

Diana Hernández Aguilar

Aspects of urban planning processes which affect children's participation in city planning

A qualitative research study of planning processes for outdoor play spaces in Trondheim, Norway

Master's thesis in Urban Ecological Planning

Supervisor: Markus Schwai

October 2020



Drawing, Child Informant 2020

Diana Hernández Aguilar

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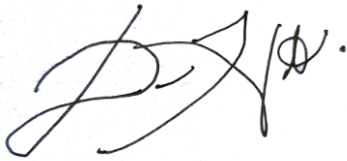
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Norwegian University of Science and Technology
Faculty of Architecture and Design
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STATEMENT OF ORIGINALITY

I certify and that this is my own work and that the materials have not been published before, or presented at any other module, or programme. The materials contained in this thesis are my own work, not a "duplicate" from others. Where the knowledge, ideas and words of others have been drawn upon, whether published or unpublished, due acknowledgements have been given. I understand that the normal consequence of cheating in any element of an examination or assessment, if proven, is that the thesis may be assessed as failed.

A handwritten signature in black ink, appearing to read 'D. H. A.', with a period at the end. The signature is fluid and cursive.

Diana Hernández Aguilar

ABSTRACT

Urban planning processes for children participation is a growing research topic for academia as well as practitioners due to the recognition of the valuable contribution of children into city planning to create upbringing environments.

The main objective of this thesis is to investigate how some aspects of urban planning processes affect the participation of children in projects of outdoor spaces in Trondheim, Norway. To conduct the research, this study aims to answer the following research question:

How some aspects of urban planning processes facilitate or inhibit children's participation in projects of outdoor spaces in the city centre of Trondheim, Norway?

And the following sub-questions:

1. Which are the planning processes open for children participation?
2. How are the planning processes for children's participation enacted?
3. Whom are the stakeholders involved in the process of engagement and dialogue with children?

A case study, with semi-structured interviews, was conducted with different stakeholders in Trondheim, Norway. This thesis presents how the municipal city planning office along with, some stakeholders and institutions implement urban planning processes for children participation. This research also identifies various aspects which facilitate and some elements which affect the outcome of the participation experienced by the stakeholders.

Keywords: Children participation, institutionalized participation, semi institutionalized participation, non institutionalized participation

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October 12th, 2020

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ACRONYMS

UN	United Nations
UNICEF	The United Nations Children's Fund
UNESCO	The United Nations Educational, Scientific and Cultural Organisation
CFCI	Child Friendly Cities Initiative
UNCRC	The United Nations Convention on the Rights of the Child
UNDRC	United Nations Declaration of the Rights of the Children
NPG	National Policy Guidelines to Strengthen the Interest of Children and Young People
IPA	International Association for the Child's Right to Play
PBA	Planning and Building Act 2008

1. INTRODUCTION

Nowadays, Norwegian cities are growing sharply, the number of inhabitants increases year by year. National policies aim to manage this increment under a condense city development, while at the same time creating healthy environments for all the inhabitants. In order to ensure upbringing environments for children, the Norwegian government has developed national and local regulations to recognize the importance of children participating in city planning. Despite municipalities and cities have evolved the urban planning processes throughout the last decades for the involvement of children, there are still challenges in putting the regulations into practice.

There is a gap in studies about reporting comprehensive knowledge of aspects that facilitate or limit the planning processes for the children participating.

1.1 STATEMENT OF THE PROBLEM

Currently, the city of Trondheim is growing at a rate of 3, 000 inhabitants per year. That increment in population leads to urban densification in the city centre. Urban growth represents a challenge for city planning. The city needs to successfully accommodate the needs of all the population, including children needs. Therefore, in line with the national regulations, the Municipality of Trondheim works together with the City Youth Parliament to create upbringing environments for children. The City Youth Parliament has worked with the municipal office of city planning to address urban challenges that affect children. However, there is a lack of practical research in terms of documenting, analyzing, and exploring challenges and opportunities of this participation. The few reports that have documented the challenges and opportunities of this process of engagement, discussion and participation are made from a top-down approach. In Trondheim, the children participate in processes of urban planning happens at a local level. Hence, more practical research on participation at a local level is needed.

Moreover, it is needed the documentation of the opinion of the different stakeholders involved in the topic. This can widen the traditional top-down approach of the existing reports leading to new opportunities.

1.2 PURPOSE OF THE STUDY

To document the different planning processes open for children participation and to explore how some aspects of these processes affect the participation of children.

1.3 RESEARCH QUESTION

How some aspects of urban planning processes facilitate or inhibit children's participation in projects of outdoor spaces in the city centre of Trondheim, Norway?

To answer my research question, the following sub-questions were developed:

1. Who are the stakeholders involved in the process of engagement and dialogue with children?
2. Which are the processes open for children participation?
3. How are the planning processes for children's participation enacted?

1.4 DEFINITIONS

1.4.1 Child

There is no agreement on either the professional or academic sphere about the definition of a child. International institutions as the UN have defined children as all people aged 0 to 18 years old unless the legal age for civic participation is stated differently in the law of every country (United Nations, 1989).

In Norway, while the legal term 'child' means every person under 18 years old, the term 'young people' is often used for people up to 25 years old. According to the Norwegian Ministry of Children and Equality, in 2016, 22 per cent of the population (1,127,402 people) were children.

In this thesis, the term children will be used to refer to all people from 0 to 18 years old.

1.4.2 Public outdoor play spaces

The focus of the research question was placed in the urban planning processes of public outdoor play spaces. I will define this concept of public outdoor play space as all the areas which are outdoor and open to the public, that can serve to the purpose of play in any type of form.

1.5 Motivation

As a researcher with a background in landscape architecture, one of my personal motivations to produce this research work was my desire to understand processes that affect the urban planning of outdoors areas. As Beunderman, Hannon and Bradwell assert that urban open space can contribute to the value of children's life (as cited (Woolley, 2017):92). Hence, if I look at some urban planning processes and document the challenges and opportunities, this could serve as my contribution to the body of knowledge of upbringing environments for children from a perspective of landscape architecture and urban planning.

1.6 Structure of the thesis

This thesis report is presented in nine chapters. The first chapter is an introduction to the research it shows the statement of the problem, the motivation, the research question and definitions used in this report.

The second chapter presents the theory for planning processes for children participation, it shows the history of children participation in urban planning and the Norwegian regulations for the planning processes with children, then it moves on to illustrate the theoretical framework

Chapter three describes the methodology for conducting this research. A qualitative study was performed, studying two different case studies: Rabarbraparken and the contest Child I Sentrum, it explains the research design, the justification of case selection, methods of data collection and methods of analysis.

Chapter four describes the general context of the case studies, Trondheim, being the location where this case are studies, is briefly described.

Chapter five describes the case studies. Chapter six shows the analysis of the results.

Chapter seven discusses the analytical results with the theoretical framework, chapter eight shows the implications and further research on this work. and finally chapter nine presents the conclusion

2. THEORY

2.1 CHILDREN'S PARTICIPATION IN HISTORY AND REGULATIONS

The purpose of this chapter is to provide a synopsis of how children participation in urban planning has developed over the years. The development of the urban planning processes that promote the participation of children in city planning in Norway has been shaped by international and national regulations. The following review will give the reader an understanding of the most relevant international and national events that have contributed to the development of the current strategy for municipal planning with children as participants in Trondheim.

2.2.1 International Scale

2.1.1.1 Declaration of the Rights of the child

In line with the worldwide rights movement, in 1959, the UN proclaimed the Declaration of the Rights of the Child. The declaration contains principles relating to education, health, shelter, and upbringing. The principle 2 mentions that a child should have the facilities to develop him/herself "...physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity...."(United Nations, 1959) This principle would be the start of developing the right of children to upbringing environments.

UN Convention on the Right of the Children

In 1989, following the declaration of the Rights of the Child adopted by the UN General Assembly in 1959, the United Nations extended the rights under the United Nations Convention on the Rights of the Child (hereinafter UNCRC). The international agreement describes the civil, political, economic, social, and cultural human rights of every child in the world, regardless of any condition including religion, nationality, gender, or culture.

In 1991, Norway ratified the UNCRC. On October 2003, Norway incorporated the agreement, as part of the Norwegian law (Barneombudet, 2017). Since then Norway is committed to

fulfilling the content of the convention in the same way as other Norwegian legislation. There are 7 out of 54 articles in the UNCRC that are of special interest in the processes of urban planning in Norway. In the next section, these seven articles will be explained, and the extensive articles can be found in the appendix.

1. Article 1 defines the term 'child'. It establishes that a child is a person below 18 years old unless the law states something different. It states clearly for whom those rights are intended.
2. On the basis that a child has the right to express their opinions and views. Article 2 describes the child's right to protection against discrimination on those expressed opinions.
3. Article 3 establishes that when public or private administrative authorities or legislative bodies take actions concerning children, the best interest on the child's rights shall be a primary consideration.
4. Article 12 establishes the right of the children to express their views and the right to be heard.
5. Article 13 establishes the right of freedom of expression and the right of being imparted information regardless of written or oral limitations.
6. Article 17 recognize the importance that mass media plays on the child's life; therefore, the children shall have access to information from a diversity of national and international sources targeted for the wellbeing of them.
7. Article 31 establishes the right of children to leisure, play and recreational activities adequate to their age.

2.2.2 National Scale

This section presents to national the regulations that directly or indirectly affect children and their participation in urban planning processes.

Ombudsman (Public Advocate)

The Ombudsman for Children in Norway, -Barneombudet- in Norwegian, was established in 1981. It is a national, independent supervisory body with a statutory mandate to monitor and promote children's rights in Norway. It is appointed by the King and occupies the post for six years. Norway was the first country to appoint a children's representative in the legislation. The Ombudsman, as an independent body, selects its own areas of priority. (Barneombudet, 2017). As an advocate for children's rights, the Ombudsman office ensures that opinions of children are heard, and their rights upheld. Moreover, it supervises whether the Norwegian legislation and public administration comply with the United Nations Convention of the Rights of the Child. It is noted that the CRC is one of the main instruments that Norwegian planning authorities use to reinforce the work with children as participants (Wilhjelmsen, 2016):163.

National policy guidelines

The National Policy Guidelines to Strengthen the Interest of Children and Young People in planning (hereinafter NPG) were implemented in 1989. It is a document elaborated by the Norwegian government with the purpose of safeguarding the interest of children in social development.

Almost twenty years after the National Policy Guidelines were created, the government realized that the NPG needed to be enforced in a stricter way. In 2008, the minister for the environment and development published the circular T-2/08 -about children and planning-. The circular T-2/08 replaced the previous circular T-4/98 which title was "National policy guidelines to promote the interests of children and adolescents in planning". In the T-2/08 it is stated that it is the Municipality's responsibility to guarantee that all issues regarding planning and construction protect the children's needs and their surroundings despite who initiates and executes the planning (Minister for Environment and Development, 2008).

Approaches to the involvement of children's participation

There is a growing body of research that illustrates diverse approaches to how children participate in different urban planning processes. These conceived approaches have evolved along seven decades of history. Nonetheless, the approaches are diverse, and sometimes they have overlapping features.

In 2002, Francis & Lorenzo claimed that research on the involvement of children in city planning and design had reached a maturity needed to be reviewed. They organized the existing literature in seven realms: "romantic, advocacy, needs, learning, rights, institutionalization and proactive" (Francis and Lorenzo, 2002). Those seven realms have different approaches, objectives, audiences, participants, and limitations. In 2019 Ataol assessed the research on approaches of children's participation in urban planning to create child-focused urban environments. She researched literature from the second half of 1990 to 2019, and she found three approaches within the practice of planning with children, these are participatory planning research, participatory action research, and co-production. (Ataol et al., 2019).

Therefore, following the work of Francis and Lorenzo (2002) and Ataol (2019), the approaches that have been put into practice in Norway will be described in terms of how these have influenced the aspects that impact the participation of children in city planning.

1. **Advocacy:** Planning 'for' children with needs advocated by adult planners.

The field of research about children's participation in urban planning started to grow out with this approach. Decades ago, adults concerned about children started to bring to light the needs and rights of children in regards to design and planning (Francis and Lorenzo, 2002). In the 60s, the planning process had a top-down approach where citizens did not have the right to express an opinion about urban projects. Planners started to advocate for adults and later for children. Children at that moment were almost powerless. Then, advocacy planning for children became a mainstream approach to the planning area (Francis and Lorenzo, 2002).

A project that has its basis on this approach is the Growing Up in Cities, an initiative promoted by UNESCO and initiated in the 70s by the urban planner Kevin Lynch. Originally, Growing Up in Cities pursued understanding from children's perspective how well the urban environment works for them and creating more liveable cities. (Chawla, 1997). The project was carried out in different countries. It was intended to have three stages:

1. networking with child-friendly advocates for children
2. research the communities and
3. implement the children's views into policy and practice.

However, at that time, authorities saw irrelevant the children's input, and the third stage was never completed (Chawla, 1997).

In 1994, the Norwegian Centre for Child Research recreated the project with different locations, both in the global south and in the global north. The new project had a scope of engaging children from 10 to 15 years old. It sought to comprehend their perspectives about the urban context where they lived and to improve the urban environment. Trondheim was one of the locations for conducting the research. According to Chawla, other project sites such as Argentina, Australia, India, South Africa, and the United States had different degrees of success in moving from research to the creation of participatory programs (Chawla, 2002). However, Trondheim was not mentioned to reach the stage of implement the children's view into policy.

According to the report of NIBR-rapport 2018, municipalities in Norway mainly have advocacy schemes. The children's representative is an adult who advocates for the children's needs. Even though the law stipulates that children should express their needs themselves, in practice, children are not fully actively involved.

2. **Needs:** Research-based approach that addresses good environments for children's needs.

According to Francis and Lorenzo, this approach is where scholars have done more research-based work (Francis and Lorenzo, 2002). Scholars have demonstrated that children have specific needs that must be taken into account when planning and building environments (Francis and Lorenzo, 2002). Chawla states that children's

needs are relevant to the greatest development of children in different stages. She argues that in the light of children's needs, the creation of child-friendly policies for city planning has been created (Chawla, 2002).

The National Policy Guidelines for children in section 4.- Complementary comments-section 1 claims that the term children apply to the age group 0-18 years old. Within this group, the needs are greatly different for the individuals. Therefore, there should be measures to safeguard the conditions for the children's development based on all the range of different needs. Moreover, it should include the conditions for groups with disabilities and immigrants. As stated in the same policy, the younger the children are, the more dependent they are on adults to meet their needs, including the need for participation in matters that concern them.

The project of Growing Up Cities recreated in 1994 has some features of this realm. In Trondheim, the research was performed in two neighbourhoods: Elgeseter and Møllenberg. The team consisting of a researcher at the Norwegian Centre for Child Research, two graduate students from the Department of Geography, and seven students from NTNU carried out the research (Wilhjelm, 2016). They elicited the opinions of 35 children who lived in those neighbourhoods. The research team inquired about the perceptions of children about their environment. As argued by Chawla, the purpose of the description from children about the environment would serve to understand how the sites functioned and if they fulfilled the children's needs for the place, people, identity, and activity (Chawla, 2002).

In line with this approach, in the 90s, the ministry required that the municipal council shall appoint a children's representative or another official to take care of the children's needs when preparing a city plan. He/She should have special knowledge of children's needs and situation. However, according to Wilhelm, only 60% of the representatives had that qualification (Wilhjelm, 1995).

3. Rights

The approach of rights is more recent than the advocacy and needs theory. According to Francis and Lorenzo, this approach has the purpose of safeguarding children's rights in urban spaces (Francis and Lorenzo, 2002).

International humanitarian and developmental organizations such as UNICEF and the International Association for the Child's Right to Play (IPA) were the first to encourage this approach (Francis and Lorenzo, 2002). Francis and Lorenzo argue that this theory has been of relevance in academia and practice since children are perceived as fully empowered participants. As Hart states the right approach also involves principles of democracy, rights, and empowerment (as cited in Francis and Lorenzo, 2002).

While Bartlett argues that citizenship is the key concept between the needs-approach and the rights-approach (Bartlett et al., 2016), Ruck et al. declare that irrespective of citizenship or age, everyone has rights that should be respected (Ruck et al., 2016). Bartlett highlights that citizenship has the connotation of active involvement and entitlement. In this approach, strength and dignity are given to the ones that are excluded (in this case, children) to negotiate; hence when children use their citizenship actively, it makes possible for them to participate.

An important convention under this approach is the UNCRC. The convention has a great influence on Norwegian laws and regulations for children in urban planning. The National Policy Guidelines for children and planning were first determined in 1995 as part of the Norwegian management to enforce the UNCRC.

There have been other worldwide projects that have a basis on Francis and Lorenzo's approach, such as the Child-Friendly Cities (CFCI) In 1996. The purpose of the UNICEF-led initiative is to support municipal governments was to enact the UNCRC (UNICEF, 2020). In Norway, the CFCI is enacted under the category of design. In the years of 2016 to 2017, the Norwegian Committee for UNICEF implemented the Child-Friendly Municipalities project. The project was conducted mainly in Kongsberg

municipality and expanded to other seven unknown municipalities. The purpose was to determine the informants (children, parents, and leaders of leisure activities for children) perspective of the children's environment. One year after, in 2018, on the basis of that project, the Norwegian Committee for UNICEF started a pilot CFCI in the Municipality of Rollag. One of the findings that can be related to the topic of urban planning is that the future objective is to ensure true participation for children and young people in the Municipality.

Another argument on the rights-based CFCI together with the Resilient City Approach is that children have the right to think about their own issues and participate in transforming their environments (Derr et al., 2019). A limitation of this approach is that children are not officially right holders until they reach the legal age. Hence, Francis and Lorenzo stated that Children's City Councils and CFCI project have a basis on this theory (Francis and Lorenzo, 2002). The City Youth Council provides a platform where the children can influence the way their issues are addressed.

- 4. Institutionalization:** Planning 'by' children but within institutional boundaries are set by adults, authorities, and clients.

This recent theory places children within the institutional boundaries of the political planning process. Children are treated as adults, which means they are supposed to have the same power and knowledge in the planning process as adults (Francis and Lorenzo, 2002). Derr & Tarantini state that children's participation has been institutionalized in different levels, from municipal governments to national policies or international conventions such as the UNCRC (Derr and Tarantini, 2016).

- 5. Participatory action research and participatory planning.** The planning theory has evolved in the last decades from a top-down approach to more bottom-up practices. These bottom-up practices enable urban actors and citizens to participate in the practice of urban planning and its processes.

In participatory action, research children are viewed as peer researchers because it is believed they hold abilities that their peer adults do not. Moreover, they possess insight into matters affecting themselves (Wilkinson and Wilkinson, 2018). One example of participatory action research in Norway is the tool -Barnetråk-. Barnetråk is a method

for ‘mapping the children’s neighbourhood area use approved by the Norwegian Data Inspectorate’ (Aradi, 2010). This method was mainly developed to address the children’s age group from 10 to 12 years old. Almhjell claims that the four main principles of -Barnetråkk- were: democracy, culture, health, and contribution to sustainability (as cited in Aradi, 2010).

Participatory planning seeks to create inclusive planning processes where participants can have more influence on the process and decision making (Wilks and Rudner, 2013). However, projects done with participatory planning can have its limitations if these are not performed in benefit of children’s interest. Wilkinson and Wilkinson argue that in participatory planning, there is a tendency to assume that children have the feature of acting independently and making their own choices, and the adult researcher will enable that attribute. This can be adverse for equal power relations, leading to tokenism (Wilkinson and Wilkinson, 2018). Wilks and Rudner also state that participatory planning research tends to be tokenistic (Wilks and Rudner, 2013). Freeman et al. suggest that participatory planning with children remains a field that is often ‘neglectful of young people’s needs and desires despite the intended goodwill of the professionals involved’. Hence a needs approach may be more suitable for working with children (Freeman, 2003:53).

- 6. Co-Design.** Participatory Design or Co-design are synonymous. This approach is not included in the framework designed by Lorenzo and Francis. However, it is present in more contemporary literature. The approach promotes a more horizontal way of planning and design, which are beneficial for the participation of children in city planning. This theory is opposed to the normal design process where decision-making is done with a top-down approach. This theory intends to empower those who are affected by design (Chisik and Mancini, 2019). In this approach urban planners and architects are encouraged to collaborate with children to produce an urban design that affects them

2.3 CHILDREN'S PARTICIPATION

Theories built around approaches of children's participation and the way they are implemented can influence the involvement of children in planning processes either in a positive or detrimental manner. In 1969, Sherry Arnstein published an article which became the foundation of research on assessing citizen participation. She developed a ladder model which illustrates participation in which each rung represents a level where citizen's power is influencing the final product (Arnstein, 1969). The ladder is divided into three categories: non-participation, degrees of tokenism, and degrees of citizen power.

