like, a change to do so. It also can help people to interact together (community building). And last but not least it can be cheaper for governments to maintain the public space.

At public places where play equipment is placed, there are also a lot of (European) rules about safety. The research focusses on the role of citizens, governments and company's to keep the place up-to-date for these safety rules. The lessons learned, and problems faced in the researched examples can be interesting for other communities as well.

For example in Geldermalsen inhabitants form associations around playgrounds. The association got 30.000 euro in 2009 and is supposed to maintain the playground by itself. If the association falls apart (children of these inhabitants are getting older, no more time etc), the local government removes the play equipment. In Rotterdam building spots that are not built for a couple of years are maintained by a company called "creatief beheer" ("creative maintenance"). The play equipment does not meet up to the safety rules, but it is not considered a problem.

So the question is : Is the trend of citizen participation good or bad for the children's opportunities to play outside? And how do citizens, governments and enterprises work together in these examples.

For enterprises that make it their business to sell play equipment, playground designs, safety inspections etc, it is time to rethink their business model. Before citizen participation the local government was their client. Now they have to deal in an more complex environment, with still a focus on enough, good, adventures and safe play spaces for kids.

As the investigation is not finished yet, we can not give details about the results now. The investigation is done by Rosemarie Rienstra (student 'Landscape and Environment Management' at InHolland) under supervision of Anne Koning"

## **Mrs. Lina Kusaite,**

Independent Play Professional, Belgium

### **Plant Kingdom, nature in schools for sustainable future**

Today the gap between the nature and mankind has grown too great. Even so, while this global problem is huge, most of the solutions available to us are local, personal and empowering. The world we are building today, is the one where children will live-in. Many children by growing in densely, populated, urban environments, find it increasingly difficult to connect lives of plants and animals within their own daily routines.

I would like to share my vision, results and still ongoing Plant Kingdom project, that I am initiating within Belgium schools already for 4 years.

Plant Kingdom is a project designed for children(their parents and teachers), that gives an opportunity to create a playful space, as a living laboratory, that provides a rich context to explore: art, science, language and many more.

This project represents complex networks of ecosystems, provides divers knowledge about edible(local) plants and interdependency within urban environment. It is created as a mirror to reflect this perspective for individuals, regardless of their geographical, social and cultural boundaries.

Plant Kingdom aims to connect and foster children's creativity and openness, that will gives the opportunities to imagine and create their own futures. It encourages and grows awareness of children's surroundings and the opportunities to engage, respect and nurture."

## **Mrs. Marianne Labre**

Program Director  
Youth Service Center, Belgium

### **Ghent, child- and youth-friendly city**

Ghent focuses on children and youth. In 2014 the Flemish label "child-friendly municipality" was awarded to Ghent. This was the culmination of the efforts of the past few years and was an additional incentive for the future.

Child-friendliness is part of the mission of the City of Ghent. This means that the entire city (aldermen, management team, various departments and services) commit themselves to take their responsibility to create a more child- and youth-friendly city.

To enforce this, an action plan was approved by the City Council in June 2015. In this plan, more than 180 new or significantly redesigned actions were incorporated. In addition to the 'usual suspects' such as more playgrounds, greenery and a safe mobility, some special themes came forward, such as: child-friendly cemeteries, family-friendly reception desks, personnel policies, poverty at school and actions targeted at young people leaving school without qualifications.

The City of Ghent takes the child- and youth-friendly policy seriously. Two new positions were created: the program director 'Ghent, child- and youth-friendly city' and the children's secretary of Ghent. These two people cooperate to implement the policy in a smooth matter.

In this context five pillars may be distinguished:

1. Working towards a comprehensive and integrated youth policy (action plan, youth section, etc.).
2. Increasing the human capital involved in Ghent and creating support (interactive site, appointment of ambassadors, Young and Wise Award, etc.).
3. Increase expertise and interaction between services at the City of Ghent around child- and youth-friendliness (visits, exchange events, newsletter, etc.).
4. Profiling of youth-friendly Ghent (a page in the city magazine, Month of the Young and Wise, etc.).
5. Positive images of children and youth.

In addition, structures are set up that further provide input and follow-up to the child- and youth-friendly policy. The core group (comprising relevant departments and external partners) provide input and critical reflection on the child- and youth-friendly policies. Politicians are compiled in a thematic committee to make the necessary strategic decisions.

Child- and youth-friendly policy is not an empty promise; it is a touchstone for a responsible social and people-friendly policy."

## **Mrs Lois Lawn**

University of Portsmouth, UK

### **Southampton: Towards a child-friendly city?**

Presenters:

- Lois Lawn, University of Portsmouth
- Fabiano Lemes, University of Portsmouth

This paper presents the results of a community-based participatory research project on children's perception of their built environment. If top-down and centralised planning processes and the dominance of vehicular transportation in urban spaces can be seen as characteristics of most of the twentieth-century western planning experience, a surge in bottom up, participatory and people-centred approach has marked more recent debates. As such the paradigm of streets as means of traffic circulation, as opposed to the street as an essentially public space for people is giving way to new forms of city-building and civic partnerships. In this context, the roles that children can play in contributing to forging the city of the future are being discussed.

The literature has shown that alienating and unsafe places for children to play outdoors and navigate around hinder children's sense of belonging in their neighbourhoods, spontaneous play and creativity. Although there is a growing research field into child-friendly cities internationally and cities such as Leeds and Bristol are pioneering the Child Friendly Cities Initiative in the UK, further research into modes of promoting child participation into child-friendly neighbourhoods is needed.

This study thus focused on a typical neighbourhood in a medium-sized city in the UK, Southampton, working with five-year old and above children to investigate firstly their perceptions of the place where they live, and secondly, their aspirations for their environment. The paper presents a model of participatory research with children based on UNICEF's child friendly community self-assessment tool for child participatory research.

Activities were centred on drawing and mapping, and were complemented by questionnaires and interviews. Finally, This paper contributes to expand the body of evidence into the importance of including children in participatory processes aimed at city planning and management, in order to promote safer, funnier and more accessible child-friendly cities."

## **Annie Lens**

Cultural Service Ghent, Belgium

### **The little Cervantes – youth literature prize of the City of Ghent.**

"This project is about originally Dutch recently distributed youth literature. It is a literature prize given by youngsters aged 12-14 years. Thus the prize is given by the readers/users of these books. During several months the young ones read the books, discuss about them in small jury groups at school and write their opinion about them. They run this project deliberately and not in the context of school. Each year over 120 enthusiastic girls and boys participate in this project.

It all starts with a reading commission that selects the best books out of the lot that appeared during the formal year. This commission is formed by teachers, (youth)library workers, elderly youth literature lovers and the organizing committee of the prize. A first selection is made by the library workers. Early April the members of the jury receive a list of books they have to read before July. During a first meeting the 'summer list' of approximately 12 books. Is selected. By the end of September the shortlist is established.

With these books the pupils of the first two years of several secondary schools of Ghent start to work. Year after year a handful of addicted teachers of the participating schools look for new jury members. These teachers guide the jury kids towards the final debate. Early October they receive this shortlist and start to read. After a few weeks they gather and discuss about the books. Before the final debate takes place the readers go to a dramaworkshop at 'Kopergietery'. This is a local theater with a focus on children and youngsters. During this workshop the youngsters are given the opportunity to look in different ways to the books through theater, video, photography. They attend these workshops in school time.

The final debat that concludes the project is planned around the 23th of April also known as World Book Day. All readers, writers, publishers come together to attend the final discussions about the books and the election of the winner. The jury kids bring their reports and appreciation to the debate that takes place in the morning. In the afternoon the winner receives the prize (an original design by illustrator Carll Cneut). Afterwards the audience gets the chance to interview the authors and they sign their books.

Purpose of the project 'De Kleine Cervantes' is the Youth Literature Prize of the City of Ghent. It brings youngsters, attending different schools in Ghent, together in reading and working with books. This Prize intends to benefit the joy of reading books. The boys and girls learn to listen to each other. It gives them the opportunity to talk about their point of view about the books in public and to respect the other's viewpoint. It stimulates them to write and play. It brings youngsters from different schools together with literature as the reason."

## **Mrs. Annie Lens**

Stad Ghent - Cultuurdienst, Belgium

### **Poetry for children & youngsters – innovative educational poetry projects for young people in Ghent**

Poetry Centre and the Cultural Service of the Cultural Department of Ghent have cooperated to create some projects about poetry in the city, intended for children and teenagers.

A first initiative, invented by poet Riet Wille, is the poetry route for children between the age of 8 and 12. Participants (both schoolgroups and families) can pick up a colourful booklet in Poëziecentrum for free.

This child-friendly brochure contains a route with ten stops throughout the safe walkingzone of the city. Every stop is accompanied by a poem in the brochure and a corresponding task. This way, children learn to increase their feeling for language. Moreover, the route enables all groups of children to discover the city in a creative way. The children get to interact with each other and the setting.

A similar poetry route for children was developed together with the Museum of Fine Arts. Here the children walk through the museum and find Poems connected to paintings.

A third project has been organised for young people between 12 and 18 years old. This route is called the 'Maurice Maeterlinck route', named after the only Belgian poet/writer ever to win the Nobel Prize for Literature. Equally to the poetry route for children, there is a brochure with ten stops which are connected to a poem and a playful assignment. The selected poems of the French-speaking Maurice Maeterlinck are translated by contemporary poets such as Bart Moeyaert and Peter Holvoet-Hanssen. The route leads the teenagers to places which had a special meaning for Maeterlinck. Walking the routes takes about two or three hours' time, and people have the option to walk in the company of a guide.

'VERS' is another project supported by both Poëziecentrum and the Cultuurdienst. Initiator 'School of Poetry' is already organizing the 18th edition of this project, together with different partners in The Netherlands and Belgium. VERS is a unique poetry project centred around the 'VSB Poetry Prize' and, since 2016 – under impulse of Poetry Centre -, the Herman de Coninck Prize. Youngsters from the 2nd and 3rd degree of secondary school are invited to deepen themselves into today's best poetry of Flanders & The Netherlands and get to work with it in a creative manner. They can either write an essay or a new poem.

The 17-18 year olds get the possibility to debate about poetry and thus learn to speak in public and listen to each other. The best results are introduced during qualifying rounds ('VERS Poëzierenue' and 'VERS Debat') and the winners of these rounds are given the chance to present their work in the finale in Amsterdam.

VERS' aim is to bring young people into contact with poetry in a challenging way. Reading experience and participation are activated by using different methodologies. VERS tries to make poetry attractive and trendy. Poëziecentrum further wants to anchor this project throughout other Flemish cities and provinces.

Other partners in this project are, Villanella, Jeugd & Poëzie, Boek.be en Canon Cultuurdienst (Ministry of Education)."

## **Mr Andy Lloyd**

Children's Services Department, Leeds, United Kingdom

### **Child Friendly Leeds**

Leeds is the largest city in the north of England. Its population is approaching 1 million and there are 185,000 children living in the city – and that number is rising. Leeds has a bold ambition – to be the best city. At the heart of this is the ambition for Leeds to be the best city for children to grow up in.

In 2012 key partners working with children, young people and families across the city launched a major new initiative: Child Friendly Leeds. Based on the original concept of child friendly cities developed by UNICEF, it started with a simple question: What is it like to be a child growing up in Leeds ... and how do we make it better? This question started a new set of conversations and activities with a much wider audience than those usually associated with 'children's services' including businesses, not-for-profit organisations, local sports teams, local media and arts providers. The idea that everyone has a connection to improving lives for children and young people quickly began to build momentum. Crucially, the initiative received cross-party political support.

Underpinning this broad partnership are three clear, simple and linked behaviours that guide everything we do:

First, we have adopted the use of Restorative Practice as our default behaviour. This is the concept that we have better outcomes if we work WITH people rather than doing things TO them or FOR them, or do NOTHING at all. By adopting this approach, and training well over 6000 people in its use, we have begun a very deliberate move to change the conversation between the state and its citizens.

This has been particularly effective in our work with families where we have concerns about the welfare of the children living in the household. We have adopted the use of Family Group Conferencing (alternatively known as Family Group Decision Making) a model which empowers families to develop their own plan to ensure the safety of their children drawing on support from extended family and friends.

The second behaviour is always to focus on the outcome for the child by asking how much have we done, how well have we done it and is anyone better off. This approach is based on 'outcomes based accountability' (OBA) and it guides our governance and performance management across the city.

The third behaviour is about listening to the voice of the child in every decision we make that affects them. Leeds has already changed many of the ways it works with vulnerable groups and in its schools and communities to give children a stronger voice. Now we are looking more and more at how children and young people can have a genuine influence of the big decisions that affect the city's future.

This approach, where connections count, everyone has a part to play and a clear set of behaviours guide everything we do has helped the Child Friendly Leeds initiative build a growing national and international reputation. Leeds is keen to share and to learn to go further and faster on this agenda.

Our presentation will outline our work and share the journey we are on to make Leeds a Child Friendly City."

## Mr. Frederico Lopes

Faculdade de Motricidade Humana-Universidade de Lisboa, Portugal

### Friendly web-mapping of children's social geographies in the city

In this paper, we present a study which aims to reveal children's mobility and social transactions in the urban built environment. A cross-sectional study was carried out, participated by 53 children (41.5% girls; 11-15 years old), from year 6 to year 9, attending a private school (Colégio Pedro Arrupe) located in the northeast of Lisbon (Parque das Nações). This is a modernized water fronted parish composed by residential buildings, green spaces and cultural, ludic and sports infrastructures and services.

Using a web-map based questionnaire (Ideal City: A game of graphic imagination!) supported by SoftGISchildren methodology, participants were asked to select and mark social meaningful places according a set of pre-established social affordances; and report actual and ideal mobility to these places and to school. For analytical purposes, it was devised a social affordances taxonomy and an urban space typology.

The mean linear home-school distance was of 2.9 km. As for actual vs. ideal mobility in the school-home journey, it was found 64.2% vs. 18.9% of motorized travel mode; 32.1% vs. 24.5% of hybrid travel mode; 3.8% vs. 56.6% of active travel mode; and 34% vs. 84.9% of independent travel.

Mean age for children's active, hybrid and motorized travel from school to home was, accordingly, 13, 13.6 and 12 years old. Concurrently, mean age for children's independent travel was 13 years old.

Gender wise, only 2 boys travel actively from school to home and no girls were found doing it. Likewise, more boys (41.9%) than girls (22.7%) were found to be autonomous in this itinerary. As for perceived environmental fears, the most referred to by children was traveling alone (15%), and being out when it's dark (17.5%).

A total number of 261 social meaningful places, corresponding to social affordances, were marked with a mean number of 4.9 places per participant. The mean territorial distance between home and social meaningful places was 1.9 km. Most prevalent affordances were "being with friends" (18.8%) and "being myself" (13.8%). Moreover, the most expressive categories of affordances were "relational" and "affectivity" (46.7%, 31.8%, respectively). 84.9% of places were found by children to be pleasant. As to actual vs. ideal mobility to social meaningful places, 71.5% vs. 81.4% of active travel, 38.5% vs. 26.7% of motorized travel, 26.8% vs. 23.7% of hybrid travel, 64.4% vs. 86.9% of independent travel.

Concerning social affordances actualized within neighborhood area (500 meters buffer), it was found a percentage of 34.9%. As regards to public space typologies used by children when actualizing social affordances, green space (14.2%), school (14.2%), housing space (15.3%) and waterfront space (10.3%) were the most expressive types of built environment.

These results emphasize the use of SoftGISchildren methodology as a valuable tool to capture meaningful place experiences and, simultaneously, reaffirm children as active participants which are capable of providing valuable information about their life in the city. Moreover, it is possible to propose a novel Child-City transactional model to qualify children's social experiences in the physical environment.

## **Mr. Toon Luypaert**

De Ambrassade, Belgium

### **World players – youth work without borders-**

World players is a project developed by over 30 Flemish youth organizations to advance exchanges between refugee shelters and local youth work. It is our believe that youth work can strengthen the young refugees. Our goal is to create a strong network around them that will help them to integrate in our society. At the same time we also want to give young, unaccompanied, refugees a good time. So that they have some distraction from their everyday issues and that they just can be young.

We work in 3 phases to achieve that goal.

- Phase 1: Learning by doing

We have set up a collaboration with the refugee center in the Belgian town of Dendermonde. This center hosts 140 unaccompanied minor refugees. Every other weekend an exchange is organized between a group of youth workers and the residents, who are free to join the activities organized by the youth workers. We train the youth work volunteers and we collect and spread their experiences (<https://www.wereldspelers.be/>). The learning experiences of the volunteers are key in this phase. In total over 200 volunteers spread over 12 weekends will have been in touch with the residents of the center in Dendermonde.

- Phase 2: Expansion

In a second phase, we plan to export the project World Players to two other refugee centers. By doing so we estimate that by June 2017, more than 300 volunteers will have experience in doing activities with young refugees. It is our believe that for these volunteers it will be easier to subsequently reach out to young refugees in their own neighborhood. In the meanwhile we will monitor and help a few local municipalities to set up a local network around the young refugees.

- Phase 3: Local anchoring

We will have set up a coordinated cooperation between youth organizations and all refugee centers with minor refugees in Flanders.

By June 2017 we would like to develop a number of tools for youth workers, youth organizations and local municipalities to help local youth organizations, sport clubs, cultural organizations, ... to be a welcoming environment for young refugees.

It is our dream that the project World Players will be the fundament for local youth work to include young refugees in their organizations. Knowing that that will help their integration in our society."

## **Ms Magdalena Madden**

The Council for the Care of Children, Australia

### **Young Citizen's Jury**

Young Citizen's Jury aims to authentically gather and present the views of children and young people to the Government of South Australia.

#### **Method:**

Online survey for under 18 years, consisting of a 10 quantitative and qualitative questions, created/distributed via surveymonkey.com and marketed via Twitter and Facebook. The Young Citizen's Jury (YCJ) ran parallel to an adults only Citizen's Jury, considering the question: 'How can we ensure we have a vibrant and safe Adelaide nightlife?'

#### **Results**

93 respondents initiated the survey and 52 completed it, a response rate of 55.9%.

#### **Findings:**

There were similarities and differences in the results of the Citizen's Jury and the YCJ. Similarities included diversification of businesses, safer and more frequent public transport, non-alcohol based pop-up events and extended retail hours. Differences included; adults said Adelaide already had a vibrant and safe nightlife and focused more on liquor licensing laws, education programs and an independent strategic planning and infrastructure advisory body. Children and young people did not share that belief, citing a lack of appropriate venues to socialise and age-appropriate entertainment options and 'safe' spaces to go to if they feel unsafe.

#### **Discussion:**

Children and young people have a right to use public space to meet and socialise with friends or to engage in sports and leisure activities. Unlike many adults, they may lack the economic means or eligibility, such as age, to access some forms of entertainment, social events and venues. They generally also lack political power.

#### **Summary/conclusions:**

The YCJ Survey Analysis was provided to the Premier of South Australia."

## **Mr. Ruda Mahmud**

Head of North Kolaka District, Indonesia

### **Engaging Communities Accelerate Child Friendly District Development**

*A Practical Experience Developing Child Participation In North Kolaka District, Southeast Sulawesi, Indonesia*

Respect the view of the children in patriarchy societies are not a simple thing. The views of the children need to take into account in every single part of development decision making relate to the children not only due to a mandate of the UN-CRC but also the notion that children are a party that know more what exactly they need. Failure on this steps cause serious and sustainable problems of child growth and develop that may suffer their future. Political-will to develop North Kolaka Child Friendly District (CFD) is a milestone so that children have optimum growth, religious, smart, cheerful and fully protected.

