



CHILD-FRIENDLY URBAN PLANNING

Young Planning Professionals' Workshop Ningbo, People's Republic of China, August 26-30, 2019





ISOCARP YPP 2019 26-30th August, Ningbo, China Children-friendly Urban Planning





ISOCARP INSTITUTE
Centre for Urban Excellence





TEAM 1: CREATING PLACES PEOPLE LOVE A PLACE FOR ALL- THE HAPPY PLACE

PROF. ALI ALRAOUF KHANH NGUYEN, BANG FU, QIUMENG GUO, PEI WANG, XUE WANG

TEAM 2: RIBBONS OF MINGDONG
NI HAO! MY NAME IS XINXIN, LET ME SHOW YOU MY NEIGHBORHOOD

XİNXİN PANG, YİNGYİ HU, JİE HE, WEİ CHEN, CHRİS STEENHUİS, DİVYA CHOPRA

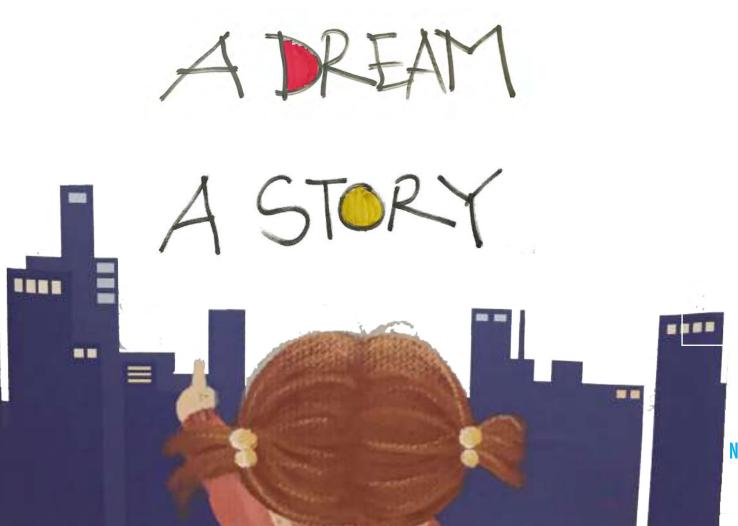
TEAM 3: OK TEAM
We are offering an urban home

Aya Elkhoully, Prasenjit Shukla Wenwen Jiang, Xinkai Wang Xiupeng Zheng

TEAM 4: (A)MAZED
MINGDONG: AN AMAZING PLACE

Team: Iva Shokoska, Viviana Cordero, Yiwen Jin, Chenhong Xia, Kejun Shao; Tutor: Jing Xie

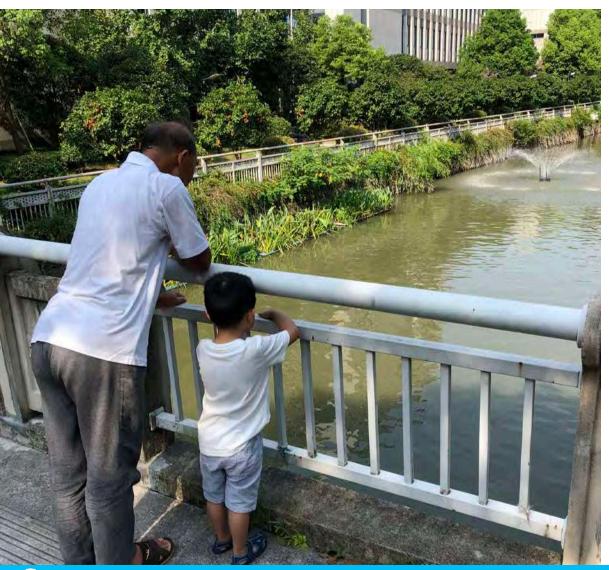




MINGDONG COMMUNITY CHILDREN'S HOME

Nhat Ninh Khanh Nguyen, Bang Fu, Pei Wang, Qiumeng Guo, Xue Wang Tutor: Ali A. Alraouf with volunteers Min Zhou, Ziyi Yan

