

Involving Children and young people in Local Development

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I-SPHERE

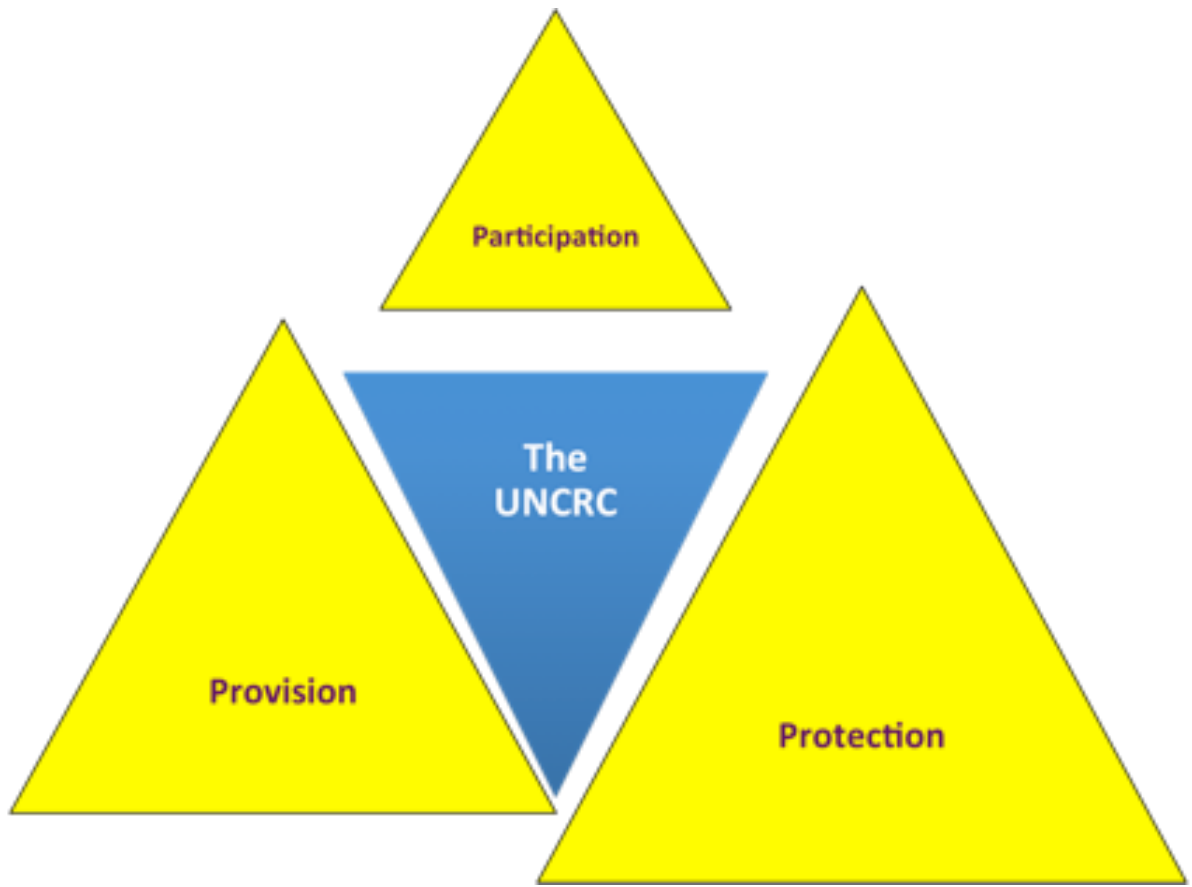
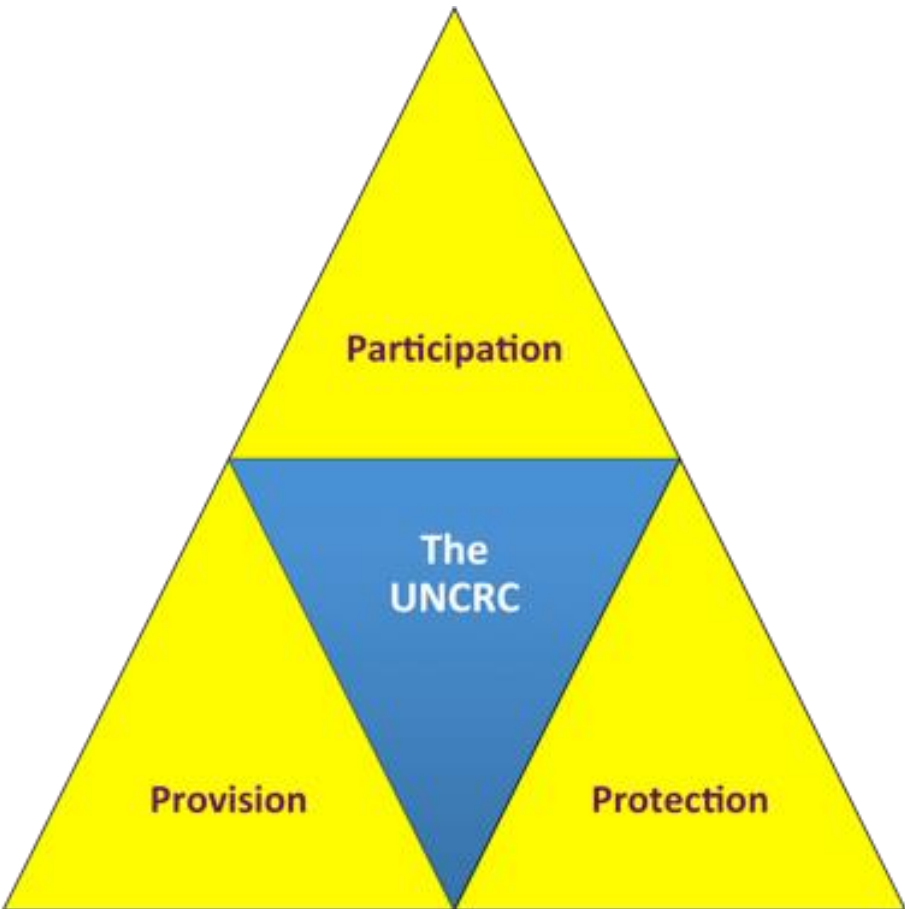
Institute for Social Policy, Housing, Equalities
Research