The main indicator of CFD developments are that policy maker involves children in every decision making processes relates to the children gradually in line with government administrative layer in planning, implementation and evaluation steps. The procedures of respecting views of the children regulated in the Head of North Kolaka District Decision Concerning Child Participation in Development Processes. Children's Forum (CF) similar to the parliament of children that established based on the use of its leisure time, where the member is representative of the children around district by using peer education principle.

Even though political will has been taken, it doesn't mean that instantly running, particularly to have budgeting support from government because number of bureaucratic and administrative steps has to be passed. Development prioritized projects are the main reasons why support to the children are weak. My observation has shown that it is happen because development planner and planning management have not adequate capacity, knowledge and information about child participation concept. The involvement of the children within development processes are typical of human capital investment that the result cannot be seen in a night. It is an incremental process.

That was inspire me to directly engage civil societies include private sectors in order to have support to build a secretariat of CF that has already asked by children for long time. The celebration of National Children's Day was a good moment that I have chosen to initiate "Mutual Respect the Views of the Children" by collect donation to build the CF's Secretariat, all of development stakeholder presents at the day of celebration. I conducted a social auction or social bidding in certain ways to arise public attention and public donation. Surprisingly, there were collected US \$.37.000 within no more than 2 hours. The words of "children" have a "magic" power to raise social attention and community's engagement that may accelerate and support CFD development.

#### About the speaker

Rusda Mahmud was born in Lasusua, North Kolaka District, Southeast Sulawesi Province, Indonesia, finished his graduate program in public administration in Indonesia Islamic University, Yogyakarta. Own a private company, Active in Golongan Karya Party, and elected to be a Head of North Kolaka District. One focus is Develop CFD."

## **Drs. Jodi Mak**

Verwey-Jonker Instituut, Netherlands

### **The voice of children and youngsters in local government: state of the art in the Netherlands**

Presenters: Mak, Jodi (Drs) & Gilsing, Rob (Dr)

In 2010 and 2012 the Verwey-Jonker Institute did research among municipalities on the involvement of children and youngsters in local government in the Netherlands. The results showed that the majority of the municipalities knows how to inform and consult children and youngsters, but that having a real dialogue and giving them real influence is mostly a bridge too far. Often, youth participation is a policy goal and municipalities try to realize this, but they lack knowledge, tools and practical support. In particular, local government is in search for successful examples: what are good experiences in other municipalities?

From 2015, the Dutch youth care system is transformed radically. The local government now is responsible for the organization of support and care for children and their parents. A basic assumption in this transformation is that local government is able to (and should) involve youngsters and children in the policy that concerns them including youth care and support. For that reason, youth participation at the local level has only gained in importance.

The Ministry of Health, Welfare and Sport asked the Verwey-Jonker Institute to repeat its research among municipalities on the involvement of youngsters and children in local government in the Netherlands. Are there any changes compared with the results of the research from 2010 and 2012? Are more municipalities occupied with the policy involvement of children and youngsters? And are they involved in youth care and support? Concerning the needs of the municipalities, the Verwey-Jonker Instituut also explores inspiring examples of youth participation: what are interesting practices and what can municipalities learn from each other? The results will be analyzed this summer.

In Ghent we want to present the results of our research. We want to give insight in the state of the art in youth participation in local government in the Netherlands anno 2016. We also want to inspire other countries with promising examples from the Netherlands in how to involve youngsters and children in local government and youth care and support."

## **Mrs Marianne Mannello**

Play Wales, United Kingdom

### **Rights, Power and Play: Control of play in school grounds- an action research project from Wales**

This research focuses on the role of control, power and people in utilising school grounds for play. Statutory Guidance (Welsh Government, 2014) states school grounds must be considered in local play provision. Despite children's right to play (UNCRC, 2013) school grounds across Wales are under-utilised (Play Wales, 2012). School playtimes are important for health and behaviour (Baines and Blatchford, 2010; Hyndman et al, 2014) suggesting that communities benefit from spaces being available (WG [A2] and WLGA 2002). Children report that playing is an important aspect of their lives (International Play Association, 2010; Children's Commissioner for Wales, 2015).

A rights-based approach was taken and the concept of children as 'active agents' (Lester and Russell, 2008). Utilising this theoretical framework an action research methodology (Mukherji and Alban 2015) was adopted. Three primary schools participated in a two-month project which provided play facilitators and resources. Qualitative interviews were undertaken with members of the school community.

Findings indicate that power and control are factors in relation to accessibility and use of outdoor spaces. Opening school grounds after hours appeared beneficial, suggesting it should be incorporated in strategic planning (see Grotorex, 2011)."

## **Ms Bahar- Julie Manouchehri- Rudner**

La Trobe University, Australia

### **Child-friendly City and Participation of Children: The Missing links in Urban Planning System of Iran**

Nowadays, most urban areas are largely unfriendly to children and have governments that take few steps to evaluate children's priorities and address their needs. So, urban planners need to give careful consideration to the rights and interests of children. Child-friendly city (CFC) can help them in achieving this goal. In order to create a child-friendly urban environment, participation of children is a fundamental component. The purpose of this article is to study and evaluate the concepts of child-friendly city and participation of children in urban planning process in Iran. In Iran, thirty-six years ago, an Islamic revolution led to a regime change, after that, the country got involved in a war that took 8 years and in 2009, the Iranian Green Movement took place.

Therefore, because of these events, Iran has seen massive social changes that have influenced its populace, especially children. The concept of the child-friendly city in Iran, which has a relatively short history, is a new subject and attention has been paid to it only in recent years. Besides, studies show that citizen participation, as a principle, is neglected or less addressed in the literature of urban planning in Iran and engagement of children as part of citizens who have the right to participate is an issue that is completely ignored in this system. In fact, it can be said that the issues of child-friendly city and participation of children in urban planning system of Iran are the missing links that this article wants to address.

There is hope that with emphasis on CFC and child participation, urban planning will no longer remain the exclusive domain of government and experts in Iran, but will become a playground for all - especially for children. If the features and dimension of child-friendly city and children's participation are stabilized and implemented in the urban planning system of Iran, not only the structure of cities of Iran will turn into the child-oriented structure but also, it will help improving the notions of citizenship and children's rights in Iran.

## **Mr Keith McAllister**

Lecturer in Architecture, Queen's University Belfast      United Kingdom

### **Adrift in the City without a Map - The Child with ASD.**

Keith McAllister & Neil Galway.  
School of Planning, Architecture & Civil Engineering,  
Queen's University Belfast.

As a society we have a responsibility to provide an inclusive built environment. For those with Autistic Spectrum Disorder (ASD) however, the world can be a frightening, difficult and confusing place. The challenge of integrating more fully into society can be distanced by an alienating built environment. This is particularly debilitating for younger children who can find themselves detached from learning and interaction with their peers by uncomfortable surroundings. Subsequently there has been a growing interest in promoting ASD-friendly environments. With regard to individual buildings, strategies to date have generally followed a widely accepted reductionist or generalist approach. However, the authors now contend that there needs to be a greater discussion of what truly constitutes an ASD-friendly city, in conjunction with investigating what strategies best articulate a progressive approach to supporting those, and especially the young, with ASD in our built environment.

With the incidence of ASD on the rise, now is the time to take stock. In the sensorium that is the city, often overlooked and forgotten, those with ASD find themselves increasingly isolated, not just socially, but also temporally and spatially. Cast adrift and unable to navigate in the city, the child with ASD runs the risk of forever being lost. Therefore what is needed, both for city planners and those with ASD, is a map to aid navigation and steer a route through this hitherto uncharted territory. At stake is the well-being of a vulnerable and growing population in contemporary society. Hence this paper first introduces some of the challenges faced by those with ASD in trying to cope with their surroundings. It then outlines a triad of challenges to overcome when considering what truly constitutes an ASD-friendly city. The authors then highlight the need and advantage of supporting adaptation in our shared inhabited landscape through providing legibility, structure, quiet and reassurance for the child with ASD.

The hope is by increasing awareness and then questioning what genuinely constitutes an ASD-friendly city, it might ultimately help facilitate greater inclusion of the child with ASD into mainstream society at large.

Keywords: Architecture; Autism Spectrum Disorder; Children; City; Design; Inclusion"

## **Miss Laura McDonald**

Belfast Healthy Cities, United Kingdom

Participatory approach for developing a Child Friendly Places Strategy in Belfast

Belfast is a lead member of the World Health Organization (WHO) European Healthy Cities Network. Child Friendly Places has been a core aspect of Belfast Healthy Cities programme of work since 2011. Belfast Healthy Cities are currently finalising a Strategic Action Plan – Shaping Healthier Places for Children in Belfast, to be launched in June 2016. This is the first time such a focused approach has been given to children's physical environment in Belfast.

In Northern Ireland, children's needs are not always considered in decision making in relation to the physical environment. In Belfast, the city centre could significantly benefit from more child friendly space, where children are welcome and free to use the space in their own way.

Child friendly places are an important signal that children are valued members of society. In addition, child friendly environments in towns and cities can help support economic development and regeneration by supporting and attracting families. Similarly, the opportunities we provide for children to participate in decision making, affect their willingness and ability to participate in society.

Participation and engagement is key in children's place making. This abstract outlines a range of innovative methods used to ensure that children across Belfast had the opportunity to indicate priorities for place making in the city, to inform Shaping Healthier Places for Children in Belfast, promoting equality of opportunity being key to all methods.

Approximately 7000 children were directly engaged using the following methods:

- The 'Shaping Healthier Neighbourhoods for Children' initiative gave primary school children an opportunity to share their views for their local environments. The initiative engaged over 400 children, aged 8-11 years across the city, between 2011 and 2014.
- 'KidsSpace' is a pop up event, which explores the creation of child friendly space in the city centre. KidsSpace events have attracted 5000 children and families, and have also been used as a platform for public engagement on child friendly places through art based consultation exercises.
- A schools survey was targeted at 7-8 year olds and 10-11 year olds in primary schools and 11-12 year olds and 13-14 year olds in post primary schools, asking respondents to rate their neighbourhood and propose suggestions for change. In total 1,200 responses were received.
- An additional model of engagement took the form of a four day 'Planning my City' event. The event centred around mini workshops supporting children to plan and build their own city with a miniature city model using key planning principles.

Conclusion:

Children do not demand a redesign of the city, their wishes are relatively simple; cleaner, calmer, greener streets and public spaces and more connected communities. The same wishes have been highlighted by other groups, and in many ways this highlights that child friendly city might create a better environment for people of all ages.

This work has created a collaborative model for engaging with children and the invaluable feedback collated from children has been used to develop and inform a strategy to develop a more Child Friendly Belfast."

## **Dr. Johan Meire**

Kind & Samenleving vzw (Childhood & Society Research Centre), Belgium

### **The social life of bumper cars and vampire teeth: public spectacle, playfulness, and children's sense of local belonging**

For children, (local) identity and citizenship are played out in everyday inclusion in society no less than in formal rights and memberships. A sense of belonging and being-in-place are crucial to be at home in the world and to engage with it.

In this paper, I want to show how a local sense of belonging is not only grounded in place and place attachment, but also in public events and rituals. Places 'happen': events invest meaning in places. I will focus on two public events hovering between immaterial heritage and commercial culture: travelling funfairs and public celebrations of Halloween. I will argue that these events knot children to their local community in intricate ways through (1) their enacted and fully public and accessible character; (2) their festive and openly playful nature; (3) their focus on children yet not exclusively on children.

Based on observations and focus groups with children in Flanders, Belgium, I will try to show how public events like town fairs and Halloween celebrations enable children to publicly appropriate their own neighbourhood. The liberties and inversions provided by the ritual framework of these events enable children to expand the 'local' realm in-between the private and the fully public.

While local public events such as Halloween or the yearly town fair rarely are part of a deliberate child friendly policy, both are at the intersection of dissimilar but integrative aspects of social life such as spectacle, commerce, play, heritage, public culture, ritual, and 'communitas'.

These events don't just happen, however: They ask for continuing efforts from those who attend, but also from local organizations, committees and local governments. Schools, heritage groups, commercial guilds or neighbourhood committees can play crucial roles in organizing or facilitating yearly events. While all of these can have diverGhent interests, the importance of such local driving forces is key in attracting both adults and children. Therefore, I will argue that local organizations and authorities play a vital role in enabling and promoting these events and the place of children therein.

As the General Comment on Article 31 of the Children's Rights Convention states, involvement in a community's cultural life is an important element of children's sense of belonging. In this vein, child friendliness of cities and villages entails, among other things, including children both in the background and at the forefront of public events and public culture."

## **Mrs Helena Menezes**

ANEC, Portugal

### **The role of standards for quality and risk management in urban leisure and recreation spaces**

Children and youth need access to quality public spaces for leisure and recreation as keys to outdoor physical activity, social interaction, health and well-being. Quality includes different factors contributing to human friendliness: as much as we want these spaces to be appealing, inviting, intergenerational, inclusive, challenging for the senses, clean, green, we also need them to be safe.

Safety, both perceived and real, is a determinant for frequency of use and for active and healthy life styles. Safety features are determined at least at two different stages:

- Design and building, before occupation by the public - Initial and inherent safety is set by urban planning and landscape, layout, design of equipment, materials chosen, building and installation
- Operation and use, after occupation - To keep or improve initial and inherent safety, a Safety and Risk Management system should be developed and implemented during a facilities' whole life cycle: risks and benefits identified, analysed, accepted and monitored through a dynamic and multi-disciplinary process.

European standards set minimum safety requirements and guidelines for both stages and should integrate the risk criteria when setting the levels of acceptable risk for each community. Leisure areas include playgrounds, skate parks, multisports facilities (football, basketball), fitness, street workout or parkour equipment. City managers are challenged by a variety of equipment and materials, different requirements and demands.

Despite the many safety issues in the scope of a Safety Management system (vandalism, assault, other types of violence), we will focus on physical integrity and prevention of severe nonintentional injuries. The risk of injury is inherent to physical activity and is accepted as it is superseded by the health benefits of movement and exercise.

Nevertheless, fatal accidents happened in the recent past in Europe (Spain, France, UK) where children were crushed by collapsing goalposts, playground and fitness equipment or trapped and hung in playground fences. In some cases, requirements in European standards were not considered, either at the design and building stages, or during installation, inspection and maintenance. Disregarding important safety requirements like structural integrity, stability or toxicity - to people or the environment - can be a (real) risk that should not be overlooked by market agents, operators or city managers as they cannot be properly perceived, assessed or dealt with by lay people or the users of equipment.

Misinterpretation, misuse or dismissing safety standards can lead to dangerous situations by misleading the users or their supervisors, and promoting over protection or risk compensation attitudes, which themselves create risky circumstances harder to predict, control or manage. This presentation highlights the role of European standards as tools to assist Risk Management in play, recreational sports and other public leisure areas. We will also discuss ways to improve participation of city managers, leisure facilities operators and users in standardization processes at National and European level as contributors for more useful and friendlier standards with their extensive experience.

ANEC participates in the development of European standards to achieve a balance between safety and children's needs for challenge and movement."

## **Dr. Carme Montserrat**

University of Girona. Research Institute on Quality of Life, Spain

### **How far are the social services to be child-friendly? Messages from applied research**

From 2013 to 2015 applied research was conducted in the Basic Social Services (BSS) in Barcelona, which explored direct actions taken by social services professionals with children and their families, analysed the experience of children who have been service users, and identified, with reference to the results, any aspect of the service or organisation which indicated a change or improvement in the situation of the child at risk.

A mixed methodological research design was implemented, consisting of: (1) a secondary analysis of the Barcelona city council data base from 1986 to 2013; (2) a quantitative study based on a questionnaire directed at Barcelona social service workers (N= 225); (3) a qualitative study based on in-depth interviews conducted with children and families receiving support in 5 social service centres, and 3 discussion groups held with professionals (N=30), and finally, (4) social service user satisfaction surveys (N=401, 281 adults, 120 children/adolescents).

Results of this research indicate that child participation in basic social services, when their cases are dealt with, is scarce and the child's case often continues to be discussed without the child being present. Among children and adolescents, it is not considered normal to seek help from social services; they do not tend to tell their friends and using these services is seldom encouraged by their parents. Social service workers recognise that they have difficulties to explain to children what social services are. Social service centres are above all conceived for adults.

Professionals rarely deal directly with children, but in contrast, often evaluate their cases on the basis of information received from other services. Difficulties were also recognised by the social service professionals to inform the child or adolescent clearly about the objectives of their intervention. The results also provided important information about some aspects of work methodologies and techniques used with children and their families, the role played by professionals, team work and networking, as well as some aspects related to results evaluation.

Recommendations have been made for improvements in relation to child participation, intervention methodology and results evaluation; important to bear in mind for their practical and political implications.

**Miss Marjan Moris**

KULeuven, Belgium

**(De)marginalizing youth in public space**

## **Dr Rose Mugweni**

Great Zimbabwe University, Zimbabwe

### **Exploring Issues of Access, Equity and Quality in Early Childhood Development Programmes in Zimbabwe**

The article sought to explore issues of access, equity and quality in the early childhood development sub-sector in Zimbabwe. The massive expansion of early childhood development services prompted the researcher to undertake the study. The study is significant in that it establishes the state of affairs regarding issues of access, equity and quality in the ECD sub-sector in Zimbabwe.

Findings of this study impact on the readership in that, the reading community would draw lessons learnt and make a comparative reflection of their own early childhood development programmes for good praxis. Data was collected using focus group discussions, individual interviews, document analysis and observations. Information from literature, research reports, policies and practices was also analysed in order to establish the state of affairs in the provision of ECD.

The data was analysed using theme identification methods to solicit emerging issues. Generally, it was found that on issues of access, equity and quality in ECD in Zimbabwe, there exists a quality-quantity dilemma with qualitative progress less conspicuous than quantitative progress. The resultant specific challenges include: large teacher-child ratio, lack of parental involvement, lack of trained ECD specialists with expertise in using a play-based curriculum; shortage of equipment, material resources and age appropriate infrastructure. In most ECD settings there were inadequate health and nutrition provisions.

Water, sanitation and Health (WASH) facilities were seen to be insufficient in most centres. The study recommended that there is need for: equal access to quality early childhood education; provision of infrastructure, provision of ability and age appropriate resources; health, sanitation and nutrition services especially in rural settings. Overall, ECD programmes in Zimbabwe should strive to attain quality more than quantity services. Also, the need to train more early childhood specialists who would drive the ECD sub-sector is emphasised.

## **MA Trudi Nederland**

Verwey-Jonker Institute, Netherlands

### **New initiatives to combat poverty among children**

In the Netherlands, there are private funds that aim to combat poverty and social exclusion among children and families. The Opportunity Fund (in Dutch: Kansfonds), for instance, finances 53 projects within the Programme 'Parenting and growing up in poverty'. In doing so, the Fund wants to provide a leg up to parents and their children, by generating more room for parenting, growing up, making friends, and exploring what you are good at as a child. The programme also aims to improve the policies of organizations and municipalities with regard to children.