mingdong community: a place for all







our river: mingdong's heart







PLANNING CONCEPT

Friendly for all Not only friendly for children

Children participation In the whole project cycle

Children's home

Means the whole Mingdong Community



process

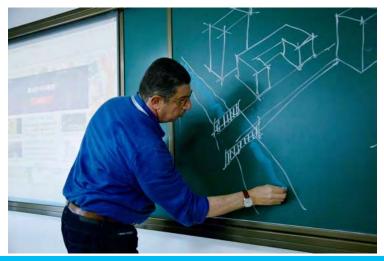








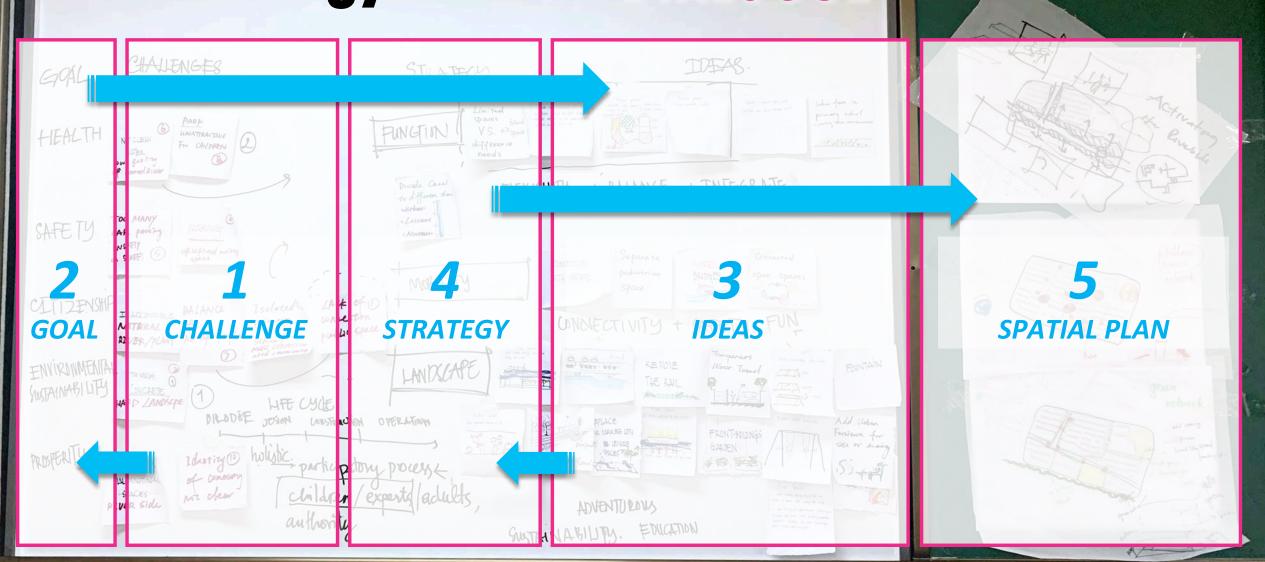




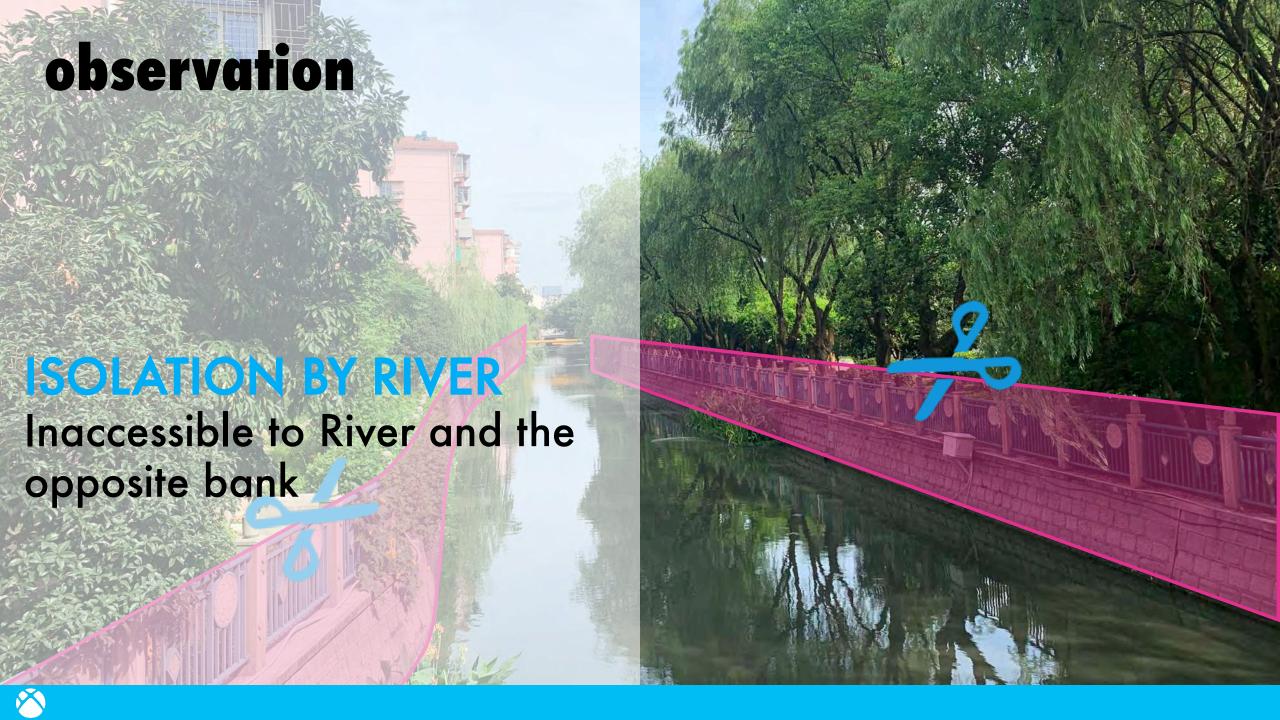


methodology

DIALOGUE











image

OF MINGDONG COMMUNITY

俞宸锟 YU CHENKUN

Through eyes from 6 years old





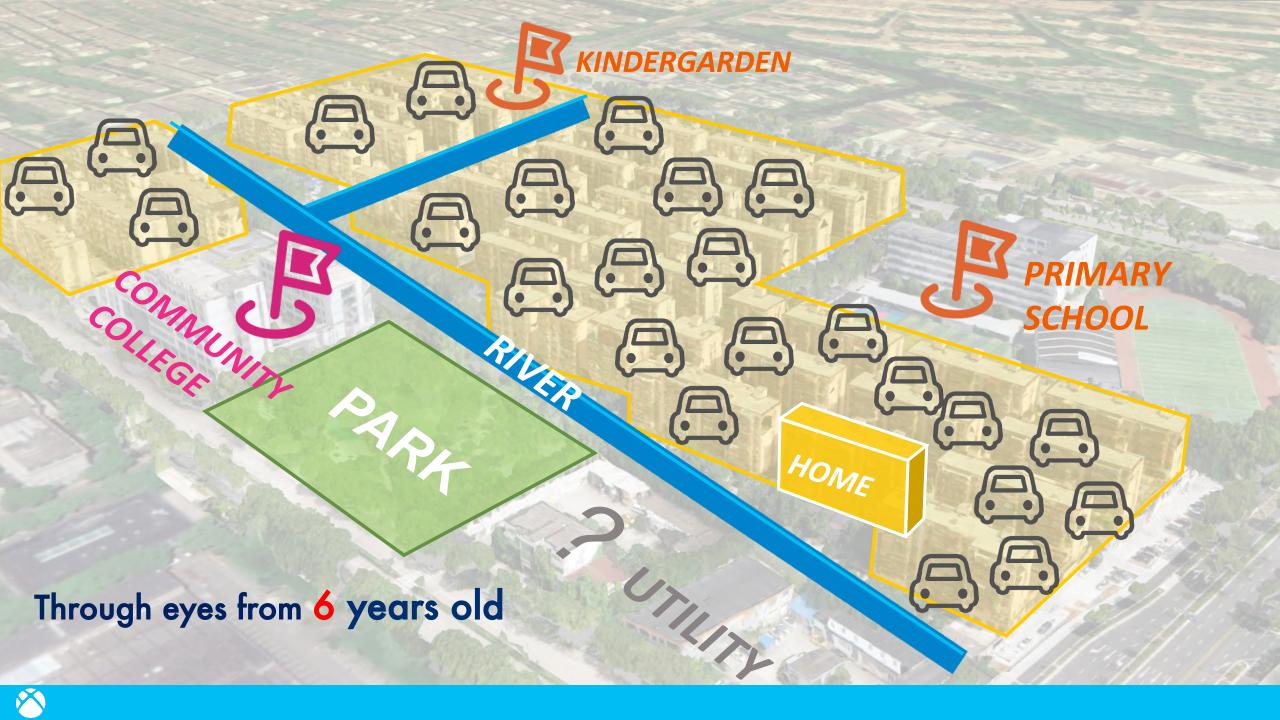
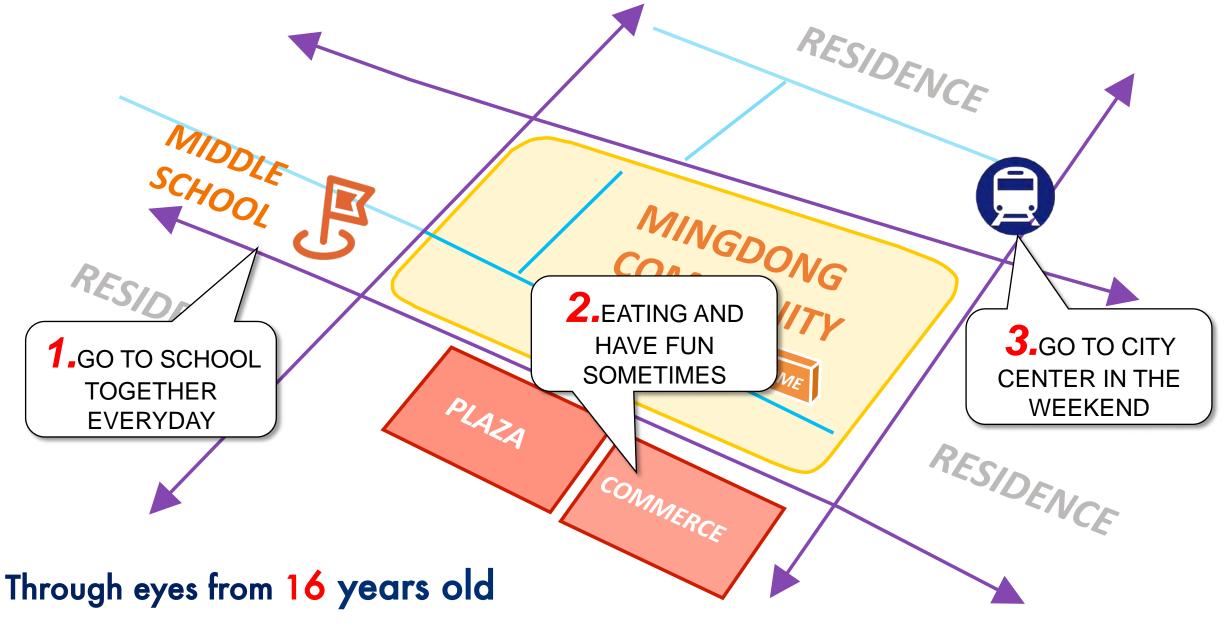


