Integrated child impact analysis and dialogue
“The city council has determined that a children’s perspective must permeate all of the city’s activities, and that the city must safeguard children’s rights pursuant to the UN Convention on the Rights of the Child.”

2017 report by the City of Stockholm’s Ombudsman for Children

Regardless of where they live, the residents of Stockholm should have a good and equal foundation for their upbringing. All children and young people must be given the same conditions to realise their full potential, regardless of their age, sex, individual circumstances, or socio-economic, ethnic, and cultural background. By involving children and young people in urban planning at an early stage, we broaden our knowledge of their needs and build a city that better represents all its inhabitants.

In order to increase transparency and mutual understanding of the city planning process, each city planning project must detail how the perspective of children’s rights has been taken into account and the considerations that have been made. Methods and guidelines in support of this have been developed for integrated child impact analyses, child checklists, and dialogue. These methods and guidelines are established in the UN Convention on the Rights of the Child (UNCRC) and have been developed by a working group of representatives from many of the city’s administrations.

By establishing shared methods and integrating them into the planning process, the City of Stockholm has further implemented and clarified the UNCRC in this growing city.

Jan Valeskog Vice Mayor for City Planning
Section 1: Integrated child impact analysis

The first section of this document explains the work of the City at Eye Level with regard to child impact analyses. The emphasis is on method development. The result – the integrated child impact analysis – is a process that enables the city to explore, take into account, and implement the perspective of the child and a children’s perspective at an early stage in urban development projects.

Section 2: Dialogue

The second section explains the five steps that dialogue should follow in order to facilitate participation and influence. The importance of representation is also addressed. This section contains advice on how to reach the right audience and provide inspiration in the form of good examples of dialogue in the city.

Guidance

- The integrated child impact analysis must form the basis for the City of Stockholm’s city planning projects. This is in order to explore and take into account the perspective of children’s rights prior to development.
- The child checklist must be used within official statements as a support tool for illustrating how a project has explored and taken into account the best interests of the child.

Purpose

The aim of this guidance is to support the participation of children and young people and the fulfilment of their needs in matters relating to urban development. It stresses the inclusion of the perspective of the child and a children’s perspective in the implementation of new projects in the city by way of an integrated child impact analysis and dialogue.

Methodological support

The document will serve as methodological support and provide greater knowledge and understanding of the UN Convention on the Rights of the Child, herein referred to as the UNCRC, as well as offering inspiration and showcasing good examples from the city.

Users

This guidance should be used by participants in city planning projects and the consultants used to implement the integrated child impact analysis.
Definitions

**Child** any person under the age of 18.

**The best interests of the child** refers to an individual child, a group of children, or children generally and must be determined on a case-by-case basis. The best interests of the child will be determined by way of exploration and trials that take into account the child’s needs and views based on their age and maturity.

**A children’s perspective** is when adults acknowledge the child, endeavour to understand them, and implement measures that they consider to be in the best interests of the child. A children’s perspective may include the perspective of the child, but this is not obligatory.

**The perspective of the child** reflects a statement from a child. In order to express the perspective of the child, the child must have been able to give their opinion.

**A children’s rights perspective** involves taking into account the rights of children pursuant to the UNCRC in every decision or measure concerning children.

**Dialogue** can come in different forms. Its purpose is to capture the views of children and young people on future urban development projects.

**An Integrated Child Impact Analysis (ICIA)** is a tool for visualising the best interests of the child, group of children, or children generally in relation to a specific measure or issue and based on the UNCRC. The word “integrated” aims to ensure that the child impact analysis is an ongoing part of the planning work.

**Improvement measures**: If a city planning project would have an adverse effect on one or more children, it must be stated how the project intends to cater for the child’s or children’s needs.
A children’s perspective on urban development

The City at Eye Level started out as a working group for issues relating to children, young people, and urban development. The purpose of the working group is to act as a catalyst and support tool for issues pertaining to urban development in order to elevate the needs of children and young people and to improve their participation in this growing city.

The City at Eye Level is borne out of Culture at Eye Level, a programme that aims to enable all children and young people, regardless of their circumstances and upbringing, to get involved with a professional cultural scene and to be able to express themselves on their own terms and together with professional adults on the culture scene.

“The needs of children and young people in relation to the physical environments where they live are taken into account.”

The fourth objective of Culture at Eye Level

The fourth objective of Culture at Eye Level means that the best interests of the child must be explored and taken into account in the implementation of urban development projects, and that work should be structured as proposed by the City at Eye Level working group. The City at Eye Level working group is an umbrella administrative body, which means that several of the city’s administrations are included.

All of the relevant committees and corporate boards are responsible for a children’s and young people’s perspective with regard to decision-making, planning, and resource allocation in relation to environments, both indoor and outdoor, where children and young people live.

Budget objectives

It is important that the children’s rights perspective is developed within urban planning.

The best interests of the child must be explored and taken into account as the city grows. To ensure this, the City of Stockholm has developed a method for an integrated child impact analysis. A child checklist is attached for use in all decisions pertaining to urban development. The child checklist also indicates whether an ICIA should be carried out for the project. The method is established in the UNCRC and current research on children and young people’s development, needs, and relationships with urban environments. Furthermore, the City of Stockholm has set itself ambitious goals with regard to dialogue. Consequently, five steps have been developed for participation in and influence on dialogue.
Guidance

The integrated child impact analysis must form the basis for the City of Stockholm’s city planning projects in order to explore and take into account the perspective of children’s rights prior to development.

The child checklist must be used when writing official statements as a support tool for illustrating how a project has explored and taken into account the best interests of the child.
UN Convention on the Rights of the Child and the City of Stockholm

The UN Convention on the Rights of the Child (UNCRC) states that children are individuals with their own rights and it aims to give all children, regardless of their background, the right to be treated with respect and to be heard.

The UN Convention on the Rights of the Child
On 20 November 1989, the UN General Assembly adopted the Convention on the Rights of the Child. To date, 196 countries around the world have signed up and undertaken to comply with the provisions on children’s human rights.

According to the convention, it is the state that is ultimately responsible for ensuring the realisation of children’s rights. Although the family has primary responsibility for its children, every state is required to support families and enable them to take care of their children in the best way possible. The municipality and its publicly elected politicians decide, for example, how schools, preschools, leisure activities, and roads should be managed and so they have a responsibility for protection.

In 1990, Sweden was one of the first countries in the world to ratify the convention, thus undertaking to follow the convention’s rules.

Vision 2040
The City of Stockholm has a vision, Vision 2040 – A Stockholm for everyone, adopted by the city council in 2015. This vision for the city serves as its objective for social, economic, ecological, and democratic development in the coming decades.

In the year 2040, every child in Stockholm has a good and equal upbringing.
Vision 2040

The starting point for the city’s activities and policies must be that every child will have good and equal opportunities, regardless of where in the city they are growing up.

The city must be accessible and designed in such a way that everyone can enjoy it. Every child has an equal entitlement to a varied life with good access to play, culture, and sport. Stockholm needs more places where children and young people can meet, especially girls and LGBTQ people.

Stockholm must be a city where everyone can grow. The city must give children confidence in the future and support opportunities for them to realise their full potential. All children must have the same chances.
Programme for children’s rights

The programme of the City of Stockholm’s Ombudsman for Children, Program för barnets rättigheter och inflytande i Stockholms stad 2018–2022, adopted by the city council in 2017, will support the city’s efforts to comply with the UNCRC and put the legislation in place in Sweden.

“In Stockholm all children, regardless of their background and circumstances, are entitled to have their rights respected and the opportunity to shape society and their own lives.”

Program för barnets rättigheter och inflytande i Stockholms stad 2018–2022

The overall focus and priorities of the programme:
1. Decision-makers and employees must take a children’s perspective into account and take account of children’s rights in all their decisions, assignments, and day-to-day work.
2. Children’s right to equal treatment and protection against discrimination must be ensured.
3. Children must be given the opportunity to express themselves and have their views respected.
5. Children must be safe and be protected against physical and mental violence.
A children’s perspective concerns not only activities targeted specifically at children such as through schools and social services, but also areas such as social planning, housing, transport, and the environment. It is important to remember that children are not a homogeneous group. What is in the best interests of one child may not necessarily be in the best interests of another.

A children’s perspective and the perspective of the child
A children’s perspective has two distinct parts: a children’s perspective is about adults acknowledging the child, while the perspective of the child reflects the child’s own statement (full definitions on page 7). Both parts must be included in efforts relating to the integrated child impact analysis. Only when the child has expressed their views and these are included in decision-making can the best interests of the child truly be elevated and put first.