Researchers of the Verwey-Jonker Institute are evaluating all projects in the programme. The projects' content is diverse, varying from personal support given to children by buddies to supporting the participation of children in sports and cultural activities. The assessment mainly focuses on the effect of the projects for the children. In which ways do they benefit from the execution of these projects? For their evaluation, the researchers use an analytical model called the Balance model.

Central to the Balance model are participation and the ability to manage for oneself. At the heart of the Balance model (Nederland et al, 2010) lies the idea that children can manage for themselves and participate in a healthy way when they are 'balanced' in three life domains: in their personal life (resilience, self-care, et cetera), their voluntary social life (sports, culture, et cetera), and their obligatory social life (school, work). The assumption is that children start leading a balanced life once the load to be carried (risk factors) and their load-carrying capacity are in balance in all three domains. An imbalance means that there are too few protective factors to counterbalance the risk factors. When it has been possible to identify these protective factors and test them for their usefulness, choices can be made to develop a sound supportive policy for children. This applies to the policies of both organizations and municipalities.

The evaluation consists of a zero measurement, a mid-term measurement and a final measurement. We will show how this evaluation model can determine the actual benefits for children and the people who raise them in three different projects. The first project is the 'Money school' in Amsterdam, where children learn how to handle money. The second project is a buddy project in the province of Friesland, and the third is a project in Leeuwarden, where children's neighbourhood councils have been set up to involve children in their own neighbourhood."

## **Prof Lucia Nucci**

Roma Tre University, Italy

### **Open space and Play Strategies: methods to identify and redress contemporary city differences through physical form and design**

The contemporary city is characterised by a veritable archipelago of inhabitant, including minority ethnic group.

If our final aims is the right for children and young people to actively participate at the citizenship (equal civil, economic and social right,) physical planning and urban design had to be generators and catalysts of place making, place identity, liveability and quality of urban space.

In London the 32+1 Boroughs are testing methods, in terms of physical planning and urban design, to analyse and to respond the demand of this archipelago, starting from urban green space design.

The investigation field is supplied by the different open space and play strategies written by each Borough giving specific solution in term of design parameters on inhabitant differences (population, lack of deprivation, open space deficiency and standard, demand related to the everyday life...).

The English case of study demonstrate how urban green space "become again" first experimentation place to identify and redress contemporary city differences.

#### Keywords:

everyday life, open space strategies, play strategies, quality of urban space, place identity, liveability"

## **Ing. Elske Oost**

Gemeente Wageningen, Netherlands

### **Investments in play Gemeente Wageningen**

The municipality of Wageningen together with the province of Gelderland invested approximately 1.2 million euro in renovating the playgrounds of Wageningen. Up to 70 play spaces were renewed and 4 meeting spots for youngsters were made. Due to funding requirements it had to be done in 2 years in deliberation with inhabitants. For a project like this a very short time if you not calculate holidays as working time of time for deliberation with inhabitants. The project took place from 2013 until 2015. On may 13th 2016 the final playground was opened, the largest one.

Not only the play spaces were renewed but also a lot of green and grey areas. Introducing play incentives and make a more playful landscape. This took a strong en multidisciplinary project management on different levels inside the organisation. Due to a good project team and cooperation from different stakeholders the calculated risk was still left over at the end of the project and made it possible to renovate a big park which was not calculated in de project costs on front. Also the partners that were selected through a European tender kept their promises.

This presentation is about the route from policy till completion. It gives an insight in the lessons learned and the social and physical profits. It shows how much you can do with this amount of money what it takes to organise the process in this short a time. It contains also lot of pictures of the playgrounds before and after, because the assignment was to make more green and natural play spaces.

It also shows the designing process with a Group of youngsters. They designed their own meeting point to keep dry in the rain, which was realised along with 4 other different meeting points.

Another nice project inside the project was the development of educational play objects with volunteers of the Dutch institute of natural education IVN. We thought of new objects, designed and put them near the playground. This also will be in the presentation.

Thanks to the companies we worked with it was all possible HVR Speeltotaal, Kinderland, Kompan, Nooijen, Replay, Vario, Veen Design and Yalp.

They make a good example how things also can be done with low costs and flexible designing. Other local organisations as IVN, Solidez, wijkpanels (inhabitants), sports clubs, churches, Krajicheck Foundation, Sportservice Ede and a lot of inhabitants at who's kitchen table we sat were very committed.

The projectmanager will present this to you at Child in the City conference."

## **Mrs Ruth Parker**

### **PhD Candidate**

School of the Built Environment, University of Salford, United Kingdom

### **Listen Up! Hearing children's voices during the design and development of play parks.**

The aim of this PhD research is to develop a tool supporting the evaluation, redesign and creation of play parks facilitating provision of usable and accessible facilities offering play value. Play parks are child centered locations within the built environment and as such it is generally expected that children and young people are active participants contributing to their creation or development. Considering children's restricted home ranges the impact of key locations within local neighbourhoods is heightened. Therefore the design of the urban environment should reflect this (Prezza and Pacilli, 2007).

With public spaces in the built environment being designed for, and by, adults (Valentine and McKendrick, 1997) it is not unsurprising play parks are adult designed with little input from intended end users (Torres and Lessard, 2007). Within the UK responsibility for play park development lies with diverse groups, statutory and voluntary, often working in isolation, unable to draw on positive experiences of other groups, both in terms of design and in eliciting the voices and wishes of active end users.

The current investigation seeks not only to identify areas of good practice in play park design but also to create a toolkit which facilitates consultation with all play park users. Site audits across 20 play parks established that in some cases these did not provide usable, accessible facilities offering play value. Following this 8 case study sites were identified with data collection through site audits and interviews of key persons involved with the development of each play park. Additional data was gathered from site users via questionnaire. Review of this data facilitated the further development of the audit tool to create a toolkit to evaluate provision, encouraging and supporting consultation with play park users through identification of effective methods utilised across the case study sites.

The competence of children and young people to actively participate in decision making varies dependent on age, maturity and cognitive development therefore requiring different consultation approaches. The toolkit supports groups developing play park sites in engaging children and young people in both consultation and design processes. It will not only assist in identifying a wider, more diverse, group of children but also provide examples of consultation methods enabling younger children, or those with disabilities, to be active within the design process, for these children's voices to be clearly heard.

This evidence based toolkit will enable the voices of children of all ages and abilities to be heard in regard to play park design, but also provides examples of effective methods by which they can be heard and take an active role in other consultations influencing wider built environment development. Through this engagement and interaction children, young people and those in authority will not only have appropriate means of communication but also foster a greater understanding of roles, duties and ambitions."

## **Mrs. Rita Passemiers**

Ombudswoman - City Ghent      Belgium

### **Collaboration between the local ombudswoman of the city of Ghent, the Flemish Children's Rights Commissioner and municipal officials.**

How does one contact and achieve interaction with youth and children from vulnerable groups, such as: Roma children, children from migrant families living in illegality, usually without income, who in some cases need to survive in the most appalling conditions?

For me, as ombudswoman of Ghent, the answer to this question was at hand, as some of those people found me themselves through their parents, the school, neighbors or youth workers. It was quite clear to me that these were young people with serious complaints, as for example: homelessness or lack of identity, as a result of identity fraud of the parents. Children who were born here under a false identity and who had been at school for 17 years but were still under the threat of being deported, in risk of being displaced. Should they disappear, would anybody even notice?

It is the role of a local ombudswoman to bring these issues to the attention of the city's administration and management, but the children also needed a personal confidant. So I contacted my colleague, the Children's Rights Commissioner (ombudsman for children in Brussels) Bruno Vanobbergen, who is specialized in the domain of children's rights. As such arose the cooperation in Ghent between the local ombudswoman, the Children's Rights Commissioner and the field workers of the Youth Service.

The Children's Rights Commissioner started with a consult day in the office of the Ghent ombudswoman. At present this is also possible by appointment in order to be more responsive on short notice. Young people or youth workers can make an appointment in Ghent with a collaborator of the Children's Rights Commissioner through the local ombudswoman. This initiative, emanating from the local ombudswoman of Ghent, is positively evaluated and gets adjusted as it is continued. The local ombudswoman formulates recommendations in favor of border registration and identity checks to prevent future dramatic situations involving children. Without registration, one does not exist in our society and is not missed when disappeared.

Several European cities have local ombudspeople and often one specifically for children is provided. Such a collaborative project is accessible to all young people and is especially useful for the most vulnerable children, which are mostly found in large and medium-sized European cities.

This also results in the local government getting confronted with the serious problems those children face.

This collaboration stresses that the slogan ""Ghent a child friendly city"" are more than words."

## **Ana-Maria Patroi**

**phd architect**

ARCADIA ENGINEERING, Romania

### **Child-friendly schools**

If we try to understand and to explain through architectural programs the “child friendly city” concept, it becomes obvious that school stands for an important dimension of this concept. As architects, we should combine the need for a fresh educational vision with the opportunity of rethinking learning spaces of existing schools.

This proposed interdisciplinary approach aims at emphasizing both the architect’s responsibility in building a child potential world and the way architects can acknowledge children’s needs through dialogue and observation. The essence of this study is to test a school investigation and evaluation methodology through emphasizing the formative and creative features of the architectural school space. The proposed methodology aims at supporting architects and designers to evaluate and improve the efficiency of learning environments and at establishing potential criteria of child-friendly design and future interventions. The obtained criteria can be subsequently applied to specific situations: new schools, renovation and extension of the existing schools.

The Romanian case describes a special intervention area particular through the typology of the existing schools, the pedagogical needs and the strinGhent need to revalorize the school space and its role into child’s development in Romania. The aim of the proposed methodology is to assess the “child-friendly” feature of any school. The key to the entire methodological approach is the users’ participation, with an emphasis on children’s participation.

The research focuses on the age group ranging from six to twelve years old. This is the period when school plays an important part in defining child’s spatial identity and has a great influence on child’s socialization process. Another relevant delimitation of the study refers to the school space in relationship with the neighborhood as an important step in approaching and contextualizing the concept of child friendly cities, both through the specific interpretation and through social, cultural and political limitations invoked by the current Romanian context. The proposed method is tested in two schools, one from the capital, the other one from a country town, with a view to emphasize the differences resulting from the application of various criteria: urban context, opportunities provided through the school design but also through the pedagogic vision.

The proposed methodology comprises two research stages: (1) an inventory of the school space considering its three dimensions – classroom, schoolyard and neighborhood and (2) the diagnosis of the school space with the help of its users, emphasizing the children’s participation into two phases: pre-selection based on a drawing assignment and the workshop itself. The first investigation and evaluation stage reflects the vision of the architect and formulates working hypotheses with the help of the typo-morphological analysis, the historical and photographic documentation. The second stage refers to the knowledge, association, perception, creativity and critical thinking of children but also to the pedagogical perspective under the form of questionnaires for the teachers and interviews with the school managers.

The analysis of the results of the diagnosis stage is a feed-back answer to the architectural analysis during the inventory stage.

## Post. Doc. Lise Specht Petersen

University of Southern Denmark, Denmark

### Architecture for play and parkour - functionality or sculptural obstructions?

Within the past 11 years 126 parkour facilities has been established in Denmark mainly in urban spaces but to a great extend also in outdoor areas at schools or other institutional contexts like sports facilities (Larsen, Petersen, Ibsen, Hasani, 2015). A new study shows, that some of these urban spaces with parkour or play facilities are characterized by being temporary (established for a period while a new urban area is being developed), while others are established as permanent facilities (Ibid, 2015).

These facilities for parkour (and other street activities) can be seen as a trend in the city planning in Denmark with an increasing focus on 'playful' and 'moving cities' and many of the facilities have been established with an aim of 'encouraging' children and young people to 'more play' and 'more movement' in urban spaces or in institutions. Further some of these 'playful' facilities in the urban spaces are also articulated as conducive for better citizenship and 'voluntary associations' in the communities etc.

There is no doubt that the architectural design of these new urban spaces with a 'playing appeal' (in form of parkour facilities or play equipment's) are influencing peoples everyday life and their way of using these places – as architecture is influencing human beings everyday lives all over the world. The big question is just, how this happen? The interactions between the architecture and the playing and moving body – whether at the Parkour-facilities, at the playground or in the urban space in general – is the primary focus for this presentation. Further I will discuss how (different types of) architecture seems to influence how different peoples use these places for other kinds of recreational activities, than just specific parkour or street-activities that they were designed for.

The presentation builds upon and brings together the findings from two empirical studies (Petersen, 2014; Larsen, Petersen, Ibsen, Hasani, 2015). The first study has shown that the architectural design at different public playgrounds and urban spaces influences, how children (and adolescents) are 'playing with the body', with remarkable differences on the bodily play in so-called 'functional' and 'equipmental architecture' (with specific predefined play-opportunities) respectively in 'sculptural' (with an open-coded or surprising architecture), 'landscape' or 'shewed architecture' (Petersen, 2014). According to these findings the second study finds, that the architectural design of different parkour facilities (whether in the urban space or in the institutional contexts) plays a similarly important role for the way practitioners of parkour (children and adults) are using the facilities for parkour, bodily play or other kinds of movement (Larsen, Petersen, Ibsen, Hasani, 2015).

Parkour practitioners are known for their way of using the urban city as an 'obstacle', and from that perspective the development of parkour facilities may appear as a paradox. At the same time it seems surprising, that the majority of the parkour facilities are characterized as 'functional' or 'equipmental architecture' (with affordances for basic parkour movements intended in the design) rather than as 'sculptural' or 'shewed' architectural design (without specific pre-defined movements).

The findings from the two studies will be discussed and contextualized in a broader sense in order to address the question if (and to which extension) 'functionality' or 'sculptural obstructions' is preferable in the architectural design of playgrounds and parkour facilities - to whom - and in which contexts? This question seems to be relevant for both decision makers

and architects with influence on the urban city planning as for school leaders, pedagogues etc. with influence on the outdoor areas in institutional contexts, where children and adolescents are spending a great part of their everyday lives."

## **Ing.arch. Mirjana / Lenka Petrik / Burgerova**

Faculty of architecture, CTU in Prague, Czech republic

### **Exploring Prague 7 built environment from a child's perspective.**

In Cooperation with Mrs Lenka Burgerova

At the 8th Child in the City conference we would like to present an ongoing project that is being processed in partnership between Prague 7 Municipal District of the Capital City of Prague, Faculty of architecture, CTU and a local Child Friendly City Initiative.

Prague 7 is a compact city district just north of the very city center of Prague. It is surrounded by river Vltava by three sides and on the fourth side it is facing two major city green areas. Although there are very positive physical conditions in terms of build and green space in Prague 7, opportunities for children and youth, for their activities, safety and freedom are not ideal. The city district decided to change this. They started a long-term project which is to make the city space better for children. By exploring the city from a child's perspective the project is looking for solutions on how to fulfill children's needs by modification and improvement of public city space.

We would like to present first phase of this project which was concentrated on data gathering and was realized in cooperation with local children, their parents and local schools and preschools.

Data gathering contained of several layers. Firstly, we were interested in urban behavior, so we were tracking children movements and we mapped their activities in physical environment. Secondly, we concentrated on children's relation, their needs and their opinions about their surroundings. Finally, we mapped and evaluated physical space itself, its quality, affordances, opportunities.

Data have been gathered by combination of methods, from observation and documenting in field, evaluation to direct participation with children and parents through questionnaires, interviews, and workshops."

## **Mrs Vicky Pettens**

Oostende (City), Belgium

### **EVIDENCE BASED YOUTH POLICY AT LOCAL LEVEL**

The origin of Evidence Based Youth(friendly) Policy has its origin in de medical sector; it's quite obvious that you can only sell medicines when they are duly tested on their effectiveness. These days we notice an evolution to this philosophy in a wide range of policy domains. We have entered an era of facts and figures... To youth policy this could seem a strange and perhaps impossible thing to do. And yet...! It is possible!

Why doing it? It certainly creates a support base amongst policy makers, civilians, other organisations, etc.; it is a bigger guarantee for a genuine involvement of all parties concerned and in the end, it provides a stronger content.

How? There are different theoretical models, but the main issue is to implement different 'areas': organisational data (easy), the stakeholders' concerns (participation!), (best available) scientific research findings and professional experience and judgment (the youth workers themselves!). In the midst of these 'areas', there is the decision making. And of course there is still the specific environmental context to take in account.

I would take as example the city of Ostend, apply everyone of these 'areas' and show in a very concrete manner what we did and illustrate this with actual projects.

I would show where one can easily find the so called facts and figures, what sources can be used, how these facts are often measured, what to be aware of and how a youth worker can actually use them.

Scientific research feels for most youth workers 'in the field' a bit 'strange' or 'abstract', and yet it adds a very valuable dimension to a proposed policy or specific project! I would highlight the pro's and cons of own research (often very basic, takes a lot of time, needs specific skills and what about measuring impact instead of output, etc.). I would point out how to make use of the best available scientific research, which has a few important advantages, such as the fact that is often generally accepted (important if you have to win over other parties), it often offers some continuity, some research is readily available and most of the times even free.

The third 'area' is for the youth sector the best known: it is trying to find out who is a stakeholder in the field of youth policy and what their needs, values, preferences,... are. How do you get started? What about very young children? Try to be original.

The fourth 'area' remains often underexposed: it is the professional experience and judgement of the youth worker him/herself! We should not underestimate our own expertise, experience, knowledge, etc. And it is good to explicate this. The networking and exchange of expertise is within this 'area' crucial. The best example is the Child in the City-congress itself (I have attended it myself from the very first edition), but also for example the congress of the International Play Association."

## **Mrs. Imke Pichal**

Childfriendly cities in Flanders, Belgium

### **Toolkit childfriendly cities in Flanders: [www.kindvriendelijkstedengemeenten.be](http://www.kindvriendelijkstedengemeenten.be)**

Assessment in three steps:

- STEP 1 - how childfriendly is the city?
- STEP 2 - how do children and youngsters experience the city?
- STEP 3 - how can the city become more childfriendly? (strategy)

Throughout every step, pay attention to - Communication - Create a sure foundation for childfriendliness Inside and outside the local government

STEP 1 – How childfriendly is the city? Themes: Housing, Mobility, education, leisure time, public space planning, security, health, well being, environment, influencing local policy  
Instruments: Data analysis, Survey (based on UNICEF survey), Control group (-12 and +12), Focus groups: Local governmental services, stakeholders, youngsters  
From step 1 to step 2: Selecting priorities

STEP 2 - how do children and youngsters experience the city? - Qualitative research on the priorities - Diversity in profiles (age, sex, educational level, vulnerable groups in society, geographical area) - It's not about opinions, it's about experience, perception, interpretation - Childfriendly methods

STEP 3 – how can the city become more childfriendly? (strategy)

- Vision on local childfriendliness - Mandates for implementation - Making budgets and people available - Work towards an action plan.