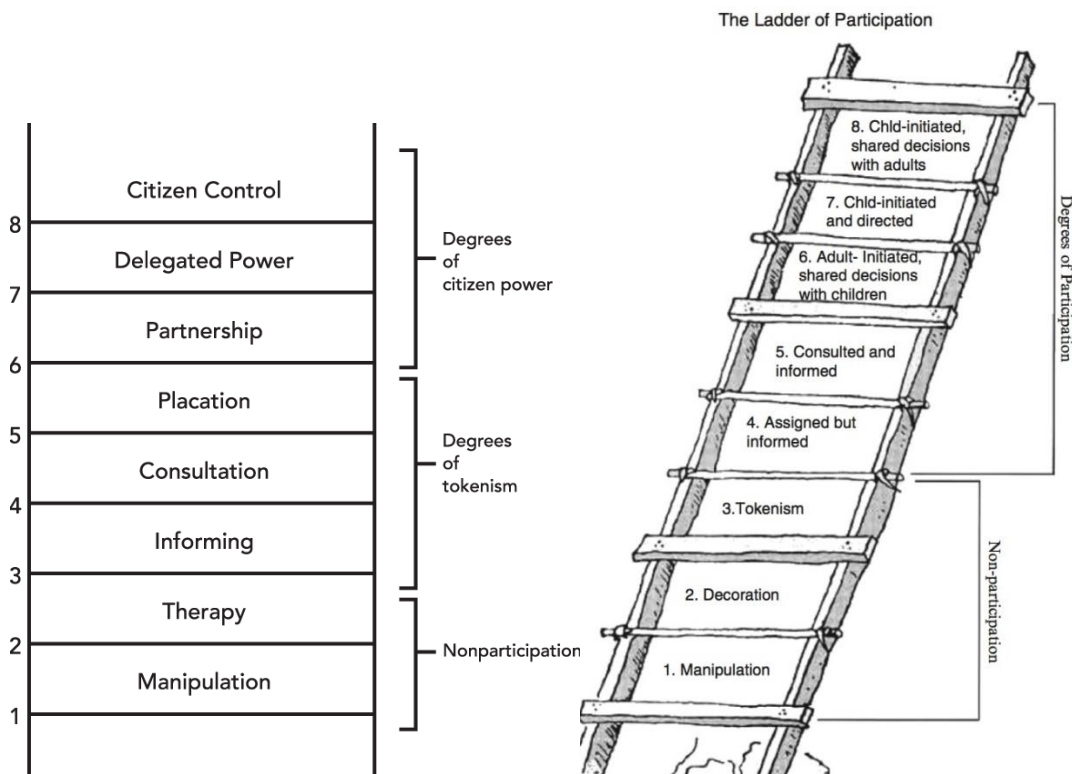


Figure 1: Ladder of citizen participation

Figure 2:Ladder of children participation

This model would be the inspiration for Hart's work. In 1979, Rogert Hart published his model of the children's ladder of participation. The ladder is constituted by eight rungs; each rung is an appreciation of a type of involvement of children in projects of community development... Nonetheless, the ladder is thought for community-based participation, and it addresses a limited range of ways in which children can participate. Other limitations include the model only describes the different roles that adults play in relation to children's participation (Hart, 2008). The schema remains a tool that has been used to assess the degree of children's

participation. This schema has been influential when evaluating the degree of children's participation in urban projects. Each rung is as described:

1. Manipulation. It is the lowest level in the ladder. In this rung, if children don't have the capacity to understand the issues where they are involved or the imposed actions, they are being manipulated by adults (Hart, 1992). Therefore, adults can use them to support "their" causes, but, adults bluff about children being the real cause. In fact, adults end up controlling children and taking advantage of them to benefit themselves. A typical example of manipulation is a consultation with children when adults do not provide feedback to them. The same principle applies to opinion polls, where feedback is not provided to the informants.

2. Decoration. It is described as one rung up from manipulation because adults do not pretend that the cause is inspired by children; they simply use the children to bolster the cause (Hart, 1992):9. In this rung, children have little understanding of why they are involved, but their opinions are ignored.

3. Tokenism In the third rung:

children are apparently given a voice, but in fact, have little or no choice about the subject or the style of communicating, and little or no opportunity to formulate their own opinions (Hart, 1992):9.

Roger Hart illustrates that a typical example of a tokenistic practice is when children are involved in panel discussions. When they do not have training or foundation on the topic, or when selected children represent their peers, but did not have a dialogue with their equals, they are subjecting of tokenism. This practice represents an example of an adult's concern with children issues, but the practice is manipulative because it does not represent truly engaged participation.

4. Assigned but informed. In this rung of the ladder, the projects become participatory because children are contributing in a meaningful way for them. Hart sets four conditions to be met for a participatory project: children understand the purpose of the project, they also know who is in charge of making decisions concerning their

engagement and why it is so, once they have understood the conditions children voluntarily decide to participate in the project, and they have a meaningful role in it.

5. Consulted and informed. This rung of the ladder occurs when there is integral children's participation. Children are involved in projects designed and implemented by adults but collaborate with integrity. Despite the process being controlled by adults, children have a clear understanding of it. They give advice on the project, and their opinions are respected and listened to seriously. Children are informed about the results, and they can give feedback on the results.

6. Adult-initiated shared decisions with children. Hart labels this rung as true participation. Even though the project is adult initiated, children and adults share the decision-making process. Hart describes that in a community project, it is usually the adults who dominate the planning process; however, everyone is affected by the project (Hart, 1992):12. Therefore, the goal is to consider everyone, including children, in the planning process.

7. Child-initiated and directed. In this rung, children have the initiative and have the support of adults to implement their ideas. However, Hart highlighted thirty years ago that it is difficult to find examples of community projects with this level of children's participation (Hart, 1992). The main reason is that adults are not used to attending children's demands without them playing a leading role.

7. Child-initiated shared decisions with adults. Children develop an idea, which is transformed into a concept for a project; they design, plan, implement, and manage the project. Adults are incorporated in the project by children Hart argues this type of participation is rare, not only because children do not have the initiative to develop projects themselves, but also due to the lack of adults adapted to assertively respond to children's interest. Therefore, to have more projects on this category, it is important to have expert adults who bring up children's potential.

As noted, through several decades, research on children's involvement in city planning has been developed with different perspectives.

The following figure shows the theoretical framework on which this research is based. In Norway, the planning processes are framed through the international and national regulations (UNCRC and NPG). On the other hand, the participation of children in these planning processes has been described and evaluated by various authors, the most notable works being the work of Francis and Lorenzo, where they describe the approaches to involvement of children participation, and Hart model of assessment of children participation in projects of community development. It is through these theories that the theoretical framework is created to know what and how are the aspects of the urban planning processes that affect the participation of children.

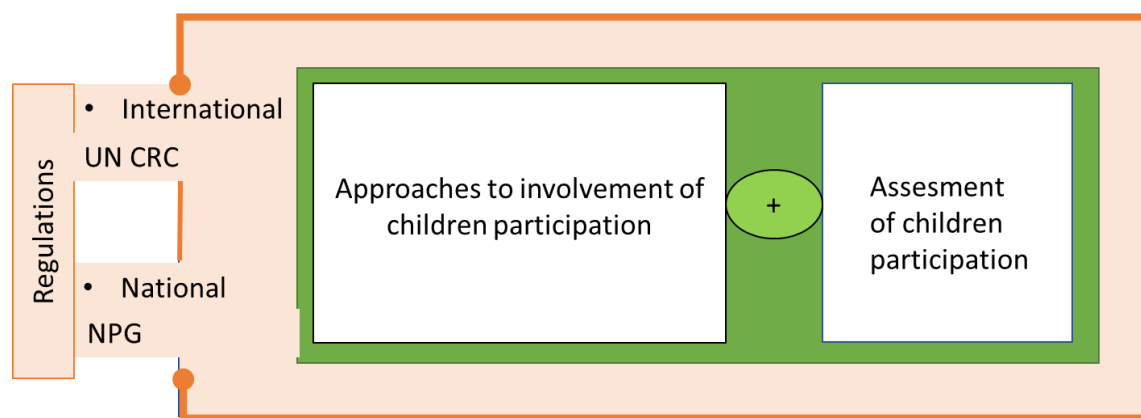


Figure 3. Theoretical framework

3. METHODOLOGY

This chapter aims to provide a detailed description of the research design and methods to conduct this research on the aspects that influence children's participation in the planning processes of outdoor play spaces. Moreover, it intends to demonstrate the designed methodology is relevant and justified to the subject of matter.

The chapter is structured in four sections.

Firstly, it is described the research design, then methods of data collection used during the fieldwork, following with the methods of analysis of the information collected, and finally explains the ethical dilemmas while performing research.

3.1 RESEARCH DESIGN

This section describes the planned framework to perform the research.

Research strategy

Robert K, Yin indicates that even if there is no specific formula to choose an appropriate research strategy, three conditions must be analyzed to decide which strategy:

1. The type of question
2. The extent of control the researcher has over the actual behaviour of events
3. The degree of focus on contemporary as opposed to historical events (Yin, 2014).

Then, Yin suggests the more a question looks for explaining present circumstances,. 'how or why some social phenomenon works, the more the case study will be relevant' (Yin, 2014). The research's problem aims to explore the planning processes for children's participation. The nature of the research is a social phenomenon because the planning processes happen under behaviour and circumstances shaped by the stakeholders involved.

Secondly, the research question attempted to answer:

How some aspects of urban planning processes facilitate or inhibit children's participation in projects of outdoor spaces in Trondheim.

As Yin states, a case study is ‘an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident’ (Yin,1994:13). This research is based on the specific context of Trondheim and the planning processes that happen in this Municipality. Therefore, the case study was a suitable research strategy.

Lastly, Yin states that case study is the more relevant method to ‘questions that require an extensive and in-depth description of some social phenomenon’ (Yin, 2014). As a researcher on this topic, I would have no control over the relevant behaviour of the people involved in the planning processes. I would need to understand their perspectives. An in-depth description of those experiences is therefore needed. Hence the case study was the most appropriate research strategy.

The epistemological and ontological position

Aksel Tjora argues that epistemology is: ‘how we can attain knowledge of the world, and ontology is what may exist in the world or society’ (Tjora, 2018):10.

For this thesis, an interpretive and constructivist approach was used. In line with the epistemological interpretivism paradigm where the focus is to understand ‘the social world through an examination of the interpretation of that world by its participants’ (Bryman, 2016):380, and the ontological position of constructionism ‘which implies that social properties are outcomes of the interactions between individuals, rather than phenomena -out there- and separate from those involved in its construction’ (Bryman, 2016):380. The case is grounded on the experience of the many stakeholders involved in the planning processes, attempting to understand their interpretations of the subject matter.

Bryman claims that to view events and the social world through the perspective of the informant's, researchers use a qualitative approach. (Bryman, 2016):399. Therefore, to study how some aspects of the planning processes of Trondheim affect the children’s participation, the reflections of the actors involved, and their reflections were considered. Hence, qualitative research was selected for the case study.

3.2 JUSTIFICATION OF CASE SELECTION

The research design was thought to be carried out in Trondheim, Norway. On preliminary research, through the review of grey literature, Trondheim appears to be a city with a long tradition in developing planning processes for children in Norway.

Then, the research was designed to elicit information about diverse planning processes in which children had participated. The entry point for conducting the research was the office of city planning of Trondheim Municipality. The following conditions were considered to delimit the research: feasibility, accessibility, time, and resources. 'The feasibility refers to how realistic it will be to access data or participants and the time needed to complete the study' (Bui, 2013):31. In order to conduct a feasible investigation, the investigation area was restricted to the outdoor play areas of the city centre of Trondheim (Mydbyen) where children had participated in the planning processes as the main stakeholder.

The accessibility of information was of great relevance. The Municipality of Trondheim provided me with information on planning processes carried out in collaboration with children from schools in the city centre of Trondheim and with children members of the City Youth Parliament. Although the research focused on the planning processes of two projects, the Rubar park (Rabarparken project) and the Competiton 'Children in the city centre' (Barn I sentrum), some other small projects of outdoor play areas were brought to light by the informants. The fact that those planning processes were carried out by Trondheim municipality would facilitate me the access to written official reports that allow me to understand the Norwegian urban planning context. This understanding helped save the time I had to do this research, which otherwise would have taken me longer to understand.

3.3 FIELDWORK

The timeframe for producing this master thesis was originally planned for 20 weeks. The fieldwork was carried out from week 7, February 13th to week, June 25th. During those weeks, data collection was conducted with informants, selected based on the snowball method. The data collection was conducted at different scales:

- The Municipality: Two key informants were selected. One was in charge of the project Barn I sentrum, a planning process for children encouraged by the Municipality. And the other is the children representative in matters of urban planning.
- Architects: One key informant from an architectural studio who has performed participatory design with children in the Rabarbarparken project.
- Institutions: Two key informants who have been working on the project “Barn I Sentrum” and the produce of the “Market Faire report”. The report is a summary of the late municipality experiences with processes for children’s participation.
- City youth council: Two key informants, one active member and one former member.
- The academia: One Researcher author of the grey literature about regulations for planning processes for children, which was also a researcher of the project on Growing Up in Cities, Trondheim.
- Citizens: Three informants, two parents from different families and one child.

Table 1: Table of key research informants

Category	Key informants
Municipality	Trondheim Kommune
Architects	Rallar architecture
Institutions	Remida Senteret ReellMedVirkning
Children	City Youth Council Citizens
Academia	Researcher on GUC Trondheim

Type of Reasoning

From data generation to a theoretical conception, there should be a type of reasoning. Within social research, the predominant reasoning approaches are inductive and deductive. Nonetheless, the type of reasoning for this research is the abductive approach. According to Alvesson and Sköldberg (2009), 'this approach starts in a similar way of induction, from the empirical information, but into which theories and perspectives are drawn in advance of the research process' (Tjora, 2018):15. In other words, the fieldwork initiated with specific accounts of the involvement of children in processes of planning, just in the same way as an inductive approach would have done. Then, from the partial observations, it was inferred the best and most logical explanation of why those aspects of the planning processes affect children's participation.

3.4 METHODS OF DATA COLLECTION

The purpose of this section is to illustrate which methods were used to collect data during the fieldwork. The methods of data collection were selected based on qualitative research.

3.4.1. Primary data collection

The primary data collection is the ‘original data collected for a specific research goal’ (Hox and Boeijs, 2005):593. To collect information regarding planning processes related to outdoor play spaces in Trondheim, where children participated, semi-structured interviews were conducted with different stakeholders.

Semi-structured interviews

The semi-structured interviews were the main method to collect information. The interviews intended to collect the stakeholder’s experiences and beliefs about the planning processes for children’s participation. These were conducted in three different ways:

- Digital interviews. To perform digital interviews, different telecommunication applications were used. A total number of six interviews were digitally carried out.
- Telephone interviews. Due to technical problems with telecommunication software, one interview was held by telephone.
- Face-to-face interviews. Five interviews were conducted in person.

The interviews were constituted by open-ended questions, with a list of questions divided into eight topics: knowledge, power, training, resources, interest, communications, will, tensions. These were used as an interview guide, and within each topic, certain aspects or follow up questions were discussed with the informants. The extent to which these topics were discussed was dependent on the perspective of the informants. The order in which the questions were asked was flexible among the different stakeholders. Follow up questions. Let discover why an aspect may inhibit or facilitate children’s participation according to the perspective of each informant.

Process

A total number of 14 interviews were conducted. Each interview was conducted over a period of 40 minutes to 2.5 hours.

I sent a total number of 17 invitations to people to participate in the research. The invitations were sent by email, in which a brief description of the project, the purpose of the research, and the research problem was included for the knowledge of possible participants.

While 9 out of those 17 accepted the interview, the others replied they forgot to answer, denied the invitation, referred to people who already had agreed to be interviewed, did not answer the invitation, or replied they would be on leave.

Some of those nine accepted the invitation because I was referred to them by their fellow workers. The rest of the participants were invited by the people who had already agreed to participate in the interviews. Only one of them participated because the informant saw a digital invitation spread in social media channels.

Table 2: Number of interviews conducted during the fieldwork

Source	Interviews held
Municipality	4
Architectural studio	1
Creative cultural centre	1
Consultant company on planning processes with participatory processes	1
Children	3
Researchers	2
Parents	2
Total	14

Sampling

‘Sampling refers to the process of selecting participants for a study from a population’(Bui, 2013):291. The research was done with a snowball sampling technique:

Snowball sampling is a sampling technique in which the researcher samples initially a small group of people relevant to the research questions, and these sampled participants propose other participants who have had the experience or characteristics relevant to the research (Bryman, 2016):467.

I initially contacted the children representative of Trondheim Municipality. The children representative referred me to another informant who had participated in the Municipality with planning processes in collaboration with the Youth City Parliament. Similarly, the next informant referred me to the leader of the project ‘Barn I sentrum’, and the process continued until I reached data saturation.

3.4.2. Secondary data collection

Secondary data, ‘information collected for a different purpose than the research question’ (Hox and Boeijs, 2005):593, was useful in the case study. The information collected was: policy documents, government reports, articles, and chapters of a book about the planning processes for children. The secondary data allowed me to understand the general context of the planning processes in Norway. Also, it gave me a common ground for making data triangulation in the analysis stage.

3.5 METHODS OF ANALYSIS

The purpose of this section is to describe the procedure for how the researcher managed the raw data to develop the findings.

The raw data from the interviews were captured with sound recording as Tjora suggests, recording gives us confidence that the information is documented, while in the interview itself the researcher can concentrate more on participants (Tjora, 2018) 125. 11 interviews were transcribed and then processed with qualitative data analysis software (NVIVO).

Bryman claims that one of the critiques of qualitative studies is the lack of transparency of the research in data analysis (Bryman, 2016):406. In other words, it means that it is not clear to distinguish what the researcher elaborated and from there, how the conclusions were drawn. As Tjora suggests:

greater methodological transparency (or openness) is a prerequisite for credible results, and computer tools can be used in a way that will reinforce transparency between empirical data and analysis (Tjora, 2018):7.

Every interview was transcribed, then coded. Each interview gave me a different number of codes, the minimum amount was 45 codes, and the maximum was 239 codes. Then I did a process of grouping codes with similar topics into categories. While some codes fall into more than one category, other codes did not fall in any category. Those were excluded. When all the codes were grouped in categories, I associated the categories into concepts. As a result, I obtained seven bigger concepts which I titled:

Aspects of children participation, different planning processes for children participation, elements of children participation, the importance of planning processes, outcomes of the planning processes, stakeholders, and types of participation.

The seven concepts allowed me to explain the findings in an organized theory. The code structure can be seen in the appendix.

Validity of findings

As Creswell (2009) suggests ‘validity refers to the accuracy and credibility of the findings’ (ac cited in (Bui, 2013):187). The research sought to find plausible and reliable findings. To

make reasonable conclusions, free of subjectivity, the triangulation method was implemented. Triangulation 'entails using more than one method or source of data in the study of social phenomena' (Bryman, 2016):392. My three sources of data were:

1. Data from digital interviews
2. Written documents, including on-line newspapers, governments reports, blogs
3. Academic literature, diverse articles on the topic of children's participation and urban planning

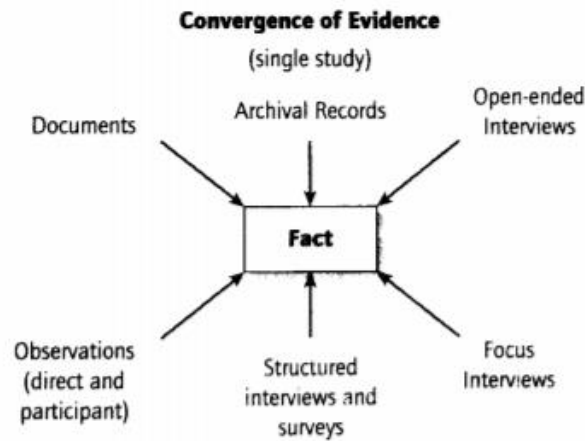


Figure 4: Yin's model of convergence of evidence

Bui suggests that in qualitative research, another strategy to increase validity is “providing thick descriptions of the information provided by interviewees (Bui, 2013):187”. To avoid bias as much as possible, in the findings chapter, informant's quotations are included to use exactly the words they have said without paraphrasing them. In this way, the risk of misinterpretation of the information is minimized.

3.6 ETHICAL CONSIDERATIONS

This section describes the actions that were taken to ensure that the rights of the participants were protected according to Norwegian law. As Bui states ‘When conducting research of any kind, there is always the possibility that you will encounter ethical issues’(Bui, 2013):75. This research was planned, designed, and implemented with the Belmont report as the ethical ground. ‘The Belmont report is a summary of the basic ethical principles and guidelines for conducting research with human subjects’(Bui, 2013):77. In the Belmont report, three main aspects are considered: respect for persons, beneficence, and justice (Bui, 2013):77. The research design was assessed by the Norwegian Centre for Research Data with case number 379694.

Respect for persons

The Belmont report highlights the importance of treating individuals as autonomous agents and that individuals with diminished autonomy are entitled to protection. (Department of Health Education and Welfare, 1979). In this research, I saw participants as individuals who had the capacity to decide whether they wanted to participate or not in the research. An information letter was prepared to let participants make their decisions and to give their written consent to be involved. The information letters in English were tailored for each group of society and ages of the participants. The letter included all the information about the purpose of the project and the research methods. Moreover, it emphasized that participation was voluntary and the opportunity to withdraw at any time without negative repercussions. For this research, the information letter and the written consent were of high relevance, the condition of respect for persons includes safeguarding those individuals within vulnerable groups, including children.

