

Reconsidering Urban Planning; Creating Child-Friendly Environments

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Planning for child friendly urban environments:

both a ***national / local*** matter as well as an ***international*** matter influenced by extranational developments

Two dominant perspectives on urban planning:

the call for ***child-friendly urban development*** focusing on children and on the local environments where children spend their everyday lives and where they grow up;

and

the call for ***sustainable development*** because of climate change, taking place beyond national and cultural borders across the globe, with the effects shown at the urban level.

To promote child-friendly environments two things are very helpful:

- ***international consensus*** like the UN Convention on the Rights of the Child, CRC;
- and
- international support, cooperation and exchanges in ***networks*** for child-friendly environments.



European
Network
**CHILD
FRIENDLY
CITIES**

POSITIVE SOCIAL QUALITIES

Social integration

Freedom from social threats

Cohesive community identity

Secure tenure

Tradition of community self-help

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NEGATIVE PHYSICAL QUALITIES

Lack of
gathering places

Lack of varied
activity settings

Lack of
basic services

Heavy traffic

Trash/litter

Geographic
isolation

POSITIVE PHYSICAL QUALITIES

Green areas

Provision of
basic services

Variety of
activity settings

Freedom from
physical dangers

Freedom of
movement

Peer gathering
places

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Sense of political powerlessness