image OF MINGDONG COMMUNITY

钱乐怡 QIAN LEYI 陈家欣 CHEN JIAYI

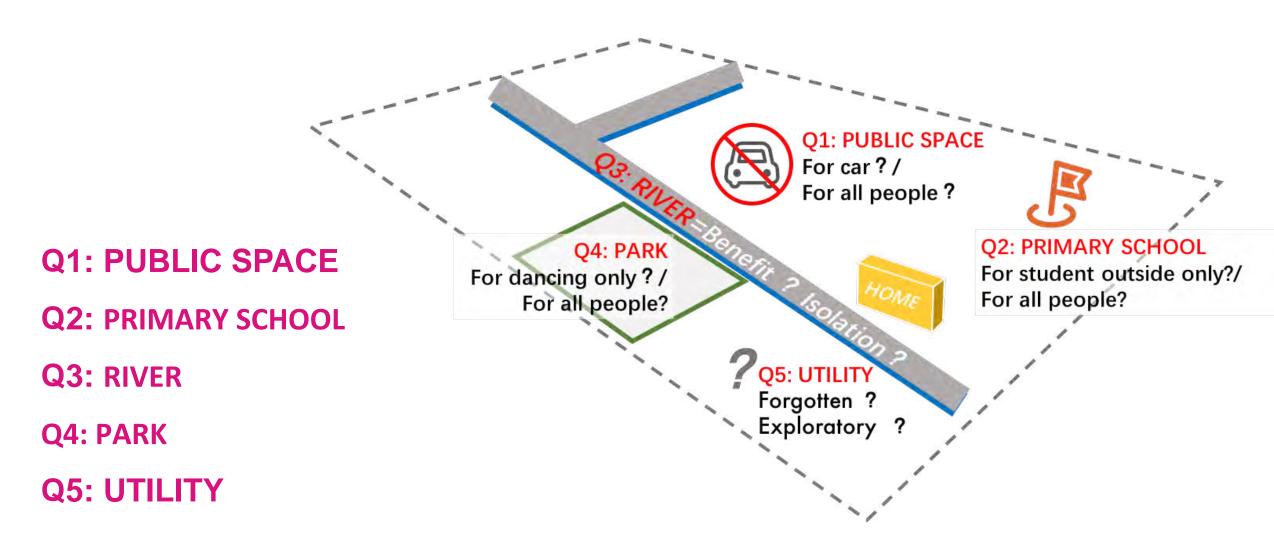
Through eyes from 16 years old







conclusion of survey





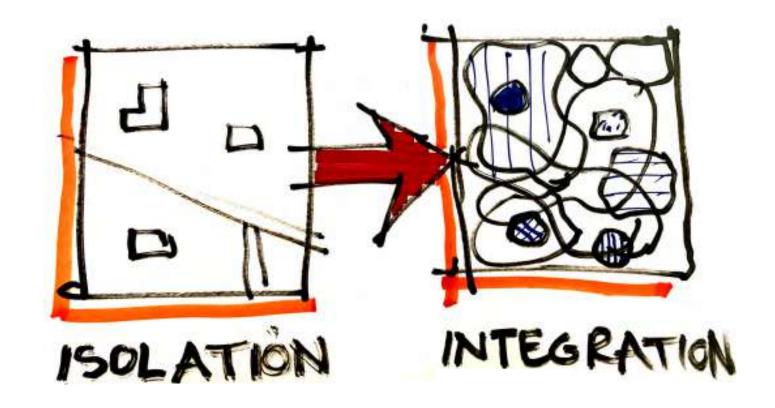
identity





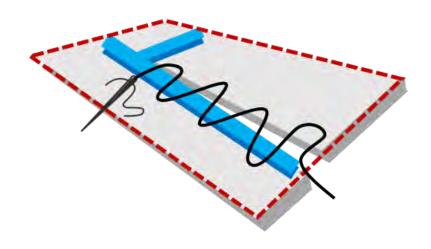


a strategy from isolation to integration





CHALLEGE 1
ISOLATION BY RIVER

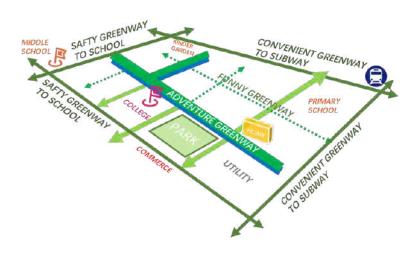


RIVER
AS A MAIN AXIS SEAMING SITE

ACTIVATING THE RIVER

激活河道

CHALLEGE 2
ISOLATION BY CAR

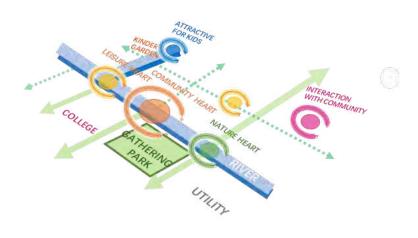


GREENWAY NETWORK CONNECT DESTINATION

FORMING GREEN NETWORK

串联绿道网络

CHALLEGE 3
ISOLATION BY ATTRACTIVE



SHARED SPACES
GATHERING ALL PEOPLE

ACTIVITIES

植入活力



ACTIVATING THE RIVER 激活河道

ENJOY THE RIVER 开放河道

- TRANSFORM THE NEGATIVE SPACES 转变消极空间
- MAKE THE RIVER AN ATTRACTIVE SPACE 增加滨水空间吸引力