Beneficence and Justice

This principle refers to the condition of ‘do not harm and maximize possible benefits and minimize possible harms’ (Department of Health Education and Welfare, 1979). To minimize any possible harm to the participants, the research followed a principle of anonymity and confidentiality. All the information is treated confidentially, and participants names will not be published. In agreement with NDS, all the transcripts will be erased once this research is finished.

3.7 LIMITATIONS

Along with the development of this study, some limitations arose. A major challenge while doing this research was the unexpected situation that globally emerged due to the SARS-CoV-2 virus. The unpredicted lockdown made me modify the research design. Also, it disrupted the lives of everyone, including the informants whose time for interviews were affected.

Research design

The research design was originally planned to follow the model of grounded theory using an inductive approach. However, due to the circumstances, the research design changed three weeks after the data collection stage started. Then, I tried to modify the research design according to the coronavirus situation. I had to work with the few interviews conducted before the coronavirus outbreak until a stable reality was achieved. The new chosen approach was the Stepwise deductive-inductive approach SDI where I used the information collected to do repeated iterations: making the codes, grouping them, associate into categories to create concepts and from there to come with a theory.

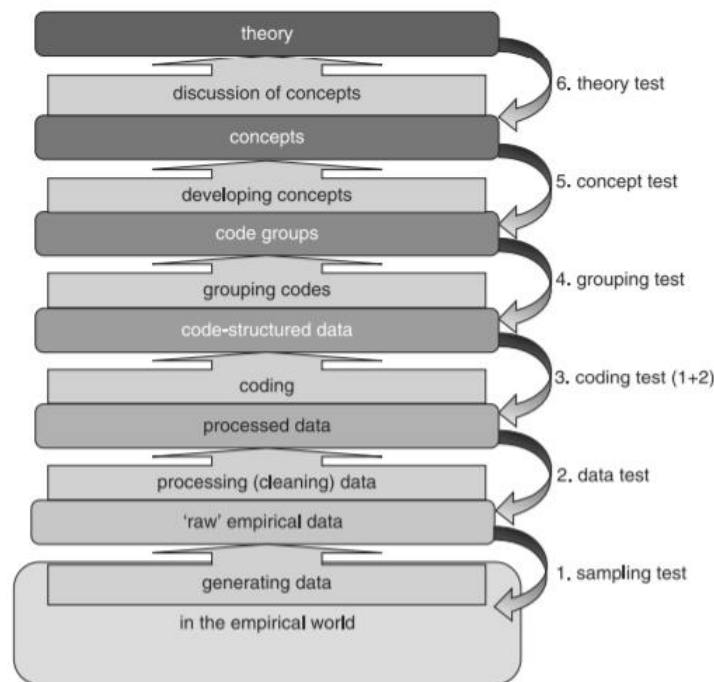


Figure 1.1 The stepwise-deductive inductive (SDI) research model

Figure 5: The stepwise deductive inductive (SDI) research model

Sampling

The sampling went from a pure purposive sampling to a snowball sampling. As Tjora claims ‘In the case studies, the selection of participants is limited by a natural unity that exists independently of the study’ (Tjora, 2018):104. In the original research design, the participants were selected due to their experience and expertise in planning processes for children’s participation in Trondheim. However, due to the coronavirus outbreak, some of the participants selected did not answer positively to the invitation. Hence, the sampling changed along with the fieldwork to snowball sampling, where the informants were often referred by someone who had already been interviewed in this research.

Data Generation

During the data generation, the time, resources and language were some aspects that could affect the research. Moreover, Tjora suggests that in-depth interviews have inter-subjectivity itself (Tjora, 2018):13. This means that the thoughts expressed by the informants depend on the kind of interaction between researcher and informant. This interaction was also impacted by the coronavirus situation. In the next section, I will explain further these aspects:

Time

The fact that the key informants were adjusting their lives to the coronavirus situation limited the informant’s amount of time dedicated to the interviews. Some informants multitasked while doing the phone interviews. This may have made them lose focus and to forget saying important details.

Resources

The interviews, which originally planned to be in-depth interviews face to face, were conducted digitally as an alternative mean of communication during the coronavirus lockdown. Digital interviews were preferred over telephone interviews. As Novick (2008) suggests ‘the absence of visual cues via telephone is thought to result in loss of contextual and non-verbal data and compromises rapport, probing, and interpretation of responses’ (as cited in (Tjora, 2018):127). The research sought to substitute the lack of face to face interaction with telecommunication technology.

Another source of disruption was a lack of technical skills. Some informants were not used to make use of digital tools to interact. In a few cases, both researcher and informants presented technical difficulties in relation to how to use the digital tools for conducting the on-line interviews.

In some occasions, the informants did not have the resources to conduct the on-line interview. In some cases, the interview had to be delayed until a profile was created to use the app. On the second occasion, due to technical difficulties on the digital tool, the interview had to be changed to a telephone interview.

Language

A great limitation to the study, while doing this research was the language. During data generation, both researcher and informants were using English to communicate with each other. English is not either my mother tongue or the informants. Therefore, this aspect opened the possibility for the loss of relevant data due to misinterpretation of the question or lack of technical vocabulary. Sometimes I had to reconfigure the question to make it clearer for informants, in the same way, I had to confirm the ideas of the informant's responses. Also, some of the secondary sources of data collection such as government regulations, articles, dissertations were only available on Norwegian. I had to use computer-assisted translation tools. Therefore, the chance of inaccurate translations makes the interpretation subject to misconception.

Data Analysis

In social sciences, an inherent limitation is subjectivity in the analysis of findings. The qualitative analysis usually has more elements of researcher subjectivity because it includes more theoretically inspired interpretation at an earlier stage in the analysis (Tjora, 2018):14. The research question (How some aspects of urban planning processes affects the participation of children in the project of outdoor spaces in Trondheim, Norway) sought to find an build a discourse through the stakeholder's perspectives. These perspectives have subjective features. Every informant has its own interpretation of reality. Hence, rather than finding a definite aspect, the research focuses on explaining how the aspects affect negatively or positively and document those aspects.

In conclusion, all the extraordinary circumstances could have affected the answers of the informants and the findings. Hence, the results considered those situational factors.

4. CONTEXT

The city of Trondheim is in central Norway. It is the third biggest city in the country with a population around 206, 000 inhabitants (<https://www.ssb.no/kommunefakta/trondheim/>.) If we include the wider region, it expands about 280 000 people. The core of the city has a total urban area of just over 340km² with a population density of 557 per km² (<https://cityxchange.eu/our-cities/trondheim/>).

Trondheim municipality is currently working on an urban developing strategy that aims to increase the density in the city centre while at the same time creating a sustainable city that has a friendly environment. Currently, it is predicted that the increment is 3,000 people yearly. There is increased concern regarding the effects of densification of the city on children. Statistics exhibit that the consequences of densification in Norway, from 1994 to 2004, there was a 12% decrease of playgrounds and recreational areas (Hanssen, 2019).

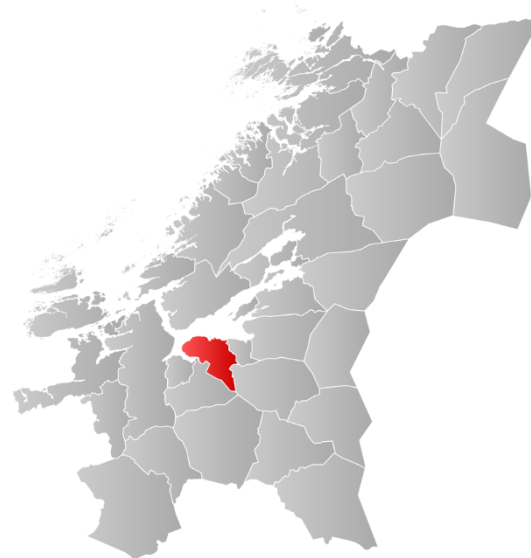


Figure 6:Location of Trondheim, Norway

4.1 THE PLANNING AND BUILDING ACT

In Norway, the Planning and Building Act (PBA) is the national legislation which provides the basis for children's participation in urban planning. The PBA is influenced by the articles of the UNCRC.

The current version includes four sections which emphasize the interest and needs of children in regards to city planning. The extensive sections can be found in the appendix.

Table 3: Table Section of interest the planning and building activities of interest

Planning and building act 2008		
Section		Topic
Section 1	1.1	Sustainable development for children
Section 3	3.1	Good childhood environments
	3.3	Protection of the interest of children
Section 5	5.1	Public participation including children
Section 12	12.7	The provision in a zoning plan for children needs

Section 1. Sustainable development for children

Among the common provisions of the PBA, section 1-1 declares one of the main purposes of the act is to ensure sustainable development in the benefit of all the components of society. Hence, it seeks to provide children with upbringing environments.

Section 3. Interest of children

In line with the main purpose of the PBA, section 3-1 states the planning functions. Plans shall provide a favourable environment for children. To meet the conditions for good surrounding for children, section 3-3 deals with the interest of children.

Along with the evolution of the PBA, there have been different versions of the section 3-3 where it is established the protection of the interest of children. Past versions of the current act stated that municipalities had to establish a children's representative, which usually was a public planner (Hanssen, 2019). The purpose was to ensure the children's interests were communicated into the planning processes, and to ensure planners analyze the development plans in regards of the children's interest (Aradi, 2010). Currently the PBA states that:

“The municipal council shall ensure that a special arrangement is established to safeguard the interest of children and young people in the planning”

Even though in the current act the children's representative is not explicit named, the municipalities must guarantee to represent children's interest in the city planning (Aradi, 2010). Hence, the Municipal Council is free to decide the type of arrangement as long as the interest of children is protected.

Section 5. Public participation

Section 5-1 Emphasizes the right of children to influence decision-making processes.

It states that whoever hands over a planning proposal should facilitate citizen participation. The Municipality shall assure the compliance of this requirement in planning processes executed by public or private bodies. Therefore, the Municipality has an important role in securing the active participation of children, which require special facilitation, since they are not able to participate in a direct way. Then, the Municipality should provide other types of opportunities to involve them.

Section 12. A provision in a zoning plan for children needs

To ensure the conditions for good children environments, the PBA gives the municipalities the right to require outdoor spaces for children by means of "regulation provisions" in the detailed zoning-plans (Hanssen, 2019). Section 12-7 states that when necessary, a zoning plan may include provisions concerning land-use objectives, including:

- a) practical requirements relating to public outdoor areas, design for universal access and children's particular need for play.
- b) Requirements relating to a particular order in which projects are to be implemented pursuant to the plan, and that development of an area cannot take place until public outdoor recreation areas are adequately established.

Finally, while the PBA works as guidance stating the procedural and substantial elements for the planning processes, it does not provide resolute directions for the output of the planning (Hanssen, 2019). Hence, it is the local government which has the main accountability for land use and planning for children.

4.2 LOCAL REGULATIONS

4.2.1 The City Council (Bystyret)

What is it?

The city council is the municipal governing body in Trondheim, which allows political debate concerning issues of their inhabitants. The City Council takes decisions regarding the main aspects of the municipal administration, it receives cases for political consideration. The City Council consists of 67 representatives divided into seven committees. The City Council elects members and deputies of the City Council committees during the constituent meeting.

The committees

The committees for the period 2019 to 2023 are seven:

1. Labor and Social affairs committee (Arbeid-og sosialkomiteen)
2. Area and transport (Areal og samferderl)
3. Finance and organization (Finans og organisasjon)
4. Health and the elderly (Helse og elder)
5. Culture, sports and outdoor life (Kultur, idrett og friluftsliv)
6. Environment and industry (Miljø of næring)
7. Growing up (Oppvekst).

The committee of growing up, has a total number of 9 members and handle cases concerning children's issues and investment which impact children's matters.

The City Council Committees goal is to submit recommendations to the City Council in current issues, makes statements to the chairmanship about the councillor's budget and financial plan proposal and statements in issues that the mayor, the chairmanship or other committees submits.

Moreover, the committee itself can take cases for examination. The committees can take the initiative to deepen the cases by using various forms of hearings. Also, they can request further information about a case before it is submitted to the city council. In the same line, the committees can submit a case to the Mayor to assess whether the case should be sent back to the councillor for further investigation or processing.

How does it work

A chairmanship model governs the city of Trondheim. The model is described in section 8 of the local government act (beskrevet i kommunelovens §8). The presidency is in the Municipality's building council and receives proposals from 1. the councillor who is the chief administrative officer, 2. The mayor 3. The Municipality's appointed committees, 4. Citizens. The cases can be handled in three different ways.

- a. The presidency makes its own decision in cases where they have delegated authority to do it.
- b. The presidency sends the cases directly to the city council with a recommendation.
- c. The presidency via a committee sends the case to the city council.

City Youth Parliament

In Norway, in some municipalities, there are participatory bodies for children's participation. These participatory bodies aim to elicit the opinions of children on matters that concern their issues. Usually, these bodies are called 'Youth councils' or 'Youth Parliament' (Knudtzon and Tjerbo, 2009):23. The main difference between them is the size and structure, while youth councils comprise fewer members, young people's parliaments have more people involved and are located in bigger municipalities (Knudtzon and Tjerbo, 2009):23.

The parliament structure is as follows:

Mayor

Deputy Mayor

Media Consultant

Chair of the culture, sports and outdoor life committee

Chair of the upbringing committee

Chair of the environment and urban development committee

To ensure the participation of the elementary schools and the flow of information to and from the city youth council, networking is based on. Therefore, the youth school's representative from the city youth parliament should follow up the associated primary schools with information and take cases from them if needed.

Student council

The student council is the body of participation for students; it represents all the student at each school. Hence, every school should have a student council. The purpose is to ensure student issues and voices are heard.

Trondheim municipality has 50 elementary schools (*Barneskole*), where children attend from 1st to 7th grade; children are from 6 to 13 years old approximately. Trondheim also has 18 junior high school (*ungdomsskole*) from 8th to 10th grade.

The student council structure depends upon the type of the school, in the elementary school, there must be pupils from 5th, 6th and 7th grade, but younger students can also be part of the council. In junior high schools and high school, there must be students from each grade. The board of members usually is as follows:

- Student of trust (Tillitseleven), who is the representative of the class. It is the link between the class and the student council board.
- Leader (Elevrådsleder), who is responsible for chairing the student council meetings
- Deputy leader (Nestleder), who is the assist the leader and acts on its behalf when the leader is not present.
- Secretary (Sekretær), who is in charge of taking the minutes of the meetings

5. CONTEXT

To elicit information about the diverse planning processes where children have participated in two projects were selected: The Rabarbraparken and the Barn I sentrum contest. In the following section, I will describe the qualities of each project.

5.1 RABARBRAPARKEN



Figure 7.: Rabarbraparken. Dag-Arve Forbergskog 2018

Rhubarb Park (Rabarbraparken) is an important setting for documenting the planning process of an outdoor play space where children have participated. Rabarbraparken is in the neighbourhood of Baklandet, in a former backyard. In search of participatory practices in planning processes, the Municipality sought to include children in the design stage of this park. This is a collaborative project between Trondheim municipality, ReMida centre, Rallar architects, Helga Henning, and Rhubarb theatre (Rabarbrateatere). It is a temporary initiative, which was initially planned to be a two-year test pilot project.

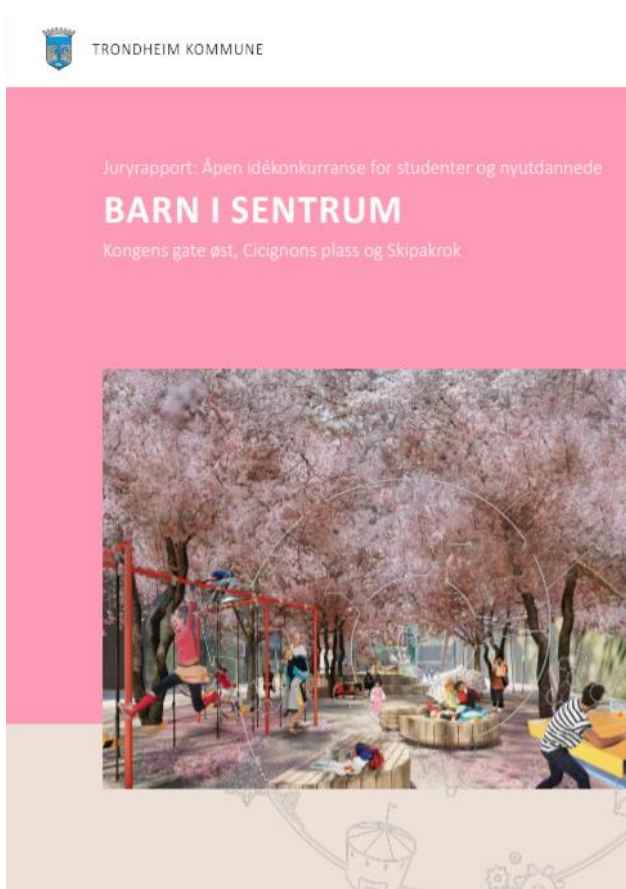
The construction of the park had different phases; the first one was a workshop held by the Municipality together with stakeholders, to discuss the potential of the area. During the second workshop children of Svartlamon kindergarten were exploring the area, and ReMida and Rallar Architects were documenting the behaviour of children to later implement the input

into the design of a proposal. A third and fourth workshop was held with the neighbours of the area. Later, the architects involved the security inspectors of playgrounds to exchange ideas about the functionality of the play modules. A fifth workshop was done with the children to test the model, which was scale 1:1.

The playground, opened to the public in August 2018, was a result of the implementation of the measures to encourage more children using the city centre (Unni, 2018). Nowadays, during the daytime, kindergartens use the park. A booking system was created to sign up the kindergartens which want to use the space. In the afternoon and on weekends, the playground is open to everyone (Unni, 2018).

Currently, the trial period has finished, Rallar architect reported it is expected to have an evaluation of the performance of the park if the feedback is positive there are chances this project will be a permanent park.

i. **Barn I sentrum**



Children in the centre (Barn I sentrum) is a strategy developed by Trondheim Municipality to elicit information from children about the future vision for streets and urban space. It was a collaborative project funded by The Ministry of Local Government's Planning Initiative for larger cities. The project had a goal of involvement of children in urban development, with a theme of discussion about what is a good city for children, and how streets and urban spaces could be better adapted for children's need (Idékonkurranse: Barn i sentrum - Bakgrunn, 2019).

Figure 8: Competition Barn I Sentrum

In line with the political desire to include children in the planning of the city in 2019, Trondheim Municipality created the idea of a competition called "children in the centre" (Barn I Sentrum).

The project focused on illustrating how the streets of Kongens gate, Cicignons plass and Skipakrok in the city centre could be developed as a friendly place for children. The competition, part of a preliminary project for further development, was open for students and recent graduates within the Architecture and Urban planning realm of all universities along with the country. The price was 80,000nok, and student from the Norwegian University of Life Sciences were the winners.

The barn I Sentrum tested different methods for children dialogue and participation. The competition was for all students and recent graduates in Norway. The jury were children, from 12 to 18 years old, from 3 different schools close to the city centre:

- Thora Storm HighSchool
- Rosenborg Junior HighSchool,
- Ila primary school,
- One representative of the City Youth Parliament.

In addition, three representatives from the city planning office were part of the jury:

- One landscape Architect,
- the children representative in matters of urban planning
- the youth representative in a matter of education (Idékonkurransen: Barn i sentrum - Bakgrunn, 2019).

The competition period was from September to October 2019. Then, the entries were exhibited at the Trondheim Public Library for exhibition and voting. There were two selections, one for the entry with more votes from the audience and the other from the jury. After the selection of the 1st and 2nd place an exhibition was held during the months of November to February at Bytorget, Erling Skakkes gate 14 (Idékonkurransen: Barn i sentrum - Bakgrunn, 2019).

From the ideation of the competition since the end of the project, children were a central part of the project. This competition not only highlighted the need for developing the city centre of Trondheim, considering activities for children but also tested how diverse methods for children engagement and dialogue could be implemented.

6. ANALYSIS

This chapter of the thesis presents the findings. In social research, empirical data is not a direct translation of reality. Rather, the interpretive quality of the research may give us empirical input about how informants understand and build knowledge around their environments (Tjora, 2018). Hence, the analysis of the information is presented in a framework developed from the informant's perspectives and narratives. The findings were structured according to the research question of:

How some aspects of urban planning processes focused on outdoor-spaces projects, facilitate, or inhibit children's participation in Trondheim, Norway?

The framework is illustrated below.