The method of the integrated child impact analysis enables the best interests of the child to be explored and taken into account at an early stage in urban development projects. By following the different steps of the method, the perspective of the child and a children’s perspective can be incorporated into the project.

The method is based on six selected articles from the UNCRC and taken together they result in the best interests of the child being put first. Working with an integrated child impact analysis based on these six articles means that the city is taking a big step forwards in complying with the UNCRC in its urban planning.

Definition of the target group and possible conflicts of interest
An important issue in the initial stage of a new project is whether the measure/decision concerns an individual child, children in general, or a specific group of children.

It is important to remember that children are not a homogeneous group. Just like adults, they have different circumstances and needs, depending on sex, age, socioeconomic circumstances, cultural and ethnic background, and disability.

What is in the best interests of one child in a given situation may not necessarily be in the best interests of another, and there may be conflicts between the interests of different children. Consideration should be given to both short-term and long-term interests.

Analysis and documentation
The analysis and accompanying documentation must convey the advantages and disadvantages of the different choices. Furthermore the decisions in the matter must be taken into account and presented based on a children’s rights perspective. The analysis must also describe any conflicts of interest between the needs of different children, as well as conflicts with the interests of the socio-economy or adults. In cases where the best interests of the child have to give way, it is especially important that the reasons and improvement measures are documented in the analysis.
Selected articles from the UN Convention on the Rights of the Child:

**Article 2:**
No child may be discriminated against on account of their ethnic or social origin, sex, religion, disability, or other similar reasons.

**Article 3:**
The best interests of the child must serve to guide all decision-making and any measures concerning children and young people.

**Article 6:**
Every child has the inherent right to life, survival, and development. Children must be allowed to develop at their own pace and on the basis of their own circumstances.

**Article 12:**
Children and young people have the right to express their views and have them taken into account in all matters that concern them.

**Article 23:**
A child with a disability is entitled to a full and decent life and to assistance with their participation in society on equal terms.

**Article 31:**
Every child is entitled to play, leisure, culture, and rest.

Success factors for fulfilling the UNCRC:

- Clear support and commitment from the management
- Incorporation of the perspective in key governing documents
- Training and information
- Platform of existing work processes
- Economic and human resources
- Dialogue and sharing of experiences
- Monitoring and evaluation

Source: The Ombudsman for Children in Sweden
www.barnombudsmannen.se
Section 1: Integrated child impact analysis (ICIA)
When referring to a proposal(s) in connection with the integrated child impact analysis, this refers to a proposal(s) for statements of intent, structural plans, detailed development plans, or consultations.
Method and approach

In order to map the children’s perspective and the perspective of the child in a new urban development project, it is vital that these form part of the planning process from the outset. The right questions must be asked at the right stage in order for these considerations to form a natural part of the preparation of proposals. For this reason, the City of Stockholm works with child impact analyses to ensure that both perspectives have a real influence on and appear in the final proposal.

When should an integrated child impact analysis be conducted?

The city uses an integrated child impact analysis in its city planning projects. The UNCRC applies to all children, and this is apparent in areas where children’s interests must be taken into account, such as housing, health, and the future.

All plans must consider how children will be affected by an urban development project or measure. This takes place in an initial memorandum using the child checklist. After the initial considerations, the method is adapted so as to elevate the children’s rights perspective in the individual project in the best possible way.

If the assessment is that children are not affected, the reasoning for this must be documented. If the project or measures are considered to have an adverse effect on one or more children, a report must be presented stating how the project intends to cater for the child’s or children’s needs.

Approach

An integrated child impact analysis consists of four steps. At the start of each project, the structure of the four steps must be discussed and linked to the schedule.

1 Early dialogue and inventory
2 Preparation of proposals
3 Impact analysis of the final proposal
4 Feedback

Different issues must be highlighted at each step. There are three main groups of issues: the environment and health; housing and day-to-day life; and safety and accessibility.

See also “Key questions” on page 20.

These issues will also form part of the foundation for the consultancy order to ensure that the city’s child impact analysis has the same focus and coverage in all city planning projects.

The final document

The four different steps in the child impact analysis comprise the final document.

Step 1

Early dialogue and inventory

The final document must report how the dialogue and inventory took place, as well as how the dialogue material, surveys, and any other material were created. This section also includes a description of how the area is currently being used and what must be preserved and developed.

Step 2

Preparation of proposals

At this step the different proposals (where relevant) are reported on, including how a children’s rights perspective has been taken into account.

Step 3

Impact analysis of the final proposal

This step consists of an impact analysis of the final proposal.

Step 4

Feedback

Each project must have a clear plan for feedback.

On the next page, each step will be explained in more detail, and the link between the integrated child impact analysis and the planning process will be clarified. The latter serves as the city’s approach for testing whether a new urban development project is suitable.
Early dialogue and inventory

Early dialogue with children and young people is an essential part of efforts to capture the perspective of the child. Dialogue must have broad representation, be clear about the desired type of participation in the project, and outline the scope for potential impact. In addition, the time aspect needs to be explained clearly, as several of the city’s development projects take place over several decades and many of the children affected at the start will not see the projects’ conclusion during their childhood.

Dialogue is conducted with children and young people (the perspective of the child) as well as with educators, parents, guardians, and other adults who play a role in the children’s education, activities, and leisure (a children’s perspective). Here the city district administrations serve as a key source of knowledge. They are in regular dialogue with their residents and may have relevant information that can be incorporated or used as a starting point.

The city’s work with area planning facilitates an overall geographic picture in which key data and studies are incorporated into urban planning at an early stage. The inventory should therefore be established in area planning so as to identify what the inventory can be supplemented with. It is important that the inventory material is then incorporated into area planning in order to create an effective basis for future planning.

Parts of the results of the early dialogue and inventory are then presented as maps and in text. This material lays an early foundation for the preparation of the proposal and must be collected before the kick-off meeting with the architectural offices.

*Dialogue can be conducted in various ways. Methods are described in the chapters “Method for dialogue and consultation” and “Good examples of dialogue in the city” on pages 26 and 35.*

Preparation of proposals

The documentation compiled in step one forms the basis for the preparation of the proposal for how the area should be developed, together with research concerning things like the environment and health in relation to children and young people. The city’s own relevant documents are incorporated at this stage.

The preparation of proposals is analysed on the basis of:

**The proposal**: What does the proposal look like and how does it affect the existing structure? What will be added and what will be removed?

**Impact of the proposal**: How will the proposal affect the children’s environment, both positively and negatively?

**Measures**: What measures are proposed – can they be implemented?

**Revised proposal**: The new proposal is presented and analysed based on the above issues. The proposal must demonstrate how the selected questions from page 20 have been addressed in the proposal.

In larger projects, the analysis may be repeated in connection with major revisions of the proposals. This is something that is determined on a project-by-project basis.

*See also “Key questions” on page 20 and “Documents to consider” on page 56.*
Position of the City Planning Committee
Planning work involves the balancing of various interests. This is ultimately conducted by the City Planning Committee. Any comments received are presented together with the considerations of the City Planning Administration in official statements to the committee deciding the focus of the work going forwards.

Impact analysis of the final proposal
At the end of the process, the final impact analysis will be conducted, which will examine the final proposal from a children’s rights perspective. What will the impact be, both positive and negative? Have the questions and inputs raised at steps 1 and 2 been taken into account? How was the end result affected by this?

Three groups of key questions:
- Environment and health
- Housing and day-to-day life
- Safety and accessibility

Should the city choose to proceed with parts that have marked consequences for children and young people, improvement measures must be reported.

Feedback
Each project must have a clear feedback plan for the provision of clear feedback after steps 1 and 3. Feedback is a response that conveys the outcome of dialogue to those who took part – this includes the ideas that could be pursued and those that did not work and reasons why, as well as details about what will happen next.

Since the city’s processes are long, feedback should be given after step one (dialogue and inventory) is complete and compiled, and at step three (the final proposal). Feedback should be adapted according to age and maturity, and it should be honest and specific.

The types of activities targeted at children and young people that have been implemented and the type of participation these have involved must also be reported.

Feedback is vital for the development of democracy and the visibility of children in the city.

The final document
You can read about representation, participation, and influence on pages 28 to 30.

Examples of questions to be asked for each group can be found under “Key questions” on page 20.