ACTIVATING THE RIVER 激活河道

MAKE THE CONNECTION 建立联系

- CREAT RICH PLACES
 创造丰富空间
- MEET THE BASIC NEEDS
 OF RESIDENTS
 满足居民基本需求





ACTIVATING THE RIVER 激活河道

PURIFY THE WATER 净化水体

- CREATE CHANCES TO GET CLOSE TO THE WATER 创造亲水机会
- CONCERN ABOUT ENVIRONMENTAL SUSTAINABILITY 关注环境可持续发展





ACTIVATING THE RIVER 激活河道

INPUT ACTIVITIES 注入活动

MAKE THE RIVER
 MORE ALIVE
 使河道更有活力





FORMING GREEN NETWORK 串联绿道网络

CREATE MULTI-LEVELED GREEN STREETS

形成多级绿色街道

- TURN STREETS TO PLAYGROUNDS 把街道变成游戏场
- MAKE STREETS EASY TO WALK 使街道便于行走





ACTIVITIES 植入活力

EVERY SHARED SPACES ARE FRIENDLY FOR CHILDREN 打造儿童之家

- NOT ONLY ONE POINT 儿童之家不特指某一点
- THE WHOLE COMMUNITY IS CHILDREN HOME 整个社区都是儿童之家
- MEETING THE NEEDS OF ALL AGE GROUPS OF CHILDREN 满足全年龄段儿童需求