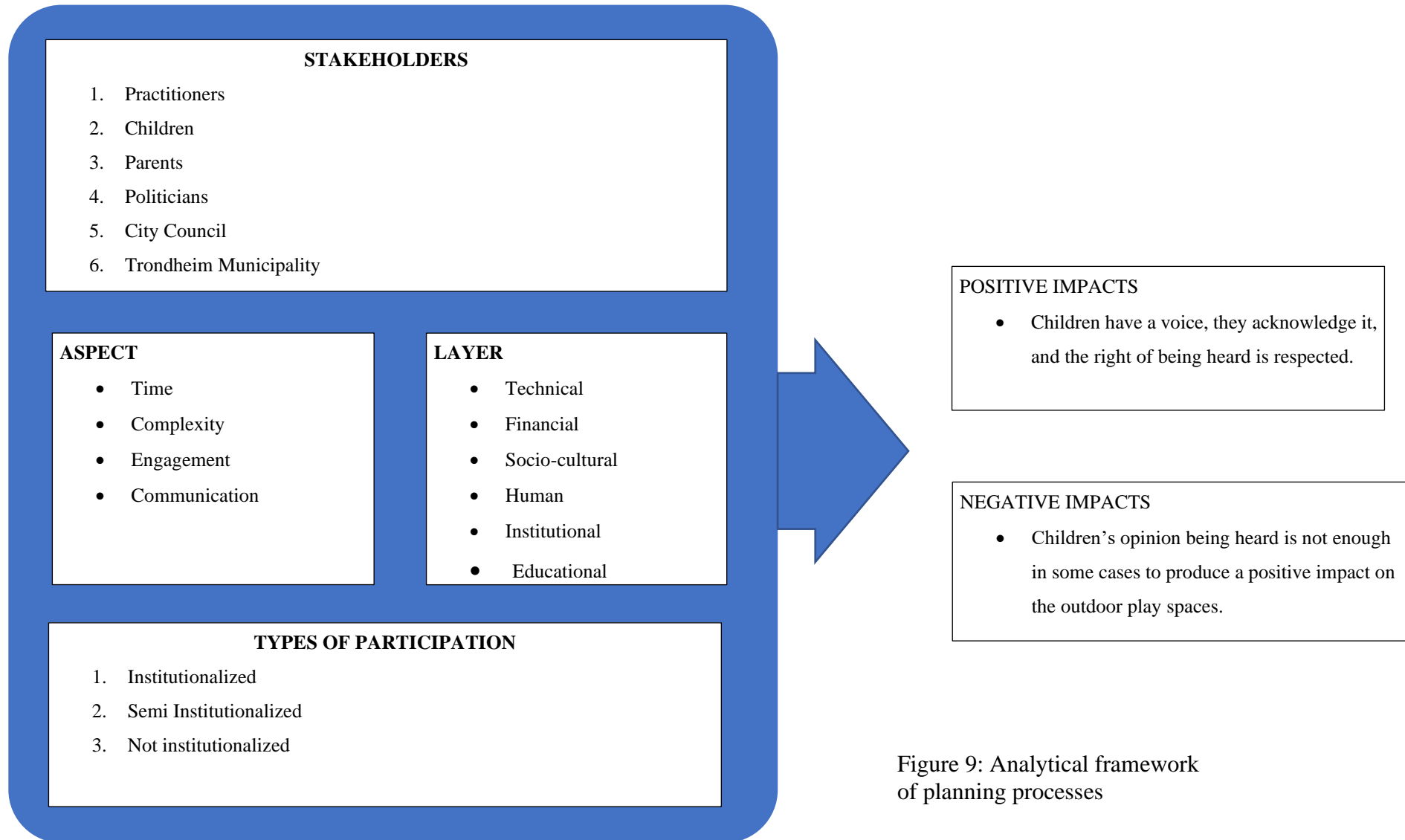


Figure 9: Analytical framework of planning processes

6.1 STAKEHOLDERS

To understand how some aspects of the planning processes facilitate or inhibit the participation of children, it is important, firstly, to understand that planning processes are embedded in a system. The system's processes are created and performed by different stakeholders. In this section, it will be described who are the stakeholders and what is the interaction between them and their role.

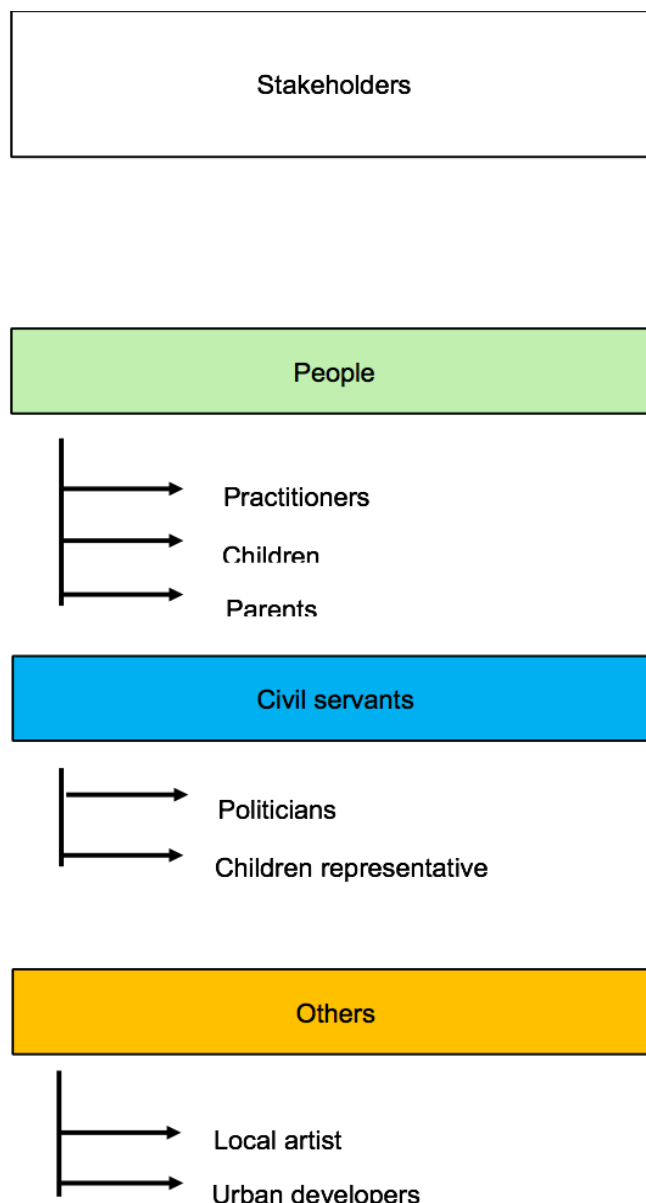


Figure 10: Stakeholders in the Planning Process of Rabarbraparken and Barn I sentrum

6.1.1 People

- **Practitioners.** In this category, there are architects who collaborate with the making of the urban planning processes. In this research, Rallar architecture was the architectural office which generated the ideas for the outdoor play spaces of Rabarbraparken. They designed, drafted and used their expertise and skills to make decisions regarding the specific design of the area. The office was dependent upon the municipality that opened the process for planning the area. In collaboration with the ReMida centre, they were in charge of the planning processes.
- **Children.** Children are the main component of the system in this research because the planning processes are developed for their participation. Legally, children are those individuals from 0 to 18 years old. In those years, there are different stages, such as childhood, puberty, and adolescence. Therefore, the needs and desires change drastically among the individuals who belong to this category.

Children in this research are divided into three groups of development: preschool children, school-age and adolescents. Preschool children are children that participated in the Rubarb Park Project. School-age represented by participants in the 'children in the city centre project', and adolescents are those who work in the City Youth Parliament.

When I asked the informants if they could define the term of who is a child, the result varied greatly. For example, for the children representative, the conceptualization of a child is an expert who knows better their needs; for a four-year-old, a child is someone who is not a baby anymore and who is able to walk, and for adolescents from the City Youth Parliament a child is someone from 0 to 18 years old, but they wouldn't define themselves as children.

Until January 2020, there were approximately 40,000 children in Trondheim, of which 50% are male and 50% female.

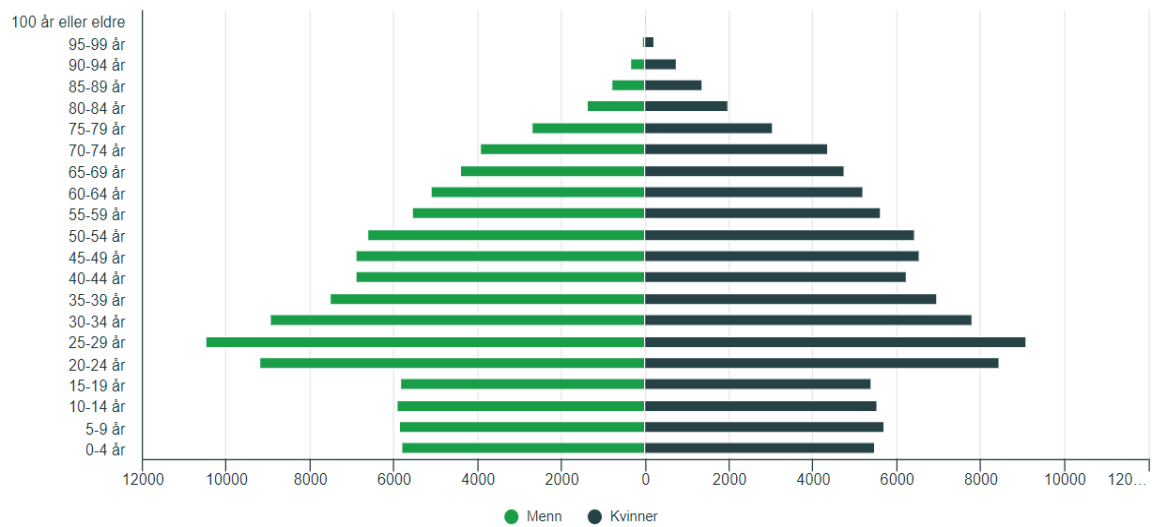


Figure 11: Children population in Trondheim. Retrieved from <https://www.ssb.no/kommunefakta/trondheim>

- **Parents.** In this category, we encounter parents, who as stakeholders play a fundamental role in the involvement of children in city planning. They up bring children and provide them with conditions to educate them as citizens; they are the role figure from where they can learn about citizenship and local democracy. Parents are present in the closest environment of children, and they interact directly with children daily. Hence, parents are the main part of the society who can convey to children their right to participate in the planning processes of their city.

6.1.2 Civil servants

- **Politicians**

The committee of “Growing up”, is the group of 9 politicians in the City Council which addresses the children participation in urban planning. Their work is to handle political cases concerning children's issues and commercial investment, which impact children's matters. The committee responsibilities are to submit recommendations in current issues, makes statements to the chairmanship about the councillor's budget and financial plan proposals and statements in issues that the mayor, the chairmanship or other committees submits.

- **Children representative**

In line with regulations adopted by the city council in 2003. In Trondheim municipality, there is a children's representative in planning issues. The representative shall be appointed by the city council at the beginning of each election period. Proposals are made by the administration, and the person must be a municipal official. The children's representative responsibilities include dealing with issues concerning the physical conditions of children environments, such as play spaces and activity areas, traffic safety, noise and pollution in children settings. The scope also includes attending the building council meetings with the right to speak and propose.

The children's representative will ensure the involvement of children in planning issues so that their point of view is considered into the planning process.

6.1.3 Others

- **Local artists**

Art has served as a resource for engaging children in urban planning matters. With the support of the municipality, several urban interventions and projects started in collaboration with local artist, who has experience in working with children. Remida, a local art institution, was established as a municipal initiative since the last decade. It is an inspiration environmental centre for schools and kindergartens in Trondheim. It exhibits and offers recycled materials which serve as tools for working and engaging with children. Remida centre plays an important role in the Rubarbh park due to their expertise in working with children, and it was useful to facilitate the workshop with the kindergarteners. Remida is also a bridge between stakeholders since it built up networks among lemon kindergarten, Trondheim municipality, and neighbours of the area.

- **Urban developers**

The people in this category are the representatives of urban development companies. Some informants mentioned that sometimes they are in charge of the whole or part of the planning processes of certain areas. For example, when a housing area is built, in

many occasions there is no opportunity to generate a planning process for children to participate or give an opinion about the outdoor play areas due to the companies' agenda. The city council is in contact with them and ensures that children's comments are heard.

6.2 TYPE OF PROCESSES FOR CHILDREN PARTICIPATION

In this section, it will be explained three different types of processes in which children can participate in urban planning. Institutionalized, semi institutionalized, and not institutionalized. The different types of participation allow children of all range of ages to be involved in the planning processes. While some types of participation are more structured, the ones which are less structured give the opportunity to explore a broader range of possibilities.

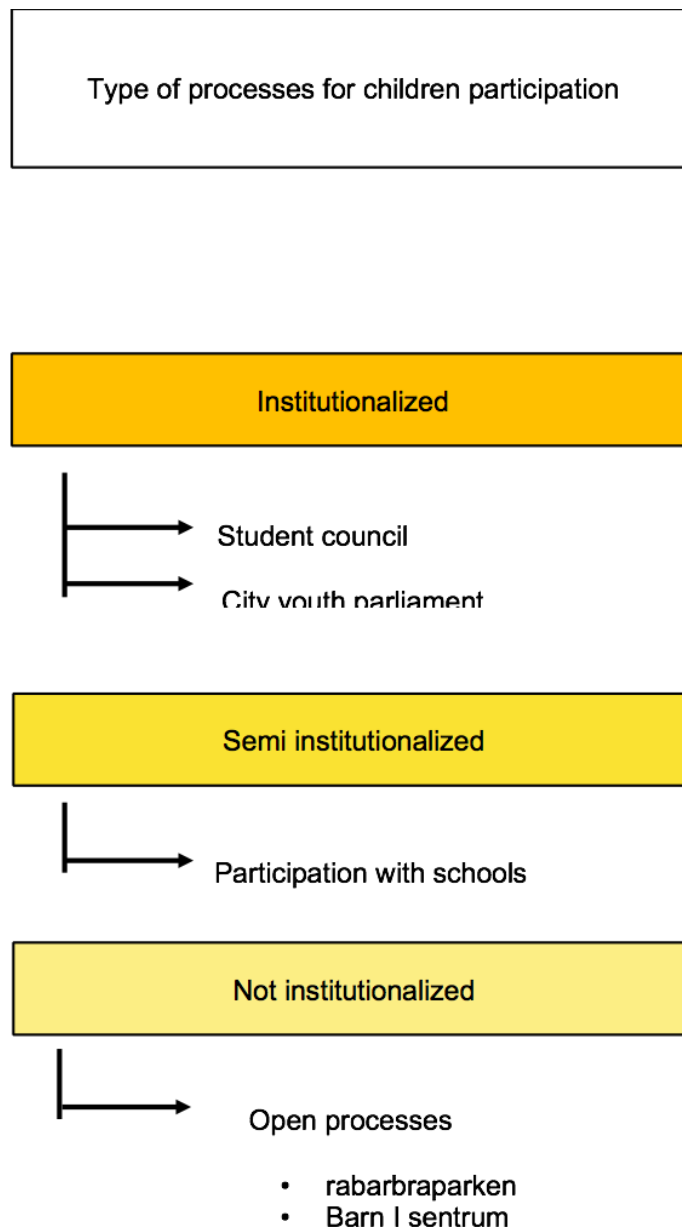


Figure 12: Type of processes for children participation

6.2.1 Institutionalized

In this category are those processes that aim to involve in some degree the participation of children in urban matters within the rules, regulations, and rights of formal institutions. These institutions are the schools and the municipal office of city planning from Trondheim municipality. Official authorities, in collaboration with children, implement the processes.

Student Council

The student's council in Trondheim play a relevant role in children democracy in aspects of urban planning. As required by law, all schools in Norway should have a student council. In Trondheim, every school has its own democratic process to select the member(s) of the student council.

These councils are local bodies for children expression. They serve as a place to address and represent children concerns regarding all types of school affairs, including the decisions of urban development of the surrounding of their school and their local community.

Therefore, local urban political cases, that affect the interest of children of a specific location are consulted with the local student council. This type of participation is mainly driven by the conception that the local community know best their needs and interest.

The student councils are part of the network of the members who represent all children in Trondheim. These councils collaborate with the City Youth Parliament in activities that strengthen the collaboration between bodies. Usually, the City Youth Parliament prepare courses for the student councils with topics including democracy. The courses are run twice or three times per year. Another activity that is carried out as a collaboration among both bodies is the annual meeting held sometime in Spring between all students' councils in Trondheim. The annual meeting has a different topic selected by the children. Last year the topic was the climate crisis.

Finally, leader of student's councils can bring up local cases thought to be important for the urban development that is affecting their school, playground in the area or the surrounding of their local community to the Youth City Parliament.

City Youth Parliament

The participatory body for the municipality of Trondheim is the youth parliament (Ungdommens by styre), and it is officially a municipal council. A municipal council is an advisory body for political processes and decisions at a municipal level. The goal of these councils is to participate and provide a platform for equality in society. The City Council elects members and deputies in the constituent meeting for the municipal councils. However, the young people parliament is the only municipal council which members are not elected under this scheme.

The "City youth parliament" in Trondheim is a group of children from 13 to 18 years old. The role of the established parliament was decided on May 2005. Currently, the parliament represents all the children that inhabit the municipality, approximately 40,000 children. It is a local consultation body. The parliament has the right to speak and to be heard in political causes that are important to them. Also, they can present themselves with issues that concern the children they represent. In other words, they address political cases either elaborated by the city planning office or self-initiated cases. Annually, they prepare a report on the activities performed, and this is presented to the city council. Moreover, every year, they arrange theme days or joint meetings with teams, associations, and organizations. The youth parliament does not have administrative tasks, and they are not to deal with matters concerning individuals.

Members of the city youth parliament consist of one student from each junior high school and two students from each high school in Trondheim and Klæbu municipality. The elections depend upon each school, but every student can stand for election. The student council shall be involved in the selection under a democratic process. While some schools have a system of voting secretly for the candidate, others have an interview with candidates.

Currently, there is no consistency about the members elected for the young's people parliament. There is a record of 51 people registered. However, different sources of information show different information, displaying from 29 to 36 members. Also, these sources present inconsistency in the schools represented. Therefore, the following table may represent the 26 different schools that are represented in the young's people parliament.

Table 4: Members of the City Youth Parliament

Number	School Represented	Members
1	Byåsen Videregående Skole	3
2	Charlottenlund Videregående Skole	3
3	Strinda Videregående Skole	2
4	Heimdal Videregående Skole	2
5	Lukas Videregående Skole	1
6	Thora Storm Videregående Skole	2
7	Tiller Videregående Skole	1
8	Kristen videregående skole	2
9	Trondheim Katedralskole	2
10	Friplass	5
11	Charlottenlund UngdomsSkole	1
12	Klæbu Ungdomsskole	4
13	Hoeggen Ungdomsskole	1
14	Hoeggen Skole	1
15	Sunnland Skole	1
16	Tonstad Skole	2
17	Flatåsen Skole	2
18	Huseby Skole	2
19	Selsbakk Skole	1
20	Sverresborg Skole	1
21	Blussuvoll Skole	2
22	Sjetne Skole	2
23	Åsheim Skole	1
24	Stabbursmoen Skole	1
25	Rosenborg Skole	2

26	Trondheim International Skole	2
	Opal	2
	<u>TOTAL</u>	51

6.2.2 Semi institutionalized

This type of participation is done together with children of the student council, or a specific group of children from primary schools. The planning process is done together with official authorities, but it is not necessarily strict in regards to which methods shall be used to implement the regulations. It allows the opportunity to use diverse methods and perform participation as often as needed.

Participation with schools

Workshops at elementary Schools

Some political cases have a local impact on the lives of children of a certain area. When a case is considered local, the city planning office visits the school affected to get the opinion of children.

Elaboration on the case

The case is elaborated in the city planning office (ByplanKontoret). In the early process, it is a task mainly for the children representative, the city youth parliament coordinator and a person from the city planning office to decide which case is considered local. When the decision of local cases is made, Trondheim Municipality gets in touch with the contact teacher to set an appointment to hold a workshop.

Then, usually, the children representative, the city youth parliament coordinator and a person from the city planning office visit the school to present the case. Sometimes, they together with the teacher and the student council plan the workshop which will be held to get the children's input on the case.

If the case is too complicated, they performed an inspection in the area with children before the implementation of the methods.

Methods

The methods used in these processes are diverse, but all of the methods aim to elicit children's opinion to safeguard the interest and need of them. The criteria for selecting the methods for involving children in participation depends on the number of people participating in the workshop:

- For smaller groups/student councils
 - o Regular workshops and different forms of group work including discussions
- For larger groups (around 50 to 100 people)
 - o Rotating Idea Development (Roterende ideutvikling).
 - o Open Space (similar to the rostered, but the participants choose their own discussion topics).
 - o Coffee Shop (rotating workshop with different themes/topics).