You can read about improvement measures on page 7.
Key questions

Stockholm is a city of equality, in which there must be good access to sport, culture, and recreation. Urban planning must provide the conditions necessary for a good upbringing, regardless of where one lives in the city – conditions that give all children and young people the same opportunities to realise their full potential regardless of their age, sex, socio-economic, ethnic, and cultural background, or individual circumstances.

Exploring and discovering the city is essential to a child’s development. Safe environments must be created in order to facilitate this. The urban environment must support opportunities for the safe exploration of the city, to get to and from school and meeting places, to socialise with friends, to take part in activities, and to get around the whole city on foot or by bike.

In order for an urban development project to meet the above criteria, certain issues should be addressed in the project. These issues have been divided into three main groups. On the next page you will find examples of questions that can be asked at the various steps of the integrated child impact analysis. The questions are based on the city’s own documents and guidelines.

The questions must also form part of the order sent to the consultants carrying out the integrated child impact analysis.

Initial contacts

As part of the inventory (step 1 in the integrated child impact analysis), the needs of the various administrations must be reconciled early on and established in the area plan.

The city district administrations are responsible for things like parks, play areas, and the needs of preschools.

The Schools and Education Administration is responsible for the needs of schools.

The Cultural Committee is responsible for culture and cultural venues.

The Sports and Recreation Administration is responsible for sports facilities, swimming pools, sports grounds, and sports halls.

Guidance – schools’ and preschools’ outdoor environment (Environment and Health Administration)

Studies show that children are much more sensitive than adults with regard to noise, airborne particles, sunlight, and soil contamination, for instance.

Page 60 lists some documents to consider, while pages 58 and 59 contain examples of accompanying guidelines.
Three main groups – sample questions

Environment and health

Questions relating to health and the environment, including noise, air quality, sunlight, and soil contamination

Sample questions:
- How are preschools and schools located to ensure the best possible conditions in terms of noise, light, and air quality?
- How are play areas and other venues for children located to ensure the best possible conditions in terms of noise, light, and air quality?
- Are the environments where children live and spend time non-toxic?
- Are outdoor spaces at schools and preschools designed such that they promote a healthy lifestyle?
- Are playgrounds and other venues for children designed such that they promote a healthy lifestyle?

Housing and day-to-day life

Questions regarding access to housing, social services, activities, and spaces for all children, regardless of their sex, age, socioeconomic background, ethnicity, disability, and so on

Sample questions:
- What is the range of housing like in the area? Are there different types of buildings in the area?
- Is there good access to preschools and schools?
- Is there good access to sports facilities, swimming pools, sports grounds, and sports halls, regardless of individual circumstances?
- Is there good access to green spaces, parks, facilities for spontaneous sport, and play areas, regardless of individual circumstances?
- Is there good access to culture produced for, with, or by children and young people? Are there places for children and young people to experience art and culture, to explore their own creativity, and to engage in free play, regardless of individual circumstances?
- Are the venues and activities for children multifunctional, offering varied content that promotes equality and creativity, regardless of individual circumstances?
- Is the physical environment designed such that it reduces the risk of indignities and harassment?

Safety and accessibility

Questions about streets, transport, and communications

Sample questions:
- Where are the most obvious spaces for children located in relation to roads and communications?
- How are the most obvious spaces for children located and designed in relation to accessibility?
- Are there safe routes to and from school within a 300-metre radius of the school?
- Are there pedestrian areas or car-free zones next to the school?
- Are there safe routes to and from children's meeting places along primary and secondary streets?
- How are public transport stops based on the movement patterns of children?
- How can children's meeting places be designed such that they are visible and locatable?
Child checklist

The child checklist is initially used to assess the project’s potential impact on children and young people. It also provides an indication of how comprehensive the integrated child impact analysis will be.

This position must be reported in the initial memorandum. In addition, the child checklist serves to support the writing of official statements. It provides support in respect of how the findings of the integrated child impact analysis are to be reported. By answering these questions, the project reports how the articles from the UNCRC cited in this document have been addressed.

Questions:

1. Which children in the plan area and its vicinity are affected by this decision?

2. How has the equal value of all children been taken into account, and how has it been ensured that no child has been discriminated against?

3. How have children’s rights to good health and development been taken into account?

4. How have children’s rights to education, leisure, play, and culture been taken into account?

5. How have the children who are affected by this decision been given the opportunity to express their opinion?

6. What improvement measures will be implemented in the plan area?
Section 2: Dialogue
Method for dialogue and consultation

The express objective of the City of Stockholm is to reach children and young people by way of dialogue to capture their perspectives on how the city should be developed. Efforts should be targeted in order to reach groups that are often underrepresented in dialogue work. Dialogue efforts can form part of an integrated child impact analysis or be independent, such as by way of a children’s and young people’s consultation. Through dialogue, the city can develop together with future generations.

Children and young people have the right to express their views and have them taken into account in all matters that concern them. When taking their views into account, the child’s age and maturity must be considered. Article 12 of the UN Convention on the Rights of the Child.

Time and location for meetings
There are several ways to involve children and young people in the democratic processes of the city. Recurring efforts over a longer period of time enable participants to express themselves in a variety of ways, such as by way of pictures, photos, discussions, maps, walks, and films. Different means of expression provide different types of information. They also give participants a genuine opportunity to immerse themselves in the task, think about their own role in relation to the space or neighbourhood, and thus gain a better understanding of the process.

Building long-term relationships and trust between the city and its young people is a vital part of the city’s efforts to ensure young people’s increased participation and influence. The city needs platforms for meetings that facilitate the ongoing exchange of knowledge and ideas. Children and young people must be treated with the same respect as other residents. They must be invited to all types of fora for dialogue and discussion, and information must be adapted so that it reaches and appeals to them. Dialogues with young people must primarily take place in their arenas by way of well-developed pedagogical methods. Feedback must be ongoing, honest, and specific.

Joint method
The City of Stockholm has developed five steps that must be followed in order to provide a joint platform for the city’s dialogue with children and young people.

Knowledge
A basic understanding of the topic is necessary in order to discuss it, so the city’s dialogue efforts should start with a knowledge element. It is important to explain why the dialogue/workshop/consultation is taking place. What is, for example, an overview plan, a statement of intent, or the sports policy objectives? What rights do children have, and what bearing does the UNCRC have when it comes to their being heard and having an influence? And what obligations do we adults have?

Dialogue
Dialogue can be conducted in a variety of ways, such as through workshops, children’s tours (where children talk about their area), safety walks, and short films. You can read more about representation on page 28 for inspiration on how to reach different target groups.

Feedback
Early feedback is essential as this strengthens confidence in political processes. Checking notes as soon as possible after the end of a dialogue session gives officials and the children
Five steps for participation and influence

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Feedback
Early feedback is essential as this strengthens confidence in political processes.

Influence
It is important to be clear about the type of influence that is possible in the project.

Evaluation and analysis
It is important that what comes up through dialogue can have an impact, and so an evaluation of how the views of children and young people have affected the end result should be carried out.

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It is important that what comes up through dialogue can have an impact, and so an evaluation of how the views of children and young people have affected the end result should be carried out. Which views have been acted upon? What was the outcome? Which views have not been acted upon and why? The evaluation and analysis are thus an important step in the final feedback.

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Dialogue – five basic principles that must be fulfilled, regardless of age:

1. That it is real and what is said can have an impact.
2. That the process is politically anchored.
3. That the process is inclusive and representative.
4. That the project group reaches out in its work.
5. That feedback is clear, straightforward, and honest.
Schools and preschools tend to be obvious places for dialogue with children and young people and for discussing events planned for the city. Studies suggest that it is in schools and preschools that we find the greatest spread of children with different socio-economic circumstances, ethnic backgrounds, and disabilities, which is important for ensuring that efforts are grounded in equality and elevate as many different perspectives as possible.

Although class councils and youth councils also offer good inroads for dialogue at schools, it is important to bear in mind that the composition is rarely representative because pupils participating in these fora often have a stronger political volition than most of their classmates. Consequently, it may be appropriate to find different ways of reaching different target groups.