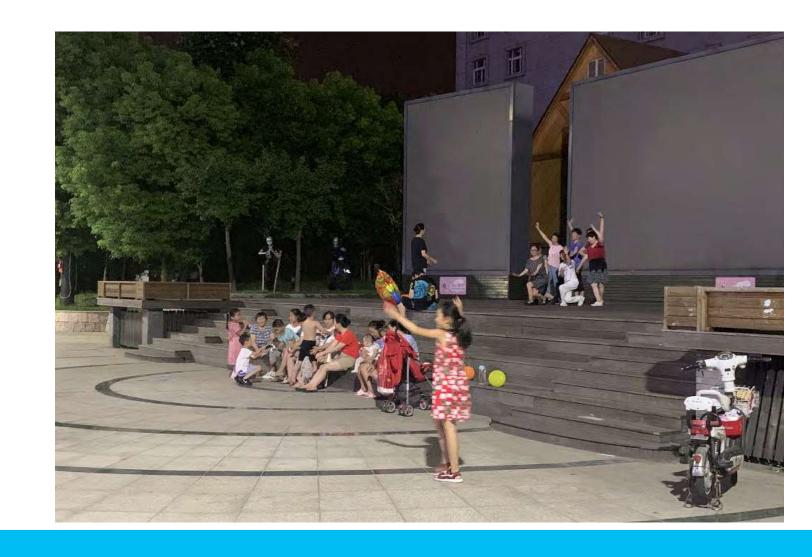




ACTIVITIES 植入活力

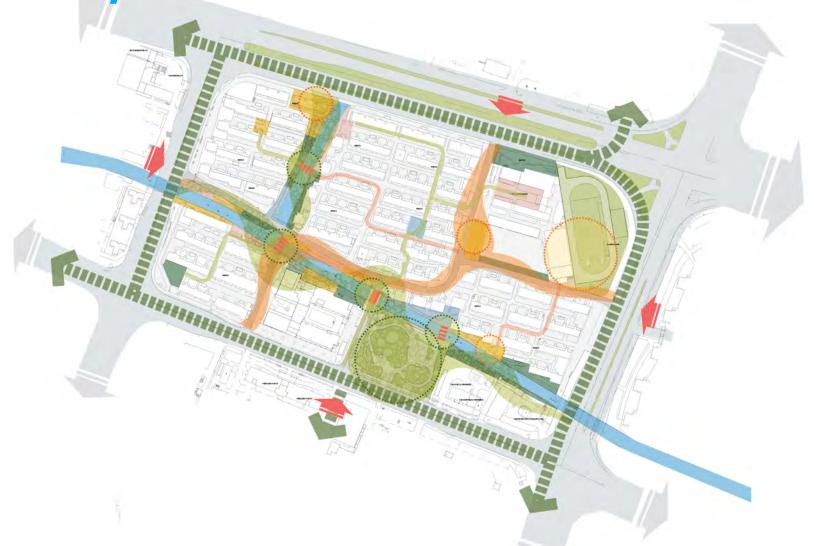
REBUILD THE COMMUNITY FOR ALL 适宜全人群

- FIND A BALANCE
 BETWEEN CHILDREN AND
 ADULTS
 找到平衡点
- FRIENDLY FOR ALL 对所有人群友好





Holistic approach Ming Dong Community is the children's home



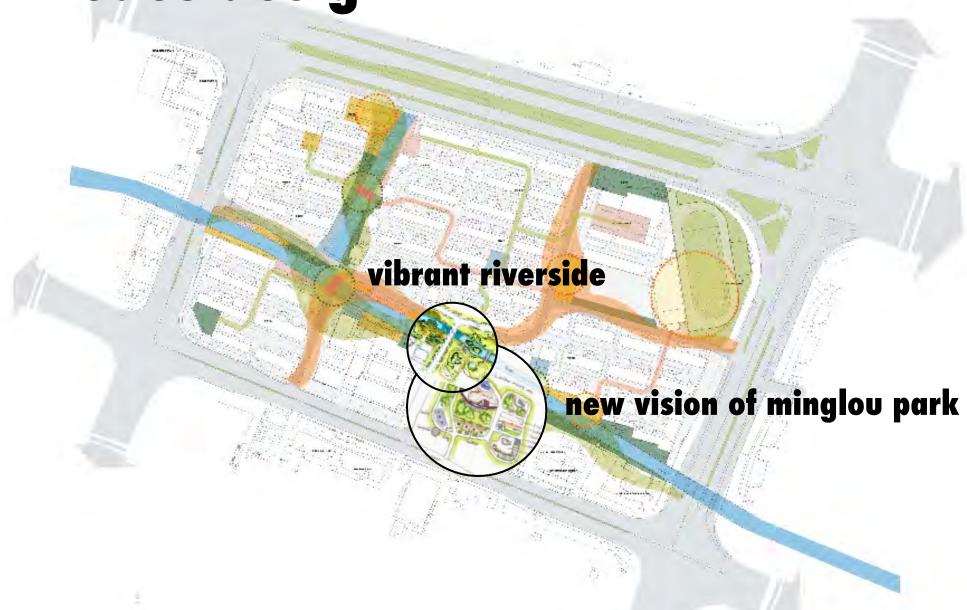


shared spaces

Grow up, explore, learn and develop in within their ordinary community



typical nodes design





new vision of minglou park





DIVISION ACCORDING FOR AGE GROUPS



NATURE EDUCATION



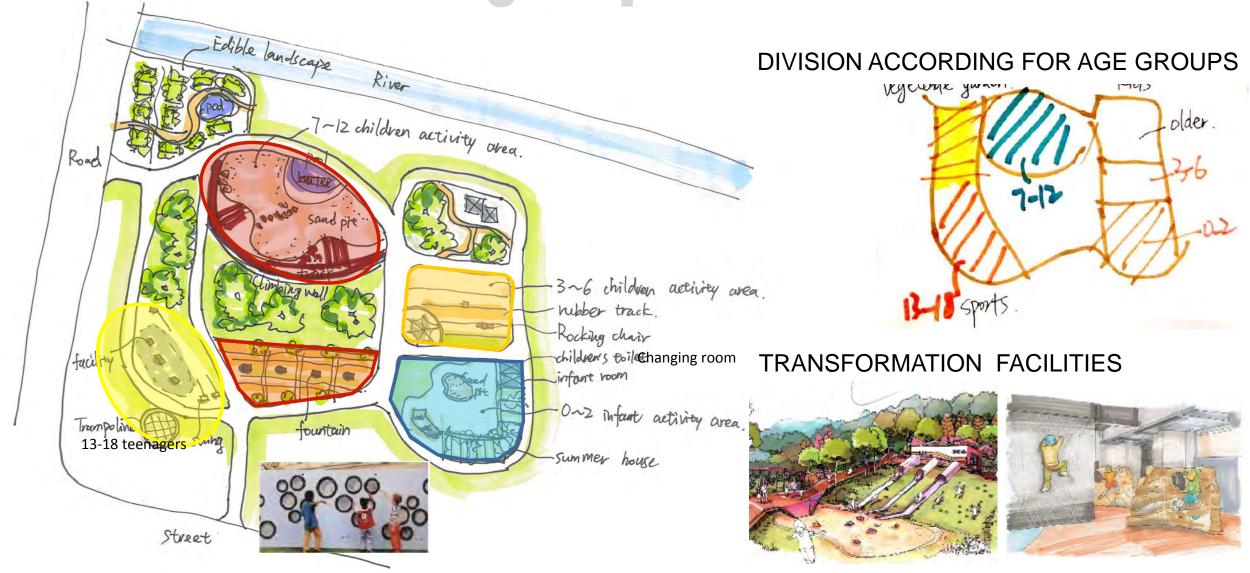
TRANSFORMATION FACILITIES



FLEXIBLE SPACES



new vision of minglou park





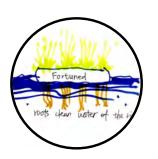
new vision of minglou park





URBAN FARMING/EDIBLE LANDSCAPE





CLEANING WATER



MORE BRIDGES



CHILDREN-FRIENDLY WALKING PATH



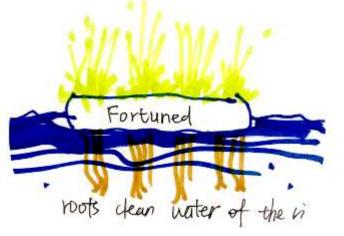
ACCESS TO WATER







TRANSPARENT WATER TUNNEL



FLOATING WETLANDS

LEARNING ACTIVITIES









GRAFFITI WALL

BUILD 'MINI-CITY'