The ‘Rotating idea development’ is a dynamic which let children express their views. It consists of:

1. Different themes are ‘rotating’ and being discussed through a circle of groups of children
2. Every group adds ideas to the theme
3. When every group has discussed on every theme the rotation is over

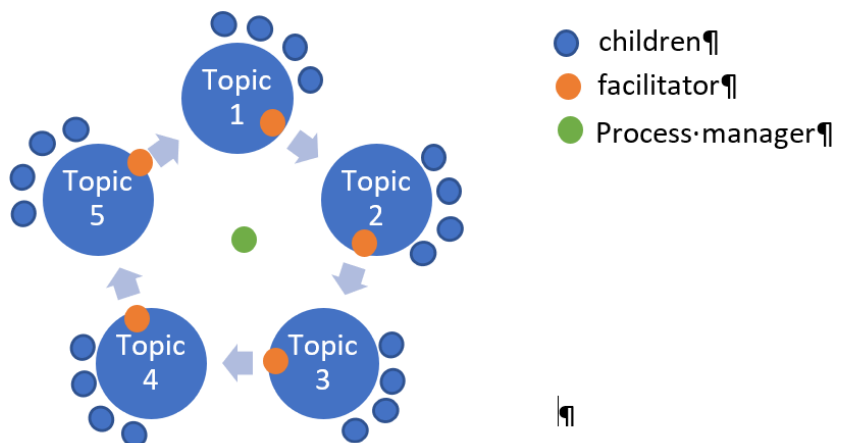


Figure 13: Diagram of the dynamic of the rotating idea development

6.2.3 Not institutionalized

Not institutionalized planning processes are those strategies implemented by Trondheim Municipality to create dialogue and engagement with children outside the boundaries of formal institutions. These planning processes are not implemented under any specific set of rules or framework. However, this type of participation shares the common goal of safeguarding the interest of children in matters of urban planning with the other types. It provides an opportunity to use a wider range of methods and approaches.

Open processes for children

Rabarbraparken

Rabarbraparken is a strategy from Trondheim municipality where the main objective was to create a space for children with an underused area of the city. However, this process, which initiated as a collaboration between four different actors, ReMida centre, Rallar architects, Helga Henning and Rhubarb theatre (Rabarbrateatere) became a participatory planning process. Throughout the process, the children of the Lademoen kindergarten were involved as well as the neighbours of the area.

According to the interview with the Rallar architecture office, participation methods had to be used according to the age of the children -between three and six years old. As described before, a workshop was held, where the kindergarten children were observed doing activities in the area; these activities were described to later be interpreted in a space proposal. Because this project is not within any institutional parameter, the architects were free to carry out as many workshops as necessary, and the residents of the area were also involved. This project allowed that preschool children participated in the planning process of their future playground.

Barn I sentrum

The barn I sentrum project was another of the Trondheim Municipality's various strategies to obtain knowledge regarding methods for engagement with children. The process allowed involving children of various age groups in the same project. The project, which consisted of an urban design competition open to students and recent graduates of architecture, had as a jury seven children who belonged to different elementary, junior highs and high school schools.

According to the project leader of the project, this idea competition was not only a successful way of obtaining information on urban development for more child-friendly streets but also to understand children premises. The main outcome was that the competition itself was a method of engagement and discussion with children in terms of city planning.

Summary

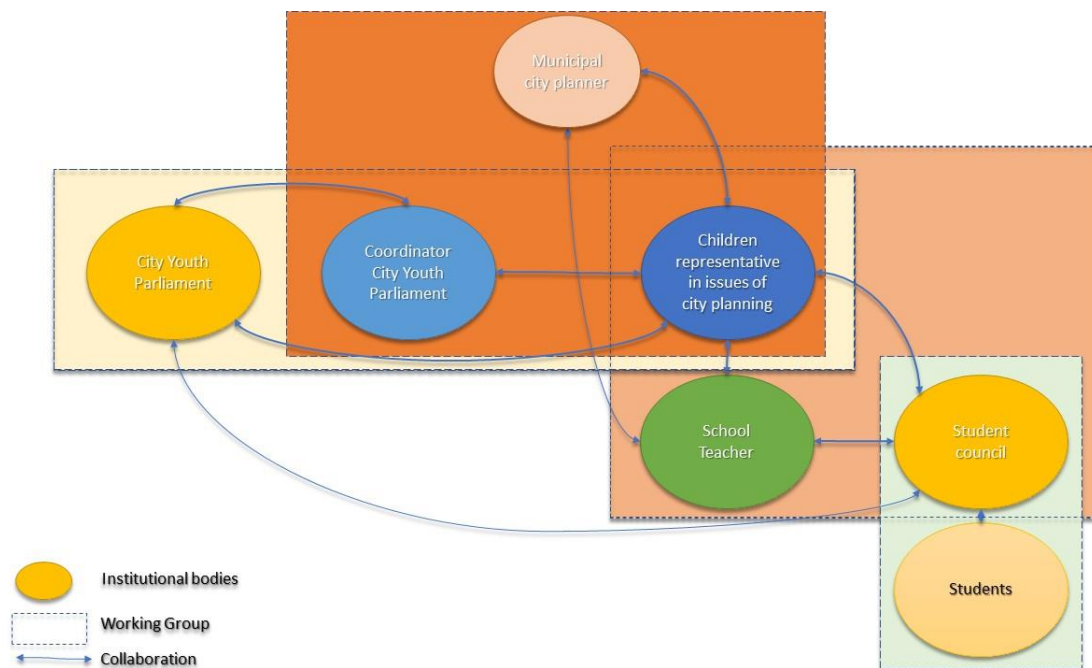


Figure 14: Model of interactions between institutional and not institutional participation

This diagram represents how the two main types of planning work, institutionalized and not institutionalized. It is a complex system made up of students and members of the city youth parliament. One of the pivotal elements is the representative of children in urban planning matters, since this position has contact with most of the stakeholders involved in planning processes.

6.3 LAYERS OF URBAN PLANNING PROCESSES

All planning processes depends upon certain features. The informant's answers provided me with information. This information is organized into six layers -technical, financial, socio-cultural, human, institutional, and educational aspect. The layers are described as follows:

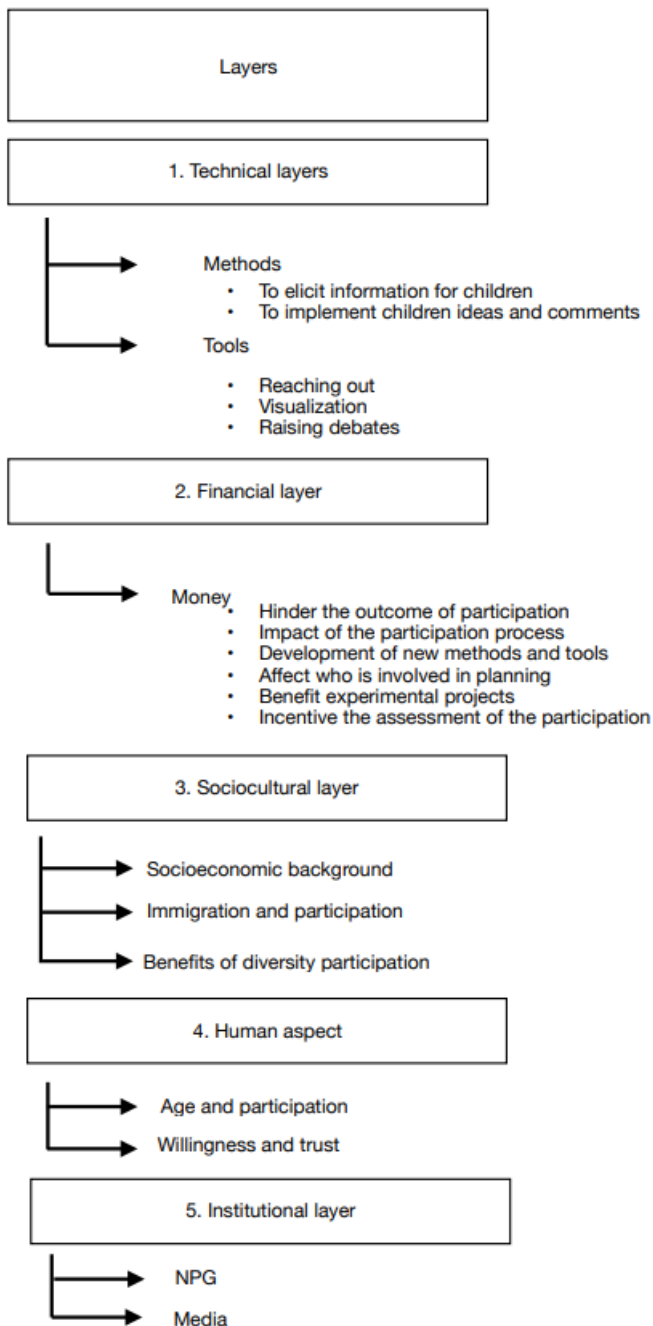


Figure 15: Layers of planning processes

6.3.1 Technical layer.

This category classifies all the issues that respond to the technicalities of involving children in urban planning processes. By technicalities, I mean the "How to do something". To set actions for how the children participate in a wide range should be done, methods and tools are needed.

6.3.1.1 Methods:

To elicit information from children. In Trondheim, along with the evolution of planning processes for children's participation, the municipality has tested multiples methods for how to get information from children. The information that has been asked is how to design child-friendly environments for children and how to involve children in urban development. An example of a new method was the study case of the 'Children in the city centre' contest. The idea was originated in Trondheim municipality as a method for children engagement. The implementation was performed by the children in collaboration with the children representative and the coordinator of the city youth parliament.

Another method used in Trondheim municipality is the Barnetråkk app. This app is both a method and a tool used in the planning office with the information provided by school-age children. The method, implemented in 2014, allows children to communicate their perception of places to urban planners and politicians. The goal is to improve the practice of children participation in city planning. The municipality reported this method constantly used, almost daily.

"ask youths if the kids use this area or if they don't use it. And then checkout with the Barnetrack...so I think it is very useful, I use it daily or weekly. Because we have around 50 schools in Trondheim."

To Implement children ideas and comments. Among stakeholders, there is the need for a continuous search to find technical solutions or new methods for both translation of children's ideas and implementation of

those ideas into practice. Rabarbraparken (The Rubarb park) sought participatory methods, not usually used to design playgrounds.

“at the workshop here with REMIDA, we had children using different objects, and we observed what kind of objects they wanted to use, and then they implemented that in the project.”

6.3.1.2 Tools for:

Reaching out. The municipality of Trondheim has a great role in connecting stakeholders. Depending on the type of participation, the efforts for reaching children will vary. Usually, they have the capacity to make direct agreements with schools to invite them to multiples events for dialogue and participation. Therefore there is no struggle to connect with children. When the type of participation is not institutionalized, there is a need for tools for sharing information with the public. These tools are digital and often includes social media or a separate website.

When the type of participation is institutionalized through the City Youth Parliament, they can recruit people via their own channels or through the Facebook page.

Visualization. Children engagement in urban issues depends on a great scale on letting children understand the overall picture of what is being talked.

"I think from great cases we have for example: if they have a big or a simple area plan ...try to use more pictures and to visualize more and say: "This is a Before and After" and there is a lot of cool effects on images because people are interested, people want to know what is happening in their area...but especially youth or child will have no idea on know how to do the searching, they want to be shown pictures, we (municipality) have to learn how to do that kind of education."

The municipality of Trondheim has invested in the project Smart by, where digital tools for the involvement of children in urban development are being tested. The use of new tools such as games or online platforms is still in the exploration stage. Examples of those digital tools are Minecraft as a tool for dialogue and Maptionare to understand local priorities. A former tool that was implemented for understanding local priorities of children is the app Barnetråkk.

Traditional tools of visualization are still in use. In elementary schools, sometimes the use of legos or physical models to understand a change in a specific area is used younger children. It is a tool that is easy to use and triggers the creativity and imagination of children.

"I think the participation is, for example, participation from we have city planners coming and then we say elementary schools and then we have the physical models because making something physical is a lot easier to visualize. So, they have physical models in the classroom and discuss them in groups, and try out with legos, and we have a group of small city projects used for small city projects which have tried a lot of those in terms of participation, and that has been pretty effective."

I am raising debates. Media has a direct impact on facilitating the discussion on city planning among children and other stakeholders. The City Youth Parliament use media actively to share and put on the spot political cases, influencing the social impact by being on the debate among politicians, planners, and city administration.

“So we needed to learn how to use media as well, to raise debates, get out debates and also get attention for recruits and new members a lot of that work, that took time, a lot of time before the mayor and the City Council saw the role of media and it was always important to us to signal our views and the impact we had on a case. And also learn how to take it seriously and what we worked for that setting ...

...we had no experience on working with media, we had to learn it at the expense of getting out there, so we had to start with it, and we had a very positive experience with it. And we took it more seriously, also the city planners and the administration and politicians, and entrepreneurs by being a part of their debate...

What we saw media has really, really a big impact on a lot of cases and defining a lot of cases. Also, the administration and the politicians defining everything, so we have to do a big work in our views in teaching how to argue and been working with journalists and politicians.”

6.3.2 Financial layer

The budget in planning projects for children is another aspect that has a direct and great impact on the outcome of the children's participation in city planning.

According to the informant's answers, the amount of money invested can result in:

- 6.3.2.1 **Hinder the outcome of participation.** The lack of budget for implementing children opinions, suggestion, and ideas from the participation process into practice usually hinders the participation. If children get disappointed on the participation, they are likely to not trust the future planning processes aimed for their involvement. An example of this case happened several years ago in the southwestern borough of Trondheim. Fortunately, that was a learning point for the municipality.

Informant: "I think the worst case for participation would be like you're actually asking children, and nothing happens. And that actually has happened in Trondheim as well several years ago, but we (city youth parliament representative) were quite upset about that. Because they, the city planning, they wanted us to have processes at Heimdal Sentrum and the city planners they said: "We can have that, we can have that", and the children were "wow", and nothing happened. So, that's the worst-case."

Interviewer: but in that case, what was the reason for nothing happened?

Informant: Economy"

- 6.3.2.2 **Impact on the participation process.** To create arenas for children participation in planning processes, it is necessary to invest money. Depending on the type of planning proposal, the budget destined to the participation varies. Usually, when zoning plans(1) are created by private parties budget for creating these arenas for children, participation may be insufficient. Therefore, the proposal does not consider the full extent of the direct participation of children.

“So we have some areas which are politically given to free pass. They have to be planned by the city planning department, and the entrepreneurs will most likely plan by the builders, which means they're most likely won't be much participation, because, in a budget of a private entrepreneur, participation would not usually be there.”

- 6.3.2.3 **Stop the participation process.** Despite the willingness of stakeholders to start or to continue with a planning process that is aimed at involved children, if there are not enough economic resources, the project will be negatively affected.

Some of these drawbacks can be the interruption of the process or even cancellation of the project.

“Sometimes, some of the participation projects for the kids have been stopped. Because it was not enough money to do it or maybe other conflicts occurred during the process.”

- 6.3.2.4 **Development of new methods and tools.** Currently, Trondheim municipality is investing a considerable amount of money on the search for new strategies for improving the existing planning processes for children. The municipality is looking for efficient methods, trying out and evaluating the output. The search is focused on methods that are time efficient and provide results adequate to the money invested.

1. A zoning plan is a detailed land use planning map with provisions for the use, protection and design of areas and physical surroundings. Zoning plans shall be adopted by the municipal council but may be prepared by both public and, in some cases, private parties.

"We have an evaluation of every method we used... We had to take out if there were some methods that were very helpful and we would like to use them again. Some of them were too much work for the results they gave us...

And take what we were thinking about the different methods because some of them were not what we expected, for example, like expensive and time-consuming. So, it's not something we can use every time, so it's a good thing to try out. I think it's important to do that."

Some of the digital tools need to be improved, developed, or purchased; thus, funding and budget play a great role in the achievement of this. The benefit of the investment is reflected in the ease of those involved in the participation.

"I really hope so, because there's a lot of money saved and resources saved on just creating those digital tools to showing a new method".

"I think so because even a person to do that participation work, for example in the future, if a teacher could look in a map, a digital map for their school and could read the city project along their school marked in red and pick it out, and get pictures for example. It would be much easier for a teacher who is responsible for the Youth City Council. Or an administrator going in and explaining, but I think... yeah, they won't search as much themselves, but having just the tools to make that type of participation much easier is a big step."

The financial aspect is crucial in understanding one of the challenges among stakeholders. While for children, budget is not a priority when analyzing a political case, for politicians or entrepreneurs' budget can be a restrictive element to make decisions.

Trondheim is a plural city with differences in income between neighbourhoods. In low-income neighbourhoods usually, it exists a need for increasing capabilities among children. Therefore extra resources or training is needed. Hence, in those neighbourhoods, the municipality shall invest more economic resources in the planning processes for children.

- 6.3.2.5 **Affect who is involved in planning.** Usually, when the type of planning is done with a participatory approach, the projects tend to require more time during the process than traditional planning. The process can need to be extended according to the workload. Hence, the economic resources need to be extended as well, and payments or funding can be delayed. These conditions can limit the decision of offices/people to be involved in this type of processes.

“Working with kids is really fun, so I would like to do it again, but I think what made it a problem for us (the architectural office) in this process was probably it took more than two years to finish it and also we didn't have paid for a couple of months. So I think a lot of offices hesitate to do these

- 6.3.2.6 **Benefit experimental projects.** When the budget for projects is limited, the type of participation is usually not institutionalized; then it can be less formal regarding regulations and procedures for starting the planning process. In the case of Rabarbraparken, the budget was limited that facilitated collaboration among local stakeholders. They were interested in creating good environments for children and able to engage without following the complexity of bureaucracy that bigger projects have to go through.

“They (the municipality) invited a lot of people to the workshop, just a simple workshop with a lot of people looking around Trondheim and looking at possible areas for kids. They just pick out some people, and the reason for having that is the budget it was so low that it was not mandatory for the municipality to put it out as a competition. If the project was to be like a million (kroners), they would have to put out.”

- 6.3.2.7 **Incentive the assessment of the participation.** In some projects, the municipality applies for funding grants, usually by national agencies and/or the state. In order to get the funding, the projects are carefully planned. To fulfil with the requirements of the funding, there shall be a continuous assessment of how the resources are spent. Thus, this constant evaluation is a favourable practice because the reports produced for the funding agency are also a useful guide for future reference of methods, tools or projects.

“We have to evaluate because it's not only the municipality money we are using because we have to search for project funding and from the state. And then we are given some money to go through with this project, if they think "okay, this a good project" and interesting to know if we have this planned out and the participation methods. So we(the municipality) not only have to say what we are planning to do, but also to begin with it, and then doing the report later on when we are working and saying how we evaluate it so far, and then after the project is done, we have to report more about how we used the money and how did we evaluate the project...we have been searching or applying for project money and asking the municipality to get back into this idea.”

6.3.3 Socio-cultural layer

There are social and cultural aspects around the people involved in children's participation that the planning processes are affected by these differences.

Socioeconomic background. In the institutionalized arenas for children participation such as the City Youth Parliament, the members are supposed to conform a plural body for consultation. However, the children's socioeconomic background limits who stands for election as a member of the parliament. There is an inclination for children with low socioeconomic status to keep away from this type of participation.

"My parents, for example, are both highly educated, more most of the parents in the City Council are highly educated, and most of the kids on student councils are children of very highly educated. It's not always like that, but it gives a different perspective and maybe not all the perspective, and that's a very general problem that you see in all places as well."

"We already have these debates on, in the City Youth Council. Because a person that has everything, it's much easier for him to complain about everything. A person that lacks, like something and just know how to live their lives, they don't complain as much. So, the people that's as low on the social ranks, they not that often say what they need, what they want, how their life is that's why it's important for those too, that actually want their voices heard that have come from these backgrounds maybe to actually make them a part of it."

There are several reasons for this situation. Households with low socioeconomic status can have a negative impact on the education of children, including weakening the language skills of children and giving children a sense of constraint in local involvement or participation in discussions.

“it’s much harder to really try a student council in a poor neighbourhood which needs more resources to make active participation possible...we meet a lot of youth with problems in writing for example, and a big part of participation through us is writing letters and writing comments, and writing in the media and so forth.

So we need extra resources to help them how to write to try and do things in different ways.”

Immigration and participation. The share of the population with immigrants and Norwegian-born to immigrant parents in Norway is 18.2% (SSB). Some of the youth that has participated with the municipality comes from countries where local democracy and citizen participation is not as promoted as here in Norway. Therefore, children are not used to the entitlement of participation. However, the municipality has worked to break those barriers. At the same time, the municipality is still putting effort on encouraging children of different backgrounds to participate. The best way to motivate children with low economic status to participate in institutionalized participation is by giving them the opportunity to collaborate, to experience the benefits of participation. Then, children are more likely to communicate among their peers the enthusiasm and spirit to be part of the participation process.

“And they were really impressed with the work that was done on making that a possibility and making it a possibility for a lot of immigrants by an immigrant youth that is not used with participating and even are not used to live in democratic countries and giving them that possibility. And so, after we had two representatives from that school, there were a whole lot of people in that school who wanted to participate”

The inclusion of immigrant children in the planning processes is also affected by the language. Some children and parents are not completely fluent in Norwegian. The inability to understand the language or to clearly communicate opinions from the immigrant population is a hindrance that needs to be overcome.

“A lot of youth from that group wanted to because they've heard so much about it, they brought a lot of very different perspectives for discussions we were having in Youth City Council despite the difficulty with the language barrier and so forth. It was a very interesting view, and it brought a very different perspective.”

Benefits of diversity in participation. Despite the difficulties in the backgrounds of children such as communication due to language limitations or low-income status, the people working in the municipality believe it is important to include the opinion of the immigrant children for widening the horizons for proposals of outdoor projects.

“The same group that works with children who are brought up in poor families or (children that) are raised in foster care. And they (the municipality) work on making them participate with those that participate in youth... For example, if you (a child) have a home which is and live with alcoholic parents in a very small apartment in the city centre of Trondheim, the local park will mean something completely different to you, then for someone living in a big house with a big car. And that perspective getting that into the base also points other things that we have to do in trying to include them...and I think it's very important to include them”.