Insecure tenure

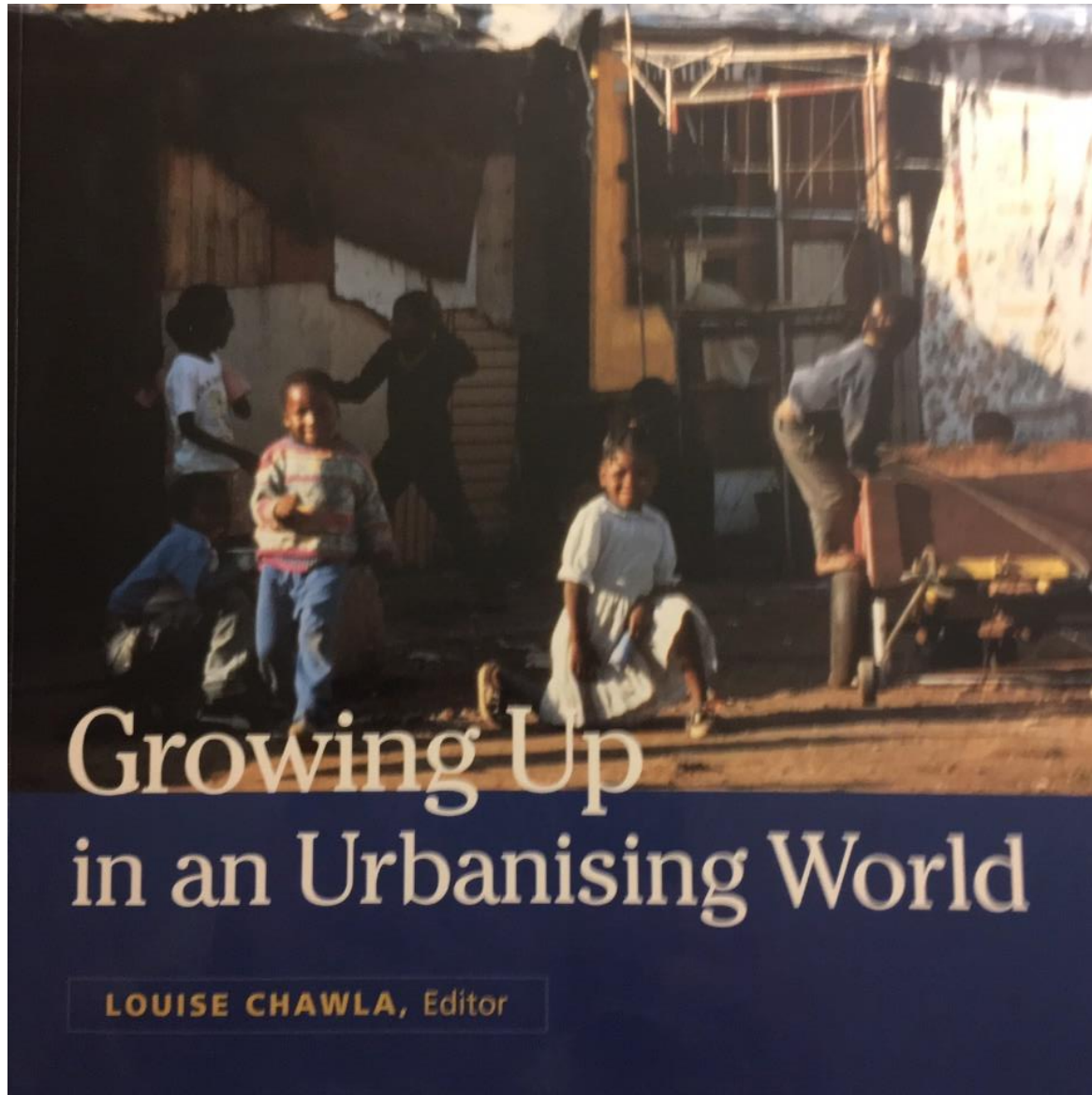
Racial tensions

Fear of harassment and crime

Boredom

Social exclusion and stigma

NEGATIVE SOCIAL QUALITIES



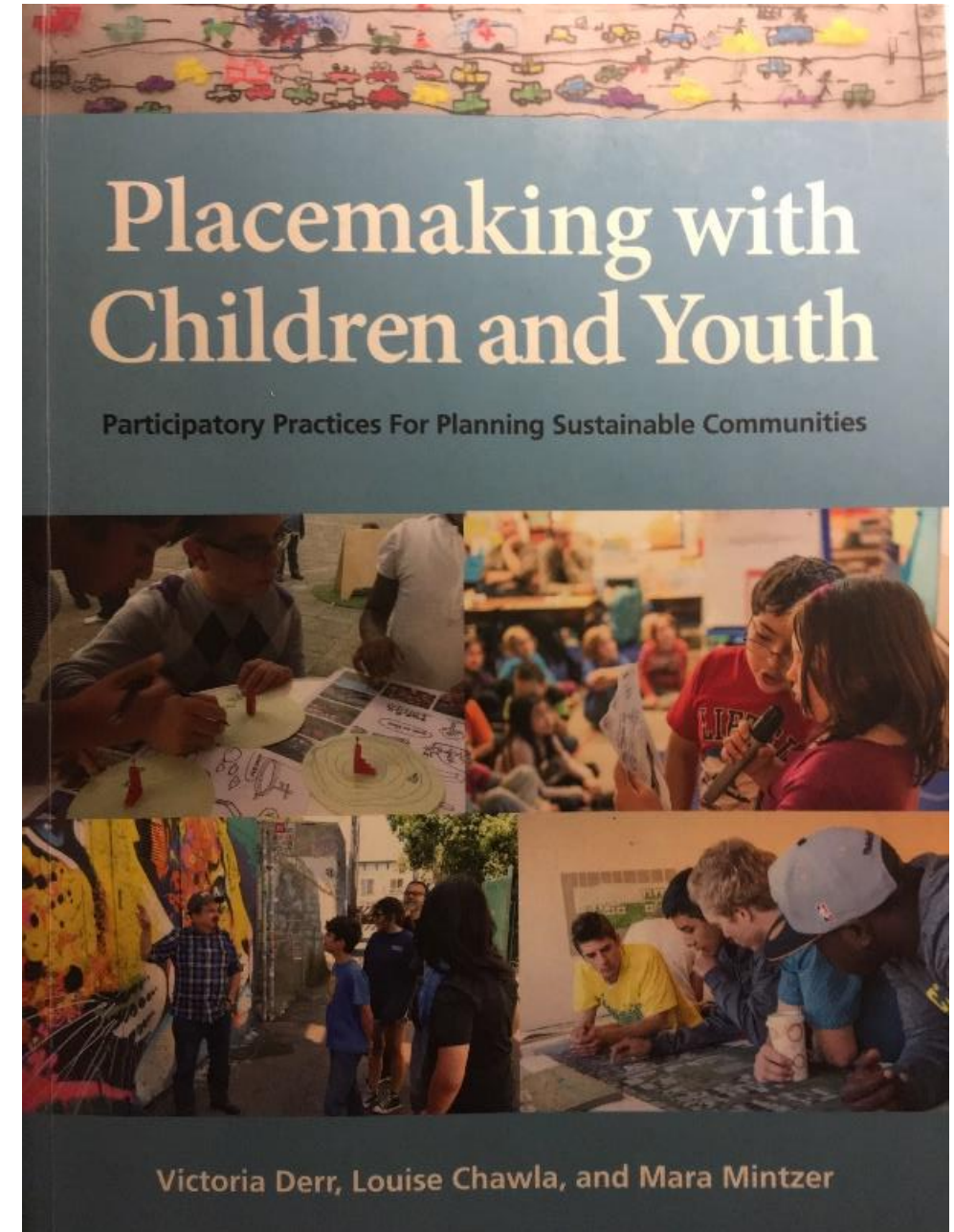
- UN CRC;
- UN Rio Summit for Environment and Development;
- UN Beijing Summit stressing the rights of women and the girl child;
- UN World Summit for Social Development and;
- UN Habitat Conference.