TERRACE: PERFORM

CREATIVE ACTIVITIES













WATER PLATFORM





SOFT LANDSCAPE

PLAYING ACTIVITIES



vibrant riverside





WALKING PATH ALONG RIVER

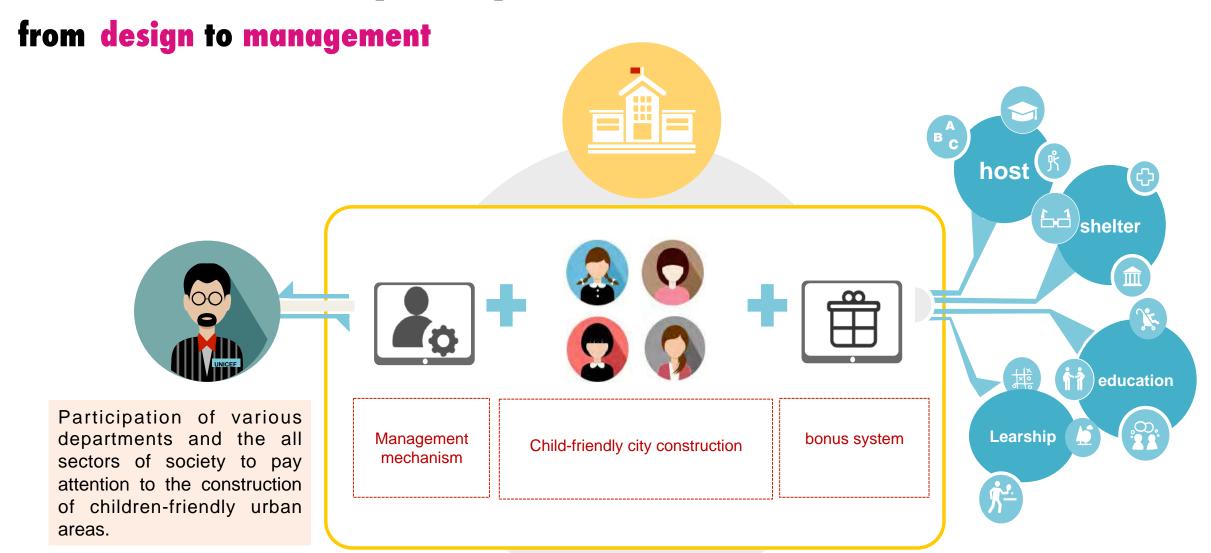


SWING SET

SPORTIVE ACTIVITIES



extended children participation





Remain the grid management children as the assistant volunteer





project cycle

DIALOGUE

DESIGN

CONSTRACTION OPERATION

lead characters of story

colleague of design team assistant of adult

host of community management / maintenance

CHILDREN PARTICIPATE

IN THE WHOLE CYCLE









CHILDREN-FRIENDLY URBAN PLANNING MINGDONG COMMUNITY

儿童友好型城市规划研究——明东社区为例

Team 2

DIVYA CHOPRA, CHRIS STEENHUIS, JIE HE, YINYI HU, XINXIN PANG, WEI CHEN, YI ZHENG



HOW'S YOUR LIFE



CURRENT SITUATION







Do you like this place?









WHAT DO YOU LIKE



Football



DRAW YOUR OWN COMMUNITY



Pick Images You Like





Draw Your Riverband & Park







content

- 1 CURRENT SITUATION 现状概况
- 2 VISION 目标愿景
- 3 DESIGN PROPOSAL 设计方案







CHILDREN'S RIGHTS AND URBAN PLANNING PRINCIPLES

Shaping urbanization for children: a handbook on child-responsive urban planning (UNICEF, May 2018)





















Transportation System 交通系统

unsafe for children to walk.



(7): Too many cars.

汽车太多了



(8): I only go out once a week,

too many cars. 我一周只出去一次,外面车太多了



(11): Too many motorbikes!

电瓶车太多了



(16): Bicycles occupy walking spaces.

自行车占用了步行道

















Public Amenities 公共服务设施

bad condition of existing facilities, lack of amenities for children.







(9): Need more toilets in Minglou park!

希望明楼公园里有更多厕所



I want a football field.

我想要更多足球场



(11): I want a shop to drink bubble tea.

我想要奶茶店



(16): Elderly occupy the park. 公园里都是大人







Public Spaces 公共空间

Very few attractive public spaces for children to play.



[8]: I like slides. I like Cheese Park 我喜欢滑梯,我喜欢芝士公园。



(10): The park is not big enough, add more pictures on ground 公园不够大。我还希望公园的地上多些图画。



(12): More trees around retail store, more chairs near river 希望商店边上有更多树木,河边有更多桌椅



(14): I play with phone, there's no suitable place to hang out Sometimes I go to the shopping mall.

我经常玩手机,外面没有玩的地方。有时候我去商场玩。









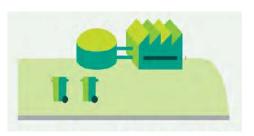




Housing and Land Tenure 住房和土地权属

Home is small, not enough place to play

我们家太小了,没有玩的地方



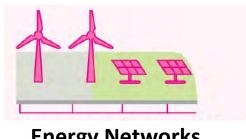
Waste Cycle Systems 废弃物循环系统

Trash bins are stinky and dirty. 小区里的垃圾桶很脏很臭



Water and Sanitation Systems 供水和卫生系统

The neighborhood is smelly 小区很臭



Energy Networks 能源系统

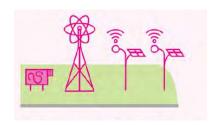
I like windmills that can generate power. 我想要风车发电



Food Systems 粮食系统

I like vegetable market 我喜欢菜场

I like gardens with vegetables 我想要一个花园, 可以种蔬菜



Data and ICT Networks 数据和信息通讯技术 网络

I like playing electronic games. 我喜欢玩电子游戏

I hope to have an intelligent home

我想要我们家是可以智能操控的

Strengths

Amount of amenities inside and outside neighborhood

Two rivers for people to get close to nature.

Convenient public transportation

Opportunities

Active and diverse community.



Political interest in child-friendly cities

Many residents from outside come

Weaknesses

Public facilities and public spaces not attractive

- Lack of playgrounds
- Automobiles occupying space
- Bad environment quality, stinky trash, smelly river

Threats

Lack of available space



Lack of money to do large-scale reconstruction.