APiC
A Place in Childhood



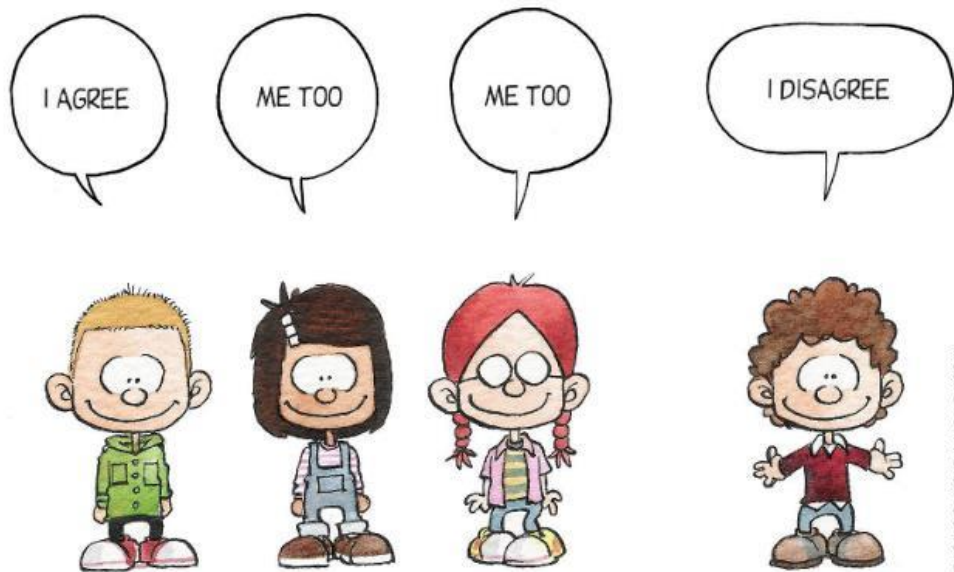


The UN Convention on the Rights of the Child (UNCRC)