Some informants believe that the planning proposals are leaned towards the right or left political interests, hence the inclusion of a bigger diverse group in the children parliament could improve the outcome of the processes.

“There is not the same process participation in the same way. Like when there are a right vision and a left vision for a playground. There are different perspectives, and you (the municipality) should be able to bring more perspectives than the ones representing the party.”

In Rabarbraparken, the practitioners believe that diversity in the discussions around the project brought up opposing views among the local community of neighbours. While the differences

could have represented trouble for reaching an agreement, the challenge of getting to a consensus it was compelling and gave to the practitioner's positive experiences on working with people.

*“Some of them (neighbours) are really positive in the meetings, it is really nice to see the neighbours are positive, this immediately affects the other neighbours, and then (they say) -yeah yeah, it could be good-, and they should not be named in this, but I think elderly people or half a bit more of the people were a bit more eh...a bit more negative than the other people because younger people have kids themselves. So they, who have kids themselves they see this(Rabarbraparken project) as an opportunity, and many people may be like or wanted to be quieter, and younger people without kids there were also -ah yeah maybe but I want to sell my apartment to the same price in 2 years because I don't want things changed-
...it is really nice having all those people together and figuring out what kind of direction it is this thing moving... ”*

It is also important to mention that for Rallar office, it was interesting to observe the differences between what is said by people in regard to children participation in planning and what it is done in practice. Norwegian society is embedded in democracy and care for children needs; then people usually support causes that encourage planning processes in benefit of projects for children, however when the construction of the playground had a conflict with personal interests from neighbours, the practice differs from the beliefs.

“...an overall discussion within values in the culture and pointing out this project should be, in fact, be easy to do when it comes to values. But when it comes to practical circumstances, it is kind of an obstacle...”

“ It took time from other things (extracurricular activities) I probably could have found a job, when I was younger, if I didn't participate in the Youth City Council so, I think that we need to be able to take children more seriously and that way we take to focus on them. So, yeah, give them better conditions when they do the job. ”

6.3.4 Human aspect

Some stakeholders believe that beyond financial or technical aspects, one of the conditions that impact the most the children participation is the personal impetus and features of the people involved in the planning processes.

Age and participation. Informants believe that the less difference between age among stakeholders, the more facilitation in participation. Therefore, the municipality and the members of the city youth parliament have tried methods were older children (youth) engage with children from elementary schools. The results have shown that the outcome of the participation is easier and more creative when youth works close together with children from younger ages.

"Because we experienced that in that age also, youth coming to talk with children, is actually an easier approach to get out more ideas, to open up more creativity and make their views forward and get a lot of more opinions on the table. So, that was one approach we tried."

The fewer age difference between stakeholders not only facilitate discussion but also facilitate the process of thinking about the children's needs and impacts the output of proposals. When it comes to planners and politicians, some informants report that they have observed difficulties from practitioners to understand how children develop and appreciate the urban environments. This age gap is an undeniable challenge that needs to be addressed in a way where everyone is benefited.

"Because a lot of city planners when they become older, they have a more challenging time trying to relate to youth and there's a big gap."

Willingness and Trust. In every type of participation, institutionalized or not, there are stakeholders that are committed to making a real change in the planning processes. This change is by trusting the planning process and accrediting the children opinion. Some informants believe that this is the key aspect that facilitates children's participation.

“Well, I think it’s those people that actually want us(children) to be heard, that wants to know how the city can be for the youth in Trondheim today and those in the City Council that actually know to hear what we have to say and actually try to make a difference in the best regards for us(children) and not just not only just listen to the others(politicians) but to us(children) that we (children) don't have a vote and only have us a voice. I think that's the people that are actually trying to make a change as we have”.

To accredit children opinion, it is important to listen carefully to what children say, observe and follow up according to their desires. Hart emphasizes in the upper rung of the ladder of children’s participation, that “child-initiated shared decisions with adults” it is important to have adults who can rear children's potential by assertively respond to children's interest. Informants report that at semi-institutionalized and not institutionalized participation, children developed interesting projects mainly with the support of adults who let them work according to their own premises. Examples of this exploration are the idea competition "Children in the centre" (Barna I sentrum) and previous projects in collaboration with REMIDA.

“This project developed from playing in this shop, and it developed into sort of a city planning landscape scenery, that we made. So we went from that(playing) to this (project), so, how we did that, it's because they (children) started to play around with the themes and the teachers, the artists, they (the artist) were sort of following the way they (children) were playing the roles. Do you understand? So, we developed from it into other things. And that happened because the teachers were really paying attention and writing down and following the children they went with the only intentions of following them, so they ended up in this project”.

6.3.5 Institutional layer

The children participated in city planning is guided by a national framework that provides specific regulations for safeguard the interest of children in the planning processes. The UNCRC and the NPG are the two main laws enforced in Norway to be followed by the municipalities when it comes to protecting the children's rights in urban planning. Despite the framework was enforced around 30 years ago, it generally needs to be implemented in a better way. An example of the difficulties of putting into practice the framework was reported by the children. The NPG states that one of the requirements for physical design is that.

"In the case of redistribution of areas that are in plans allocated to common areas or recreational areas that are in use or suitable for play, full compensation shall be provided. Compensation shall also be provided for the development or redeployment of unregulated land that children use as a play area, or if redeployment of land suitable for play causes the considerations referred to in point (b) above to meet today's or future needs" (NPG)

However, not all children are aware of the content of the NPG. If children do not get guidance on how to raise their voice when those unregulated areas that they use for play are redistributed, it is likely that the land will not be compensated. Hence, the purpose of the NPG is not fulfilled.

"When you build down a recreational area for children, you have to build a supplemental area for the children. And that law it's our strongest framework that we(children) have used, ...children and youth have to defend themselves. Because it's really concrete (the law) even if a group of children are starting to play in your back yard, you can't set up a shed. It's that strong (the law), and sometimes it won't be enforced, and it's very very hard to notice it's hard to get their (children) own voices out proper, but that is one of the advantages we(children) have in that law, and of the disadvantages we have because it's very hard to get those voices out before things are being built."

In one hand, mass media in Trondheim such as newspapers plays a great role in safeguard the children interest in city planning. Using this mean of communication has proved to be a useful tool to impact on politician attitudes towards specific political cases where children voices

have not been able to reach enough attention. The children and the municipality have used the media to inform the local community about important cases to the local community. In this way, the media serves as a tool to help strengthen local democracy and to make social changes.

"a politician sometimes it doesn't really matter how many children have an issue and have written letters to the mayor about an issue they (children) have with a building, so the letters go out and are read to the media, and it's a big case to the media."

In the other hand, in some situation media can have a negative effect on the experiences of children involved in institutionalized participation. Children are aware of their right to express their opinion and the right to be heard; however, when their opinions are publicly shown the feeling of being exposed and vulnerable is present. Hence, despite having valuable opinions, some children prefer to find strategies to give their opinion without being openly pointed.

"media has a tendency to sort of write about the people that are pretty wild and children who are engaged into a political cause they(media) is usually wild, and we have examples, cases were I've been in the news representing other children, or children because they didn't want to be in the newspaper and they thought it was scary, but they had very competent strong opinions.

But it's very scary to think that a journalist has the camera and, I really understand that perspective on it. And we had a giant obstacle about Youth participation because in reality is so much hard in the media that you cannot participate actively in the media if you(children) are going to have an effect. And that's really difficult; it's very difficult for politicians too."

6.3.6 Educational layer

This category includes all the aspects that are related to educating stakeholders to take the best approach, solution or decision to protect the children interest in planning processes.

As mentioned before, Norway has a strong framework to safeguard the children interest in urban planning. However, to implement it properly, stakeholders, including children, parents and professionals, should be aware of the existence of the national and international regulations. In the sample, only some informants were aware of the laws and policies that protect children interest in urban planning. The children that are members of the city youth parliament are well informed and conscious about the importance of teaching and spreading the knowledge of the framework.

“...Teachers, principals and the advisors for the local student’s council of the school learning to know the rules and how to search for them. So a lot of what we (municipality) do also, is just going to kindergarten and primary schools and ask them(teachers and children) if someone's playing there if they're using this as a recreational area and sometimes the answer will be "no, they (children) are not" or sometimes we'll get it, and there would be a very big deal, but having that framework (NPG) is very important and trying to enforce it, trying to get the voice out it's very very hard, but it's all the best way we could have done it. But I think a lot has to be done in trying to get close to those voices and also get close with the voices before sth is built and there's a lot of work surrounding the information, which is really really really really hard... It's a lot of work getting that information out there and also teaching entrepreneurs how to see it, for building entrepreneurs it will be a chance if they discover it and so, they'll very often not see it or very often just held back the information. It's very often we get emails, if, for example, you're building down the play area or park, whatever, there will be emails from parents sent to the building companies rather than the city planning office and not politicians. So, they won't really hear it...”

The importance of getting an education in local democracy and active citizenship is important for children. When children have a sense of entitlement to speak and propose, they can make changes in their local communities. A small change in the physical design of their

communities started by their own initiative is meaningful for children and can be a catalyst for community development. Therefore, it is important to highlight the relevance of education in children not only in having their own opinions but also in the usefulness of expressing them. The work of the City Youth Parliament has been successful in some cases, where the execution of education and practice together changed the design of the local communities.

“...but I met a lot of youths and children that would send emails to Youth City Council and just say: I want a crosswalk here. And give the location. And he should hear them; it isn't that hard. But just showing them the way of how to do it and we got an amazing response on how amazed they would feel on behalf of the community on behalf of City Council—just having made the crosswalk. And changed the lives of a lot of people. That is a general problem that we haven't been taught that if we have a situation, we can come with a problem and actively talking and try to solve something for their community. And we have to see what we can do in city planning to make it better...”

In one hand, some informants believe that building entrepreneurs and city planners didn't get enough education in local democracy. Therefore, working together with them to reach an agreement is challenging and resource consuming.

“We have tried it out, but it's really something very demanding to do between these people(building entrepreneurs) that don't have an understanding with participation, and they have an understanding of city planning. And finding teachers and finding people that are willing to do talk is quite resourceful... but we have committees in some schools, and they're very effective.

“City planners are not evil, they very often want to remain in a community that works for the children, but they will very rarely know-how and do very complicates the process of how buildings are formed and how neighbourhoods are formed...”

In the other hand, there are city planners that work to promote the planning processes that protect the children interest in city planning. When the city planners were asked why they started to become interested in children issues in urban planning, some of them reported that

was early during their bachelor's studies were the seed of local democracy was planted. Hence, the education of local democracy in decision-making processes is relevant in all levels of studies to promote the creation of more child-friendly environments.

“...when I was studying that caught my interest because I went to a conference about the topic and then I realized how important it is for young people to say things, for people to say what they want, and to engage people in the city community. I think it's important for participation too. And how to spark the interest in your own community I think it's a good way to let people know that their wishes are important and their insights are important to the community and yeah ... ”

6.4 ELEMENTS OF CHILDREN PARTICIPATION

This section will describe the elements that are important to consider because they interact with various layers of urban planning processes for children. The result of this interaction tends to impact the way in which planning processes facilitate or limit the participation of children.

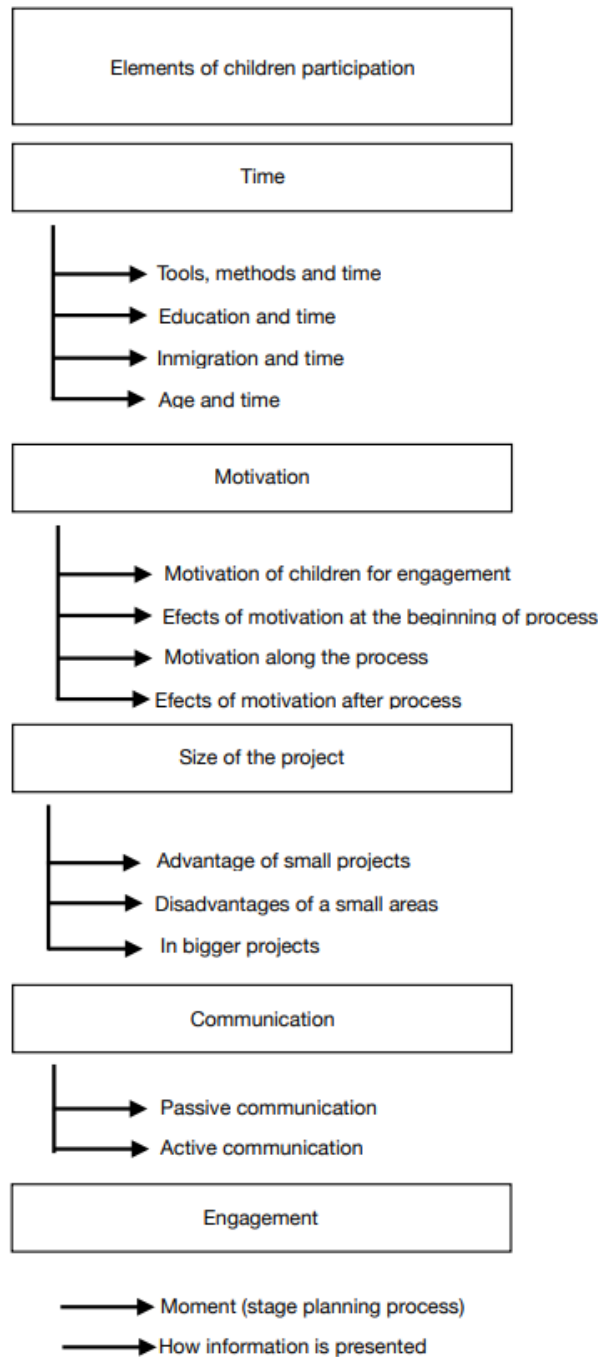


Figure 16: Elements of children participation

6.4.1 Time

Time is an element present in all the categories previously described. It affects how the planning processes are developed. Time can be an element for facilitation when there is enough amount of it; however, it may be an element for hindrance when there is scarcity.

Tools, methods and time. Norway has made investments on the search of tools that can help the process of safeguard the children interest in urban planning. Sometimes despite the investment is present, the negotiations between stakeholders and implementation of the methods and tools into practice take a long period of time. Stakeholders are conscious that time is a vital element that should be used in an efficient way. They believe that the result of a process, method or tool should ideally give reciprocal results to the investment of time. During the Maker Faire in 2018, the municipality explored different methods with children. After the Faire, they created a report where the methods were evaluated in terms of time-efficiency.

“.....We (the municipality) had to check out if there were some methods that were very helpful and we would like to use them again. Some were maybe ...we struggled, and it was to much work for the results they gave us, so, it's good to have this report. And take what we were thinking about the different methods because some of them were not what we expected, for example, like expensive and time-consuming. So, it's not something we can use every time, so it's a good thing to try out...”

Education and time. Despite the effort of teaching children about local democracy, time represents a big limitation. Teachers have limited time allocated to expound about local democracy in decision making and everything that it is entailed in the concept. Furthermore, local democracy is a big topic and needs to be instructed and practised daily so that children can have a thorough understanding.

"I think it's a problem that you have to see through schools in this way so that we can communicate with children, and participations with them is extremely important, but it's also extremely resource-demanding."

“And that it's sort of, a very good image of how stretched schools are on time and it's actually hard to find the time for participation.”

Immigration and time. The hindrance exposed to children coming from countries where democracy is not a core value is affected by the element of time. In order to engage those children that are not familiar with the concept of participation, extra resources such as training are needed. For providing adequate training, more time is also needed. Therefore, time is a key element to either facilitate or limit the children's participation in urban planning.

“And extra resources for helping them how to write to try and do things in different ways, to educate differently and some youths that come from countries that don't have democracy and that takes a lot of time.”

Age and time. The planning processes aimed to engage or involve younger children are not abundant. Younger children are in a developmental stage where they are in a continuous process of understanding the world and their own needs. Therefore, they need more time to process information than older children. If the degree of participation desired is to be in the upper rungs of the children ladder of participation, the amount of time invested shall be proportional to this desired degree of participation among children. An example of this proportion of time and output of participation was reported in the use of physical models for children in elementary schools.

“So, they have physical models in the classroom and discuss them in groups, and try out with legos, and we have a group of small city projects used for small city projects which have tried a lot of those in terms of participation, and that has been pretty effective. But it's another level type of participation, but you need a lot of patience and a lot of time. So, I think that it's the best model.”

6.4.2 Motivation

The motivation of children for engagement. Some informants reported that motivation plays a key role in the engagement of children in institutionalized participation. Members of the city youth parliament have a great responsibility in representing all the students at their school. It is believed that they have a strong sense of citizenship, giving place to a commitment to safeguarding the interest of their peers.

To be a member they must stand for election. Thus it is assumed that they are knowledgeable in democratic processes. All these characteristics make them seem to have more motivation than the rest of the children.

“And in the Youth City Council, they are extremely motivated because they know what they want for their own school. So, they represent the students; they have been through a process and have been involved from early on. So, in the Youth City Council or the student council, the people are more motivated than the average. You see?”

Effects of Motivation at the beginning of the process. Motivation at the beginning of the process is believed to have a positive long-term effect on the desire to continue participating in the planning processes. Trondheim municipality invests resources to engage with children in the first stages of the planning processes.

“Okay, my meaning is that if it's a case which has a meaning, or a route maybe change over their life, they always have motivation for participation. So, That's the reason we use this part of spending time in the earlier process because there is no participation if the children are not motivated to do that.”

Motivation along the process.

Trondheim municipality, along with the City Youth Parliament work together to convey children the message of the importance of participation. It is a core value, not only at the beginning of the process but along the process is developing.

"It's very important that youngsters understand -why should I have an opinion, why should I involve in these cases. I think that's the factor too, it's the factor that they understand it, that we stimulate and motive them during the process you make a good process as possible."

Effects of motivation after the process. There is the belief that one of the main tasks of the Municipality and City Youth Parliament is to increase the interest in children to exercise active citizenry and to engage in the local democracy. If children are involved in decision-making projects, the motivation acquired may be a catalyst for keeping active. Hence, a successful model of local democracy is achieved.

"I think it's also ...maybe... the most important we have to increase the motivation that young people believe that democracy involvement is important in every case.

I think if the kids are stimulated and motivated, and we motivate them to involve themselves in other projects, in other teams, I think that's the success."

6.4.3 Size of the project

The size of the projects is a tangible element that affects how the planning processes are developed.

Advantages of small projects. On the one hand, it is reported that smaller projects have the ease of being managed in a more flexible way since there is not a huge investment of money. When the projects are done in an exploratory approach involving limited economic resources, the bureaucracy and complexity are less, allowing the adaptability. An example is the Rabarbraparken, where due to the size of the park, among other aspects, professionals could be more creative in the process and design itself.

“Yeah, it was two years ago and this as many other projects is a kind of temporary project. So, it was easy for the municipality to say yes because it's temporary and if it's good if it's okay they will keep it. So, the installation is not made like it's not like a lot of money that it is put in the installation, It is really cheap, and I think that's ...that's probably the key thing to be able to make something like that”

Disadvantages of small areas in bigger development projects. On the other hand, having projects which contain small playgrounds or areas that can serve as a recreational area to be developed may represent a limitation. Since those areas are small, there is no much attention put into the design or planning of them. Hence, in residential building plans, it is likely that playgrounds and open spaces for kids are generic and without participation.

“And also building plans can include playgrounds or cannot include playgrounds are very often not having any participation at all, because they are frankly too many for such small of a project and usually some of them (playgrounds) are planned without the city planning department. So we (city council) have some areas which are politically given to free pass, they(building plans) have to be planned by the city planning department, and the entrepreneurs will most likely plan by the builders which means they(building plans) are most likely won't be much participation,”

6.4.4 Communication.

The type of communication between adults and children has a direct impact on the outcome of participation. While **passive communication** from children has a negative effect on the level of involvement in the process. **Assertive communication** understood as a good understanding of what is being said between stakeholders creates the possibility of high involvement from children. To have assertive communication, informants believe that formal communication held in school is one of the best opportunities to involve children in the process successfully.

“The communication problem is very existent. You will see a lot of demands difference between adults and children, so, for example, I have a lot of cases with adults complaining about city lines, for example, saying "oh, this new building will be too high, we want this one run down" and I think that's a very adult perspective, and usually about what city planners get as feedback, is complaining about height, and complaining about parking. That is mostly it. I've had a lot of meetings with building entrepreneurs, and I never heard a single project where they had said: Oh, yeah the community came with this idea that was from children and we are going to build their playground". So, it's very often they will say, "oh yeah, we took it down two stories, because the neighbours there are complaining, so, now everybody is happy" and so, that is a very big problem. And the communication error is, I think it's a problem that you have to see through schools, in this way so that we can communicate with children, and participations with them is extremely important.”

However, bringing the children's voices into the formal participation of decision-making processes can be a challenging task, because this requires a process of ‘translation’. Children possess vast knowledge; when this knowledge is put into a formal language that corresponds with the formal planning scheme, valuable information can be lost.