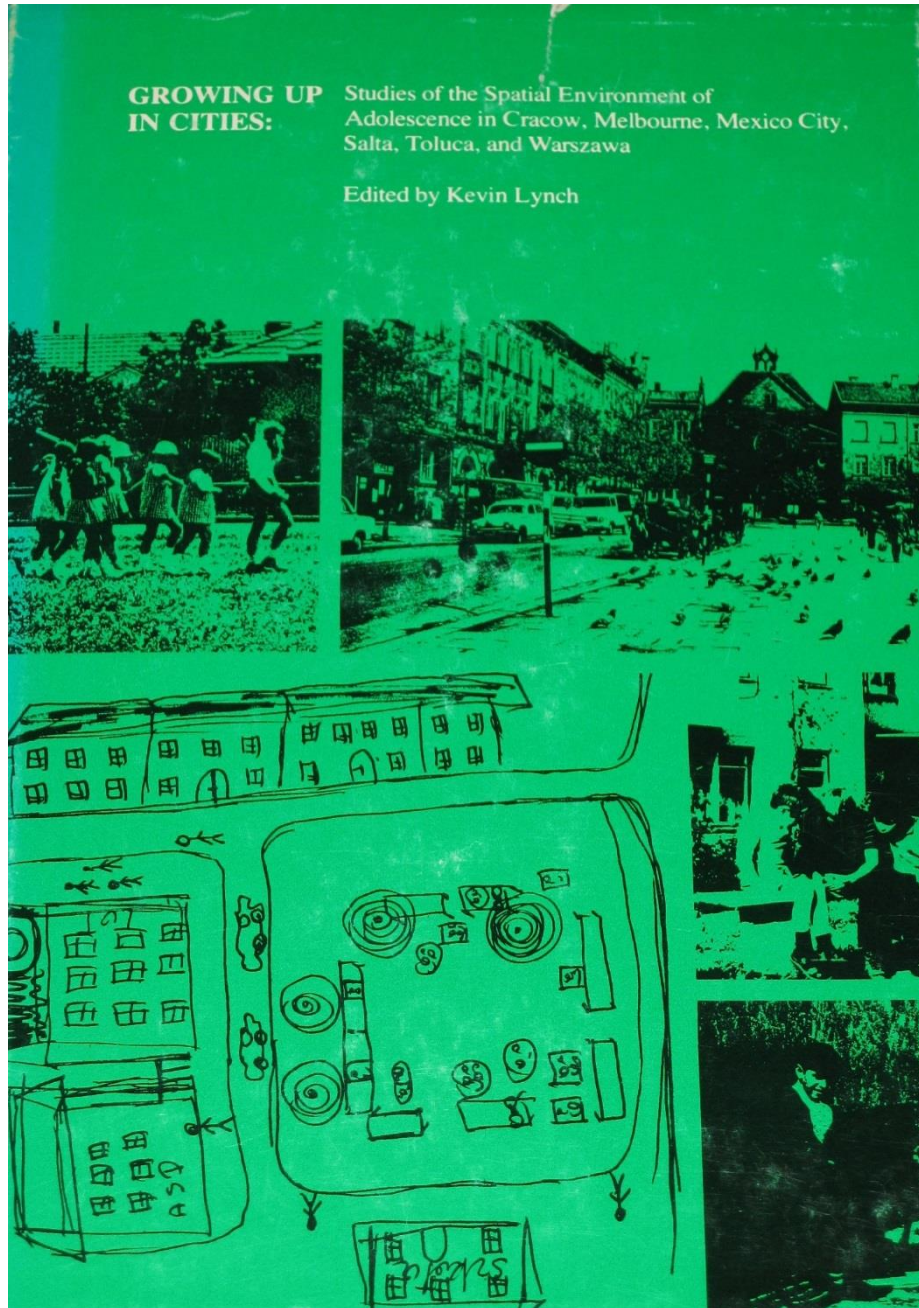
Since then:

Children – with the support of the CRC –
are encouraged to ***speak up for themselves;***

Development of ***children's engagement methods*** that allow us to learn from them about their environmental experiences;

Communication is the key word.





Lynch's interest was in working with and understanding young people and getting them involved in the environment of their communities;

For young people to experience themselves as part of society, they need to have the opportunity of being active in the development of their communities;

"taking pleasure in change and not simply living with it is the thing to learn".