Get in touch with the target audience

Here is a list of administrations and offices that can help to point you in the right direction establishing contact with your target audience:

- **The city district administrations** have contact with the city’s preschools, public preschools, recreation centres, play parks, youth workers, field assistants, and youth councils.
- **The Schools and Education Administration** can provide contacts at schools and special schools.
- **The Sports and Recreation Administration** has contact with sports associations.
- **The Labour Market Administration** opens doors for young people and people who have recently arrived in Sweden and acts as a springboard to a career.
- **Youth recreation centres** often have good networks of contacts for reaching out to young people in their areas.
- **Fritid för alla** has a network of children and young people with disabilities.
- **Stockholm’s libraries** and their sections for children and young people have experience in and networks for discussions with children and young people.
- **The Kulturskolan learning centre** has contact with children and young people aged from 6 to 22. The resource centre is a section aimed at children and young people with disabilities and special needs.
- **Unga berättar** is an activity that takes as its starting point the creativity of children and young people through their own storytelling.
- **Stockholm House of Culture & City Theatre** has several venues for children and young people, including Rum för Barn (Children’s Library), TioTretton (Children’s Library 10–13 years), and the Lava Library and workshop.
Participation

The child’s right to express their views on all matters that concern them is one of the most important messages in the UNCRC. This clarifies the role of the child as a subject with their own opinion that must be respected. Experience shows that when children and young people participate in various decision-making processes, the result is a broader and better basis for making decisions.

“State Parties shall assure the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.”

Participating and having an influence are of great importance to self-esteem. They also give a sense of being taken seriously and of being respected, which are especially important in childhood and adolescence.

This in turn gives the city valuable knowledge of the younger population and its needs.

**Important life skills**

Children and young people who participate in democratic work models with a clear involvement develop important life skills such as sensitivity to others’ arguments and the ability to gather facts. Clear, straightforward, and honest exchanges between the city and its young inhabitants establish confidence in democratic society. In this way, participation gives them important life skills.

In a research overview, the Public Health Agency of Sweden has highlighted the issue of increased influence for children in matters that concern them. Positive effects from increased influence were identified in all the age groups studied. Children and young people who feel that their opinions and thoughts are not as worthy can feel excluded, which can lead to a lack of trust in the system.

If we are to maintain our democratic system, it is imperative that all residents, regardless of their age, are given the opportunity to participate.

Source: If we could decide – Sweden’s Music and Culture Schools and the National Council of Swedish Youth Organisations (LSU).
Influence

Influence means there is a real opportunity to have an influence. Children have rights just like adults, and so a children’s rights perspective must form the basis for the city’s efforts. Children and young people must be given the opportunity to participate in various fora for dialogue and discussion based on their circumstances. In order to develop attractive, sustainable, and democratic cities, the skills, ideas, and experience of children and young people must be used in an active and structured way.

Building the city with its inhabitants regardless of their age increases mutual understanding. Involving children and young people in decisions that concern them leads to a broader and better basis for making decisions and to the city reflecting a larger proportion of its inhabitants. The City of Stockholm has great ambitions with regard to the influence of its inhabitants. Shier’s pathways to participation have been used as part of efforts to measure and develop the participation of children. However, the city’s various administrations and enterprises have different prerequisites for reaching the different levels of the model.

It is also important not to neglect adult responsibility – adults must take responsibility as city planners and plan the city based on a children’s perspective.

Shier's pathways to participation – a support tool
Participation can be measured and developed. Shier’s pathways to participation can support these efforts. It is important that you first decide on the level of participation that works or is desirable, both according to the model and based on the conditions of the project. The reasoning behind the choice of level and how you have worked with this in the project must be reported in the integrated child impact analysis. Shier’s pathways to participation are split into five levels and offer guidance on how the city can comply with the UNCRC:

Level 1: Children are listened to
The first level means that children have the opportunity to express themselves and that the responsible adults listen to them. There is a notion that children are not interested in participating in decision-making and would rather do something else. Research shows that this simply is not true. On the contrary, many children express a desire to have more of a say in things.

Level 2: Children are supported in expressing their views
There are many reasons why children do not express their views. They may be shy or have had bad experiences, or there may be too little time. In order for children to be able to express themselves openly, adults must support the children in saying what they think. It is important to meet children and young people on their own terms. Their maturity, language skills, and other circumstances must also be taken into account. In order to help children express themselves, pedagogical aids can be used.

Level 3: Children’s opinions and views are taken into account
At level three, adults weigh in on what the child says in the decision. Although it is not a given that you will decide in favour of the child’s wishes, since the adult is responsible for making the decision, it is important that the child gets to know why a certain decision was made.

Level 4: Children are involved in decision-making processes from the outset
Adults invite children to participate actively in decision-making and not just on an advisory basis. Here, children and adults meet from the outset to plan and make decisions together.

Level 5: Children share the power and responsibility for decision-making
At level four, the child participates in the whole process but may have limited power to influence the decisions. At level 5, however, power and responsibility are shared equally and completely.
Shier’s pathways to participation

Level 5
Children share the power and responsibility for decision-making.

Opening, level 5:
As an adult, am I prepared to share influence and responsibility with children?

Opportunity, level 5:
Is there a procedure that allows children and adults to share influence and responsibility in relation to the decision?

Obligation, level 5:
Is there a policy requirement that stipulates that children and adults must share influence and responsibility in relation to the decision?

Level 4
Children are involved in decision-making processes.

Opening, level 4:
Am I prepared to let children participate in my decision-making processes?

Opportunity, level 4:
Is there a procedure that allows children to participate in decision-making processes?

Obligation, level 4:
Is it a policy requirement that children must be involved in decision-making processes?

Level 3
Children’s opinions and views are taken into account.

Opening, level 3:
Am I prepared to take children’s opinions and views into account?

Opportunity, level 3:
Does the decision-making process enable children's opinions and views to be taken into account?

Obligation, level 3:
Is it a policy requirement that children’s opinions and views must be weighed in decision-making?

Level 2
Children are supported in expressing their opinions and views.

Opening, level 2:
Am I prepared to support children in expressing their opinions and views?

Opportunity, level 2:
Do I have access to different activities and methods that support children in expressing their opinions and views?

Obligation, level 2:
Is it a policy requirement that children are supported in expressing their opinions and views?

Level 1
Children are listened to.

Opening, level 1:
Am I prepared to listen to children?

Opportunity, level 1:
Do I work in a way that allows children to be listened to?

Obligation, level 1:
Is it a policy requirement that children must be listened to?
Good examples of dialogue in the city
This is where we play!
Online survey

For some time, the City of Stockholm has seen a need for a better understanding of how the city is perceived by children and young people. Where are they? What barriers are there? In developing the city, it is important to ensure that venues are optimally designed and accessible. The online survey “This is where we play!” is a first step towards identifying and communicating children’s and young people’s perspectives on the city.

Many children and young people are growing up in the city. It is here that they will explore their neighbourhoods, broaden their horizons, and must feel safe. The ability to move freely over uneven surfaces, to conquer height differences, and to discover new areas is fundamental to the development of both fine and gross motor skills.

For many children and young people, this takes place in the city’s parks and green spaces. The opportunity to conquer things like the challenges of the skate park, sitting high up on the big stone, or jumping from the bottom branch of the climbing tree is a much bigger issue that what we may initially think.

The purpose of the This is where we play! online survey is to identify and communicate the perspectives of children and young people in our growing city, and to ensure that their needs can be catered for in the long run.

The results can also indicate that there are places that are engaging and that are of importance to many people. When making changes to such places, there must be a clear dialogue about how the site should evolve. In some cases, co-creation may be relevant.

A first step
The This is where we play! online survey is a first step in involving children and young people in urban development. It is also part of improving dialogue with children and young people and improving our understanding of how the city is growing. In addition, it is an invaluable knowledge base for how the city should grow when it comes to playgrounds, green areas, outdoor spaces at schools and preschools, and all other places where there are children.

Project: This is where we play!
Period: Commenced autumn 2015 (ongoing)
Location: Online survey covering the entire city
Project manager: City Planning Administration
Contact: Lisa Klingwall
Purpose: To map how preschools and schools use the city’s parks, playgrounds, and green spaces in order to increase our understanding of how the city is used by children, young people, and educators. This becomes an invaluable knowledge base for how the city should grow in places where there are children.

Age group: Preschool-age children – F-9 – and the city’s educators, teachers, parents, and guardians.
Budget: SEK 60,000 for the survey
Duration: Consultation time and 20 hours by officials.
Outcomes and lessons learnt: An initial compilation of statistics shows that most visitors walk between 5 and 15 minutes to reach the location they selected. People visit the location several times a week and are satisfied or very satisfied with it. There is a huge need for toilets and running water. Most respondents are municipal preschools and schools with their own outdoor space.
As part of the City Library Renovation project, a project was conducted between November 2014 and March 2015 to gather knowledge of children’s thoughts and ideas on how a new children’s library should be designed. A children’s culture designer was linked to the project to enable the children to be part of the process in a playful way by creating new environments and contexts based on their needs and perspectives.