### **2. Certification 'childfriendly city' in Flanders**

Criteria in portfolio:

- Being childfriendly is a work in progress - A sure foundation for childfriendliness - Certification for 6 years
- Policy is based on analysis
- Children and youngsters influence local policy
- Other stakeholders influence local policy
- Strategy for childfriendly policy
- Approval by portfolio

### **3. Implementation of the toolkit**

- Cities work on their childfriendliness in their own way, with their own means
- Cities can use the toolkit independently
- Cities can work with a consultant/coach"

## **Miss ALKISTIS PITSIKALI**

Northumbria University, Greet

### **Everyday heterotopia. Examining children's public lives in the crisis playground.**

This paper focuses on children's everyday lives and their expressions in the urban public space through play and intergenerational interaction. Children's experiences in the city are informed both by the spaces they are allowed to use and the ways they are expected to use them. I approach children's experience of the public realm by examining the role of space and more specifically that of the playground. Child-centred, their existence based on the intention both to segregate and at the same time to engage children with the public realm, playgrounds function in intimate relation to their surroundings, defining and being defined by them. As small-scale spaces of the everyday they are produced by and at the same time reflect wider social dynamics; in this case that of an ongoing socio-economic crisis.

The playground space is framed as a socio-spatial entity bearing heterotopic characteristics expressed and realized through play; a domain continually transformed as children and adults inhabit it. This paper approaches playground as a blurred space adjacent to, rather than on the margins of, adult-centred public realm, the main question being: How does space, and particularly playgrounds, inform children's participation on the public realm?

To what extent does a playground -purposely child-centred- communicate with the surrounding public space and what is the role of play -perceived as a vehicle towards intergenerational relations- in this interaction? In order to ultimately examine the influence of child-centred spaces on children's public lives I will explore how methodology reflects the research's theoretical framework. By drawing connecting lines between the concept of heterotopia -understood through the alternate orderings of play-spaces - and ethnography, I will examine the ways ethnographic fieldwork - grounded by findings of an ethnographic study (in progress) on two playgrounds in the city of Athens during a period of extended socio-economic crisis- engages with the complexity of children's experience in the urban space.

## **Marc-André Plante, Director general**

Carrefour action municipale, Canada

### **The municipal family policy experience in Quebec (Canada) : Impacts and perspectives for children and their parents**

It was in the 1980s, influenced by a government consultation on the subject, that the idea of a government family policy appeared for the first time. During this period, the appointment of a city councilor in charge of family issues in each municipality in Quebec (Canada) was also proposed. This elected member would be responsible to insure that family interests are preserved by all projects brought to the attention of the city council. If municipal actions for families already existed at the time, this vision was innovative in addressing the municipal level to promote public policy in favor of families.

This context was the trigger for the first municipal family policy (MFP) in 1989, paving the way for some 783 MFPs in cities and 31 MFPs in regional county municipalities (RCM) all over the province of Quebec (Canada) in the following years. In 2016, municipal family policies represent more than 4000 measures developed by and for families, reaching 86% of the Quebec population on all 17 administrative regions of the province.

The MFPs and their action plans have become governance tools which set out the intentions of the city or the RCM to intervene in its fields of expertise to support and improve the quality of life of families. The adoption of a MFP is an opportunity to provide a prominent place for family issues in municipal decisions locally.

More than just a guide, the MFP has become, over the years, a real instigator for community development. It relies on five winning conditions which have been essential to its success:

- The partnership agreement with the government (Ministry of Family Affairs) to ensure funding of the process since 2003
- The appointment of an elected head of family issues who plays a role of interlocutor to ensure the voices of family issues among municipal decision making
- Focus as much on the development process than the content (tools, support)
- Provide support in the community that fosters empowerment
- Encourage the mobilization and the participation of different groups of actors that can influence the orientations of the MFP
- Build on participatory governance (committee) that promotes the sharing of ideas and solutions (consultation and partnerships)

The MFP has been able to stay relevant throughout the years because it was able to reinvent itself and stay focused on the issues of society. By browsing through the content of action plans deployed over the years, we are able to see the wide range of projects and initiatives that offer families safe living environments planned according to their needs where families are able to find quality recreation and accessible community services (green areas, parks, cycling networks, etc.). MFPs also includes numerous actions that affect the accessibility of housing, public transit as well as early childhood care.

In this workshop, we will highlight concrete actions implemented in cities all over Quebec (Canada) that will demonstrate the benefits of MFPs and how they have become a key tool in the promotion and respect of children human rights in the province.

As a conclusion, we will discuss some of the major issues and developments that will mark the coming years."

## **Ms Priyanka Prasad**

aProCh, India

### **aProCh: a Protagonist in every child**

Child Friendly City' is a city that is designed taking into account nurturing of and caring for 'childhood'. The child's sense of connection to the world can be damaged by a landscape which is solely organized for the convenience of the automobile, technology and other trivial consumption.

aProCh (acronym for 'A Protagonist in every Child') is a community based initiative started by Kiran Bir Sethi the Founder/Director of the Riverside School in 2007. The main idea is to create a Child Friendly City, i.e., a city which makes the child feel safe, happy and a place from which the child derives fun, joy and opportunity.

To achieve this goal aProCh has various initiatives (as below) under its umbrella to integrate children from all demographics to become a community:

- **Street Smart:** An initiative where major streets of the city close down (one day in a month) for automobile traffic and welcome children and the community to feel free and safe. The streets open up to set up games, activities, stalls etc., and safe for them to have childhood experiences.
- **Parents of the Park:** This is an initiative by aProCh with a sole purpose of bringing parks alive for children. Children from all walks of lives are invited in the parks where adults take ownership of nurturing and caring for childhood, by providing skill based workshops such as Martial arts| Cycling workshops around repair and maintenance| Health and hygiene and many more.
- **City on Cycles:** An initiative started in response to the lack of cycling culture for children in urban cities. There are several malls in the city with heavy automobile traffic but no cycling paths. Even for short distance commute children are completely dependent on adults. There is limited to nil opportunity for children to know the fun of cycling and exploring the city independently. 'City on cycles' is an attempt to respond to this by promoting cycling amongst children by hosting cycling events every month at different parts of the city.
- **Mov'ing Experience:** It is an initiative wherein we request corporate, business houses and recreational places to open up its spaces for children of the city to provide different exposures where children can have fun, while they learn. E.g., A visit to the Children traffic park - Here children learn traffic rules by mock experiences and also have fun.

**IMPACT:** aProCh today is 8+ years old and the impact of this initiative is that children are now considered a part of the city planning. Children have created Child friendly Zebra crossing, sculptures and hoarding for traffic awareness and murals for parks. Although aProCh started in Ahmedabad it has now reached 7 Indian cities of Rajkot, Surat, Baroda, Aurangabad, Kolkata, Hyderabad and Maharashtra. It has touched the lives of 2 lakh children. Today aProCh not only stands for making cities child friendly but has also been instrumental in changing the mindset of all stakeholders including the local government, police, schools, NGO's and citizens."

## **PhD Isabel Preto**

IPCA Portugal

### **Extending the voice of young people: exploring their suggestions for better cities**

"According to the UNICEF's report ""The State of the World's Children 2012: Children in an Urban World"" there are more than one billion children living in small and large cities. Forecasts indicate that in the future this will happen with the majority of children.

Traffic, dangerous environments, violence, inadequate transportation, insufficient or inadequate public spaces for children and adolescents contributed to an unfriendly image of cities to children.

These also contributed to an increasing parental concern. Young people are often constrained in their action on their environment, living over-protected and over-controlled, without freedom to explore, independently, the public spaces and the natural surroundings

However, in building more sustainable cities it is important that young people have the opportunity to influence matters that affect them. We are witnessing an increasing emphasis on the importance of promoting the children's participation in planning processes of their usual surroundings.

As part of a broader study about participation of children and adolescents in urban planning processes, in Portugal, we tried to understand which aspects young people value and regard as welfare generators within their communities and which transformations they would suggest to the authorities if they were invited to participate.

The study included 825 students, aged mostly between 10 and 14 years, living in four Portuguese cities. We present in detail the results from Porto (the second biggest City in Portugal) and from Azores islands.

The analysis regarding which aspects young people value most, showed four distinct vectors: a) tranquility and security; b) family and friends; c) beauty and preservation of the natural environment and d) good infrastructures.

Regarding their suggestions to improve their cities we could distinguish three different profiles: a) students who do not indicate any suggestions or that consider that there is no need for improvement; b) students that indicate mostly suggestions related to recreation and cultural activities and c) students who indicate mostly suggestions related to infrastructural and environmental improvements. Profile 2 is more related with students from Azores and and Profile3 with students from Porto.

Some suggestions are probably easy to implement. Others are more difficult, even though relevant. As such we conclude that there is potential to include and discuss children's suggestions to improve their localities."

## **IRENE QUINTÁNS**

Urban Consultant

BERNARD VAN LEER FOUNDATION, Brasil

### **Designing liveable cities to support healthy child development**

"Urbanization is rapidly shaping the future of our planet. Today, more than half of the world is living in cities, including more than 1 billion children – a number that is increasing as more families are drawn to cities in search of a better future.

At the Bernard van Leer Foundation (BvLF) we subscribe to the hypothesis that a city that is designed from the perspective of a young child (0 to 3) is a city that benefits all its citizens. Based on this statement, we are launching a strategic solution to improve the opportunities of young children that grow up in the urban slums of mega cities. We call it Urban95.

Urban95 asks city leaders, urban planners, architects and engineers the question: if you could see the city from an elevation of 95cm – the average height of a healthy three-year old – what would you do differently? It is premised on the belief that if we want to make a city liveable for everyone, planning from the vantage point of a toddler is the best place to start.

In order to achieve these objectives in Latin-America, it will be developed an international consultation workshop in Bogotá (Colombia) in the coming months (June-July 2016, exact date subject to confirmation).

The workshop would aim to make a consultation where a group of guests, specialists in urban issues and members of city government teams of Sao Paulo, Recife and Bogota, develop urban solutions considering the perspectives of an average child aged zero to three years old. The International Consultation Workshop in Bogota will provide analysis and recommendations for the strategy of BvLF, gathering relevant knowledge and information about the potential of the cities and its citizen to engage municipal governments in re-designing cities to the height of an average 3 year old child: 95 cm.

We hope to have the participation of the crew of urban planning of the City of Bogotá, as well as those of Recife and Sao Paulo, with a representative of experts of an academic or non-governmental urban architecture institute in those cities, in order to ensure continuity and legitimacy of the consultation a cross electoral processes.

We would be pleased to present the results of these consultations and guidelines at the 8th Child in the City conference."

## **Ms. Giulia Raimondi**

SOS Il Telefono Azzurro Onlus, Italy

### **Border Children: Missing Unaccompanied Migrants Children**

SOS Il Telefono Azzurro Onlus (TA) is a non-profit organization committed to the prevention of child abuse and neglect. For 29 years, TA has been promoting total protection of children's rights, taking care of children, adolescents and Unaccompanied Minors (UAMs) facing difficult, violent, abusive experiences daily.

TA provides support and counselling to children and UAMs, promotes initiatives and projects within the Country and within international cooperative networks with shared aims and values. Activities involve trained volunteers and include dedicated free Helplines and Hotlines available 24/7, such as: the 116.000, European hotline for missing children; the 1.96.96, National Child Helpline, dedicated to children and adults who wish to report abuse, violence, neglect, etc.; the 114, Italian child's welfare emergency Number.

TA handles the issues related to all types of Missing Children every day. Within this topic, the issue of Missing UAMs is rising year by year and it is getting more and more difficult to face with the tools available until now.

To answer to this challenging matter, TA is pro-actively involved in several European and International Networks and it is focused on monitoring development and actual implementation of the EU policies related to: migration and asylum, fight against organised crime, police cooperation (e.g. for cases regarding trafficking of children), child protection systems and child alert mechanisms.

In Italy there are more activities addressed to first recovery that do not assume a long-term approach to UAMs' issues, hence TA promotes advocacy actions aimed to pay attention to the empowerment pathway useful to facilitate the integration of UAMs.

TA works on the territory, so it can answer to the specific needs of children because operational and volunteer centres are scattered across Italy. These centres are open daily promoting prevention activities and creating awareness around rights of minors. TA guarantees a deeply rooted service across Italy through the Milan, Rome, Turin, Treviso, Naples, Palermo and Florence centres.

In Italy, in 2013, 24% of registered UAMs went missing from reception centres and that many more go missing before registration. The Ministry of Internal Affairs reported that in 2014, 3,707 UAMs of the 14,243 who were registered after arriving via boat went missing from reception centres. The Ministry of Welfare reported that in 2015, 62% of all UAMs who had arrived between January and May went missing

TA, to face these issues, is actively involved in several projects targeted to UAMs and Missing Children, with a real impact on the territory:

- "Poste Insieme": training stakeholders involved with UAMs to prevent related risks and "Cooperation with Prefettura" for Province Plans for Missing Persons;
- "SUMMIT": safeguarding UAMs from risk of disappearance, identifying Best Practices and Training for Interagency Cooperation for stakeholders involved with UAMs, as well as strategies and behaviours related to the prevention and response to disappearances;
- "CRM-Client Relationship Management": a tool that will provide a shared database for missing children cases, to all 116 000 hotlines;

- “Not Found Page 404”: that allocates “error web pages” to advertisement on missing children cases.”

## **Dipl.-Ing. Dajana Rokvic**

Vienna University of Technology, Austria

### **Engaging children in participatory planning**

"Intense urbanisation and city development has neglected children as individuals in need for free and uninterrupted movement and exploration of their neighbourhood. Regardless if the country is developing or is very high developed, children seem to lack the ability to use their creativity and express themselves in natural environment. The movement of children is mostly limited on enclosed playgrounds which provide structured play activities.

As a part of my dissertation topic under the title "Appropriation of Neighbourhood by Children" at the Vienna University of Technology I am engaged in research with school children ages from 8 to 13. Research is focused on one school in one urban neighbourhood in Banjaluka, Bosnia and Herzegovina and two schools in one urban neighbourhood in Vienna, Austria. There were 221 children participants who were questioned about the importance of natural environment and playgrounds in their neighbourhood. Research included children with disabilities and children with different religion and ethnic background.

Research in Banjaluka, Bosnia and Herzegovina was conducted in period from October 26th until November 1st, 2015 and in Vienna, Austria in period from April 4th until April 28th, 2016.

The research consisted of three parts:

1. Drawing a path from home to school.
2. Drawing a favourite outdoor place to play.
3. Walk through neighbourhood and visit to different playgrounds.

In all research parts discussion with each individual child was held. The voice was recorded and the discussion was written down.

In the first part it was important to establish wayfinding patterns and to provide an answer on what children remember the most on their way from home to school, i.e. what are their orienting points. The second part was important in understanding of children's socialisation process, their engagement in outdoor play and construction of their favourite places. The third part was important because of active involvement of children in outdoor environment and observation of their use of spaces.

Results show that there is a difference in environmental perception regarding to age. Younger children, ages 8, 9 and 10, are more serious and detail oriented when approaching the task of drawing their environment than older children. Drawings are clear and concise, and they more easily communicate about their environment.

Until now research has shown that children are valuable and credible interlocutors. Although they are not skilful in reading maps, they are able to form an idea about their environment and to represent it graphically. They are concerned about safety in their neighbourhood and are careful if in the presence of unknown people. City children have limited freedom of movement through neighbourhood. They are usually supervised by parents. Unknown people, traffic and dangerous playground equipment are usually seen as obstacles.

Movement plays an important role in children's outdoor engagement. To include children in planning process it means allowing them the possibility to tailor their spaces according to their needs and to become more associated with neighbourhood they live in.

## **Tine Rommens**

Staff member

Kind en Gezin (Child and Family), Belgium

### **Sustaining cities in developing child friendly services: family centers (Huizen van het Kind) in Flanders**

A family center (Huis van het Kind) is in the first place a network of local services providing preventive family and educational support and preventive health care for young children. One of the key elements is the possibility for parents and children to meet one another, as it is considered as the most powerful way to support parents in parenting from a preventive point of view.

In many places a family center is a building or campus housing the different services who joined the network. In some places they are linked to child day care and/or pre school activities.

The idea emerged from the belief and the experience that strong cooperation between services will enhance the possibilities to meet the needs of parents and children, will lead to lower thresholds for families and a greater accessibility, will improve the quality and the effectiveness.

In 2014, the Flemish Government developed new legislation to support local governments to realize these family centers with a lot of partners. Today, there are 123 family centers across Flanders. There is a wide diversity in local practices, but the main frame is the same: a family center offers support to (future) families, children and teenagers, taking into account the existing diversity between them.

The main mission of family centers consists in offering preventive family support and to create equal opportunities for all children and their families. Family centers have to contribute to health equity in the broadest sense of the word, which is considered of great social importance. Family centers aim at all families and pay special attention towards families in need. The basic point of departure is proportional universalism. Family centers offer a wide range of universal services for families, children and youngsters. These services can vary in intensity – depending on to the needs of the family or children/youngsters concerned.

Family centers work integral: they consider the needs of the whole child. Education, parenting support, culture, welfare, health, finances, ... A wide range of issues is treated in a family center.

Family centers are in general financed by public funding, but from various domains (welfare, youth, culture) and levels (regional, local) as they are at the first place local networks of different services working together for families and children. There are a lot of challenges in the future: How we can promote local organizations and actors to work together? How can they provide common and qualitative services to families? How we can handle with the huge diversity of society? How family centers can work participative and inclusive with families and children?

Child and Family (Kind en Gezin), a Flemish governmental agency, offers support to local governments to develop a family center. Child and Family is an agency that works actively in 'Public Health, Welfare and Family' policy area. This Flemish agency focuses on preventive treatment and guidance of young children geared to good outcomes in the future. EXPOO (

Expertisecentrum OpvoedingsOndersteuning), as a part of Child and Family, is the Flemish Government's expert centre for parenting en family support. They also support Family Centers and provide practical assistance by collecting, enhancing and disseminating the relevant knowledge and know-how.

Child and Family and EXPOO are constantly looking for good international practices to enrich our Flemish services. And otherwise, we can also offer a lot of meaningful insights from our own experiences."

## **Miss Wulan Suci Sakti Rony**

Government of the District of Anambas Islands, Indonesia

### **The Little Doctor, helps their friends, encourages the community**

"Health education is important and should begin at a young age, because the children are our future. In Anambas Islands, Indonesia, more than 50% population are the fisherman, and as parents, many of them are not able to give basic knowledge about health to their children because of lack of education, knowledge, or simply negligence. Realizing the problem, The Little Doctor Program has been invented and is carried out as part of school health education in the primary school.

The little doctor program is child-to-child educative approach and designed for selected students from 5th grades to serve as "Little Doctor", they will be trained by trainers, who will be selected from the physicians and education officers working in the area, the trainers will train little doctors about various health education and other health related activities including dental health problems and oral hygiene, nutrition, first aid, and simple treatment, and then they assist their teacher on health promotion and help their classmates learn about health problem and how to prevent the infection. The selected teachers will supervise and monitor the activity and guide the little doctors, while the trainers will visit the school once or twice a month.

The little doctor plays an important role in child-to-child education, because they have the nature of being innocent child. They can communicate to their friends just the way they are, and how they want to, as simple as it should be. Therefore other students will be easier to understand about health related things, because it taught in their "own language". And also the little doctor themselves will strengthen their understanding and practice on health related matters.

In this program, the little doctors and all students are expected to spread the information and knowledge to their home, because as told before, many parents in Anambas Islands are not well-educated and well-informed especially about health issues. We believe once something has become a habit, it will be last longer, by then, self-awareness about healthy living will increase eventually, and home is definitely a good start.

As we know, children also have an important role in community, in little doctor program, we will engage children in learning about health issues and encourages them to disseminate their knowledge to other children, their families and their communities.