According to Nonaka and Takeuchi (1995), children possess tacit and non-articulated knowledge, in accordance to the planning practice that knowledge needs to be given a formal and explicit language, for example in the form of text or maps. There are multiple methods tailored for this process of translation from tacit knowledge to explicit knowledge. However, during the translation process, the risk of losing valuable experiences and information is likely to occur (Hanssen, 2019).

6.4.5 Engagement

On the one hand, the municipality reported that children participated actively when the engagement was made at the **beginning of the planning process**. When children are gathered with other stakeholders in the early stages of the planning process, they feel like an important part of the project. Hence, they feel their opinions will be considered and respected as the opinions of adults. This can increase and strengthen cooperation between them.

“So, the main thing for us is to involve (children) early in the process that very important to get real participation, if you understand what I mean. To involve them very very, very early in the process. So, if it is possible because in the middle and at the end of the process is not so good too to change things. Do you understand? So it’s important to keep them involved very very early”.

On the other hand, children reported that it is not only the moment when they are involved in the aspect that strengthens the participation, but also **how the information is presented**. For example, when city planners present the case, usually they tend to describe the project, the goal and the possible planning proposal. But essential information is missed that the outcome of the participation is affected. The city youth parliament members suggest that clear processes and how the decisions are taken based on the limitations of the planning itself could improve participation.

“But, if I was a city planner, I would go to present my project, I could present my view and what I think and exactly how I planned this. But I could also go in and share all the different problems that have occurred, all different perspectives and things I have to take a stand on. That would be so much easier to engage children because you have problems, you have things you take stands on, but sometimes I think people get so stuck up on what they are working on that you can't get youth participation in city planning without sharing that information”.

6.5 OUTCOMES OF THE PARTICIPATION

The sum of the interaction with stakeholders, the aspects and elements of the participation processes and the type of participation altogether produce different outcomes depending on the project. The case study of the Rhubarb park and the children in the city centre have proved that the outcome of the planning process was positive. However, while I was collecting the information, I got to know more projects where the outcome was not always positive. That fact cannot be denied. Therefore, in this section, I present two opposite outcomes.

6.5.1 POSITIVE OUTCOME

Children have a voice; they acknowledge it, and the right of being heard is respected.

In general, both adult and child informants mentioned that they are aware of the children's right to participate in the form of giving opinions about urban planning projects concerning their interests. Thanks to the enforcement of the UNCRC, they have learned by experience to have an opinion, although many times they do not know the source/law that concerns this right.

"So, here too, children grow with the idea that they can have a lot of opinions, it's very good, but in other words, that can be exploited, because for them it is very natural to give an opinion and say what they think. And the playground is something very important in their life."

This right to be heard and children acknowledge it. The fact that the children know that they can have an opinion, through the eyes of the municipality, has meant that the dynamics of participation have changed in recent years. Now the children's opinions seem to be more critical. This could be because their opinions are currently taken very seriously.

"I have to say that they are also more critical now. Because they are so used to being involved that they also make demands on how it should be, so I learned that it's good to talk directly to the youth as well. listen to what they say and their experience and opinions."

6.5.2 NEGATIVE OUTCOME

Children's opinion being heard is not enough in some cases to produce a positive impact on the outdoor play spaces

According to the informant's opinion, both children and adults have noted that although the children opinion is taken more seriously now than ever, these opinions are restrained to specific and narrow areas. Those areas which adults think the interest of children is concerned. However, children have an opinion about other planning processes. To the perspective of one informant, it is valuable to hear those opinions to build more child-friendly cities.

“and youth and children can be engaged in a lot more than just a playground or very specific youth things. I think that we sometimes underestimate children and youth in that they only care about somewhat what's under their nose and that we should also think that. It is also a problem that we could Youth City Parliament could be very engaged in an issue like a building being built or a new neighbourhood or a primary issue or something very big, and we got sort of pushed down.”

Children also highlighted the fact that sometimes their opinions are diminished because they are seen as young people who do not have enough knowledge on the topic to give valuable comments. Those people who diminish the children opinions are in the City Council, and children see them as powerful people who can have a great impact on children issues. So, children sometimes do not express 100 per cent honestly their opinion due to fear of having a disagreement with the politicians. Therefore, that disagreement, may in future be negative for how much visibility children currently have gained.

“Well, at the time I speak to an adult in a meeting or some other regards, so people know that they try to have their voice heard and they actually like the comments, others don't like it because we are young and children. So, I don't really want to go in specific examples because I want to...because if I say things like that, out loud, maybe it will hurt me later if I try to meet those people again. But I know, there are a lot of examples of that. I disagreed with adults, yes.

Researcher: So, do you mean that maybe you are afraid that if you say things now after that maybe not helpful for you in the future, or that may, in some respect, be negative?

Yeah because often people I talk to have a lot of power so if they spot me now, maybe they will in the future try to actively hurt the Youth City Council or me because I'm there. Just some topics, we(children) are extreme on, and the city council are not.

7. DISCUSSION

In this section, the findings of the research are presented to answer the research questions based on the discussion of the case, through the framework developed based on stakeholders' interactions and how the layers and elements of planning processes function, I state my interpretation of the findings.

Which are the planning processes open for children participation?

Urban planning processes open to children's participation are all those that involve urban projects that affect children's interests. These urban projects usually occur on a local scale. Example of these is the design of a cross walking, a playground, a street, or an underutilized area in a neighbourhood -an area with the potential to be a playground.

This research described two planning processes open for children participation. The first one is the rhubarb park, an underutilized area in the neighbourhood of baklandet, where preschool children collaborated with architects to design the playground. The second planning process was the competition children in the city centre, where children were the jury of competition of design of two streets. Finally, during the interviews, the informants mentioned other projects that, despite not being the focus of this research, provided important information. One of these secondary projects was the design of a crosswalking requested by children to the City Youth Parliament.

Through the narratives of the informants it can be stated that, currently, the planning processes that are open for children to participate are always in relation to play areas, areas where they can socialize or areas where they can do activities. However, the children in this research expressed that these processes limited to those areas have a reduced vision since any planning process in the city indirectly affects their interests. Therefore, it would be useful if projects of urban development on another scale were open for them to participate.

How are the planning processes for children participation enacted?

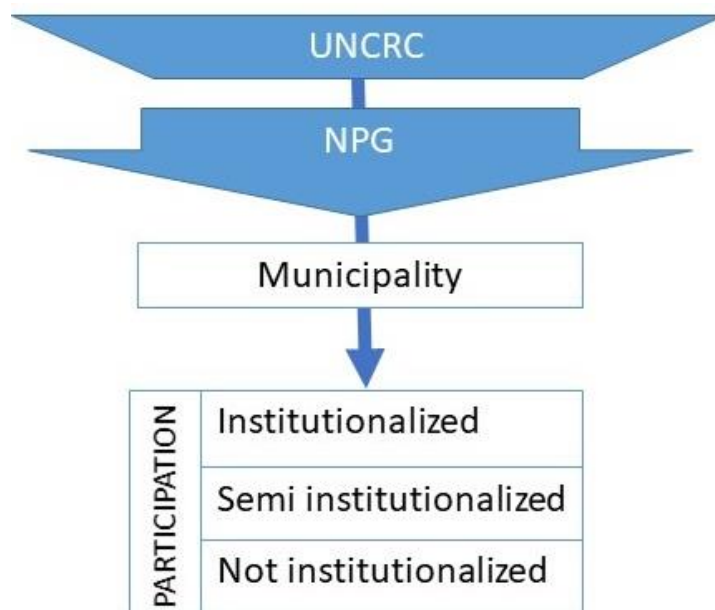


Figure 17: Enactment of children participation in the different types of planning processes

The city planning processes that allow children to participate are enacted through a system of international regulations and policies. The UNCRC declared 30 years ago is the highest regulation in Norway, which affect urban planning and children issues. There are seven articles of interest in the Convention that is important for this research.

Article 1 defines the term child; a child is an individual from 0 to 18 years old. Therefore, the planning processes for children participation shall be considered from people of that group of age. However, it is complex to elaborate on a planning process where new-borns, infants and toddlers can participate. This complexity is because new-borns, infants and toddlers do not have mature oral communication. Therefore more resources are needed to enable participation. While in the Rhubarb Park preschool children participated, in the contest barn, I sentrum school-age children was the main actors. These two projects show that it is possible to carry out a planning process that includes younger children. However, most of the planning processes that are currently carried out in the municipality of Trondheim are mostly designed for the participation of adolescents. Evidence is based on the fact that the City Youth Parliament is the most important body for planning processes for children participation.

Article 2 describes the child's right to protection against discrimination on opinions expressed.

In some of the planning processes, children need to express their opinion publicly. Sometimes, as mentioned in the institutional layer, children express their opinions about urban projects on means of communication, including mass and digital media, so that their opinion has more scope. By expressing their opinion in a public way, they are exposed. According to the informants of this investigation, the fact of being exposed can be intimidating. Despite the UNCRC establishes the right of not being discriminated against, the fear of discrimination exists in some cases. This fear is based on the premise that some politicians have greater power and influence, and those unbalanced power relationships perceived creates fear among children.

Article 3 establishes that independently of public or private authorities acting regarding children, the best interest on the child's rights shall be a primary consideration. From the narratives, I can declare that public administrative authorities such as Trondheim municipality take the children to interest the main concern. However, private authorities have other primary considerations; the best interests of children can be a secondary consideration. According to the analysis, this is due to the fact that usually, the budget that is allocated for city development projects by these private authorities is limited, so that not enough resources are allocated to generate planning processes in which children can be engaged. The private authorities comply with the minimum regulations necessary to protect the interests of children; however, the child informants expressed disagreement since, on some occasions, it is not enough to comply with the minimum. If the city of Trondheim is in the process of densification, the pressure placed on outdoor play spaces is greater and therefore complying with minimum regulations is not enough.

Articles 12 establishes the right of children to express their views and the right to be heard. In the municipality of Trondheim as in the rest of Norway, children know that they have the right to have a say on any matter related to them, as well as to be heard. School-age children are instilled with the value of having an opinion and being free to express it. So when they are teenagers, they know they have that right. It is important to mention that Norway is a democratic society in which participation, dialogue and negotiation are encouraged in all its areas and scales so that children also learn through their immediate environment. Some children are unaware that the right to be heard is thanks to article 12 of the UNCR. However, they are aware that they can exercise their right at any time. The children representative stated

that when there are urban development projects that affect children's play areas, the municipality holds a workshop with the children of the affected school to get their opinion. In turn, the student council is the body created to meet the needs of student children; this body also serves to address urban development issues on occasions where the student council communicates the matter to the city youth parliament. The latter -the city youth parliament is the body created for children between 12 to 18 years of age to express their opinion about their issues, including issues of urban planning.

Article 13 establishes the right of freedom of expression and the right of being imparted information regardless of written or oral limitations. This article is important for planning processes open to children's participation since, during the developmental stages, younger children have written limitations. So if one of the objectives Norway is to safeguard the interests of children in matters of urban planning, then it is important that the youngest when they participate in planning processes understand as much as possible. In the Rabarbraparken project, children were allowed to freely express themselves orally, through the use of space, however in the words of an architect informant; they were not given written information beforehand.

Article 17 recognize the importance that mass media plays on the child's life; therefore, the children shall have access to information from a diversity of national and international sources targeted for the wellbeing of them. In Trondheim, the use of mass media in planning processes plays, according to the analysis, has an impact on both positive and negative on the planning processes. Sometimes it helps to expose children's views on urban planning so that their views gain recognition; this means a positive achievement for the children's participation. Conversely, sometimes the recognition and exposure of children's specific views in the media can inhibit more shy children from wanting to participate.

Article 31 establishes the right of children to leisure, play and recreational activities adequate to their age. The planning processes for children participation are enacted with the grounded knowledge that children have the right to play and leisure. Therefore, most of the planning processes open for children participation are connected with play areas. The analysis of the results showed that children informants believe they can have an opinion on other types of city development.

Who are the stakeholders involved in the process of engagement and dialogue with children?

The stakeholder analysis results in the creation of a stakeholder mapping. The stakeholders are categorized in one of the four quadrants that describe their level of influence and their level of interest.

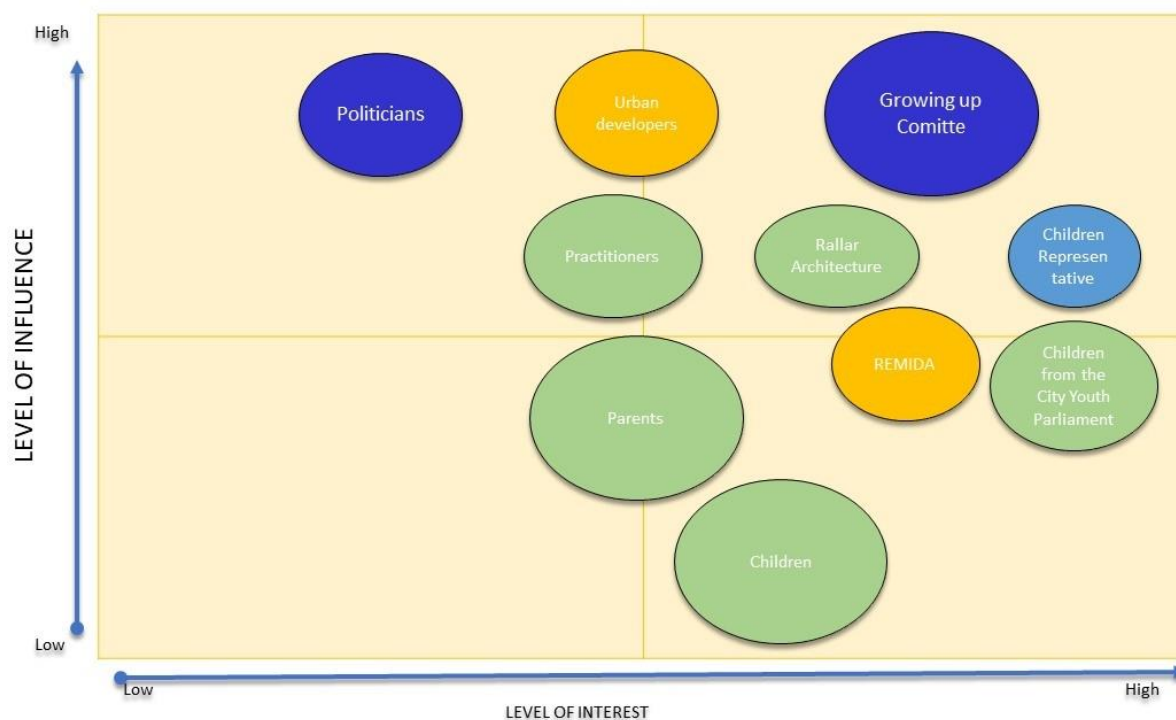


Figure 18: Stakeholder mapping

1. Low interest and low influence. In the analysis of the results, it is observed that most of the stakeholders have a high level of influence and interest. This can be explained through a contextual understanding of conditions in Norway. The planning processes in the municipality of Trondheim are carried out following conventions and regulations such as the UN CRC and NPG so that the interest and influence of most of the stakeholders are ranked above low. Parents are placed here since some of them may not acknowledge that children need to engage in planning processes; some of them can think that with their adult opinion is more enough.
2. High interest and low influence. This quadrant consists of children of Trondheim. In the diagram, children are divided into two categories. One is children outside the

institutional bodies of participation, and the other is children from the city youth parliament. Children who are members of the city youth parliament have more motivation to participate in decision making than others. Also, children from the City Youth Parliament that are in the environment and urban development committee have more influence than the children that are in the other two committees. REMIDA is also placed here since they are not directly associated with the urban planning discipline, but the interest is high since the main purpose of them is to engage with children in projects environment and arts. Overall, these stakeholders have high interest but lack power.

3. Low interest and high influence. The stakeholders placed here have high amounts of resources but not the highest interest. Politicians and practitioners are placed here. However, this behaviour cannot be generalized. The informants reported that some politicians put children interest as a secondary priority, the children concern in planning processes are heard by politicians, but it is not enough. Usually, the level of interest politicians and practitioners take in these issues and is dependent upon the person in charge.

4. High interest and high influence. The growing up committee of the city council, the children representative, and Rallar architecture are placed in this quadrant. The growing up committee of the city council has high influence over the planning processes for children participation. Rallar architecture held high influence and high interest in the Rabarbraparken project. The children representative as the name indicates genuine motivation for all the issues concerning children participation in planning processes. The children representative also has given high influence by default by the NPG.

How some aspects of urban planning processes facilitate or inhibit children participation in projects of outdoor spaces in the city centre of Trondheim, Norway?

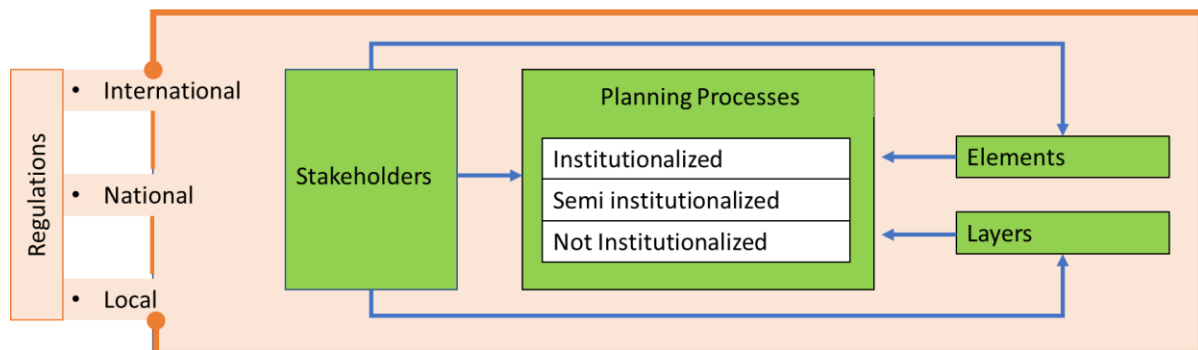


Figure 19: Amended Theoretical framework

The urban planning processes, as mentioned in the chapter literature review and theory in this thesis, are framed within a hierarchical system of regulations, being the UNCRC one of the most important laws enforced in children participation in planning processes. This research was conducted with a grounded theory approach, so after analysing the results, it is concluded that one of the variables that was not found in the literature was the role of stakeholders.

The stakeholders have a significant influence on the planning processes, the elements and the layers. The result of the sum of individual interactions of each stakeholder with the elements and layers can create that the same aspect generates opposite results. That is to say that the same aspect can be inhibiting or facilitating depending on the behaviour of a stakeholder. For example, in the financial layer, while a low budget for an urban development project with a stakeholder with little influence may result in stopping the participation process for children, for a stakeholder with a lot of influence such as the municipality of Trondheim it may result in the creation of a non-institutionalized project like Rabarbarparken, allowing children to participate.

From the analysis, it can be argue that contrary to the theoretical framework, urban planning processes are not structured from different approaches of children participation, but rather in the local context of Trondheim they are divided in the way in which they are carried out, that is, institutionalized. , semi institutionalized and not institutionalized.

The elements and layer (described in the analysis of results) affect the three types of planning processes.

8. IMPLICATION AND FUTURE RESEARCH

Practical implications

The analysis of the stakeholders showed that there are unbalanced levels of influence in the planning processes where children participate. Although the UNCRC declares that it is important that children have the right to express their opinion in issues that concerns them, including urban planning issues and the right to be heard. Some children have perceived fears of discrimination about speaking up their opinion on urban planning processes, hence it is important to increase the level influence of children in these processes.

Theoretical implications

One of the most relevant studies on the participation of children in urban development is Hart's model, the Ladder of participation. This model has been used as an evaluation tool for projects in which children participate. However, it is not enough. In the local context of Trondheim, Norway, there is no model that assesses aspects of urban planning processes which impact children's participation. In an attempt to explain the complex reality in which these urban planning processes develop, an attempt was made to elaborate a framework that could explain the interrelations and interactions amongs the different elements.

Limitations and Future Research

Through the study, a theoretical framework was carried out to understand how urban planning processes open to the participation of children are carried out, using as case studies Rabarbrparken and the contest Barn i sentrum, due to the pandemic the data collection was half bounded with digital interviews, it was not possible to conduct a personal interview with all the informants involved. The environment didn't provide the comfortable conditions to make some of them feel more safe to speak. So, the interviews were limited by snowball sample

Thus, future research could follow a specific type of participation (institutionalized, semi institutionalized and not institutionalized) and analyze what factors affect planning processes from the point of view of a defined group of stakeholders, for example a broad sample of informants from the city. youth council. There are studies that evaluate different aspects of the

participation of children, however, to evaluate the planning processes open to children, it is relevant to understand how regulations on urban planning are interrelated with the dynamics of the local reality of cities. studies could address the development of a framework to understand the planning processes

9. CONCLUSION

The main outline of this thesis is to understand which planning processes are open for children participation in Trondheim Municipality. And from there, describe and analyze how some aspects facilitate or inhibit the children's participation in those urban planning processes. Through this study, urban planning processes open to the children participation are framed in a system of relationships between stakeholders and layer and elements intrinsic to any planning process.

In the research, the rabarbakparken project and the children in the city center contest were used as case studies. Through these case studies it was possible to categorize the types of urban planning processes carried out in the municipality of Trondheim.