The method used is called the playshop, which is a playful form of workshop. It aims to communicate with children in a playful way so as to understand their needs and wishes.

**Playshops**
Ten playshops were conducted and their content was adapted to the different age groups. Participating children were aged between 0 and 12 and came from Kungsholmen, Skarpnäck, Spånga/Tensta, and Hässelby/Vällingby. The playshops and encounters with 80 children developed a children’s perspective on what a future children’s library could be like.

Popular wishes among the children were:
*Atmosphere/feeling:* cosy, calm, bright, colourful, natural, at children’s level, and with more hideaways.
*Activities:* Various forms of creativity for, by, and with children. Writing and drawing stories, playing, meet-the-author sessions, reading, relaxing, hanging out with friends, studying, snacks, and watching factual programmes.

**The dialogue continues**
The material from the project has since formed the basis for a series of outline ideas that the architects have developed. Going forwards, the material produced will be used to ensure that the children’s perspective is taken into account and that the dialogue with them continues during the rest of the development process.
Spårvägsparken – rejuvenation of a playground in Fredhäll through dialogue at an early stage

The rejuvenation of Spårvägsparken is needed in order to provide accessible, safe, exciting, and sustainable areas for play in Fredhäll and Marieberg. The proposal is to create a playground for children aged 0 to 12. To gain knowledge about how the park has been used and what needs there are, dialogue sessions with the public took place at an early stage. Special methods were used to reach out to children.

During a special dialogue session in the park, children and adults could comment verbally or by way of a survey. Children could also participate by hanging up different coloured bands. Each band represented a different topic or activity for the future park.

**Popular dialogue day**

Around 120 people visited the early-stage dialogue event, and 80 completed surveys were received, approximately half of which were from children and young people. There were also many responses from parents and other adults who visited the park with children. Comments could also be submitted via e-mail throughout the dialogue period. Once the equipment proposal had been developed, the public was invited to a second dialogue session in the park. Twenty people took part, five of whom were children.

All the comments and ideas presented were recorded. These have been summarised and categorised in a report to give an idea of dissemination, priorities, and engagement. The outcome of the dialogue serves as a basis for future development proposals for the park and for the prioritisation of measures.

**Provisional measures while waiting for permanent renovation**

Based on the views that were received, some provisional playground equipment was installed in the park in 2015 to improve opportunities for play while waiting for the park’s permanent reconstruction. The newly equipped park is due to open in 2017.

**Project:** Spårvägsparken – rejuvenation of a playground in Fredhäll  
**Period:** April and September 2015  
**Location:** Spårvägsparken, Fredhäll, Kungsholmen  
**Project manager:** Kungsholmen City District Administration and the Traffic Committee  
**Contact:** My Peensalu  
**Purpose:** Spårvägsparken is in need of renovation after two preschool huts were removed from the park, as well as improved and increased opportunities for play.  
**Age group:** All park visitors, with a particular focus on children aged 0 to 12.  
**Budget:** Materials and refreshments, approx. SEK 6,000.  
**Duration:** Dialogue sessions 1 and 2 took about three hours each, plus time for preparation, compiling data, communication, etc. Around six people were involved.  
**Outcomes and lessons learnt:** Dialogue need not cost a lot, but it does require resources in the form of staff. Specific and defined projects with relatively short implementation periods encourage engagement among residents and professionals in the area. By using simple means to improve play opportunities while waiting for permanent renovation, visitors to the playground could quickly see the results of the dialogue. Different methods of dialogue made it easier for various groups and types of people to comment in the way that suited them best.
Stockholm City Line
Children and young people document construction

Stockholm City Museum was tasked with involving children and young people in formulating and presenting their experiences in the vicinity of the construction of the Stockholm City Line. Under the instruction of the museum and the guidance of its educators, children described the changes around them, ranging from minor changes to major regeneration.

Stockholm Central Station was opened in 1871. Thanks to innovative engineering, the southern and northern branch lines had been brought together. At this time, there were ten trains a day. In 2012, there were 550 commuter trains and long-distance trains per day, still using the same two tracks.

Stockholm City Line is being built to give commuter trains their own route and tracks through the city. A six-kilometre-long tunnel is being built between the south of Stockholm and Tomteboda. This will result in double the capacity for both long-distance and commuter trains, which is important for the whole country. This has involved a lot of blasting work. Huge quantities of blasted rock have been transported out of the city, trees have been felled, and some areas have been out of bounds. Construction started in January 2009 and, according to the Swedish Traffic Committee, services will start in 2017.

Documenting changes in Stockholm over time
Work on the Stockholm City Line has had an impact on the people of Stockholm, adults and children alike. The project Children and young people document the construction of the Stockholm City Line is in line with Culture at Eye Level, the city’s strategic plan for culture for children and young people, and the UNCRC, which emphasises the right of children to express their views and experiences.

The Swedish Traffic Committee took the initiative to document the transformation. It wanted children and young people to describe the work from their perspective. Representatives of the Swedish Traffic Committee/Stockholm City Line project, SL, and the Land Development Committee contacted Stockholm City Museum and a working group was established in 2009.

700 children actively participated in documenting their experiences. The outcome is material that documents changes in Stockholm between 2010 and 2017, consisting of drawings, photos, models, films, narrative descriptions, exhibitions, interviews, and recorded walks around the city. The material will be presented publicly in a variety of ways before being archived at Stockholm City Museum. Experiences from methodology trials may be used in future projects.

Project: Children and young people document the construction of the Stockholm City Line
Period: 2009–2014
Location: The area around the route of the Stockholm City Line, a six-kilometre-long tunnel under Stockholm. The study also includes Stockholm Central Station, T-central metro interchange, and Karlberg station.

Project manager: Stockholm City Museum
Contact: Anna Ulfstrand and Piamaria Hallberg

Purpose: To collect historical source material and to arouse interest in the urban spaces where children live and spend time on a day-to-day basis. Part of the assignment involved trying out methods for encouraging children to become active participants in a documentation project.

Age group: 2–20

Budget: SEK 1,350,000 financed by the Swedish Traffic Committee

Duration: Five years of half-time work for one ethnologist and other project members.

Outcomes and lessons learnt: A long duration was a basic requirement. It was important to find educators who saw the potential of the co-operation, who rooted project work in a variety of school subjects, and who planned in accordance with the curriculum. Another lesson has been that children notice details that adults miss. The collection of material has become a children’s perspective on the city’s cultural heritage.
Schoolyard development - with children and young people

The outdoor space of a school is important in children and young people’s immediate surroundings, especially in a city that is becoming increasingly densified. The space is used for play and movement, imagination and exploration, outdoor learning that creates a link between movement and learning, and activities that promote socialising, and as a space to unwind. An inventory of all of the city’s municipal schools’ outdoor spaces identified a marked need to develop and improve these spaces. The Schools and Education Administration has therefore embarked on a project where those who are experts in their immediate surroundings – children and young people – play an important part in the design.

Since 2015, the Schools and Education Administration has had an ongoing project aimed at developing the outdoor spaces of the city’s schools. Between five and seven outdoor spaces are developed each year, and pupils at each school get involved in the process by putting their mark on the design.

Within the project, we are working continually to develop methods for pupil participation and influence. We want to explain where we are in the process of involving children and young people in the planning of their outdoor environment.

Pupil participation

Each school that is participating in the project is responsible for appointing a pupil group to work with the development of the school’s outdoor space. During the autumn, the pupil group, together with a landscape architect, works on the design of the space. We carry out walking tours and workshops and review the proposals. In the spring, once the contractors have been selected, the pupil group meets to discuss the upcoming construction project. When school starts after the summer holidays, the school’s outdoor space will be complete and a feedback meeting is held with the pupils to discuss the final result.

Parallel to the pupil group’s meetings, the adult group (where the buck stops in the project) also meets. Its role is to say if something seems dangerous or does not work from an operational point of view. The adult group must always give reasons for why it is saying no to something.

Feedback is an important part of working with children and young people. Many children and young people can accept why it is not possible to bring every idea to fruition, but not telling them why undermines the value of their views. By involving pupils in efforts relating to their school’s outdoor space, it is hoped that they will feel pride in their immediate surroundings and be willing to look after it.