The little doctor is an inspiration to their classmates, even their messages are not only reaching in schools, but also helping to improve community health. If it can be implemented successfully it promises to a huge positive impact in the future health of the nation."

## **Mrs Lenny Rosalin**

Monash University, Australia

### **Child Friendly City Development in Indonesia: Building a System for Protection and Promotion of Children's Rights**

Child Friendly Cities (CFC) Policy in Indonesia is an attempt of the government to build a system of children's rights fulfilment and child protection. The system aims to provide an integrative framework for the local government to fulfil the rights of and protect all children. The Government of Indonesia, through the Ministry of Women's Empowerment and Child Protection (MWECP) has made efforts to generate the CFC policy an integrative framework. One crucial aspect of the CFC policy is a set of indicators that embrace numbers of important aspects of children's life.

The indicators have been developed from, and engaged with, the UNCRC, including civil rights and freedom, basic health and welfare, education, leisure and cultural activities and special protection measures. CFC Awards are presented every two-years to Mayors during the celebration of National Children Day in appreciation, and to motivate local governments that are considered the best in developing CFC. The awards are given according to performance against CFC indicators.

The CFC policy also encourages the local governments to involve community organizations and private business enterprises to enable the framework works at the ground. The MWECP has initiated and established a productive network with numbers of big private business enterprises that resulted in the formation of Indonesian Association of Child Friendly Companies (IACFC). Yet, challenges remain in the CFC policy's implementation. Indonesia has high number of population and children and comprises more than 13 thousand islands, 500 cities and districts. This number of population and high diversity of culture and values in Indonesia has created local variations of the CFC policy implementation in Indonesia.

The presentation will cover progress of the CFC policy in Indonesia as strategies that the government developed to fulfil the rights of and protect all children.

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## **Ms Pippa Rowcliffe**

Human Early Learning Partnership, Canada

### **Children's Voices: From Research to Action**

One of the central components of a child rights approach is the need to give children their own voice to express their perceptions, needs and desires. This conference presentation will describe the Middle Development Instrument (MDI), a population level survey developed by researchers at the University of British Columbia in Canada, and how it is being used in communities across British Columbia to improve children's lives.

The Middle Development Instrument is the first population level survey of its kind in Canada, used in schools in British Columbia, that gives children the opportunity to tell us about how they are feeling and what they are doing both inside and outside school. Children aged 9 and 12 respond to the questionnaire during class time. The data collected are gathered into rich reports that can be used at many levels to improve communities and schools for children. The reports provide information on children's wellbeing, the assets they have in their life and on both how they currently spend their time and they wish they could be doing.

The MDI is a tool to support children themselves, governments, educators, health professionals and policy makers to move toward actions that will create supportive environments where children can thrive.

Every school that participates in the MDI receives a confidential report that shows their school's data compared with their city's average. Schools have used the reports directly with their children to improve the school environment.

Every city that participates in the MDI also receives a community report, which maps results by neighbourhood – not by school – providing government bureaucrats rich data at regional and neighbourhood levels to plan and improve services for children and shape policy. Social service organizations also use the information directly in their planning. The MDI data enable us to understand and then align our actions much more closely with children's own perceptions of what they need.

This conference presentation will provide background on the MDI research tool and show examples of maps and reports created from the data. We will also share tools for actions which have been developed to help schools and communities interpret and act upon the data along with examples of how cities have listened to the opinions and concerns of children expressed through the MDI survey tool.

#### **Presenters**

- Pippa Rowcliffe is the Deputy Director of the Human Early Learning Partnership (HELP), a collaborative, interdisciplinary research network, based at the School of Population and Public Health at the University of British Columbia. Pippa leads HELP's community engagement process.
- Helen Davidson is an early and middle years community developer based in Vancouver, Canada. For the last 15 years, Helen has supported communities and organizations working together to build a strong foundation for children, particularly in urban settings. Currently, Helen is involved in projects focused on children's rights, child poverty, social-emotional development and place-based initiatives."



## **Mr. Hari Sacré**

University College Ghent, Belgium

### **Learning community ‘Ghent child – and youth friendly city’**

In this presentation we present the approach of the learning community ‘Ghent Child – and Youth friendly city’, that emerged as a collaboration between the Youth service of Ghent, and a research team of University College Ghent. The learning community is a part of a larger research project on children in urban spaces (KIDS). Policy makers of different policy sectors of the city of Ghent were invited to participate. In four discussion rounds, over a period of two years, the policy processes in Ghent were monitored and supported by the research team.

While monitoring the policy processes on the child – and youth friendly city in Ghent, the research team discovered a prevalent focus on the question ‘how to make the city more child-friendly’ while little attention was paid to the question ‘what is the child friendly city, and how could it support the position of children and young people in the city’. Drawing the focus on the latter question and inspired by the case studies in their own research, the research team developed an instrument to support policy makers in (re)designing policy action plan for the city.

This instrument focusses on enhancing citizenship of children and youth by using social spatial, social pedagogical and spatial pedagogical insights.

## **Prof. Osamu Sakuma, Architect**

Faculty of Eng., Kyushu Institute of Technology, Japan

### **Can we evaluate the City with concept of "CFC"?**

The Evaluation Indicator for & Method for "Child Friendly Cities" as municipal policy of Japanese local government

After economic rapid growth age Japanese local government was gradually holding various city problems to be solved. For example, there are decrease of the population and birthrate and increase of aging population, economic slumps and also growing motorization has led to rapid urban spread and leading to urban problems such as the hollowing out of city centers and the Urban and domestic environmental problems.

Those city problems cause also various difficult problems in the children's growing environment and child care environment. For example, the decrease of natural environments, the playing space, the playing mate, and the playing time can find us as particularly remarkable tendency.

And it also cause the increase number of the child who is bullied at school, school refusal students, child suicide and the juvenile crimes and Japanese children cannot have a dream in their future compare with the other country (consciousness investigation of the OECD are pointed out) and in above these phenomena are becoming a big social problem now in Japan.

Therefore, as for the improvement of city policy which is concerned with children's growing environment, child care environment are quite important issue for local government and the future in Japanese society.

Japanese government is preparing the necessary funds for the local government that can proceed a new city policy that will be able to solve those city problems.

However, as for the priority in the improvement of the city policy of the local government, economy and the employment, aging and infrastructure maintenance have top priority, and, as for the city policies such as the improvement of the children's growth environment except it, there are many cases that are not given priority to.

This study is fundamental analysis to find a method which the local government and citizens will become to have much more interest to the city policy "Child Friend Cities" and also understand to the real value and meaning of it.

"Child Friendly City" which UNICEF proposes is quite important city policy in the world but the contents of this concept is rather abstract and it is not so easy to persuade and reflect it directly to the real city policy in Japan.

So we are going to propose the evaluation indicator & method for "Child Friendly Cities" municipal policy of Japanese local government.

We would like to discuss a city policy with these concrete evaluation indicator and methods and hope for it being connected for the promotion of the "Child Friendly Cities" city policy in the Japanese local government."

## **Ilaria Salvadori**

Manager, Pavement to Parks  
San Francisco Planning Department, United States

### **Building Playland: a participatory urban design project with teenagers in San Francisco.**

The Playland project is part of the Pavement to Parks program, a tactical urbanism initiative of the San Francisco Planning Department aimed to test the possibilities of urban underused areas of land in San Francisco by quickly and inexpensively converting them into new public spaces for local communities. All designs and installations onsite are removable and temporary, allowing alternative public space and land use options in the future.

The Playland project, built on a former school site now in disrepair, has been designed and built with local residents, especially with the skateboarding community. Teenagers and designers got together to create a new skateboarding area- the area will be used by many and maintained by a local youth organization. Skateboarding, an outlier in youth recreation, has been successfully integrated in this project in spite of some local opposition.

The project, a success story in including children's voices in the contested spaces of our cities, is an example of conflict resolution and the power of creating places that can include and celebrate the everyday life of young people in urban environments. The presentation will outline the principles and goals of tactical urban design and will illustrate the obstacles and struggles of the project together with its achievements.

## **Ms Kirsty Saunders**

The City of Greater Dandenong, Australia

### **Shaping our City- Governance, Democracy and the Child's Voice**

Do we really know how children perceive local authorities? Local government may recognise children as equal and active citizens but how does this translate into practice? Bridging this gap is fundamental to building a child friendly city where children are equal citizens with a strong sense of belonging and citizenship.

The Greater Dandenong municipality is the most culturally diverse community in the state of Victoria, Australia. Nearly two-thirds of its 145,000 residents were born overseas. As there is diversity of people in Dandenong there is a diversity of perception of local government. This raises the question of how children interpret local government. Is it based on how they experience it in their home country? Do they even consider it? Is it flavoured by their family's experiences? Or is it based on their interaction with it?

Working within these complexities Greater Dandenong City Council strives to provide a positive interface with community and a child friendly city where all children and young people are valued, respected and celebrated. Council is committed to the whole child through its Children's Plan which provides a strategic focus on children's learning and development, community connection and safety, improved health and wellbeing, access to services and the voices of children.

By working with children to have their voices heard Council works to bridge the gap between local government and children to ensure children contribute to the development and experience of the city. This interaction also provides children with the opportunity to build a relationship with local government and better understand its role in ensuring residents live rewarding, healthy and socially connected lives.

Children have the opportunity to engage with Council to express their opinion about the city they want and their priorities via a children's forum and youth summit. Their voice contributes to the development of the Council Plan which drives Council's priorities. Children's wellbeing, sense of belonging and citizenship is fostered as Council continues to value and celebrate the local voices of children and children continue to have their say about their city.

Children are celebrated via an annual children's festival and through local media. The festival provides a positive interaction between Council, community organisations and local children and families. During the 2015 festival, attended by approximately 16,000 residents, local children interviewed each other about the City. Children were asked by other children what they liked about the city, what are important issues for children and young people and what could be improved. Children felt empowered both asking and answering these important questions. Their responses were captured on film by a young person and are now displayed on a public screen to celebrate these important voices.

Children's interaction with Local Government in the City of Greater Dandenong continues to support Council in understanding children's needs and their role as active citizens. At the same time this relationship supports children in understanding the role of Local Government and the power of what can be achieved by working together to better our city and our community. "

## **Mr. Lech Schelfout**

Atlas, Integratie & Inburgering Antwerpen, Belgium

### **Moving towards an integrated program for older migrant children**

"In Flanders, newly arrived minor immigrants between 12 and 18-years old are required to attend OKAN classes, before they are allowed into the regular education system. OKAN is a –usually one year- ‘welcome class,’ mainly consisting of generic Dutch language classes. Currently, these OKAN classes are ill-adapted to answer the needs of the older students, aged 16 and above. These youngsters run a very high risk of not obtaining a diploma or being unemployed. Schools -both regular and adult education-, social partners, civic integration services and public employment services have to cooperate to provide integrated counselling and individually adapted courses for these youngsters. Local partnerships play a crucial role to make the first steps.

OKAN classes are designed to prepare 12- to 18-year old immigrant children for a school career in the regular secondary education system. 16- to 18-year olds however, are probably better off with a tailored made programme that makes them ready for alternatives, such as adult education, part-time vocational education or shorter job trainings. OKAN schools are often not familiar with these options. As a result, the majority of older OKAN students end up in the regular education system anyhow, nearly always in a grade well-below their actual age and they are heavily over represented in secondary vocational schools.

Frankly, in the given situation, OKAN schools –who lack funding for additional counselling and have to rely on mostly young and inexperienced teachers- are doing a heart-warming effort to put immigrant children on track! Nevertheless, after finishing the OKAN programme, most older students are not capable to bridge the gap to alternative study or training options. This is mainly due to the high Dutch admission criteria of adult education schools and vocational training centres. An insufficient knowledge of French or English, applied mathematics or computer skills can be another obstacle. The enormous heterogeneity among the OKAN students, ranging from Polish kids, who were just short of obtaining their secondary school diploma, to illiterate unaccompanied Afghan refugees, makes it also very hard for OKAN schools to guide their older students to the most appropriate options.

Atlas, the city of Antwerp’s civic integration agency, is taking part in an AMIF-funded project, aimed at 16- to 18-year old newly arrived immigrants. The project, which runs until December 2016, is taking place in seven Flemish regions and Brussels. In Antwerp, it focuses on three aspects: a special civic integration summer course for youngsters, personal counselling and a local coordinator’s role. Hopefully, this AMIF project will lay the foundations for an integrated program for older OKAN students.

Such integrated program for older immigrant children should:

- start off with an intensive screening period –preferably in the youngster’s mother tongue- to have a good idea of his background, future dreams and his competences.
- be the result of a close cooperation between OKAN schools and other partners
- include personal counselling
- provide coordination between all the local partners

-be determined by the background and the needs of the youngster. (E.g. individually adapted Dutch classes)"

## **Anneleen Schelstraete**

Youth Ambassadors @the Library  
Public Library of City Ghent, Belgium

### **Bomb the Bib**

In March 2017 the new and innovative City Library for Ghent 'De Krook' will be a fact. Very important and very new in this ambitious project will be the library for youngsters.

From June 2013 till May 2014 we organized the research and participation project 'Bomb the bib' (Bomb the library - with explosive new ideas) on the involvement of young people in the activities of public libraries in general and specifically in the creation of the new library for youngsters in De Krook. The project 'Bomb the bib' helped to create political support for the library for youngsters.

Research Centre 'iMinds MICTUGhent' designed the methodology of the research project 'Living Lab research Bib2.0' and 'REC Radio Center' (future co-habitant on the new site) was responsible for the external communication.

This Living Lab research aimed at identifying the potential target groups in Ghent and their expectations of a modern library in the Krook. It consisted of an environmental scan, international expert interviews and a survey completed by 500 youngsters (20% of young population in Ghent). The final report with the recommendations of the youngsters themselves on service, offer, activities, atmosphere and interior design was given to the international team of architects.

While planning and preparing its move to the Krook the Ghent City Library want to underline the importance of the role a public library can play in activating young people in our society and motivate them to cooperate. By joining forces with the Youth Services of the City of Ghent, using their participation-methods and experience working with the youngster, we want actively involved a representative part of our target group in the creation of the new library, building further on the results of the research of Bomb the Bib.

We want to focus on an important transformation of the library concept: from 'for the inhabitants and users' to 'from the inhabitants and users' = ownership. While introducing Young Ambassadors we want to focus on the involvement youngster can have towards the creation of their library and underline the importance of the role of public libraries to engage young people in society both on a social, practical and a cognitively level.

Regularly workshops will be shaped and executed in close collaboration with the Youth Service of the City of Ghent, with the main goal to keep abreast of the needs, expectations and interests of young people. With a range of activities: involve youngster in assembling the collection (books, games, graphic novels...) , contribute to the opening event of the new Library, organize concerts, meet & greets with authors, engage them to give read advice to peers, learning them in gathering and working with information and media using different methodologies training literacy skills, visiting other libraries, getting inspired by cultural and youth activities in town, ...

The underprivileged was the hardest target group to reach in the research and participation project 'Bomb the bib'. Therefore we want to focus on them during the project, in collaboration with the 'vzw Jong', a non-profit organization Youth Welfare organizing daily activities for diverse groups of children and young people in different neighborhoods of the nineteenth-century city belt and downtown in Ghent. We will start working with dedicated

groups of young people to discuss and further investigate what the new library can mean to them. To confirm being a relevant Youth Library for all youngsters in town. "

## **Wim Seghers**

Expert playspacepolicy  
City of Antwerp, Belgium

### **Project 'Robinsontuin' in the city of Antwerp, Belgium**

The city of Antwerp has renewed the playground 'Robinson garden' in the quarter Leftbank. The project was special in many ways! From the start The city of Antwerp had the intention of creating a playful landscape that is integrated into its environment with special attention for children and visitors with disabilities. There was an intensive consultation process conducted in a synchronized time frame together with the design process. A lot of attention went to schools and organizations that work with people with disabilities. Their opinions and feedback were taken into account from the start until the grand opening.

In the design, specific attention was paid to creating a fully accessible playground, so children can access most play devices and all parts of the premises.

The Robinson Garden is one of the five spots that make up a chain on the Leftbank, with the theme 'Vikings'. The 'Robinson garden' is the highlight. The outdated equipment is replaced by new, modern play elements and the green character of the play area is preserved and enhanced.

The design takes into account the fact that every child has other opportunities, challenges and experiences (needed). We took a close look at the choice of appropriate playground equipment, playing elements and play-experiences. For example, a tower made with slopes and platforms on a hill: on the way up there, you pass more experience-elements as well as a climbing structure which stimulates various senses.

On the west side of the playground there are playing devices for children from 4 year, including a wheelchair-accessible carousel and a bird's nest-swing where children can swing together. The large rope-swing for eight people is the ultimate fun factor for the whole family. On the east side lies the area for children younger than four years old. This zone includes a toddler swing, a sand playground, a Viking hut and other playground equipment for toddlers. Throughout the park different green spaces are created with scented plants and a climbing tree.

Together, the city and district of Antwerp invested just over 380,000 euros in the playground, the adjacent beach volleyball grounds, and the path between them. 'Robinson garden' was a pilot project, and it will certainly not be the last one. This project was initiated to involve more children together, to promote interaction between disabled and abled children. This is evaluated as extremely positive. For future plans of playgrounds, the city of Antwerp will integrate this as the standard procedure.

Please pay extra attention to:

- the new semi-paved paths
- the rubber shockabsortion that is wheelchair-accessible
- the extra street furniture
- the slope on the play-hill
- playing equipment that is extra suited for an integral accessible playground
- the theme 'Vikings'
- the wheelchair-accessible tactile elements and sandtables
- the nearby parking is adjusted: 6% of the places is reserved for persons with a disability
- the nearby busstop has been made wheelchairaccessible"



## **Dr.Yucel Severcan**

Assistant Professor,  
Middle East Technical University, Turkey

### **Understanding the impacts of urban regeneration on children's use of place: Comparisons from rural and urban settings in Turkey**

Children are amongst the most vulnerable groups to the impacts of urbanization and urban land use change. Yet, despite this, we do not have a good understanding of how regeneration affects children's use of place. This presentation aims to understand the effects of urban regeneration on children's place preferences and use.

Data is obtained from 3 large-scale participatory photography studies in Turkey. The first study was conducted with four groups of children (ages 9-11) living in three different municipalities of the Bodrum peninsula. Each group of children was selected from a different community. The four community settings varied in the degree and nature of social and environmental transformation due to tourism development. There was a village case, a small town case, and the inner and outer (edge) urban metro area case. In total, 92 children participated in this study.

The second study was conducted with children (ages 9-11) in six historic low-income neighborhoods of Istanbul. In the past, while some of these neighborhoods had managed to preserve their historic character, some others changed more or less drastically. In total, 254 children participated in this study. The final study is ongoing and so preliminary data for this study will be presented here. The first part of this study was conducted with 63 children (ages 9-12) living in the contemporary inner-city mass housing developments in Ankara. Currently, the researcher investigates 9 to 12 year-old children's place use in mass housing developments that are located in the edge of Ankara.

In all of these studies, children are asked to take the pictures of the places they like most, enjoy being in and spend most of their time in. Thereafter they are asked to write the story of each picture. In this presentation, to understand the impacts of urban regeneration on children's use of their environments, the researcher will compare the findings of these three studies.