Article 12

The right to participate in decision-making

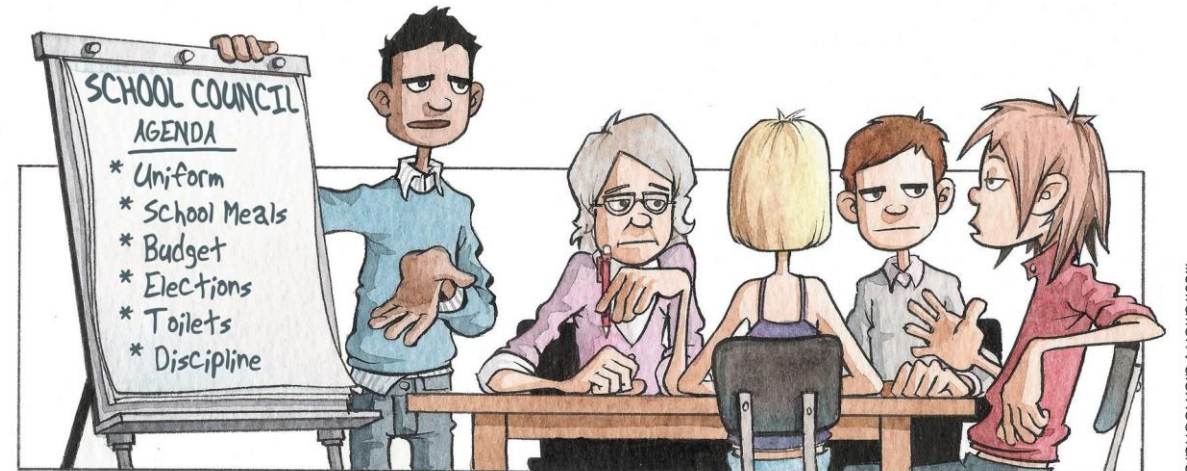


You should have a say in decisions that affect you

U.N. Convention on the Rights of the Child: Article 12

CHILDREN & YOUNG PEOPLE'S
Commissioner
Scotland

Illustration : alex leonard



You should have a say in decisions that affect you

U.N. Convention on the Rights of the Child: Article 12

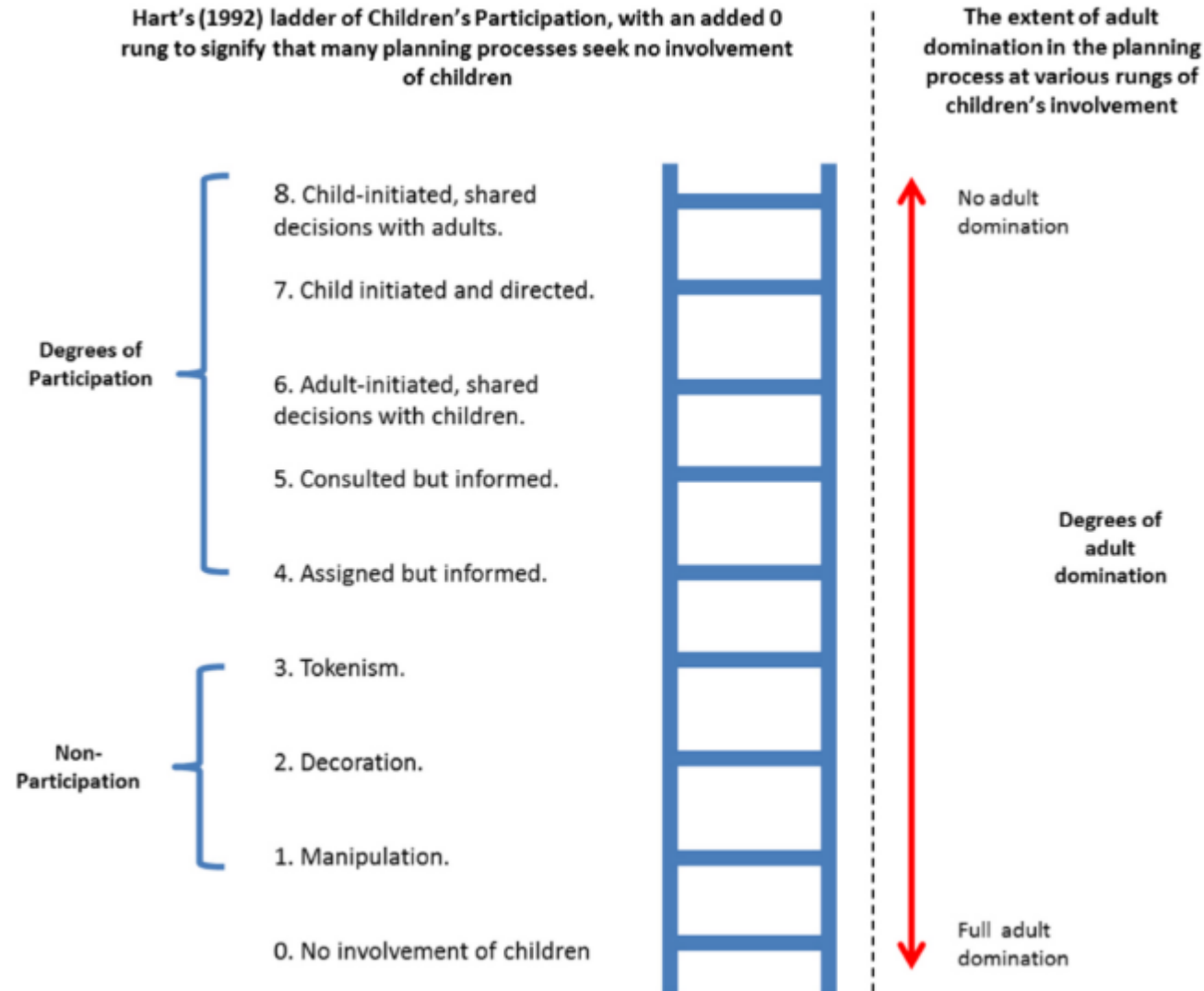
SCCYP
Scotland's Commissioner
for Children & Young People

Illustration : alex leonard

The Value of Children and Young People's Participation

- Self-esteem, and appreciation of democracy (Hart, 1992; Tisdall, 2010; Percy-Smith, 2010);
- Children can access places we cannot, and see things that never catch adults' attention (Hart, 1979; Cahill, 1990; Ward, 1990);
- decision-makers become more aware of the world around them, and how it affects different types of people (Hart, 1992); and
- dialogue between children and adults benefits intergenerational relationships (Hugh Matthews et al.; Steele, 2005; Mannion, 2007; Thomas, 2007).

A model of children's participation in the planning process (Wood, 2016)



Children and the planning system

- **Low to no awareness of children's rights** (Wood, 2015; Cele & van der Burgt, 2013; Day et al., 2011; Freeman, 2006; Simpson, 1997)
- Focus on **education, parks and playgrounds**
- Children's spatial requirements often misunderstood (Hörschelmann & Van Blerk, 2012; Horton et al., 2008; Jones, 2008; Lester et al., 2008; Kyttä, 2004)



Article 15

The right to gather in place



illustration : alex leonard

You should be able to meet friends, unless there is a good reason why not

U.N. Convention on the Rights of the Child: Article 15



illustration : alex leonard

You should be able to join things and meet people so long as you don't endanger or threaten others