Project: Development of outdoor spaces at schools – with children and young people
Period: 2015 – not yet complete A pilot project involving five schools that started in 2015. The project was subsequently expanded to cover between five and seven outdoor spaces at schools each year.
Location: Municipal schools in the City of Stockholm
Project manager: Schools and Education Administration
Contact: Malin Jönsson and Anni Arnefjord
Purpose: The project aims to improve the environment of schools’ outdoor spaces and give pupils a key role in their design.
Age group: Pupils at primary and upper secondary schools.
Budget: Approximately SEK 3,800,000 per school for design and implementation.
Duration: Each project lasts for one year.
Outcomes and lessons learnt: Projects involving outdoor environments open up valuable opportunities to involve children and young people in the work. Children and young people have extensive knowledge of their immediate surroundings. Furthermore, schools’ outdoor spaces are used not only during school hours but are also important environments for children and young people even in the evenings and at weekends.
Alvik
Integrated child impact analysis

The budget for 2015 indicated that the City Planning Administration together with the Land Development Committee should find ways to trial child impact analyses at an early stage, prior to development. For a while the city has identified a need to implement child impact analyses that have a real impact on consultation proposals. A method of integrated child impact analysis that elevates a children’s perspective at an early stage of urban planning has been trialled in Alvik.

Traditional child impact analyses are usually conducted according to a pre-established proposal with a pre-established structure, meaning that the degree of influence is low. By mapping how the area is currently used by children, young people, and educators at an early stage in the process, the information can be incorporated directly into the planning process.

In addition to a landscape architect’s office for the production of the child impact analysis, a children’s environmental researcher was hired for the project in Alvik. In this way, modern research showing how children experience and are influenced by their environment can directly influence the project.

The four phases of the work
• Early dialogue and inventory: Here information was gathered about how the area is currently used. The consultants conducted dialogue sessions with preschools, schools, youth councils, community patrol groups, and associations. The information gathered during the dialogue sessions was compiled and submitted at an initial meeting with the architects’ offices.
• Preparation of proposals: In the preparation of the consultation proposal, the landscape architect’s office and the children’s environmental researcher are included in the working group, which enables the various proposals to be discussed according to a children’s rights perspective.
  • Impact analysis of the final proposal: Once the consultation proposal is complete, it will be analysed from a children’s perspective. The approach will also be evaluated.
  • Feedback: Feedback regarding the project will be passed on to the children, young people, and adults who participated in the early-stage dialogue. Feedback includes the consultation proposal itself, the views raised in the early-stage dialogue, and how the project has addressed the knowledge and information provided. Participants will also be encouraged to submit their views on the consultation proposal during the consultation period.

The final document for the integrated child impact analysis will contain the information provided during the early-stage dialogue, a report of the various proposals, and a final analysis of the consultation proposal.

Project: Integrated child impact analysis in urban development projects
Period: Spring 2015 (ongoing)
Location: Alvik
Project manager: City Planning Administration
Contact: Lisa Klingwall
Purpose: To highlight the perspective of the child and a children’s perspective at an early stage in urban planning.
Age group: 1–22
Budget: SEK 250,000
Duration: Two teams of consultants were recruited to work on the project through to the consultation proposal.
Outcomes and lessons learnt: Ongoing analysis alongside outline work has been invaluable for including a children’s perspective at an early stage of various solutions. This has resulted in, among other things, the improvement of locatability and transport safety since the original proposal. The location of preschools and their outdoor spaces in relation to topography and other buildings has also been managed more clearly.

During the autumn of 2017, a final impact assessment will be conducted for the eastern part of the urban development area. A final impact assessment will also be conducted for the other area closer to the time of consultation.
As cities grow, our approach to travel and transport needs to change. The visions for the future and participation of young people in the development of the city can contribute to more strategic long-term planning. Their ideas challenge and change the perception of what changes and measures are possible. To create an efficient and smart transport system, it is important to elevate the attitudes and expectations of young people with regard to the future of travel and the city’s development in urban and transport planning.

Pupils at Thorildsplan upper secondary school were tasked with working with smart transport by developing solutions and challenging planners. The result is an exciting collection of thoughts and ideas that are, to varying degrees, realisable, and all packed with new and unexpected perspectives that create engagement with the issue. The pupils’ innovative ideas include a high degree of environmental awareness, interesting analyses, technical innovations, thoughtful product developments, and flexible solutions with new dimensions. They have the overwhelming impression that everyone needs to change their behaviours when it comes to travel.

A different way of looking at travel and transport
The pupils presented several solutions and smarter ways of using existing infrastructure. They presented ideas that could reduce the need to travel, change travel habits, make transport more efficient and more environmentally friendly, reduce congestion, and increase people’s ability to get around using active transport.

Experience shows that when children and young people participate in various decision-making processes, the result is a broader and better basis for making decisions, including better-quality decisions. It can also result in the more efficient use of resources and better goal fulfilment. In order to develop attractive, sustainable, and democratic cities with transport-conscious travellers, the skills, ideas, and experiences of young people must be used in an active and structured way.
Public room for girls
Gender-conscious planning

Public spaces that attract young people are usually places for activity such as skate parks, facilities for spontaneous sport, and youth centres – and spaces that are used primarily by boys and young men. Gender-conscious planning is perceived by many as unchartered territory with no visual references for environments for girls. On the basis of UngaTur’s performance Du vet havsdjupen (“You know the depths of the ocean”) – a playful manifesto about our shared spaces – workshops were conducted with girls, architects, youth leaders, performing artists, local politicians, community planners, and property owners.

The play Du vet havsdjupen follows teenage girls Gloria and Frida, who through their childhood games and teenage fantasies rewrite the urban space into a room for girls, a space filled with secrets. In concrete terms, the stage experience was an audio walk, where audience members were given MP3 players with headphones and could follow the two young teenage girls through the urban space of Kärrtorp.

**What was done and how?**
Eight girls aged 13 to 18 from Skarpnäck Youth Council met four times to take part in various workshops. At the first workshop, local politicians, other girls, architects, and youth leaders were invited to see the performance, after which they reflected on what a public room for girls is. At the second workshop, architects, community planners, and property owners were invited to see the performance and then listen to the girls who, as an expert panel, moderated by architects, discussed a public room for girls. At the third workshop, the girls from the youth council, supported by nine architects, gave their ideas a design and built a model of an area in the centre of Bagarmossen that is owned and managed by Stockholmshem. The workshop ended with a vernissage where participants from previous workshops were invited to join in the discussion. At the fourth workshop, the girls, together with architects from Stockholmshem, met in Bagarmossen to debrief, test, discuss, and prioritise how to proceed with the ideas.

**What conclusions and lessons were drawn?**
The girls found that there is a lack of public spaces for them to spend time in (statistics confirm this). The places that the girls currently refer to, such as youth centres and facilities for spontaneous sport, are perceived as “rough”, and indoor environments often require that something is purchased to be able to stay there, which excludes the girls. Public spaces should be more inviting, fluffy – “It should be like getting a hug”. They want places where they can meet and evolve, more intimate environments in which to spend time, preferably somewhere with lots of character – opportunities to meet up with others, seats that face each other instead of benches in a row.

Good lighting offers security and a sense of cosiness. Covered seating areas where you can spend time with others or just relax by yourself and watch others are simple but important attributes.

Co-creation is important, both in the development of the site and because it gives girls the opportunity to make their mark. A place where you have been able to express yourself in its design is somewhere you would like to go, as it reveals your existence.
Project: Public room for girls
Period: Winter 2015 to spring 2016
Location: Turteatern Kärrtorp, White Arkitekter Stockholm
Project manager: UngaTur, Skarpnäcks Youth Council, White Arkitekter, Skarpnäck City District Administration, Unga Berättar
Contact: Moa Lindunger
Purpose: To raise the issue of the lack of awareness about and existence of a public room for girls and the gender equality problems this results in, as well as to develop a series of initial reference images of environments for girls to demonstrate their existence and their ease of implementation.
Age group: Girls aged 13 to 18
Budget: SEK 20,000 for exhibition, refreshments, and materials. The project was largely funded by not-for-profit work and self-funding from all partners.
Duration: Four workshops of 2 to 3 hours each, plus preparation for dialogue sessions, post-analysis summaries, and planning by all partners involved.
Outcomes and lessons learnt: Increasing the number of reference images through co-creation dialogue sessions with girls is an efficient and relevant means of bringing a gender perspective into urban planning. Working together with performing artists, architects, sustainability specialists, educators, and youth councils has given us a bigger toolbox that allows us to respond creatively to social norms. These are efforts that should not be pursued on a not-for-profit basis but strategically invested in by all parties involved.
The City at Eye Level
The views and ideas of young people regarding the City at Eye Level

It is important to include children’s and young people’s thoughts and views on city-wide guidelines that concern them. Asking those most affected what they are concerned about even before the completion of the document and its guidelines is invaluable.