\* Bodrum study was supported by a grant from the University of Colorado. Istanbul study was supported by a grant from the European Union [TR 0803.03]. The first part of the Ankara study was supported by a grant from the Scientific and Technological Council of Turkey (TUBITAK) [114C056], and the final part is supported by a grant from the Middle East Technical University Scientific Research Projects (ODTU BAP) [BAP-08-11-2016-041]. I would like to express my sincere thanks to Professor Fahriye Sancar for her contributions."

## **Mrs Yao Shen**

Hunan University, China

### **Connotation of Child Friendly City and direction of the future research in China**

The Child Friendly City Initiatives (CFCI) has attracting many countries to participate in since it was put forward. As the signatory of the Convention on the Rights of the Child, China has made various beneficial attempts in creating the Child Friendly City(CFC).

On the basis of the CFC theory, combining with the guidelines of Changsha for CFC and the practices of creating child friendly communities, such as Fengquangujing, this thesis puts forward that it is essential and feasible to improve the city management and promote the children's participation under the guidance of the China top-down government's behavior.

We need to establish the legal system of the child friendly city, dominated by the government and took the community as a bottom-up starting point to dock government's policy and administrative governance, and then gradually make the CFCI workable as well as point out the direction of the future research on the CFC theory in China.

## **Assoc. Prof. Dr. Hikmet Sivri Gökmen**

Dokuz Eylül University Faculty of Architecture, Turkey

### **DAILY SPACES OF CHILDREN – PUBLIC SPACES: Case of İzmir**

Daily spaces where a child's identity is built and his/her life goes on becomes prominent, when thinking about childhood and spatiality. A child perceives his/her environment different than an adult due to his/her physical differences. A child begins to recognize his/her house's immediate environment, city and the world, as s/he moves to the outer world via school.

A child's life concentrates around three areas: home, school and city. Public space, street, playgrounds, school and home are most concentrated areas in daily spaces of children's lives. Public spaces are the primary consideration in studies related to children. Children use these spaces, which have significant contributions to their own development (physical, social, emotional and cognitive), for various purposes in their daily lives such as playing, education, socialization, transportation etc.

This study aims to understand what concept of public space means for children living in İzmir, and if these children evaluate the environment they live in as child friendly or not in the context of their definitions by questioning reasons. The study first discusses the change in the meaning of public space concept, then the significance of public space in daily lives of children. İzmir – Bornova is chosen as a study case where there has been a project aiming local administrations to develop children friendly policies and programs conducted by UNICEF and financially supported by IKEA.

In the scope of this study, perspectives of children aged between 9 and 11, which are gathered via works of survey, painting, modeling and mapping, constitute important data for local administrations. Via surveys and other works this study defined generated opportunities for children in public space and children's preferences of use in public space."

## **Miss Snoeck**

Youth Office Ghent, Belgium

### **At Home at the City Hall. Project for children about policy and participation.**

"Politics, policy and administration are terms that at first sight only belong in the world of adults. Yet children have an interest in knowing how their city is run. More importantly, they realize that they themselves have a voice in this policy.

Because of the "At Home at the City Hall" ("Thuis in 't Stadhuis") project these issues are no longer a far-from-my-bed-show. By means of the project, students from the third grade of the primary schools in Ghent (10-12 years) get to know the actions of the City Council. In addition, the students have the opportunity to pass on their own proposals and ideas to create a more child-friendly Ghent.

An information bundle with accompanying photographic material offer teachers a number of handles on the history and facts on Ghent, democracy and democratic citizenship, the operation of the city administration and participation. Students can test the material in the City Hall after completion of the process in the classroom. In the basement of the City Hall the Ghent dragon is locked up and only those who know enough about democracy and related themes can crack the code and rid the dragon from his plight.

By informing children thoroughly, they can make specific proposals in a thoughtful way to the city council. The proposal that the class has chosen will be answered. For example, one of the juvenile inspectors of police visits a class which noticed that they did not feel safe in certain neighborhoods. Or, employees of the Youth Service Center who focus on playgrounds discussed with the children what districts can be used for what kind of playgrounds.

Children can put forwards questions which serve as incentives and provide ideas on which the City can build. For example, the school Saint-Barbara submitted the proposal for a sidewalk near the school that is accessible to users of wheelchairs. As a result civil servants invited the children to come along for a screening of the street's accessibility.

Children sended in many proposals, in the 8 years of the "At Home at the City Hall" project, on themes as: playgrounds, green and nature, the environment, mobility and traffic, leisure, sport, public space and environment, culture...

The Youth Service Center will ensure that all proposals will be forwarded to the responsible city services and organizations. All proposals will be compiled annually and communicated to the competent aldermen and district directors.

Primordial to the project "At Home at the City Hall" are the right of say and participation. The cooperation with the various schools is one of the strengths of the project. Moreover, the participation of classes ensures that the voice of a diverse group of children is heard. By receiving classes on a weekly basis a constant input of signals from the children themselves is insured, making the city constantly keep abreast with the target audience of Ghent children between 10 and 12 years."

## **Mayor Tunc Soyer**

Seferihisar Municipality, Turkey

### **The position of children in the city Children's Municipality**

The positioning of the children in a city shall be rated upon the conditions of that particular city and country. Turkey has a young population, where one third of the people are below 18 years old and most of the young people attend to school until the 8th degree. Due to limited employment options in small towns, the young generation choose to migrate to larger cities.

As Seferihisar Municipality, our purpose is to provide better education for children, an option for participatory governance and have a voice for the future of their city. We aimed to create a platform for the youth for proclaiming their ideas.

Seferihisar Children's Municipality (CM) has been established upon the rulings of UN Child's Rights Convention, The Rio Declaration adopted in Culture 21 and the Habitat Agenda. Mayor Tunc Soyer initiated the foundation of the Children's Assembly, and it's selected young members' contribution to the town's governance. The first elections of the Children's Assembly was hold in 2012. The Mayoral candidates wrote a statement about their vision of Seferihisar and declared it to the 131 voters between the age of 7-15. The children voted by secret ballot and the candidate with highest number of votes selected as the Children's Mayor.

This abstract was edited according to the recommendations by the Childrens' Mayor Defne Kepcan. The type of courses and schedules taught in the Children's Municipality are also decided with the Child Mayor.

The most recent project we are planning to finalize in 2016 is creating a decent playground for children. The playground will be set up by blocking traffic on some roads and ateliers will be placed around this area will host art courses, music, dance lessons, which is mostly lacking in state schools.

The Children's Municipality hosts free courses six days a week in four different quarters of the town as follows:

- Pre-school mother and child consultancy courses for 8 weeks.
- Violin, chess, guitar, painting, sculpture ateliers
- Theatre group
- Chorus
- Library
- Football, volleyball, basketball, taekwondo, gymnastics
- Preperatory courses for high-school admittance exams

Many children attending courses in the CM, had granted awards in local and regional competitions both in solo and as a team.

Sports Schools: Some of the trainees of the sports schools has been accepted to the youth national teams. We got a Turkey Championship in handball, First Prize of Izmir in wrestling, table tennis and taekwondo. The football team played in national games.

Our Children Project: "Our Children" supports the families unable to reach pre-school or psychological consultation services. A clinical psychologist consults the mothers during mother-child meetings in order for to raise awareness on child education.

Theatre: The theatre group gathered in 2011, they were on stage for different plays in Seferihisar and main city Izmir since then.

Folk Dances and Dance: The dance group practice all year to perform annually on 23th April at the Children's and National Sovereign Day along with national and foreign teams. "

## **Zeno Steuri**

Jugendsozialwerk Blaues Kreuz Baselland/ Kompetenzzentrum Kind, Jugend und Familie/  
Projekt KinderKraftWerk, Switzerland

Building a childfriendly living environment together

The settlement area per resident in Switzerland has increased in the last 24 years anywhere. By compressed build more and more people share the settlement area. The share of recreation and parks has risen only slightly in comparison. Above all, an expansion of sports facilities is observed where the surface of the golf courses has tripled in Switzerland and for the first time reached the surface of all the soccer fields. These Development of settlement area has an impact on the lifestyle and leisure behavior of children. In addition to the quantitative development also raises the question of the quality of the habitat in terms of safety and the movement and health-promoting design.

The main habitat of a growing child is his living environment and neighborhood. But in this space often determine the adult what is built where it is built and how the exploitation is regulated. In a suburban community of Basel (Pratteln / BL), we carried out with the "KinderKraftWerk" pilot projects under the national "projets urbains" in which the community, the real estate company and the inhabitant children and parents were involved in restructuring processes in the living environment of its properties. The focus in this process was based on a sustainable and needs-based planning on the basis of dialogue with all stakeholders. In multistage participation processes opinions, ideas and risks were evaluated and included in the planning.

Starting point was always a confirmed financing credit of the responsible real estate company, the initiative of the district community development and financing of participatory processes by the health authority of the canton. The project designs the specialist planner were again submitted for consultation to all parties concerned. With the corrections of this process, the inhabitant children and parents were also involved in the construction work in the episode. By including labor integration projects of the Foundation "Jugendsozialwerk" in addition construction costs could be saved, the investment in infrastructure came to Good. Public-private - partnership as it should be!

The children Kraftwerk ([www.kinderkraftwerk.ch](http://www.kinderkraftwerk.ch)) is a platform for child participation in northwestern Switzerland. The objective is the implementation of children's rights at cantonal and municipal levels in the planning and design of public and semi-private room. The children plant could use in recent years in participatory processes with children in the area of travel planning, neighborhood analysis and needs assessments for communities and for the Unicef label "child-friendly communities" proven and own methods in child participation and check their effectiveness. It has been shown that a picture of the daily life and the living conditions of children, locally, by the children themselves, provided the most authentic results and the most useful approaches for action.

The Commune Pratteln in canton Basel country under the "projets urbains" the Federal launched a multi-year district development process in focus districts in which the improvement of the living environment stands in settlements with a high proportion of disadvantaged

residents in the center. The ""KinderKraftWerk"" was chosen as a partner for these projects because a participation of children explicitly anchored in the objective.

Health promotion Baselland has financed the processes of child participation as part of its subproject ""child & space"".

The respective real estate companies have been made aware by the district development in the situation to their property and motivated in evaluation talks with an investment in the infrastructure of their living environment."

## **Ms Tanny Stobart**

Play Torbay, United Kingdom

### **Re-imagining Cultural Spaces**

Local children and young people in Torbay, Devon, England are taking visiting children and families on new and thrilling adventures through cultural spaces, buildings and gardens; stepping into the heart of the action they are finding ways in and out of the mystical stories of buildings, engaging more closely with exhibits and artefacts and bringing history to life!

Quest Builder is collaboration between artists, play workers and local children to capture and celebrate the heritage of local cultural venues. At the same time the project is developing socially engaged community arts practice to make exciting projects happen, using creative methodologies with children at the centre of the process.

Working with children from the most deprived communities, the project initially started with the idea of developing playful journeys through places, responding to spaces, taking on challenges, making and producing artefacts. Now, eight years on, the young people are part of the organisation, they are the Quest Builders and lead on all aspects the development and design. Mentored by artists and play workers they research the history and the stories of each venue. They then devise a playful promenade drama/arts performances taking children and family audience on a journey, telling the stories from their perspective, actively involving young people in creative process and bringing the urban environment to life. see <http://playtorbay.org.uk/quest-builder/>

This workshop will explore aspects of socially engaged practice including methodologies to approaching socially engaged work and the impact on audiences and communities it engages with. It will look at the links to local policies, cultural tourism and the interest the approach is generating across a wide range of venues from museums and galleries to national trust properties and zoos.

In addition Play Torbay is liaising with colleagues from the University of Gloucestershire who are involved in a European project called Artpad which is supporting the engagement and resilience of participants from disadvantaged backgrounds in formal and non-formal education to help prevent early school leaving. The programme covers 3 complementary aspects which ties in with the socially engaged practice developed through quests:

- 1.Understanding resilience and children's development and behaviour through play.
- 2.Drama techniques for engagement with learning
- 3.Drama and play to build social understanding and behaviour

The aim is that the learning from the Artpad might inform and support the Quest Builder project providing new learning resources to inform, inspire and enable leaders of schools and youth projects in the future"

## **Mrs. Shabira Sultana**

World Vision, Bangladesh/India

### **Study on Child Friendly Spaces in Bangladesh**

Bangladesh is a source and transit country of child trafficking. Besides trafficking, the children of Bangladesh are victim of abuse, exploitation, neglect and other forms of vulnerability. Child Friendly Space (CFS) is an intervention of Child Safety Net Project (CSNP) by which vulnerable children are given the support to have a safe environment to survive and thrive.

The purpose of this study was to evaluate the role of CFS in providing protective environment for the children in Bangladesh. A set of secondary and primary sources was used to review child protection situation and evaluate the effectiveness of the CFSs within community. To ensure protective environment for the children, Government of Bangladesh and other organizations including NGOs are working together. Yet, children are vulnerable to trafficking, child marriage, abuse, child labor, exploitation and neglect among others in Bangladesh.

CFSs operated from CSNP provide support to 775 children in Bangladesh, roughly 40 in every CFS. An evaluation on child development among the children who attend in the CFSs and who do not attend in the CFSs revealed that, children attending in the CFSs had superior performance at almost all child development indicators. Remarkable improvement in families was identified in the areas where CFS exists. Changes in the communities as a whole were identified: child labor decreased in the areas where CFS exists.

To sustain the CFSs within community level, a set of recommendations was developed based on the findings from the community, households and key informants as well as best practices around the world.

Key Words: Child trafficking, child protection, child development, Child Friendly Space, Bangladesh, World Vision."

## **Ms Sabina / Divya Suri / Jindal**

National Institute of Urban Affairs, India

### **Building Child Friendly Smart Cities**

Children are a large and supremely important demographic group living in cities. Design of cities not only has a direct impact on children's health but cities also act as critical facilitators of fundamental thinking on how children and youth perceive and become an active part of their urban environment. This is imperative for a country like India, which is rapidly urbanizing and where children constitute 34% of its total urban population.

Given that by 2020, India will be the youngest nation with 64% of its population under 29 years of age, re-enforces the importance of balanced development of all groups of children and youth within their urban context. The National policy for children-2013, India, emphasizes the importance of a sustainable, multi-sectoral, integrated and inclusive approach for overall and harmonious development and protection of children. Proactive efforts have led to aligning children's needs as part of several national urban development missions in India, including the Smart Cities Mission.

However, despite all good intentions, the status of children in India leaves a lot to be desired. While policy and frameworks exist to address the needs of children in cities, children's requirements are often ignored/ neglected by urban planning processes and mainstream discussions about urbanism. To overcome this, cities need to act as urban laboratories where an interactive engagement takes place with children and youth. As Bhubaneswar, capital city of Odisha, India, has initiated by establishing a Child Friendly Smart City Center as an extension of the Child

Friendly Smart City Hub created by National Institute of Urban Affairs (a think tank of the Ministry of Urban Development, India) with support from Bernard van Leer Foundation (a private grant making foundation based in the Netherlands). The center is set up to develop knowledge driven, effective planning frameworks that include children's perspective and encourages their participation to create vibrant urban neighborhoods. It focuses on four key strategies: Capacity Building of multiple stakeholders, advocating and influencing Policy Change, developing Child Friendly Design and Infrastructure, and Communication, Knowledge Sharing and Learning.

The idea of this pilot in Bhubaneswar is to encourage other cities to undertake similar multi-fold child friendly initiatives. These initiatives require twofold strategy- one through an intricate unfolding of urban layers at multiple scales, other with design and collaboration of various city agencies and diverse stakeholders; to share knowledge and provide technical support, along with strong commitment from the local governments.

Only through a pro-active approach can a discourse be opened, that promotes children's everyday freedoms and choices and links it directly to their local geography, mobility and safety; cultivating a unique identity for the city and fostering a sense of belonging for its children and youth."

## **Ms. Toko Uchida**

Toyo University, Japan

### **The success factors and obstacles of the implementation of UNICEF Child Friendly Cities in Japan**

This presentation aims to report and analyze the results of our questionnaire survey which was conducted to all the local governments in Japan (about 1,800 municipalities) in January 2016, to monitor the implementation of the policies and measures for children in local governments on the basis of UN Convention on the Rights of the Child and UNICEF Child Friendly Cities.

After the ratification of UN Convention on the Rights of the Child in 1994, the practices of developing child friendly cities have been promoted mainly in local level in Japan. For instance, Kawasaki City has first provided the child friendly legal framework —one of the nine building blocks of a child friendly city— in 2001. Since then, the number of such municipalities has increased. As of January 1, 2016, there are 41 municipalities which adopted the Child Rights Ordinances. Compared with the other municipalities which have not yet ensured legislation, these municipalities can promote and protect child rights consistently.

In this presentation, I will describe the following points based on the findings of our questionnaire survey in the context of the nine elements for building a child friendly city:

1. Overview of the current situation of child policies and measures for children in local governments in Japan
2. Overview of the good practices of child friendly cities in Japan
3. The success factors of the good practices of child friendly cities in Japan
4. The obstacles to develop child friendly cities in Japan"

## **Mrs Danielle van Kalmthout**

Gezinsbond, Belgium

### **The 'child standard' to improve the living environment of children in cities**

"More than twenty-five years ago, the international community signed the Convention on the Rights of the Child (CRC). To keep the living environment of children truly liveable, the attention for children may not slacken and policy should include the needs of children for a healthy physical environment.

Air pollution is of the main environmental problems for city dwellers, says the European Environmental Agency. Children are, according to the WHO, at high risk of suffering adverse effects of air pollution owing to their potentially high susceptibility. Air pollution affects children as early as the prenatal period, affecting lung development and increasing the risk of infant death. According to UCLA Institute for the Environment and Sustainability there are several biological reasons why young children may be more susceptible to air pollution's effects. Children's lungs, immune system, and brain are immature at birth and continue to rapidly develop until approximately age 6, and the cell layer lining the inside of the respiratory tract is particularly permeable during this age period.

Compared to adults, children also have a larger lung surface area in relation to their body weight, and breathe 50% more air per kilogram of body weight. The process of early growth and development is important for the health of the child in general, and therefore may also be a critical time when air pollution exposures can have lasting effects on future health. Additionally, children tend to spend more time outdoors doing strenuous activities, such as playing sports, so they are breathing more outdoor air compared to adults, who spend on average about 90% of their time indoors.

To improve the living environment of children, and other vulnerable groups, the interests of children must be included in policy. Child-friendly policy needs to be anchored in strategic objectives within the different policy domains, such as air policy. The Flemish League of Families introduced a few years ago the 'child standard' as a policy concept which aims to go a step further than the goal of implementing child-friendly policy. It claims that measures intervening in society must be adapted to the most vulnerable link in our society, including children.

This vision usually goes hand in hand with the 'design for all' principle: when the weakest link is the benchmark, all other segments of society are also served by this policy. The 'child standard' is based on the precautionary principle and suggests that environmental standards should be adopted to children and other vulnerable groups. These often are based on healthy adults, and not on children who, given that they are still developing physically, absorb greater amounts of pollutants in proportion to their body weight.

With the aim to develop and implement the concept of the 'child standard', the Flemish League of Families initiated and coordinates the interdisciplinary platform CHILDPROOF of Flemish and Dutch NGO's, scientists and doctors. It focusses on both air quality and endocrine disrupting chemicals (important for indoor air quality)."