Three types of urban planning processes were categorized, the first category comprises institutionalized planning processes, the second semi-institutionalized planning processes, and the third non-institutionalized processes. The case studies fall into the category of non-institutionalized processes.

A primary component of urban planning processes was discussed, which are the regulations where you are framed. Three types of regulations frame the planning processes. International regulations such as the UN CRC, national regulations such as the NPG and local regulations such as city council policies.

Through the narratives of the informants, it is declared that the main aspects that affect the urban planning processes are the following elements: the time dedicated to a process, the complexity of the process, the level of engagement of the stakeholders and the communication established during all stages of the processes.

As a last point, it is found that stakeholders play a vital role within the proposed framework. The elements are ambiguous, since it cannot be generalized that some of them limit or certainly contribute to the participation of children. This ambiguity is based on the fact that urban planning processes are carried out locally and despite the fact that they are framed in official regulations, such as the UNCRC and NPG, it is the interactions between people who dictate how these aspects will benefit or restrict participation of children in urban planning processes.

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11. APPENDICES

11.1 UNITED NATIONS CONVENTION ON THE RIGHT OF THE CHILD

Number of articles	Description
Article 1	For the purposes of the present Convention, a child means every human being below the age of eighteen years unless, under the law applicable to the child, the majority is attained earlier.
Article 2	<p>1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child or his or her parents or legal guardian's, race, colour, sex, language, religion, political or another opinion, national, ethnic or social origin, property, disability, birth or another status.</p> <p>2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.</p>
Article 3	1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

Article 12	<p>1. States Parties shall assure to 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.</p> <p>2. For this purpose, the child shall, in particular, be provided with 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.</p>
Article 13	<p>1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive, and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.</p> <p>2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:</p> <p>(a) For respect of the rights or reputations of others;</p> <p>(b) For the protection of national security or of public order (order public), or of public health or morals.</p>
Article 14	<p>1. States Parties shall respect the right of the child to freedom of thought, conscience, and religion.</p>
Article 15	<p>1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.</p>

Article 17	States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral wellbeing and physical and mental health.
Article 31	<p>1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.</p> <p>2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.</p>

11.2 INTERVIEWS GUIDE

11.2.1 Municipality

Tensions

1. How would you define 'a child'?
2. How do children participate in the planning process of outdoor public spaces?
3. What do you expect from children's participating in planning processes?
4. Currently, how would you describe the type of planning that is done in Trondheim, especially when it comes to projects of public outdoor play spaces?, i.e. Communicative, Participatory, Strategic, Synoptic, etc
5. What are the aspects do you consider a successful model of children's participation should have?

Power

6. How would you describe the power relations in projects of outdoor spaces for play? (hierarchical, horizontal, etc.)
Could you exemplify?
 - a. Would you say there is any power conflict? Why?
 - b. Would you say there is power-sharing? Why?

Training

7. How do you decide the methodological approach (participatory planning, co-production, action-research, and so on) to work with or for children?
 - a. Do you have a methodological approach based on age groups [toddler (1-3 years old), preschooler (3-5 years old), school-aged (6-11 years old), and adolescent (12-18 years old)].? Why?

If yes, what are the criteria for deciding which methods of engagement should target different age groups?

Interests

8. Could you tell a little bit about the agenda of the planning processes of public outdoor play spaces?
 - a. Who establish the agenda ?
 - i. How is this process decided?
 - b. For whom would you say is set the agenda?
 - i. What about the priorities? Should be given priority to some stakeholder and why?

Knowledge

9. Do you set a differentiation of needs between age group? (playing, safety, health)
 - a. If yes, how do you do it?
10. Do you have a list and/or summary of the children's needs that need to be addressed?
 - a. How do you classify it?
 - b. Do you have a priority on the list?
 - i. What about play needs?
11. Do you do an assessment pre or post-project participation? Why yes, why not?
 - a. What kind of assessment?
12. What actions are taken to promote children's participation?

Communication

13. How do you incorporate ideas of children into practical and feasible solutions
14. How is the communication between the municipality and the other stakeholders, including children
 - a. Have you encountered some opportunities?
 - i. If yes, which ones?
 - ii. Among sectors and or within departments in the municipality?
 - iii. If no, To whom or what would you attribute this?
 - b. Have you encountered some challenges?
 - i. If yes, which ones?
 - ii. Among sectors and or within departments in the municipality?
 - iii. If no, To whom or what would you attribute this?

Will (interest)

15. Do children provide ideas that adults might not think about before?
16. What do you think children gain from the process of participation?
17. What do you gain from the process?

Resources

18. Which aspect do you think to facilitate the most the participation of children?
19. Which aspect do you think hinder the most the participation of children?

11.2.2 Other Adult stakeholders

ABOUT CHILDREN'S PARTICIPATION

Tensions

1. How would you define 'a child'?
2. Do you know how children participate in urban planning processes of outdoor public spaces for play?
3. What do you expect from children's participating in planning processes?
4. Currently, how would you describe the type of planning that is done in Trondheim, especially when it comes to projects of public outdoor play spaces?
, i.e. Communicative, Participatory, Strategic. Synoptic, etc
5. What are the aspects do you consider a successful model of children's participation should have?

SPECIFIC QUESTIONS ABOUT CHILDREN PARTICIPATION ON PROJECTS WHERE THEY PARTICIPATED

Power

6. How would you describe the power relations in the project? (hierarchical, horizontal, etc.) Could you exemplify?
 - a. Would you say there was any power conflict?
 - i. Why?
 - b. Would you say there was power-sharing?
 - i. Why?

Training

7. How did you decide the methodological approach (participatory planning, co-production, action-research, and so on) to work with or for children?
 - a. Do you have a methodological approach based on age groups [toddler (1-3 years old), preschooler (3-5 years old), school-aged (6-11 years old), and adolescent (12-18 years old)].? Why?
 - i. If yes, what is the criteria for deciding which methods of engagement should target different age groups?

Interests

8. Could you tell a little bit about the agenda of the planning processes of public outdoor play spaces?
 - a. Who established the agenda?
 - i. How is this process decided?
 - b. For whom would you say it was set the agenda?
 - i. What about the priorities? Should be given priority to some stakeholder and why?

Knowledge

9. Did you set a differentiation of needs between age group? (playing, safety, health)
 - a. If yes, how do you do it?
10. Did you have a list and/or summary of the children's needs that need to be addressed?
 - a. How do you classify it?
 - b. Do you have a priority on the list?
 - i. What about play needs?
11. Did you perform an assessment pre or post-project participation? Why yes, why not?
 - a. What kind of assessment?
12. What were the actions taken to promote children's participation?

Communication

13. How did you incorporate ideas of children into practical and feasible solutions
14. How was the communication between the municipality and the other stakeholders, including children
 - a. Did you encounter some opportunities?
 - i. If yes, which ones?
 - ii. Among sectors and or within departments in the municipality?
 - iii. If no, To whom or what would you attribute this?
 - b. Did you encounter some challenges?
 - i. If yes, which ones?
 - ii. Among sectors and or within departments in the municipality?
 - iii. If no, To whom or what would you attribute this?

Will (interest)

15. Did children provide ideas that adults might not think about before?
16. What do you think children gained from the process of participation?
17. What did you gain from the process?

Resources

18. Which aspect do you think facilitated the most the participation of children?
19. Which aspect do you think hindered the most the participation of children?

11.2.3 Parents

ABOUT CHILDREN'S PARTICIPATION

Tensions

1. How would you define 'a child'?
2. Do you know how children participate in urban planning processes of outdoor public spaces for play?
3. What would you expect from children's participating in planning processes?
4. Do you know something about the planning processes of projects of public outdoor spaces for children to play in Trondheim?
 - a. If yes, What do you know?
 - b. If not, why do you think you lack this information
 - c. Do you think it is important to know
5. What are the aspects that you consider a successful model of children's participation should have?

Power

6. What do you think about the power relations in projects of outdoor spaces for children? (hierarchical, horizontal, etc.) Could you exemplify?
 - a. Do you think is any power conflict?
 - i. Why?
 - b. Do you think is any power-sharing?
 - i. Why?

Training

7. If you had the opportunity to decide, what would be the methods to work with or for children?
 - a. Do you think it is important to have different methods for different age groups? Why?
 - i. If yes, what do you think could be the best solution to make an age group criteria for engaging children?

Interests

8. Who do you think established the agenda of projects of outdoor public spaces for children to play?
 - a. For whom would you say the agenda of this outdoor public space's projects is set?
 - i. What could you say about the priorities? Should be given priority to some stakeholder, i.e. children, parents, decision-makers, and why?

Knowledge

9. Do you think children's age groups have different primary needs? (playing, safety, health)
 - a. If yes, why do you say so?
 - b. If not, why do you say it?
10. Which child needs would you think must be addressed by urban planners?
 - a. How do you classify these needs?
 - b. Do you have a priority on the list?
 - i. What about play needs?
11. What actions would you think are necessary to promote children's participation?

Will (interest)

12. Do you think children participation is important?
 - a. Why?
 - b. Do you think they provide ideas that adults might not think about before?
13. What do you think children gained from the process of participation?
14. What did you gain from the process?

Resources

15. Which aspect do you think facilitated the most the participation of children?
16. Which aspect do you think hindered the most the participation of children?
17. What could you say about how the city is being planned in regards to outdoor play spaces for children?

11.2.4 Children (6-11)

ABOUT CHILDREN'S PARTICIPATION

Tensions

1. Draw what is being a kid? Explain to me
2. Would you like to participate with adults to image and build a city where you can play?
 - a. If yes, why?
 - b. Tell me how you would work with them?
 - c. Tell me about a time you have done that?--> to know if they believe they have participated

Knowledge

3. Do you know you can do it?
4. A need is something necessary for the human being to live in good physical and mental condition. Children's need could be play. Playing requires some conditions such as a safe environment, freedom or time.
Do you think children of different ages have different needs?
 - a. Why?
5. Do you like to play or hang out outdoors?
 - a. Why?
 - b. How do you play?
6. Do you feel welcome to play or hang out in the city?
 - a. Why?
7. Tell me about a time when adults took into consideration your opinion for a planning decision for your community
8. Tell me about a time when adults ask your views about your needs for play, and how do you want it?
9. Do they hear what you want?
 - a. Is it easy for them to hear and understand what you want?
 - i. Why?
 - b. Is it difficult for them to hear and understand what you want?
 - i. Why?
10. Is it playing outside in the city important?
 - a. Why?
 - b. What about play needs?

Communication

11. Can you give me an example of how can we work together to build the city as huge place for play?
12. Tell me about how you communicate what you want to play with your friends?
 - a. What do you like about communicating with your friends?
 - b. What do you not like about communicating with your friends?
13. Tell me about how you communicate what you want to play with adults?
 - a. What do you like about communicating with adults?
 - b. What do you not like about communicating with adults?

Will (interest)

14. Do you think your ideas are different from an adult's ideas?
15. Do you think your ideas for building the city are important ? Why?
16. Imagine what you would gain if you participated together with adults to build a city where you can play?
17. Imagine what adults would gain if you participated together to build a city where you could play?

Resources

18. Tell me what would make it easier that you participate in building the city you need for play and want?
19. Tell me what makes it difficult for you to participate in building the city you need and want?
20. If you were the teacher and you had to give a grade about how adults are designing the city . What would be the grade of adults designing and building the city?
Are they doing good or need to improve?
 - a. If something needs to improve, what could adults need to do differently?

11.2.5 Children (12-18)

Tensions

1. How would you define 'a child'?
2. Do you know how children participate in processes of taking decisions about outdoor public spaces for play?
3. What would you expect from children's participating in planning processes?
4. Do you know something about the planning processes of projects of public outdoor spaces for children to play in Trondheim?
 - a. If yes, What do you know?
 - b. If not, why do you think you lack this information
 - c. Do you think it is important to know
5. Do you know you can do it?

Power

6. Do you think children and youth have the same power as adults for taking decisions in matters of outdoor projects to play?
 - a. Why
 - b. Could you exemplify?
 - c. Do you think there is disagreements between youth and children and adults?
 - i. Why?
 - d. Do you think there is agreements between youth and children, and adults?
 - i. Why?
7. Do you like to play or hang out outdoors?
 - a. Why?
 - b. How do you play?
8. Do you feel welcome to play or hang out in the city?
 - a. Why?
9. If you had the opportunity to decide, what would be the methods you would use to promote the participation of children or involving children in planning projects of outdoor spaces?
 - a. Do you think it is important to have different methods for different age groups? Why?

Interests

10. Do you consider children and adults works together to define what the issues for children's projects to play are?
 - a. Think about outdoor spaces. Do you think children's issues are important in the outdoor spaces projects?
 - b. And do you think children's issues are discussed before other things?
 - c. How important are children issues for planning the city?

Knowledge

11. A need is something necessary for the human being to live in good physical and mental condition. Children's need could be safety, health, and so on. Do you think children from age have different primary needs? (playing, safety, health)
 - a. If yes, why do you say so?
 - b. If not, why do you say it?
12. Which child needs would you think must be addressed by adults in charge of planning and building the city?
 - a. How would you classify these needs?
 - b. Do you think some needs are more important than others?
 - i. What about play needs?
 - ii. Playing requires some conditions such as a safe environment, freedom or time.
 - iii. Do you think children of different age have different needs?
 - iv. Why do you say so?
13. Can you give me an example of how can we work together to build the city as a place for play?

Will (interest)

14. Do you think children working together with adults to plan the city is important?
 - a. Why?
 - b. Do you think you have more ideas than adults?
15. What do you think is the main benefit of children working together with adults?
 - a. Benefit for children
 - b. Benefit for adults

Resources

16. Tell me what would make it easier for you to participate together with adults to plan and build the city you need?
17. Tell me what would make it difficult for you to participate together with adults to plan and build the city you need?
18. What other things do you want to tell me about how the city is being planned, especially the outdoor play spaces for children?

11.2.6 City youth parliament

Tensions

1. How would you define 'a child'?
2. Do you know how children participate in urban planning processes of outdoor public spaces for play?
3. What would you expect from children's participating in planning processes?
4. Do you know something about the planning processes of projects of public outdoor spaces for children to play in Trondheim?
 - a. If yes, What do you know?
 - b. If not, why do you think you lack this information?
 - c. Do you think it is important to know

Power

5. Do you think children and youth have the same power as adults for taking decisions in matters of outdoor projects to play?
 - a. Why
 - b. Could you exemplify?
 - c. Do you think there are disagreements between youth and children and adults?
 - i. Why?
 - d. Do you think there are agreements between youth and children, and adults?
 - i. Why?

Training

6. Do you like to play or hang out outdoors?
 - a. Why?
 - b. How do you play or hangout?
7. Do you think children are welcome to play or hang out in the city?
 - a. Why?
8. If you had the opportunity to decide, what would be the methods you would use to promote the participation of children or involving children in planning projects of outdoor spaces?
 - a. Do you think it is important to have different methods for different age groups? Why?

Interests

9. Do you consider children and adults works together to define what the issues for children's projects to play are?
 - a. Think about outdoor spaces. Do you think children's issues are important in the outdoor spaces projects?
 - b. And do you think children's issues are discussed before other things?
 - c. How important are children issues for planning the city?

Knowledge

10. A need is something necessary for the human being to live in good physical and mental condition. Children's need could be safety, health, and so on. Do you think children from age have different primary needs? (playing, safety, health)
 - a. If yes, why do you say so?
 - b. If not, why do you say it?
11. Which child needs would you think must be addressed by adults in charge of planning and building the city?
 - a. How would you classify these needs?
 - b. Do you think some needs are more important than others?
 - i. What about play needs?
 - ii. Playing requires some conditions such as a safe environment, freedom or time.
 - iii. Do you think children of different age have different needs?
 - iv. Why do you say so?
12. Can you give me an example of how can we work together to build the city as a place for play?

Will (interest)

13. Do you think children working together with adults to plan the city is important?
 - a. Why?
 - b. Do you think you have more ideas than adults?
14. What do you think is the main benefit of children working together with adults?
 - a. Benefit for children
 - b. Benefit for adults

Resources

15. Tell me what Amake easier for you to participate together with adults to plan and build the city you need?
16. Tell me what would make difficult for you to participate together with adults to plan and build the city you need?
17. What other things do you want to tell me about how the city is being planned, especially the outdoor play spaces for children?

NVIVO NODES

Name	Codes	References	Modified On	Modified By
		78	116 28/06/2020 14:06	DHDZ
		94	131 28/06/2020 16:13	DHDZ
		98	136 28/06/2020 18:55	DHDZ
		239	394 18/08/2020 23:23	DHDZ
		52	77 30/06/2020 21:36	DHDZ
		73	114 04/07/2020 18:02	DHDZ
		116	203 01/07/2020 22:44	DHDZ
		45	63 02/07/2020 15:56	DHDZ
		76	107 04/08/2020 15:06	DHDZ
		79	100 04/07/2020 15:27	DHDZ

ASPECTS OF CHILDREN PARTICIPATION

Search Project

Name	Files	References	Created On	Created By	Modified On	Modified By
Technical Aspect		8	28 07/07/2020 12:21	DHDZ	07/07/2020 13:23	DHDZ
Socio-cultural Aspect		5	17 07/07/2020 12:24	DHDZ	07/07/2020 13:23	DHDZ
Financial aspect		5	22 07/07/2020 12:24	DHDZ	07/07/2020 13:23	DHDZ
Educational Aspect		2	3 07/07/2020 12:25	DHDZ	08/07/2020 01:24	DHDZ
Institutional Aspect		4	14 07/07/2020 12:25	DHDZ	07/07/2020 13:23	DHDZ
Human aspect		7	17 07/07/2020 14:28	DHDZ	07/07/2020 14:29	DHDZ

DIFFERENT PROCESSES FOR CHILDREN PARTICIPATION

Search Project

Name	Files	Referen	Created On	Created	Modified On	Modified
Participation with elementary schools		6	29 05/07/2020 16	DHDZ	06/07/2020 23	DHDZ
City Youth Council		6	42 07/07/2020 14	DHDZ	24/09/2020 14	DHDZ
Other Projects		6	19 07/07/2020 14	DHDZ	24/09/2020 14	DHDZ
Student Council		5	16 07/07/2020 14	DHDZ	18/08/2020 20	DHDZ
Market Fair is a background project to collect children's opinions and compare them by using		1	2 02/07/2020 16	DHDZ	06/07/2020 23	DHDZ
barn i sentrum		1	3 06/07/2020 01	DHDZ	06/07/2020 23	DHDZ
democracy in practice, project on how to make children participate in a lot of schools		1	2 28/06/2020 22	DHDZ	05/08/2020 21	DHDZ

ELEMENTS OF CHILDREN PARTICIPATION

Search Project

Name	Files	References	Created On	Created By	Modified On	Modified By
TIME		6	14 05/07/2020 20:12	DHDZ	07/07/2020 14:23	DHDZ
Epoca del año impacta donde juegan los niños		4	11 27/06/2020 23:03	DHDZ	06/07/2020 23:23	DHDZ
Motivation		1	8 05/07/2020 18:54	DHDZ	06/07/2020 23:23	DHDZ
COMPLEXITY		2	13 07/07/2020 13:43	DHDZ	07/07/2020 13:43	DHDZ
VALUE FOR ENVIRONMENT		3	6 07/07/2020 13:44	DHDZ	05/08/2020 21:23	DHDZ
SIZE		1	1 07/07/2020 14:23	DHDZ	05/08/2020 21:23	DHDZ
ENGAGEMENT		7	24 07/07/2020 14:24	DHDZ	05/08/2020 21:23	DHDZ
TRUST		2	4 07/07/2020 16:42	DHDZ	13/07/2020 00:41	DHDZ
COMMUNICATION		2	8 07/07/2020 16:51	DHDZ	13/07/2020 00:41	DHDZ
Mismatch between children and adults, how big dreams are		2	3 04/07/2020 12:44	DHDZ	04/08/2020 14:39	DHDZ
Involvement in the ordinary life is important		1	2 01/07/2020 15:40	DHDZ	06/07/2020 23:23	DHDZ

OUTCOMES

Search Project

Name	Files	Referenc	Created On	Created By	Modified On	Modified By
ACHIEVEMENTS		7	10 08/07/2020 01:25	DHDZ	24/09/2020 15:00	DHDZ
Diminish children		3	8 05/07/2020 19:24	DHDZ	06/07/2020 23:23	DHDZ
even if you dont speak you have a say (because you are not participating)		2	3 04/07/2020 13:06	DHDZ	06/07/2020 23:23	DHDZ
Real participation child get active and are valued		1	3 28/06/2020 20:34	DHDZ	06/07/2020 23:23	DHDZ
Bad participation impact on children negatvely, they dont believe next time		2	2 01/07/2020 15:41	DHDZ	06/07/2020 23:23	DHDZ
success everyone is having a good time		2	2 04/07/2020 14:34	DHDZ	06/07/2020 23:23	DHDZ
Importance of working with the administration		1	1 07/07/2020 16:53	DHDZ	06/07/2020 23:23	DHDZ
La voz de los niños es la fase 1 y research by action la fase 2		1	1 28/06/2020 14:57	DHDZ	06/07/2020 23:23	DHDZ