On three occasions in February, a group of young people met at PUNKTmedis (the youth section of Stockholm City Library) together with youth leaders and educators from Unga Berättar to discuss the basic principles of the UNCRC, with a partial focus on city planning issues. During these dialogue sessions and based on different themes, young people shared their own experiences of and proposals on how the city can better facilitate the participation of children and young people. The general topics were articles 2, 3, 6, and 12 of the UNCRC and youth participation in urban planning.

Participants
Young people aged 14 to 19 who gave up their time voluntarily. A total of 13 young people took part – 6 girls and 7 boys. Some are active in youth councils in the city, while others are regular visitors to various youth organisations in the city. A number of participants are unaccompanied young people who have recently arrived in Sweden and speak limited Swedish. The dialogue sessions were therefore conducted in Swedish and English. The city’s Ombudsman for Children and project managers from the Stockholm City Planning Administration’s working group for the City at Eye Level were also present at the sessions.

Visible discussion
Dialogue took place in the form of round-table discussions on the current issue using colourful post-it notes and coloured pens to promote the fact that everyone is entitled to their say, regardless of whether they like talking or not, but also in order to preserve the young people’s own words and to illustrate the development of the discussion on a large board that all participants could see and respond to. Dialogue was moderated by youth leaders who actively ensured that all the young people felt they understood the issue and could express themselves. Other participating adults were made to take an “observer” role and sit behind the young people to emphasise whose views were the focus of the discussion. Refreshments were made available and there was a mingling session prior to the dialogue sessions to enable people to get to know each other.

Project: The City at Eye Level
Period: February 2016
Location: PUNKTmedis, youth section of Stockholm City Library
Project manager: City Planning Administration and Unga Berättar
Contact: Lisa Klingwall and Olle Halvars Franzén
Purpose: To include children and young people in the design of the city’s document “Integrated child impact analysis and dialogue”. Young people are included as experts in their own target group and have a real influence. In addition, they get to learn how city-wide programmes and strategies are developed, which increases their sense of context and participation.
Age group: Young people aged 14 to 19
Budget: SEK 20,000 for materials and educators
Duration: Each dialogue session lasted around 1.5 to 2 hours. Preparation and summarisation took a total of around 12 hours.
Outcomes and lessons learnt: Dialogue is best organised where young people already spend time and feel at home. Young people stress that they want to be involved in discussing all issues, not just children’s issues, and that feedback is very important. Many of the views raised by young people have formed the basis for the development of the five stages of participation and influence in dialogue (see pages 26 to 27).
**Discussion**

*It gives me a very reassuring and comfortable feeling, that my thoughts matter. And feeling.*

**Complicated to understand**

**What's the first thing you think about when you read the 12th article?**

**The doctor**

**In work situations**

*In all situations, concerning me, my rights, my life, and so on. Societal norms in the present should also be discussed.*

**Fraga istallet för att**

**Oppenhet**

**In school**

*When it's something that affects me or my friends.*

*All situations, unless that the child thinks it matters! (me)*

*If that is all situations, so be it.*
Albin
Förändrings-agent!

Stockholms stad
My Stop!
Forum for dialogue

My Stop! is a new forum for dialogue with children regarding sustainable development, including urban development issues. My Stop! is based on the idea that children are key proponents of change in making cities and communities sustainable. It is also a means of implementing the UNCRC, which states that children have a right to express themselves in all matters that concern them.

My Stop! started in autumn 2015 in the new, environmentally branded neighbourhood of Norra Djurgårdstaden as part of the City District Administration’s efforts towards social sustainability and the creation of new meeting places for new residents in the area. The primary target group for My Stop! was municipal preschools. Through various workshops on topics such as recycling, chemical-smart preschools, and sustainable urban development, children, guardians, and preschool staff were invited to My Stop! to play, to take part in activities, and for dialogue sessions.

Method for child dialogue
My Stop! is based on the idea that children are key proponents of change in efforts to make the world more sustainable, climate-friendly, and democratic. Allowing children to play, explore, and act in relation to key sustainability issues creates momentum, as children often influence their parents and families. My Stop! has arranged dialogue in connection with the construction and refurbishment of play park equipment, the outdoor spaces of preschools, and playgrounds throughout the Östermalm district. Using different methods, children have been able to talk about the sites, what they mean to them, and how they want them to develop.

One example is the use of coloured ribbons which the children would hang up at different sites – green for the best site, yellow for a site that they have a good idea for, and red for a site they don’t like. When children can give reasons for their choices, our knowledge and insights broaden in relation to the specific site and how it is used and perceived. This is vital for planners and everyone working with children, as well as for the children themselves.

Lessons
Dialogue has provided concrete suggestions for improvements, such as more seating or more sandpits for the children. But above all, continuous dialogue with children and young people contributes to the development of a stronger democracy both here and now as well as over the longer term. When children and young people are invited to be listened to and to participate, their pride and sense of responsibility for their immediate surroundings grow.

Another lesson is that sustainable solutions in a growing city require many perspectives which articulate a variety of needs. Children often have many sound views and questions that can help to broaden perspectives and make the world more multifaceted. Children are experts in seeing opportunities and using their imagination to see solutions. This is something we can all draw inspiration from!
Consultation with children and young people on the overview plan for the City of Stockholm

As the city grows, children aged from 0 to 18 are an increasingly important target group. Promoting the perspective of the child on plans for the future of Stockholm is vital. Against this background and alongside regular consultations, the city has conducted comprehensive consultations among children and young people.

In its budget for 2016, Stockholm City Council adopted the vision of “Stockholm as a city that respects and complies with children’s rights in accordance with the UN Convention on the Rights of the Child.” The Convention contains a total of 54 articles outlining children’s rights. Two of the convention’s key messages are conveyed in article 3, which states that the best interests of the child must be given priority in all decisions relating to children, and article 12, which stipulates the right of children and young people to express their views and have these taken into account in all issues that concern them.

Participants
The City of Stockholm engaged with 14 schools across the city from second grade in primary school to third grade in upper secondary school. Targeted efforts were made to reach children and young people who are often excluded from democratic processes. This resulted in workshops also being carried out with the Södra Latin class for young people who had recently arrived in Sweden, and the Himmel och pannkaka recreation organisation aimed at children and young people with varying degrees of disability. During the consultation period, all the city’s youth councils were offered dialogue sessions under the principle of “We’ll come to you”. Dialogue sessions were also conducted with Stockholm Regional Youth Council and Stockholm Youth Parliament. In order to capture a children’s perspective from preschool-age children, a focus group was convened involving preschool educators.

Consultation views that make an impression
The consultation for children and young people followed the city’s model whereby the participating children, young people, and educators were encouraged to submit their views on the consultation so that they could be noted. By noting down the views of each class, youth council, and focus group, their views became a natural part of the consultation report. The review of the consultation proposal for the new overview plan is based on the consultation report, among other things. This means that the needs of children and young people are more clearly articulated in the forthcoming overview plan for the City of Stockholm.

Project: Consultation of children and young people on the overview plan for the City of Stockholm
Period: 10 November 2016 to 10 January 2017
Location: City of Stockholm
Project manager: City Planning Administration and school dialogue sessions with White Arkitekter
Contact: Lisa Klingwall and Mirja Dillén Tombs
Purpose: to strengthen a children’s perspective in the forthcoming overview plan for the City of Stockholm.
Age group: Children and young people aged 8 to 21
Budget: SEK 150,000 and self-funding by White Arkitekter
Duration: Each dialogue session lasted around 2 hours. In addition there is the preparation and compilation of material.
Outcomes and lessons learnt: By opening each dialogue session with a knowledge element – in this case elevating the UNCRC, urban planning, and the four objectives of the overview plan – a clear understanding is created of issues that may otherwise appear strictly strategic. Noting down the views of educators, children, and young people on the consultation on the overview plan provides a stronger children’s perspective and represents a broader cross-section of those living in the City of Stockholm.
The needs of children and young people in a growing city

Below are some of the most commonly held views among children and young people that were raised during the consultation.

- The desire for more non-commercial spaces and venues, especially during the winter months.
- City facilities such as swimming pools, museums, libraries, football pitches, and parks should be spread throughout the city.
- More colourful buildings are needed.
- Public transport should cover the entire city and be cheaper.
- Affordable housing of various sizes must be made available.
- The outdoor spaces of schools and preschools must be of better quality and in some cases be bigger.
Supporting and governing documents
Examples from supporting and governing documents

**Preschool curriculum**
**Lpfö 98, revised in 2016, new revision complete in 2018**

Children must be able to switch between different activities during the day. The activities must provide scope for the children’s own plans, imagination, and creativity in play and learning both indoors and outdoors. Time spent outdoors must provide the opportunity for play and other activities, both in the planned and natural environments.