## **Dr Lieselotte van Leeuwen**

University of Gothenburg, Sweden

### **Children as Makers of (City)Culture**

Lieselotte van Leeuwen & Johnny Friberg

Children re-formulate cultural products according to their age, generation and situation. This process can be supported, ignored, manipulated or hindered by design and architecture. Staff and students of the MA programme "Child Culture Design" at the Academy of Arts & Crafts (HDK) at Gothenburg University are exploring conditions and design strategies to support children in their re-formulation of public spaces. Design within HDK is seen as a carrier of meaning rather than a pure problem solving discipline. This also includes a post-disciplinary view upon design where communicative and intentional aspects are in focus.

The concept of child culture (Qvortrup & Mouritsen, 2002) is used as a framework for design interventions. "A truly child-inclusive society would be one that not only made children equal to adults but, more radically, transformed it's foundations in response to what makes children distinct" (Wall, 2010). Applied to cities, the following points are the corner stones of our approach:

- Supporting children as makers of culture means to respect them as active and competent agents in a specific local and global situation.
- Play is the engine used by children to discover their own potentiality in the cities they will inherit in an unknown future.
- Free play should be approached as an everyday self-organizing process which does not require verbal instructions or fixed hierarchies.
- Children as well as adults are both beings and becomings.
- These assumptions about children and childhood are relative just as any other.

Public spaces are informal meeting places where the everyday lives of many people coincide. Qvortrup et al. (2002) describes them as the raw material for children's play. The improvising character of free play does re-formulate the functional fabric of those places and with it provide a critique of normality (Bourdieu, 1977). In other words, the ambiguities of urban design, architecture and art form the basis for playful meaning making following or subverting functional structures. Actions disambiguate a context by highlighting and connecting some features of the environment. In this way not only those involved but also passers by are affected by the diversity of meaning emerging from free play.

These starting points affect design processes and outcomes. Application is not always straight forward. Students from an art background see different opportunities and problems than architecture or design students. Additionally, students' diverse cultural backgrounds create awareness of differences and commonalities in both everyday life of children in cities and in interpretation of the starting points. Using examples of students' work at the "Child Culture Design" masters programme we will demonstrate and discuss our approach to contributing to child friendly cities."

## **Drs. Patrick van Lunteren**

Gemeente Breda, Netherlands

### **Breda, Child friendly city**

"In the different neighbourhoods of the city of Breda, a lot of activities are organized in the context of growing up, upbringing and welfare of children and teens . These are activities in the context of sport and exercise, art and culture, music and entertainment, health and the Center for Youth and Families. These activities take place in public spaces, community and sports centers, extended schools, etc. The activities and facilities offer children a good environment to grow up in. We have an integrated approach for these activities and themes and combine them in one programme: 'Breda, Child Friendly city'.

This is our ambition: We are committed to the rights, voice and involvement of children and teens. They are an integrated part of our policies, programmes and decisions. Breda is a city that enables children and teens to develop, move freely and grow up in a safe, pedagogically responsible environment.

Our goals for 2016-2017 are:

Built environment:

- Children are able to move easily and safely in their neighbourhoods and the city;
- The space for moving, playing and meeting each other, is sensitive to the needs of children;
- The locations where leisure activities take place (sport and exercise, culture, etc.) are easily accessible for children.

Social environment:

- Children have opportunities to meet each other, so they can develop socially and physically in their own neighbourhood;
- The number of youth work and leisure activities will be improved and made more accessible to all children;
- The playgrounds also provide educational aspects and offers children opportunities to develop their social skills;
- Children and teens grow up in a safe environment. A good educational climate ensures the proper development of children;
- We invest in places where youth activities are organized and develop them to have a signaling function for problems, to avoid that children will end up in youth care services.
- Youth unemployment and school dropout are important themes. Youth in poverty will be offered more opportunities to develop.

Youth participation

- The voice and involvement of children and young people is an integrated part of policies, programmes and decisions;
- Children and young people are actively involved in decisions that affect them;
- Children and young people are well informed.

In 2016, we are visualizing what the city has to offer for children and which parties are involved. We are organizing a neighbourhood walk with children to discuss what we need to offer to be a Child friendly city. We are also organizing a youth festival. During this festival we will discuss the various forms of participation with children (how will the youth be involved?). In our presentation we will tell you about the process to realise our ambition to be a Child Friendly city and the concrete actions we have taken in 2016."

## **Mrs Els Vandebroeck**

Mobiel 21 vzw Belgium

### **The Power of Cycling**

Years of experience with cycling lessons for immigrants and newcomers learn that we cannot underestimate the positive impact for immigrants of learning to cycle: not only because people get to their destinations, but also because cycling is a motivating, empowering and integrating activity. Knowing how to ride a bike is a great way to integrate in your new society, also and especially for unaccompanied minors.

We set up cycling lessons in an asylum Centre for unaccompanied minors in Holsbeek, Belgium where 60 boys between 16 and 18 years (mostly from Afghanistan) stay a couple of weeks as an intermediate stop in their asylum procedure. We offered these to small groups of boys (max.10) and provided at least 3 coaches (trainer and volunteers).

Learning to cycle for immigrants and refugees imply concrete learning tasks in an authentic significant context. The teacher is a coach and participants are encouraged to interact with each other and learn from each other. Language learning is implicit and lies in the task(1). When looking at the universal rights of children, our project helps refugee children to travel independent and safe in the public area. (CRC, art. 15, 24). The project encourages the provision of appropriate and equal opportunities by learning them to travel independently. (CRC, art. 31). Moreover, active travel increases the concentration of youngsters at school, improves a child's mood and the health benefits of cycling outweigh the risks of cycling. (2)

#### Lessons learned:

- The bike enthusiasm of the boys was amazing. A quick round to know their needs ended up in a long waiting list of boys wanting to get on a bike (again).
- We needed to develop a customized cycling package with both practical and theoretical aspects of cycling as it appeared that the boys did know how to cycle but not in a safe way.
- Our cycling lessons appeared to be a really relevant and multi-purpose initiative: having fun, being active, improving cycling skills, learning country-specific traffic rules and discovering the new home city in a pleasant way.
- Moreover we ended up with (relatively) happy youngsters with a better self-esteem.
- Boys keep on being boys: A volunteer scheme was set up to offer bigger cycling tours during the weekend, either to discover relevant destinations (city centre, library, ..) but as well just to enjoy a great cycle tour in the forest.

The project went through a short experimental phase to develop the appropriate package:

1. Discover the cycling competences
2. From learn to cycle to cycle and play
3. To the real traffic: some theory needed
4. Theory + practice = safe cycling
5. Need for more company
- 6.. From start to cycle to cycle all day long

#### Conclusion

Was it useful? Yes it was! One of the boys said after the session: 'This was one of the best days since I am in Belgium, it made me forget what I survived and it made me smile.'



## Mr. Wouter Vanderstede

Childhood & Society research centre - Kind & Samenleving, Belgium

### Young people in suburbia: The meaning of child friendliness in a suburban context

The Flanders region is characterized by a high degree of suburbanisation and urban sprawl. 'Suburbia' is a term used to describe the ideal of 'living in a green environment' within the suburbanised landscape of the Flanders region. Demographic research has shown that young families are still fleeing the Flemish cities, instigated by the rural idyll. But how do young inhabitants perceive living in such an environment? What are the qualities, threats and challenges of suburbanisation for them? How can we develop child friendly policies in a suburban context?

The Childhood & Society research centre developed case studies in 13 suburban communities. We talked with groups of children and teenagers (8-16 years old) and developed a participation process with the local governments. We organised a seminar in all communities, involving the mayor and all relevant policy makers. The final goal was to prepare an action plan, based on the experiences and concerns of young inhabitants.

The sample of 13 cases consists of different types of suburban contexts. Within each municipality, we held sessions with young people, dealing with suburbanisation. We analysed the outcome of this consultation process and summarised conclusions, clustered around five themes:

#### 1. Public space under pressure

We found that in most of the suburban cases public space has been under pressure by spatial developments and densification projects. Housing projects are still advancing in suburban areas. (Semi-)public authorities are suffering from the financial crisis and are (re)developing their lands, often in the centre of the village. Informal play spaces, common lands, public infrastructure and youth infrastructure are frequently under threat.

#### 2. Large green areas underused

Large green spaces outside the village or town (e.g. woodlands, farmlands) were hardly used and known by young people. Only when recreational facilities were provided at the entrance of the green areas, these spaces were used by children and youngsters.

#### 3. Autonomous mobility is problematic in some suburban areas

We found large differences in autonomous mobility within the communities. In the most urbanized areas, with a high degree of sprawl and poor bikeability, children and young people were constrained the most in their mobility. Frequent public transport is crucial to their independent mobility.

#### 4. Importance of central places

Extensive suburban areas sometimes lack basic provisions and central public places. In such contexts, most of the young people hardly develop place attachment. It is therefore recommended to centralise provisions and develop qualitative public space on these sites.

#### 5. Social networks and social geographies

Children and young people have stressed the importance of community events, village fairs and accessible meeting places for the community as a whole. But we also observed social gaps and racism within groups of young people. Social geographies require consideration when implementing child friendly policies in suburban communities.

For each municipality, we proposed specific policy actions in these fields. These action plans are now being implemented by the communities."

## **Ms Eva Vandevivere**

OCMW Ghent, Belgium

### **Reducing child poverty in Ghent with an integrated and child-friendly action plan**

"Poverty affects every aspect of a child and family's life and has long-lasting implications for a child achieving positive adolescent and adult outcomes. Children live in poverty based on the economic circumstances of their parent(s), which makes it critical to address the needs of whole families. Child poverty in Belgium is high, with 18.8 percent of the children under the age of 18 living in poverty. In Ghent, one in five children is born in poverty. Since the impact of poverty on children's lives is enormous and long-lasting, public welfare center Ghent wants to make a local difference in the battle against poverty.

In addition of being actor, public welfare center Ghent is instructed to be the director of the anti-poverty plan of the city. After consulting academics, partners, colleagues of different departments and the people in poverty; the anti-poverty plan was created including a chapter devoted to child poverty. Every two year the plan has to be evaluated and rewritten taken into account the social evolutions and current needs. Last year, besides a consultation of all stakeholders, we ran a participation process with approximately 50 children (7 till 12 year) and adolescents (17 till 24 year) to hear the voice of the child.

The evaluation and participation of all stakeholders resulted in a new integrated and intersectoral action plan against child poverty for the next two years, structured under the universal children's rights. The plan focuses on the right to qualitative health care, education, leisure time, and understanding and love by the family. In addition, the plan pays specific attention to the rights for refugee and immigrant children. With actions like increasing accessibility of childcare and proactively allocating rights, we want to reduce poverty within the families. Moreover we want to diminish the negative consequences of child poverty on different developmental domains by paying attention to qualitative leisure time, psychological well-being and education. The actions will make a difference for the individual child and his family, moreover they will also tackle the underlying dynamics and mechanisms of poverty. Next to a director of the anti-poverty plan, Ghent has also a director of child poverty to direct this citywide action plan.

During the presentation we will elaborate on the participation process with the children and give more information on the local goals, specific actions, and running projects within the action plan. In sum, Ghent wants to reduce child poverty by joining forces over all stakeholders and further continuing the implementation of the integral child-friendly action plan."

## Miss Annelies Vaneycken

HDK Academy of Design and Crafts

Sweden

### Children... Blazing a Trail for Public Space

Children's participation in the production of urban pathways\*.

Paths, trails, alleyways and back roads are key urban amenities, fostering the city's accessibility and porosity. They enable citizens to explore, use and appropriate - both physically and symbolically - their surroundings. In addition, they have a special appeal for the city's youngest citizens: unintended or inaccessible for car users, these "spaces of going/being/connecting" constitute an essential public network for the autonomous and safe being of children.

Many Western cities, currently faced with increasing complexity, develop design strategies that strive for efficient city infrastructures; but consequently leave less space for informal contributions or citizen initiatives, including those of children. The project presented, explored urban pathways as fertile setting for informal and experimental behaviours in public space. In particular, this experiment enabled children, aged 6 to 12, to explore possible meanings of these urban pathways in relation to their daily experience, access and appropriation of the city and its neighbourhoods.

The presented insights are based on "Gangmakers & Koplopers" (Pace-setters & Lead-runners), a one-year pilot project set-up in various neighbourhoods in Ghent (Belgium) blending participatory, play-based and artistic tools and settings. The project 1) probed children's experiences and voices (through a series of co-design sessions and art workshops); 2) enabled dialogue with policy makers (through a wish/question/dream-"list" and a series of discussions); and 3) communicated these experiences and voices to a wider audience (through a public child parade and online platform).

The presentation approaches "play" as conceptual lens for working with children in/on public space issues through participatory art and design. Through their self-initiated and self-directed play, children create understanding of the world; they make sense by doing/acting/making. In addition, children test boundaries of culturally defined rules in their play; thus children - in their role as "dis-organizers" - enable the breaking and re-orientation of conventional thinking and behaviour.

Children's play allows questioning existing meanings and testing new ideas that transcend and bypass adults' preconditioned way of experiencing/seeing/designing the city. Following this perspective, the presentation "reads" the Gangmakers & Koplopers project as trajectory that generated a new "vocabulary" on urban pathways, originated from children's culture, experimentation and participation in public space, that confirms/disrupts/surprises its conventional meanings.

\*) Due to lack of a good all-encompassing term, the word of "pathways" is chosen to refer to the whole of cities' small paths, trails, alleyways and back roads; the type of small urban roads which are not accessible to motor vehicles."

## **Mr. Francis Vaningelgem**

Childhood and Society Research Center, Belgium

### **How do children and teenagers experience the city?**

... A tool for monitoring Flemish cities' child friendliness.

Child friendliness of cities has become a policy issue in itself. In this study we used a lifeworld approach to investigate with children their framework about 'good living' in cities. Children were addressed as fellow citizens, able to reflect upon life in their cities. We explored what 'the city' could mean for them as a useful framework. The results informed the development of a tool, allowing policy makers to gauge children's perceptions about their cities.

Using data from 15 workshops with children aged 7 to 14 in three Flemish cities, we were able to clarify the different ways children perceive their neighborhood and the city. The range in which children can exert some agency in their surroundings informs the way they speak about and deal with matters of mobility and (social) safety. This range of agency differs between children and groups of children, and has implications for thinking about child friendliness as such. Child friendliness is more than arranging provisions for children. Any child-friendly policy will have to deal with these differences, and should address both the agency and empowerment of children.

This study was conducted by Childhood and Society research centre, in collaboration with University College Ghent and Mediaraven and was commissioned by the Flemish Government. The study is part of the ambition of the Flemish Government to attract young families with children and to keep them in the cities. The results of the study were integrated in the latest edition of the City Monitor.

With this monitor, the Flemish Government follows society developments in the 13 largest Flemish cities. In this latest edition, special attention has been directed towards the child-friendliness of Flemish cities. The development of an attractive, practical and child friendly digital tool allows for future monitoring with children from 7 years on how they experience their city. For considering children as fellow citizens implies instruments that are good for children and interesting for policy makers.

## **Mr Hannes Vanmeenen**

Program Director Child Friendly City Stad Kortrijk  
Stad Kortrijk, Belgium

### **The Budget Game**

Kortrijk is a city in Belgium with an ambition: it wants to be a child-friendly and youth-orientated city. In order to reach this goal the city has created the programs 'Young Kortrijk speaks' and 'Kortrijk child-friendly city'. These programs create room for participation of children and youngsters, giving the city a better insight into the needs and ideas of its younger population.

In this paper we focus on one particular project: 'the Budget Game'. We chose this project because of its innovative and original features.

#### The Budget Game

In April 2015 children from three different primary schools were invited to participate in the budget game. During this game, 144 children were asked to spend a budget of €30 000 to make their neighborhood more attractive and child-friendly. All the chosen propositions will be carried out by the city and its partners.

#### Phase 1: collecting ideas

During a first phase children gave several ideas for a child-friendlier and more attractive neighborhood. The themes they had to consider were spare time, health, security, services and living together. Based on the results we made a shortlist of 22 concrete proposals. Ideas that were not realistic or could be carried out in a regular urban or school context were excluded from the list.

#### Phase 2: the Budget Game

In a next phase the children were divided into different groups. Each group could spend €30 000. They could choose specific propositions from the shortlist. Each proposition had a realistic cost, calculated by the city. At the end of this phase we ranked the propositions according to the received budget.

#### Phase 3: decision-making

The top 12 propositions were good for a budget of €22 000. But the spectacular playground, on the 13th position, was too expensive for the remaining budget. So the children had to decide if they wanted either to have the expensive playground but only eight other propositions, or if they were going to cancel the expensive playground and have another three propositions instead. The latter was chosen by most of the children.

#### Children parliament

Fifteen children of the participating schools were elected by their classmates to become members of the Children Parliament of their neighborhood. These children communicate about their neighborhood and their ideas on radio Quindo. Moreover, they also have their own 'news videos' on the Internet. Among other things, they communicated about the Budget Game and the results of this project.

This Budget Game had a lot of success. The children were happy they had a say in what they want in their neighborhood. They were also excited about their decisions being carried out. Furthermore, it is a good tool to make children aware of how difficult it can be to spend a budget.

In the future the city will organize more budget games in different areas of Kortrijk, so everyone has a chance to participate. This is a clear example of how the city wants children and youngsters to participate and share their ideas and opinions. Moreover, their ideas are not only considered, but even translated in concrete actions.

## **Dr Raf Verbruggen**

De Ambrassade, Belgium

### **Shared space as a strategy for creating space for children and young people**

"In the cities and towns of Flanders there is a lot of spatial pressure. In this densely populated and highly urbanized region, the amount of space available for children and young people is becoming smaller and smaller. If we want to give children in the future again the necessary space to be young, we will have to use our land and our space more sustainably.

Sharing space is a good strategy for using our space sustainably and efficiently: sharing space – either temporarily or permanently – allows to use space more intensively and as such it ‘creates’ additional space. When sharing non-child spaces – such as parking spaces, empty factory buildings, unused building lots – with children and young people for playing football, skating, or creative practices for example, we create more youth spaces in our towns and cities. Moreover, sharing space stimulates encounter between different people and groups, mutual respect between the users of the space, collaboration, and sometimes even economic benefit.

In a long-term project (2014-2017) De Ambrassade investigates different good practices of shared use and temporary use of space with children and young people in the cities of Brussels, Antwerp, Ghent, Genk and Aalst. Based on this research, we are currently working on a report with policy recommendations for the Flemish government, and a practical guide on ‘how to share space’ for young people looking for space, local governments, owners of unused spaces, and architects and planners. The project wants to inspire and stimulate different actors to open up space for children and young people.

My presentation will give an overview of the results of the project up to now. We draw some general conclusions from the good practices we investigated. What are the advantages of shared use or temporary use of space? What are the obstacles? How can these obstacles be overcome, and what are factors for success? How can local governments facilitate sharing of space in their cities? How do we convince owners to share their space with children or teenagers? But above all, we want to inspire you with different good practices in Flanders of spaces that are temporarily or permanently shared with children and young people."