U.N. Convention on the Rights of the Child: Article 15



Article 31

The right to participate in play

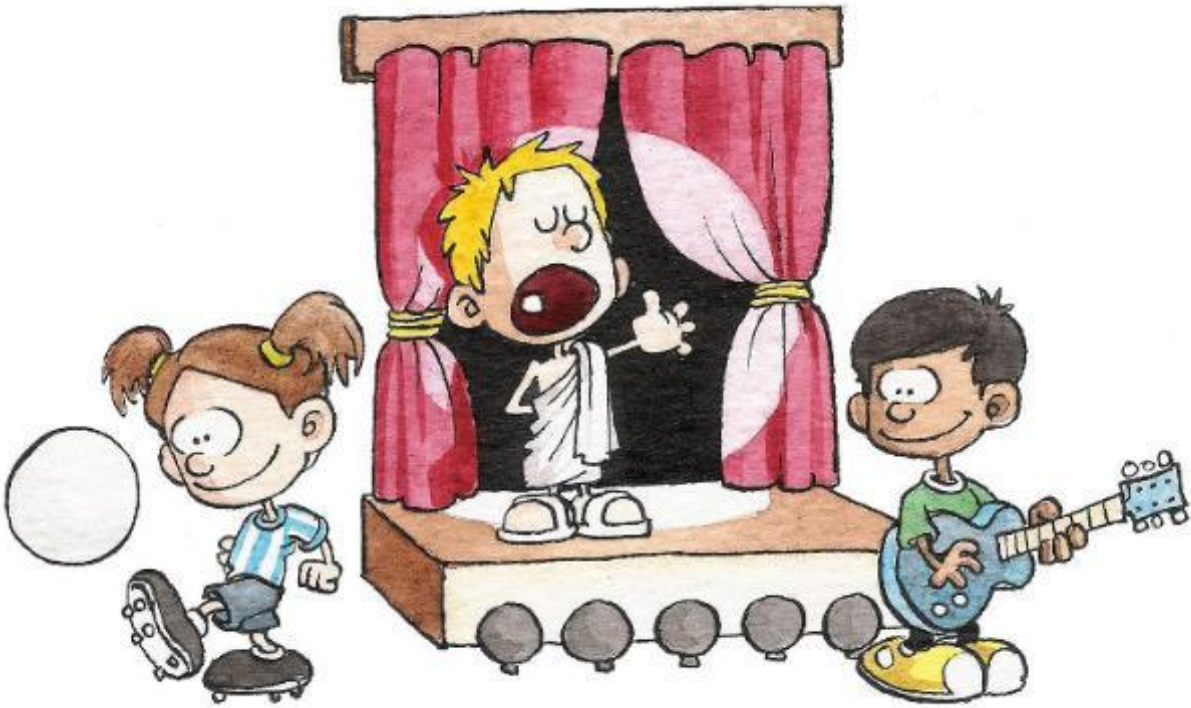


illustration : alex leonard

You have a right to play!

U.N. Convention on the Rights of the Child: Article 31

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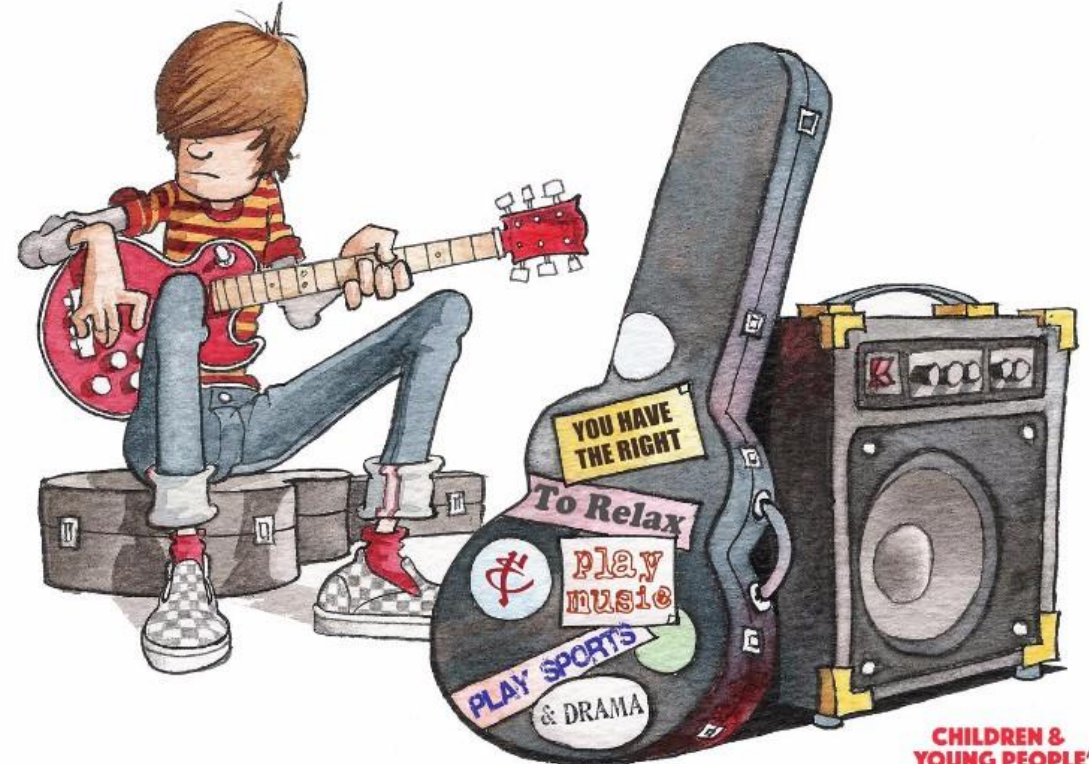