**Schools and Education Administration’s guidelines for outdoor environments**
Adopted by the Schools and Education Committee in 2015

The Schools and Education Administration's guideline document for the renovation and construction of outdoor spaces for schools:

- **Function programme for outdoor spaces for schools for the purpose of:**
  - defining a good outdoor environment for breaks and teaching;
  - improving pupils’ physical, social, and creative development; and
  - ensuring that the construction and renovation of outdoor spaces for schools takes place according to the principles of the function programme.

- **Inspiration catalogue for the development of outdoor spaces for schools for the purpose of:**
  - providing examples of good outdoor environments;
  - ensuring pupil participation in the development of outdoor spaces for schools pursuant to the UNCRC;
  - improving the conditions for outdoor education; and
  - serving as a supporting document of the function programme.

**Culture at Eye Level**
Adopted by Stockholm City Council in 2009 and revised in 2013

“The needs of children and young people in relation to the physical environments where they live are taken into account.”

Objective 4 from Culture at Eye Level, a programme for child and youth culture in the City of Stockholm.

The programme is a governing document, adopted by Stockholm City Council, for all relevant committees and corporate boards in the City of Stockholm.

**City of Stockholm preschool programme – the future of preschooling**
Adopted by Stockholm City Council in 2013

The outdoor environment, both around the preschool and in nature, must be seen as one of the preschool’s educational spaces, one which provides opportunities for outdoor activities and learning. When properly designed, outdoor activities can help to counter traditional gender roles.

“In their planning the city district councils and the Schools and Education Committee must apply the guideline value of at least 25 preschool places and at least 50 elementary school places per 100 new apartments, adapted according to local circumstances.”

“New parks must be built as a natural part of urban development areas. More play parks must be developed and made available to children with disabilities.”

Budget for the City of Stockholm 2017
Sports policy programme
Adopted by Stockholm City Council in 2013

Half of all children and young people in the City of Stockholm belong to a sports club. Wherever you live in the city, you must have the opportunity to take part in sport and exercise within a reasonable distance.

City district councils’ park plan
Example from the Norrmalm park plan, adopted by Norrmalm City District Council in 2015

Methods of dialogue must be developed that specifically cater for children and young people. Children’s ideas and perspectives must be captured during both planning and management.

Research states that a distance of more than 300 metres has been seen to limit day-to-day recreation. Longer distances have resulted in significantly reduced use. For children and the elderly, the figure is slightly lower at around 200 metres and without having to cross busy roads, which means a walk of around six to seven minutes.

Greener Stockholm
Adopted by Stockholm City Council in 2017
Guidelines for planning, implementing, and managing the city’s parks and natural areas.

Stockholm’s park guidelines were developed in 2006 and serve to provide guidance on meeting the recreational needs of the people of Stockholm. They include the location of good parks and natural resources in relation to people’s homes.

200
Within 200 metres:
• green oasis, play area (natural or playground), area with good sound quality, seating in the sun, paths for walking.

500
Within 500 metres:
• flowerbeds, facilities for ball games, play park, picnic area, opportunities for sledding.

1000
Within 1,000 metres or easily accessible by public transport:
• swimming facilities (outdoor), animal husbandry, farming, running facilities, woodland, views, areas of water, wild nature, ice skating.

Guidelines for achieving a Greener Stockholm

- The people of Stockholm must have good access to parks and nature with a high recreational and natural value.
- The city must have a dynamic green structure that is rich in biodiversity.
- The city’s resources must be used efficiently and there must be good interaction between management and development.

Environment and health

Traffic noise: A maximum of 50 dBA equivalent daily value is desirable for areas intended for play, recreation, and educational activities. Other areas must not exceed 55 dBA. (Guidance from the Swedish National Board of Housing, Building and Planning, “Make space for children and young people”)

Air quality: The environmental quality standard must always be achieved (air quality regulation (2010:477)). Efforts should also be made to, as far as possible, achieve the environmental quality objective of fresh air (Sweden’s environmental objectives adopted by the Riksdag) for play areas and the outdoorspaces of schools and preschools (30 μg/m³ daily value for PM10, and 20 μg/m³ annual average for NO₂).

Sunlight: Parts schools’ and preschools’ outdoor spaces should be in the shade between 11:00 and 15:00 as recommended by the Swedish Radiation Safety Authority and the County Administrative Boards of Sweden.

Soil contamination: Prior to the development of new play areas such as outdoor spaces for schools and preschools and play parks, the guideline value for sensitive land use set by the Swedish Environmental Protection Agency must be achieved (Swedish Environmental Protection Agency).
Documents to consider

Governing documents for the city

Vision 2040 – A Stockholm for everyone, adopted by Stockholm City Council in 2015

Program för barnets rättigheter och inflytande i Stockholms stad 2018-2022, adopted by Stockholm City Council in 2017

Greener Stockholm, adopted by Stockholm City Council in 2017

Long-term investment plan of the Sports and Recreation Administration, adopted by Stockholm City Council in 2016

Sports policy programme, adopted by Stockholm City Council in 2013

Culture at Eye Level, adopted by Stockholm City Council in 2009 and revised in 2013


Stockholm City Plan, adopted by Stockholm City Council in 2018

City of Stockholm preschool programme – the future of preschooling, adopted by Stockholm City Council in 2013

The city’s other documents

Function programme for outdoor spaces for schools, approved by the Schools and Education committee in 2015

District council park plans, approved by the city district councils


A Stockholm of differences, report published by the Commission for a Socially Sustainable Stockholm, 2015

Structure plan for Stockholm City Library 2017–2020, adopted by the Culture Committee in 2017

Safe routes to school, adopted by the Transport Committee in 2015

Other documents

UN Convention on the Rights of the Child, adopted by the UN General Assembly in 1989 and ratified by Sweden in 1990

Equal steps – checklist for gender equality in physical planning, Swedish National Board of Housing, Building and Planning

Preschool curriculum, Swedish National Agency for Education
Sources

Child impact analysis, City of Gothenburg, 2011
Greener Stockholm, adopted by Stockholm City Council in 2017
UN Convention on the Rights of the Child, adopted by the UN General Assembly in 1989 and ratified by Sweden in 1990
The outdoor environment of children and young people – a European outlook, the planning of pre-school and school environments in the Nordic countries, the UK, and France, the Swedish National Board of Housing, Building and Planning, Maria Nordström
Sports policy programme, adopted by Stockholm City Council in 2013
Culture at Eye Level, adopted by Stockholm City Council in 2009
Listen to us! Better support when children and young people participate, Functional rights
Preschool curriculum, Swedish National Agency for Education
The method book, Swedish Association of Youth Councils
If we could decide, Sweden’s Music and Culture Schools and the National Council of Swedish Youth Organisations (LSU)
Parks and nature areas – Guidelines for equal opportunities, City of Gothenburg
Norrmalm park plan, adopted by Norrmalm City District Council in 2015
The walking city, an overview plan of Stockholm, adopted by Stockholm City Council in 2010
A Stockholm of differences, report published by the Commission for a Socially Sustainable Stockholm, 2015
Budget for the City of Stockholm, 2015 and 2016–2018
City of Stockholm preschool programme – the future of preschooling, adopted by Stockholm City Council in 2013
Swedish Association of Youth Councils
Vision 2040 – A Stockholm for everyone, adopted by Stockholm City Council in 2015
Guidance – the outdoor environment of schools and preschools, PM, Environment and Health Administration
NORRA DJURGÅRDSSTADEN
IMAGE: LENNART JOHANSSON
**Project management:**
City Planning Administration

**Other participating administrations:**
City Executive Office
Land Development Committee
Traffic Committee
Environment and Health Administration
Cultural Committee
Social Affairs Administration
Schools and Education Administration
Sports and Recreation Administration
Norrmalm City District Administration
Östermalm City District Administration
Enskede-Årsta-Vantör City District Administration
Hägersten-Liljeholmen City District Administration

**Adopted in 2017 by:**
Land Development Committee
The City Planning Committee
Transport Committee
Cultural Committee

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The best interests of the child must serve to guide all decision-making and any measures concerning children and young people.

Article 3 of the UN Convention on the Rights of the Child