## **Mrs. Olenka Villarreal**

Magical Bridge, United States

### **It All Starts on the Playground: The Magical Bridge Playground and Beyond**

"What began as Olenka Villarreal's quest to create an ""accessible"" park turned into a seven-year journey of a lifetime, and one magical new space in Palo Alto: the Magical Bridge playground. There was no way of knowing that the real work for Olenka was not behind, but in front of her once the playground opened last April. Requests to replicate Magical Bridge poured in from around the world as media heralded it as the ""nation's most innovative inclusive playground."" With this global appeal for design help, came the realization that there was an immediate need to advocate for the many living with autism, visual and hearing limitations, those with cognitive differences and too many others. It was astounding that a group of volunteers in Palo Alto had created a playground that excited communities around the world!

The urgent need to create a playground which surpassed ADA standards was the drive behind the vision for Magical Bridge. Olenka and her team knew that a playground – and community resource – must reflect the needs of everyone in a community. Such a simple concept and yet, no such playground were yet to be found.

With an overwhelming demand for more playgrounds like Palo Alto's Magical Bridge, it was clear the play space paradigm needed a profound shift. This new year begins with key members from the original team introducing a new non-profit called Magical Bridge Foundation which aims to ignite and support a global movement that advocates truly inclusive play. We invite you join this exciting vision!"

## **Mr Adrian Voce**

Independent Play Consultant, United Kingdom

### **Policy for Play - national, regional and local planning for a play friendly world**

"The aspiration of children's rights advocates, for more child friendly towns and cities, cannot be achieved by local government alone. Many policies, laws and regulations that impact on children's rights are set at the level of national government, even though their effect is, of course, local.

Conversely, national government policy is doomed to failure without the willing collaboration of the local government agencies tasked with delivering changes on the ground.

In the case of children's play policy, the need for government bodies to cooperate is further complicated by the ubiquity of play itself and the necessarily crosscutting nature of efforts to provide for it in the public realm. Housing; spatial planning; traffic; highways; police; parks and leisure; and cultural services – not to mention schools and childcare services – each have an impact on children's opportunities to play.

How can any individual local department or service address such a wide spectrum of policy areas, at different tiers of government, sufficiently to have a sustainable, long-term benefit for children across each area of their domain?

The answer of course is that most do not. They develop their own practice, within their own sphere of influence or own service area. The result is that children may or may not have access to good play opportunities depending on where they live. But even those who do may often find that these are isolated examples of good practice, specific to one location or single, compartmentalised service.

This presentation will explore the need for coordinated, multi-level strategic planning for play, led by national government policy. This is the obligation of nation states under Article 12 the UNCRC, as explicated by General Comment 17 (2013), which calls for all signatories to the convention to implement appropriate legislation, planning and funding for children's play in the face of increasing barriers to it in many parts of the world.

We will explore how the UK government began to adopt a wide-ranging, ambitious and long-term play strategy for England in 2008-10, before it was brought to a premature end by the coalition government and its response to the financial crash.

What can the play strategy teach us about national and local government roles in 'recognising, fulfilling and protecting' children's right to play, as required by the UNCRC? How is planning for play relevant in the age of austerity? How should advocates for children's right to play respond to the seeming indifference of policymakers?

Based on his book, *Policy for Play: responding to children's forgotten right* (Policy Press, 2015) Adrian Voce will explore the basis for coordinated local and national action on children's play, and the challenge for advocates in persuading governments to take their obligations seriously.

Adrian Voce, OBE

[www.policyforplay.com](http://www.policyforplay.com)"



## **Dipl.-Ing. Petra Völkl**

Federal Ministry of Agriculture, Forestry, Environment and Water Management

### **Planning for children and with children**

In the last decade the conditions for living and growing for children changed rapidly. The increase of motorisation led not only to a high risk of children traffic accidents but also to other effects on the child health such as a lack of physical activity, the burden of noise and air pollution. The high volume of traffic induces a lot of further negative mental and physical impacts on a healthy infantile development, which was underestimated for a long time.

International and national commitments such as the WHO Children's Health and Environment Action Plan, the UN Convention on the Rights of a Child, the EU-guidelines on physical activity, the Austrian Climate Program klimaaktiv mobil, the Austrian strategy on the health of children and youth and others ask for the creation of a child adequate world of traffic, which finally results in positive effects on the adults too.

Therefore a paradigm change in transport planning, which considers not only the building environment, but also the needs and the living environments of children, is urgently needed. The participation of children is also an important part of this change, which requires a successful intersectoral collaboration between transport planners and other experts in the field of health, education, environment, land-use planning and others.

In this regard the Austrian Ministry of Environment initiated the development of guidelines and regulations for a child friendly traffic planning, which were worked out in a working group with about 40 members of different sectors in a long-term process. Further the correspondent brochure "A guideline for a child adequate transport planning and – development" was produced in an attractive design. It is for the overall public and contains chapters about the special requirements of children on the public space from a pedagogical perspective, but it also shows basic principles on a child friendly transport planning.

In addition to that a conference about child friendly mobility was held 2015. In this conference the key speakers from Austria, Germany and Switzerland presented their expert knowledge from different perspectives (transport planning, education, environment and health) and showed examples and best practice projects, which are already implemented. 2016 a competition for cities and communities throughout Austria will start in collaboration between the Austrian Ministry of Environment and the Austrian Ministry of Families and Youths. Rewarded will be those communities and cities, which locally carried out the best (building) measure for a child friendly environment locally."

## **Mrs Maria von Bredow**

Independent researcher, Sweden

### **Refugee and immigrant children and young people in cities and municipalities**

Unaccompanied migrant children in a risky environment – the Police and Social Services working together in the streets of Stockholm

"Since the 1st of September 2015 the social services of the city of Stockholm (youth chapter) is working tightly together with local police officers (specialised on youth) focusing on getting in contact with unaccompanied migrant children on the streets, doing drugs, pick-pocketing or just hanging around. These children, often involved in non-child friendly environments, needed special treatment and the involvement of both social services and the police.

At springtime 2013 children from Morocco and other Northern African countries started to be seen in the streets of Stockholm and this was one of the main reasons commencing the cooperation between both authorities with the main aim of making the situation better for unaccompanied children spending their time in the streets. Other groups of unaccompanied children (mainly Afghanistan) have also started to frequent the streets and after several months of working closely both authorities can see a positive difference in how they work with vulnerable children partially living in the streets.

The aim of the presentation at the Child in the City conference is to highlight how cooperation between local authorities can improve and enhance the work with children in precarious environments. Representatives from the Swedish Police and the Social Services of the City of Stockholm will share their experience from the pilot project.

Participants:

Mr. Christian Frödén, police officer of the Swedish Police

Mrs. Jenny Selenius, social services of the City of Stockholm

Mrs. Maria von Bredow, independent researcher on children's rights"

## **Ms Ellen Weaver**

Freiburger Institut für angewandte Sozialwissenschaft (FIFAS), Germany

### Comparing Outdoor Free Play: a UK-German comparison

A recent German study of children's play in 5 towns in Baden Württemberg (Raum Für Kinderspiel, Blinkert et al 2015), emphasised outdoor, unsupervised play as essential for children to develop personal and social autonomy, such that inequality in access to free play opportunities is a form of social injustice. The research collected detailed data on over 5000 children aged 5 - 9 (inclusive) and identified factors in each residential area studied (traffic volume, speed, play space proximity etc.) to categorise the quality of neighbourhoods for the purposes of children's outdoor play.

The study found that the quality of residential environments, as well as parental attitudes towards learning and safety, were the key factors in enabling or restricting children's unsupervised outdoor play: Children living in socio-economically deprived neighbourhoods had significantly less opportunity to play outside independently of adults than children living in areas with child - friendly urban design, such that 'street childhood' has now become an indicator of wealth rather than poverty.

Furthermore, the children most engaged in after-school activities (sport clubs, music lessons, etc.) were also the children who played most outside without adult supervision. Rather than being prevented from free play by their extra-curricular schedules, these children lived predominantly in areas where outdoor play was considered safe and in families where time for unstructured play was seen as valuable and worthwhile.

A preliminary study was conducted in the UK in Autumn 2015, designed for comparison with this German data. This found that residential areas in the UK were generally better for children's outdoor play than in Germany, but that, nevertheless, German children played outside significantly more than their UK counterparts. Overall the comparison showed that German children played outside without supervision on average 67 minutes a day (on school, weekdays, in moderate weather), while the equivalent UK (primarily Scottish) figure was 36 minutes. Five year olds living in the areas least suited to outdoor play are outside without adult supervision on average four and a half times longer in Germany than in the UK: Nine year olds living in medium quality environments play outside without supervision more than twice as much in Germany compared to the UK.

This initial survey also indicates that UK parents are strikingly more risk averse than their German counterparts: when asked the same specific hypothetical question concerning their view on a child wanting to play in a stream, UK parents' responses were 2 and a half times more cautious than the German parents' responses.

Further investigation is proposed to investigate why childhood opportunities for unsupervised play have become far more restricted in the UK than they are in Germany, with particular reference to the impact of apprehension and misapprehension on crime and law in impairing or enabling free play.

This paper will present a summary of the German and UK survey data findings, and discuss the research which is proposed to investigate the reasons for these differences in terms of childhood freedom. "

## Dhr. Margriet Wiersma

Alexander Foundation Netherlands

### **Activating children and parents in assessing and improving the child friendliness of their living environment. Being at Home in our Neighbourhood**

Reciprocal empowerment between communities and quality of youth policy

Activating children and parents in assessing and improving the child friendliness of their living environment contributes to their social and cultural integration in any given living environment. This will reveal the richness of their social and cultural community, enrich their communal lives, as well as feed reciprocal empowerment between communities and the (participatory) quality of local youth policy. During a participatory research project in one of the municipalities of Amsterdam in 2016, approximately 72 children, 30 parents and local professionals and officials were actively involved in assessing the strengths and weaknesses of social cohesion, youth safety and youth activities, as a stepping stone towards interactive problem solving on these issues.

Children as co-researchers and change agents

Different participatory research methods have been used.

- Several one time only consultations and interviews with children and parents in public spaces.
- Focus groups on paradoxes in the assessments by children and parents.
- Children's research groups: training and mentoring 33 pupils from 4 different elementary schools in conducting their own research project about their neighbourhood.

Paradoxes in outcomes

Findings on three topics reveal paradoxes between subjective experiences of children and objective realities:

1. Youth safety: there is a gap between what children profess to know about risks for their social safety and what can be objectively assessed and verified, e.g.: anxiety experienced due to the presumed presence of a child molester in the neighbourhood, but who has never actually been seen by any of the children.
2. Sufficiency of in- and outdoor activities. According to some of the children there is not much going on for children in their neighbourhood, while other children mention that there is a lot of fun activities they participate in. There seems to be sufficient opportunities, but that many children are not informed about them.
3. Contentment within and stress between social and cultural communities. There is much contentment in belonging to their own community and group, while at the same time there is much focus on stresses in relations with other communities and group: 'When someone is in a fight with someone else it only takes minutes before there are two big (cultural) groups fighting'.

Sustainable outcomes

These outcomes supply insights in how children and their parents assess their neighbourhood. To enable further processing of these outcomes in a participatory fashion in local youth policy and programs, a children's conference will be held in June 2016. Input by children and parents will be presented, and active and creative ideas for their implementation will be discussed with local youth professionals and youth policy officials.

About Alexander Foundation

A non-profit Dutch national research institute on youth participation and participatory youth research in the fields welfare, care, health, education, employment, youth policies, arts & culture. Since 1993, the Alexander Foundation develops and implements participatory youth research projects as well as training and coaching programs for children, young people,

professionals and youth policy officials. Research projects, similar to the one described in this paper, have been conducted in different cities/villages of the Netherlands."

## **Ms Jenny Wood**

Heriot Watt University

United Kingdom

### **Space to Participate: children's rights and the Scottish town planning system**

The UN Convention on the Rights of the Child (UNCRC) (UN, 1989) gives all children the right to participate in matters that affect them (article 12), and to play, rest, leisure and access cultural life (article 31). Combined, these rights give imperative for public services to facilitate children's participation in decision-making, and children's participation in public space. The UK government ratified the UNCRC in 1991, and therefore committed to ensure children could exercise their rights, through a range of policy and legislative instruments. Despite this, the town planning system has been remarkably slow in addressing children's rights (Day et al., 2011).

Indeed, research suggests planners are often unaware of their responsibilities towards children (Wood, 2015), and the general focus of planning on providing fixed-equipment playgrounds does not meet all their spatial needs (Davey & Lundy, 2011). This is particularly problematic as children's independent mobility is increasingly restricted (Shaw et al., 2013, 2015; Hillman et al., 1990), and the spaces they inhabit are often highly regulated (Spencer & Woolley, 2000; Chawla, 1992).

This paper explores children's participation in the Scottish town planning system, by examining children's use of space and place, how they can become involved in the planning process, and the policies that could help planners tackle a decline in children's outdoor movement. This is done through an ethnographic action research project with children aged 9-12, focused on a major park redevelopment, adjacent to their school. It also includes interviews with professional planners, and in-depth policy analysis to ascertain the level of support and guidance planners receive around planning for and with children. This is further supplemented by analysing alternative policy approaches, particularly by comparing Welsh and Scottish play policy.

The paper concludes by giving both theoretical and practical insights into the integration of children's rights in planning. It contributes to ongoing debates around the role of communities in planning, social justice, and sustainability, as well as furthering the cause of creating child-friendly environments. Whilst the research focuses on the Scottish experience, there is scope that the lessons have international resonance, particularly considering that planning across the world is often not conducted for, or with children. "

## **Ms Helen Woolley**

The University of Sheffield, United Kingdom

### **Living with Nature: Increasing Social Capacity**

In England 17% of households are social housing providing homes for 8.2 million people. Although parks are acknowledged as providers of green space and its many benefits in cities a high proportion of much green space in English cities is associated with social housing. Thus the existence and quality of the green space in which social housing is set can have a major influence on the daily experiences of children and the families and communities of which they are a part. In addition children's right to play is often not explicitly expressed in policy and practice in housing areas. Where it is, the provision is often of a poor quality, limited to a Kit, Fence, Carpet approach (Woolley, 2007 and 2008) which has been shown to have limits to its play value (Woolley and Lowe, 2013).

In the City of Sheffield Housing Services is the social housing department of Sheffield City Council providing about 43,000 homes across the city, housing an estimated 20% of the city's population. Living with Nature was a three year project (2011-2014) with the aim of improving the play opportunities and biodiversity in 24 green spaces associated with social housing across the City of Sheffield in the north of England.

During the project a wide range of activities were organised with the communities and several of the sites have ongoing activities, some of which are now in the sixth year. Many of the project sites have changed from being forgotten green spaces to well used and 'owned' green spaces: increasing the physical capital and play value of these areas. In addition the social capital of the communities, both during and after the life of the project, has increased, for children, adults, families and communities, and this will be the focus of this presentation.

## **Dr. Rick Worch**

Bowling Green State University, United States

### **Play Naturally Toledo**

Evidence indicates that children growing up in developed countries within the last three decades play less in natural settings than those in previous generations. There is a growing list of physical and psychological abnormalities being linked to the deficiency in nature play. Benefits attributed to nature play span the intellectual, emotional, social, spiritual, and physical domains of the human experience. Therefore, to encourage more families to play together in nature, Toledo Zoo (Ohio, USA), MetroParks of Greater Toledo, and a nonprofit agency, 577 Foundation, formed Play Naturally Toledo.

The project was funded by the Association of Zoos and Aquariums of North America and the Walt Disney Conservation Society. The three venues differ in their amount of natural and built components along a continuum.

The following research questions were examined:

- 1) To what extent do children and parents perceive playing in nature as a desirable activity?
- 2) What elements of the play areas are perceived by children to have high play value?
- 3) How do the kinds of natural and manufactured play materials relate to the types of play observed?
- 4) How does a play-coaching intervention strategy impact parental attitudes about how to play with their children?
- 5) How does a play-coaching intervention strategy impact the way parents play with their children?
- 6) How do children react to and perceive parental involvement in their play? and
- 7) Does exposure to nature play influence families' decisions to engage more with nature on their own?

## **Asst. Prof. Meryem Yalcin**

TOBB Economy and Technology University, Turkey

### **GLOBAL CITY: CONNECTION OF CHILDREN TO THE CITY**

Covering a large scale of environment, the global city suggests along with complicated and multi layered requirements for all age groups. This study examines children development, autonomy and their existency in the city in this large global space. A city which supports children development and idendification, does not mean that lots of playground or places with in the limits of adults supervision for children.

On the contrary, structures, green areas, routes, parks, playgrounds, city armatours existing around children and further; a leading, instructive, flexibility and protective environment which provides discovery, autonomy and privacy etc. requirements besides social and emotional developmental environment for them. It is known that global city life limits children indiviuality. Consequently, this study covers indication of global and samples from Turkey, by doing case analysis, it provides children environmental proposals in the developing urban space.

## **Mrs Kurniasih (Nia ) Zulhadji**

Independent Child Policy Consultant, Indonesia

### **Regional Plan of Action for development of child friendly city/regency and children participation in determining child friendly city program in the City of Magelang**

Government of regencies and cities in Indonesia are enthusiastic in developing its region into child friendly regency or city. Indonesia has 414 regencies and 1 administrative regency, as well as 92 cities and 5 administrative cities. From those numbers, 190 regencies and cities has initiated its effort to attain status of child friendly status, and out of those 190, 62 has gained official recognition as City/Regency Toward Child Friendly City/Regency, either in Pratama, Madya, or Nindya class. Up to now, there is no city or regency which has attained Child Friendly status, or even City/Regency Toward Child Friendly City/Regency in Utama class, while in Nindya class, there are only Cities of Surakarta, Surabaya and Denpasar, as well as Regency of Badung.

There are three main approaches for government of regencies or cities to develop its region to attain child friendly status. First, with direct assistance from the Ministry of Women Empowerment and Child Protection; second, with assistance from the Provincial Government; and third, developing with its own initiative.

To develop a city or regency toward child friendly city/regency, attention should be given to three main issues: stages of development, indicator and categories, as well as formulation and development of the Regional Plan of Action of the respective city/regency into Child Friendly City/Regency.

Regional Plan of Action serves as reference in developing a city or regency toward child friendly city/regency in systematic, focused and effective manner. Sources of fund for the Plan of Action may be the city/regency government, community and business sector which have significant concern to child development.

Among cities and regencies which has attained City/Regency Toward Child Friendly City/Regency in Madya class is the City of Magelang. The city has initiated its own development into child friendly city, and has formulated regional plan of action which involves children participation in determining policies and program in developing a child friendly city.

Children participation is necessary in creating and implementing programs which are partial to children. To that end, Children Forum in the City of Magelang is playing an active role to participate in determining programs in special protection for children, child participation, child health, child welfare and child education. Voice of children in the City of Magelang play an important role to fulfil the regional plan of action which was made for 5 years.

Decision to involve children in creating regional plan of action is in line with the Child Protection Act no. 35 year 2014, as well as with the Convention on Children Rights.

Substance of the regional plan of action consists of clusters in accordance with indicators in child friendly city/regency development, which are

1. Institutional reinforcement
2. Civil rights and freedom
3. Family and alternative child care
4. Basic health and welfare
5. Education and pemanfaatan waktu luang dan kegiatan budaya
6. Special protection

Success of the regional plan of action may be seen from the accomplishment of programs in every cluster. This regional plan of action may be evaluated annually and if necessary may be altered with more innovative programs in fulfilling children rights and child protection."