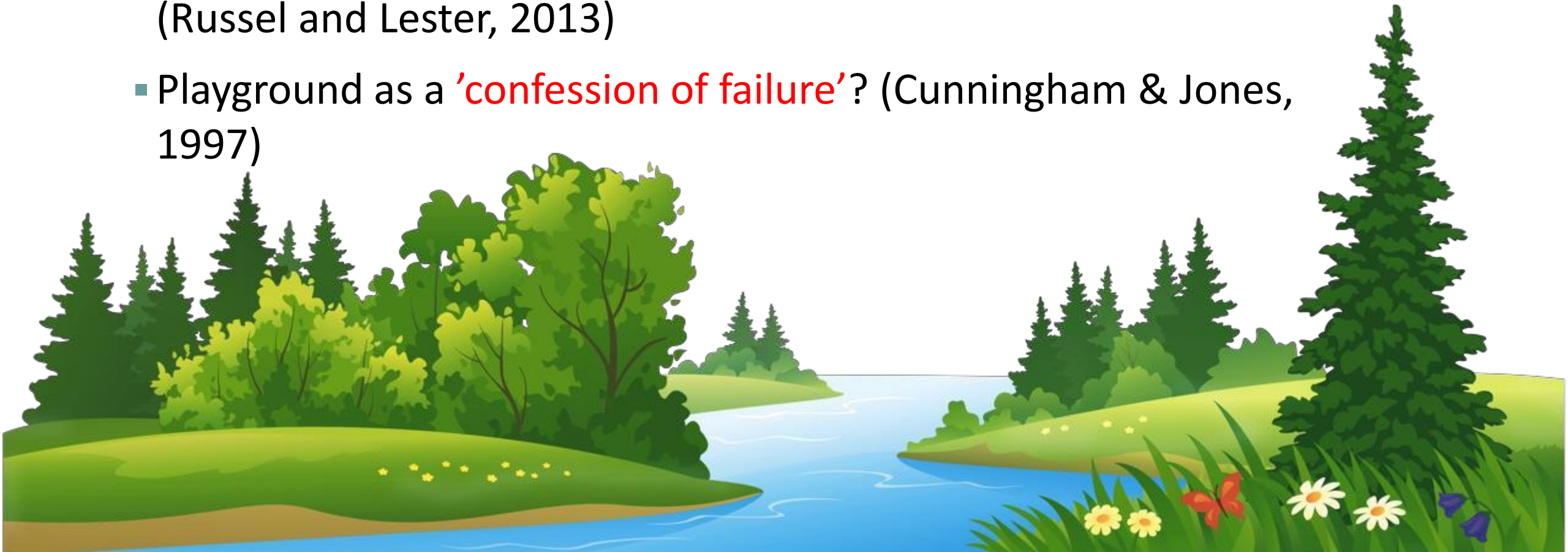
illustration : alex leonard

U.N. Convention on the Rights of the Child: Article 31

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Beyond the Park and Playground

- Discrete play at fixed times in fixed locations (adult-centric) or **wayfaring – playing anywhere and everywhere** (child-centric) (Russel and Lester, 2013)
- Playground as a **'confession of failure'**? (Cunningham & Jones, 1997)



Kyttä's (2008) Framework of Child-friendliness

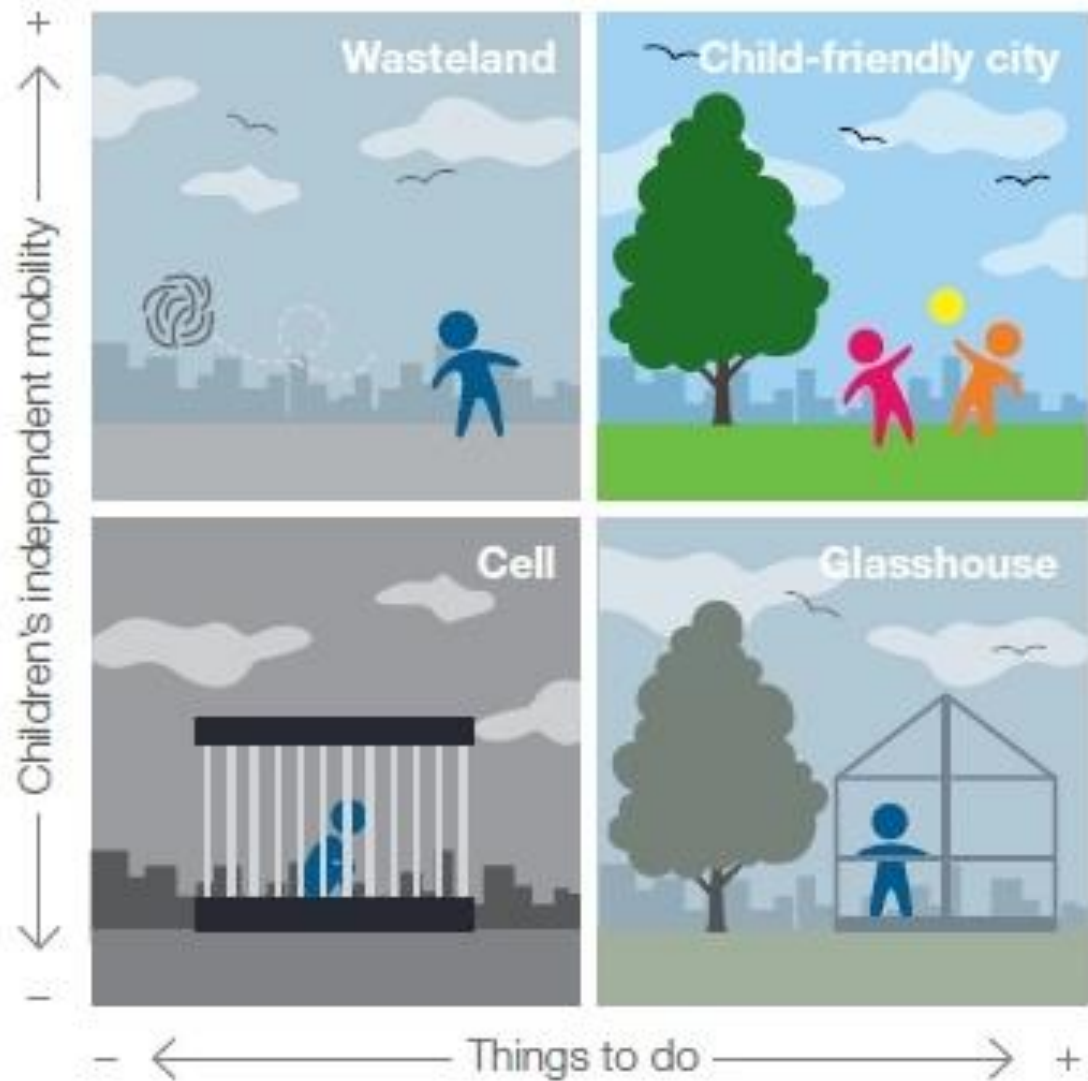
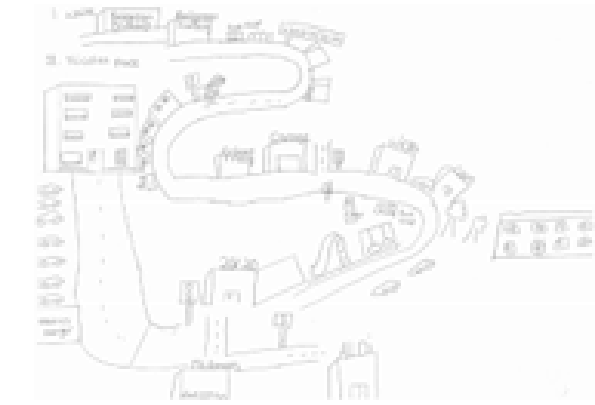
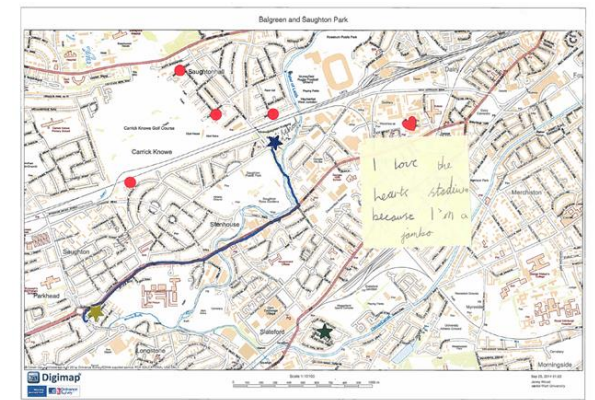


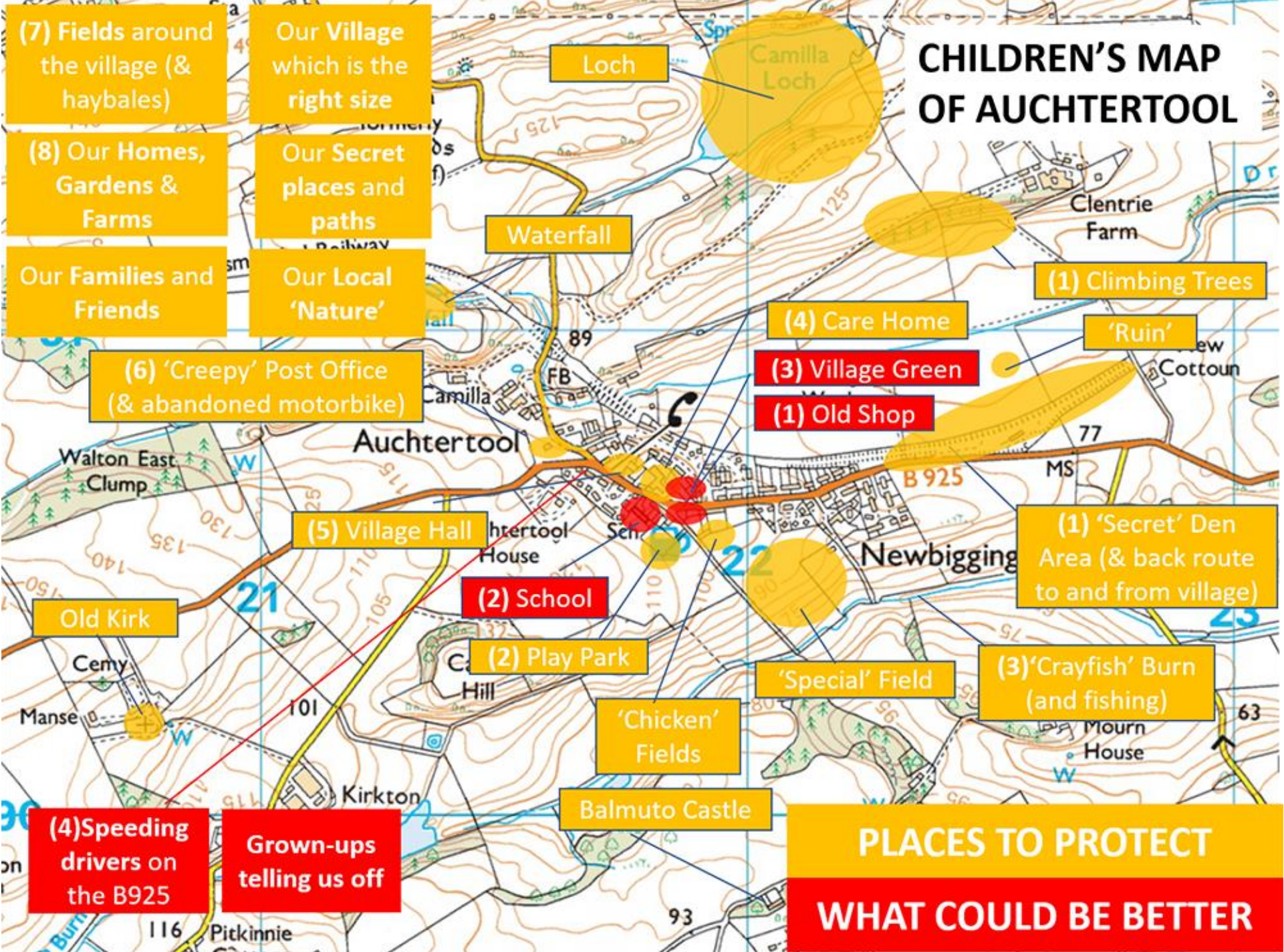
Diagram adapted by Gill (2019)

Action Research Methods

- Annotated children's maps
- Cognitive mapping/drawing/writing about routes to school
- Child-led walks
- Experiential mapping
- Writing and drawing
- Class discussions, Individual discussions (informal)



CHILDREN'S MAP OF AUCHTERTOOL



Children's Tracks in Norway

- Children's representation statutory since 1989 (Berglund & Nordin, 2007)
- Children communicate place preferences and ideas.
- Locally-specific information in a standardised format.



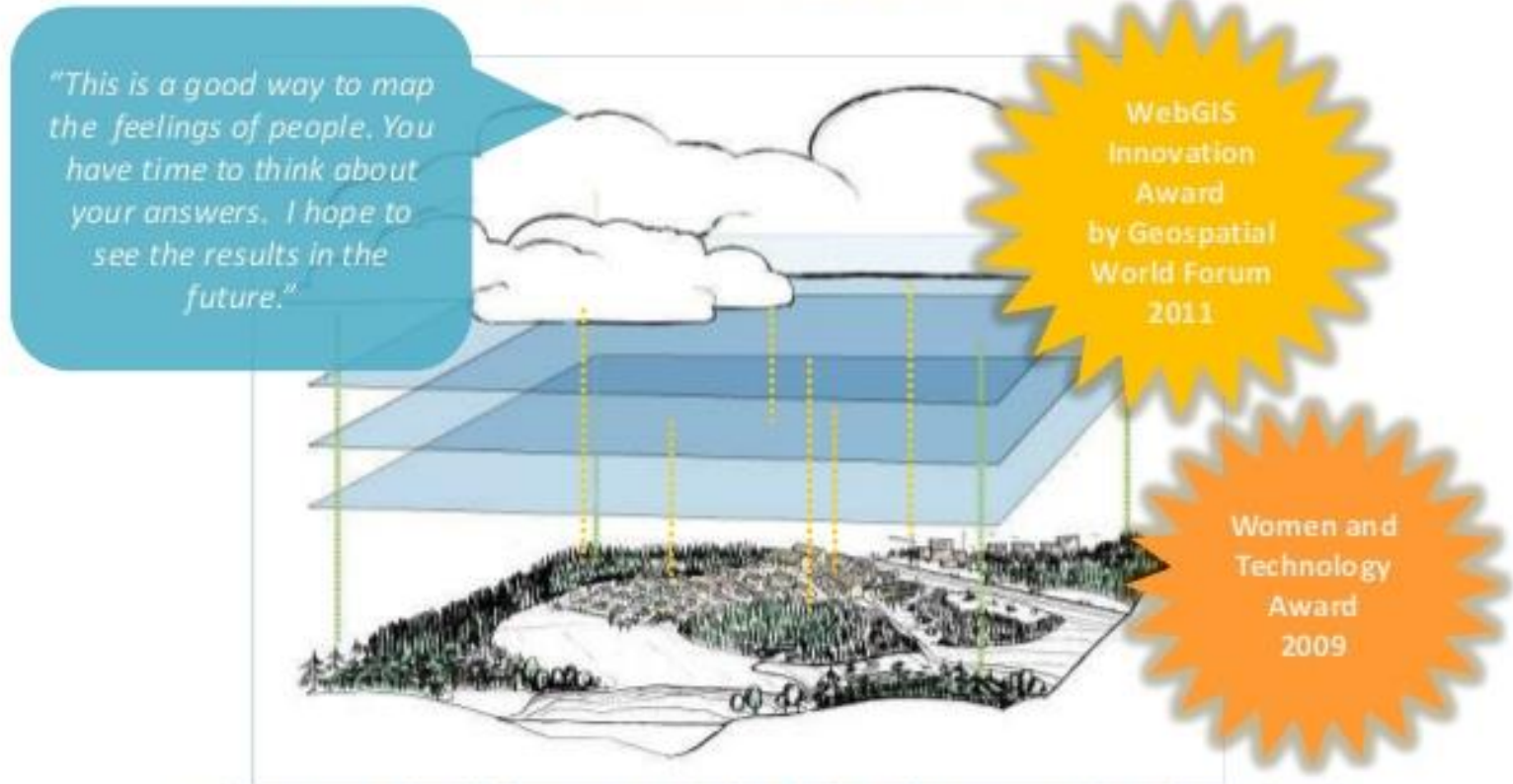
(Barnetråkk, n.d)

SoftGIS in Finland

- 'Child-friendly, school-friendly, planner-friendly' (Berglund, 2008: 111).

The 'soft' GIS

Developing a GIS-based method for studying the environmental experiences locality-based

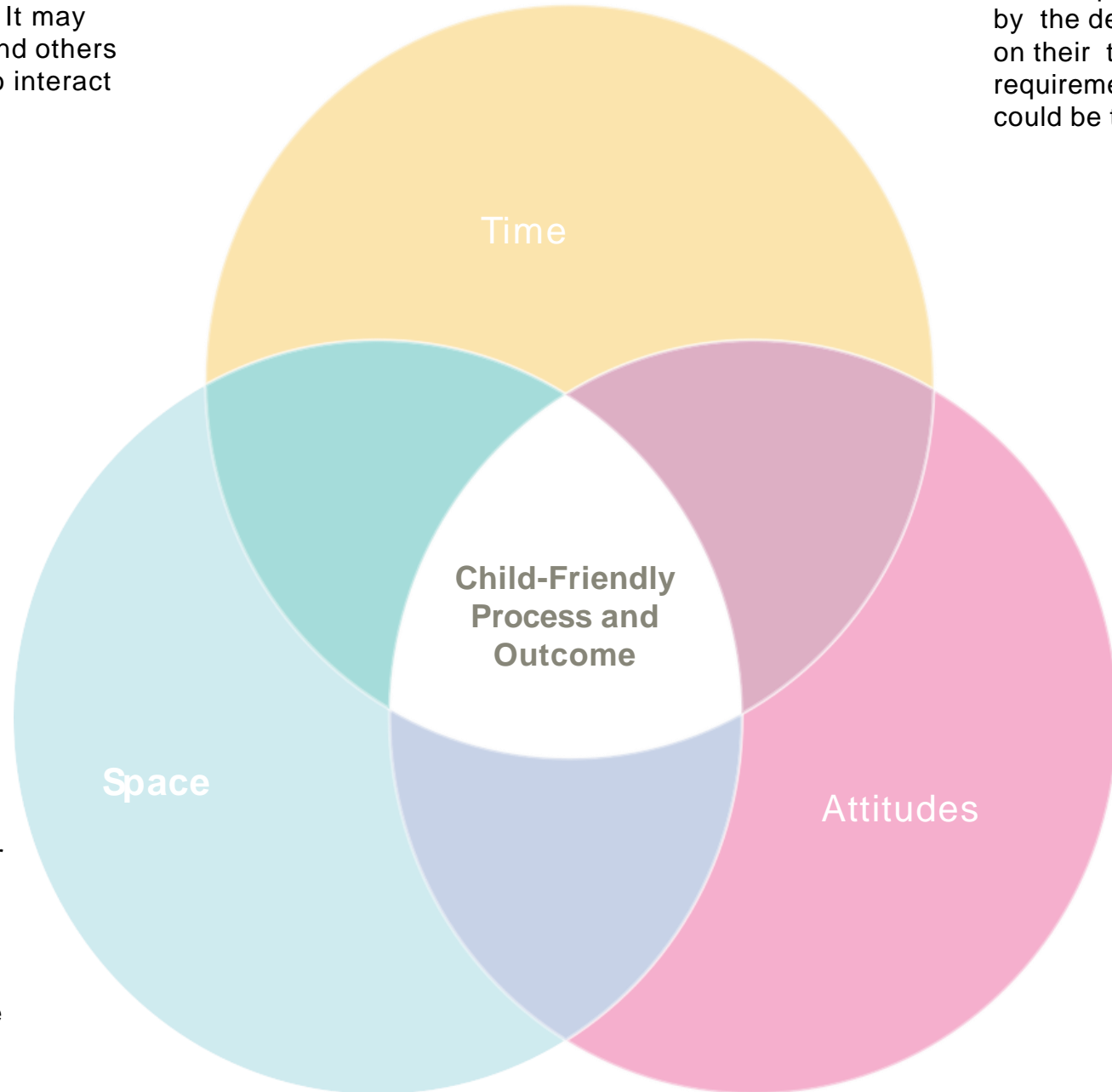


adding new 'soft' layers with the help of Internet-based method into the Geographic Information System

(Kahila & Kyttä, 2009: 406)

Time to participate in place can be indirectly influenced by the structure of space. It may make some spaces quick to get to, and others not, so that children have less time to interact with the outdoors.

Time to participate in process can be influenced by the demands that planners and children have on their time. For planners this could be other requirements of their work, and for children this could be the educational demands of school.



Space to participate in place is affected by:

- existing space;
- its distribution;
- planning policy; and
- policy implementation.

Space can also affect the attitudes of children and other adults towards their outdoor endeavours.

Space to participate in process is affected by the emphasis of involving children across the profession, and the skills of and support for planners to involve children.

Attitudes of planners affect:

- the policy development process;
- policy itself; and
- the implementation of policy.

However, the attitudes of planners may be influenced by existing policy. This can have an affect on both participation rights, as it underlies their overall approach.

Thank you

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