Children have busy agendas.











...to Neighborhood FOR Children

... 改造成为儿童设计的社区



MISSION

设计任务

Co-designing accesible, safe and creative community spaces for children in Mingdong district using a socio-spatial approach.

用"社会与空间"结合的方式,为明东社区的孩子们共同设计可达的、安全的、有创造性的社区空间。





BENEFITS OF PLAY 游戏的好处





COGNITIVE DEVELOPMENT



PSYCHOLOGAL DEVELOPMENT



PHYSICAL SKILLS



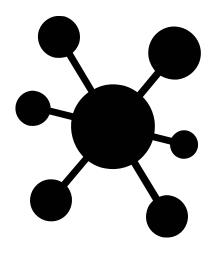
DESIGN PRINCIPLES 设计原则



BUILD



WALKING & PLAYING SPACES FOR CHILDREN



MAKE



SPATIAL NETWORK & DIVERSE COMMUNITY



DESIGN



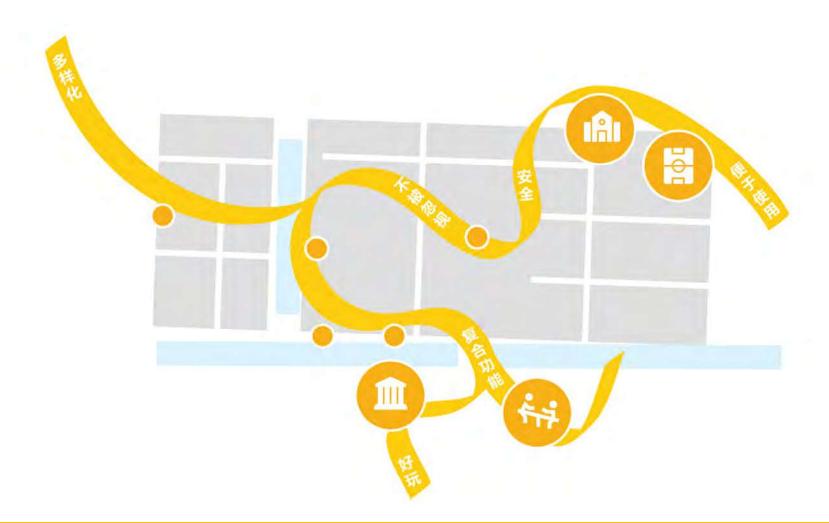
PLACES FOR CHILDREN TO
GET CLOSE TO NATURE AND
TECHNOLOGY







RIBBON CONCEPT 设计理念



ROUTE REQUIREMENTS

UNINTERUPTED

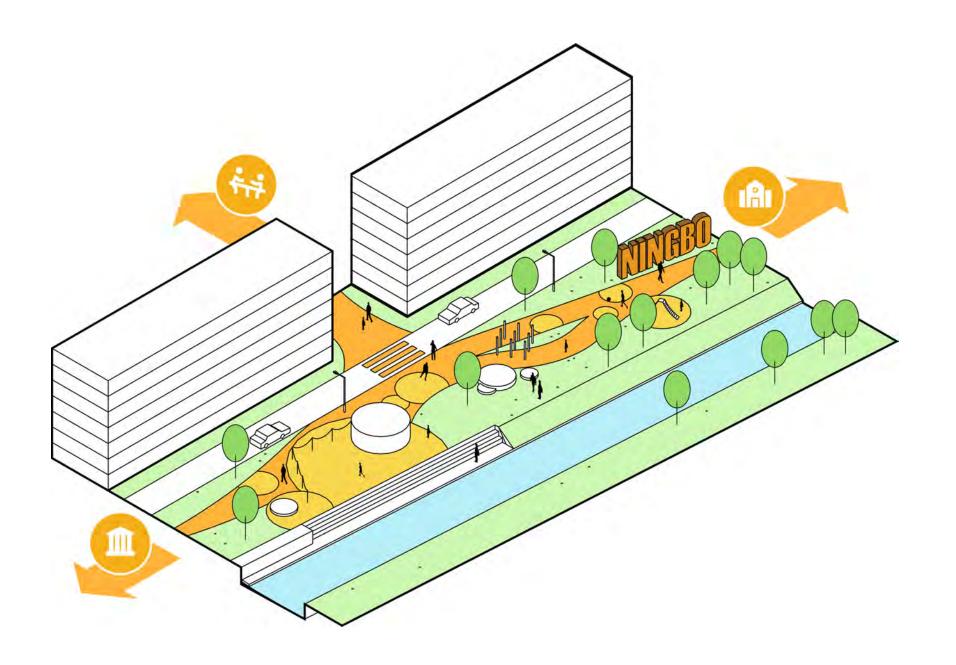
PLAY ALONG ROUTE

RECOGNIZABLE













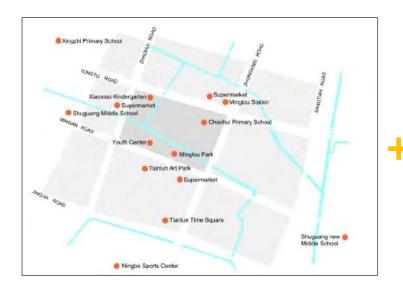


DISTRICT NETWORK 区域网络

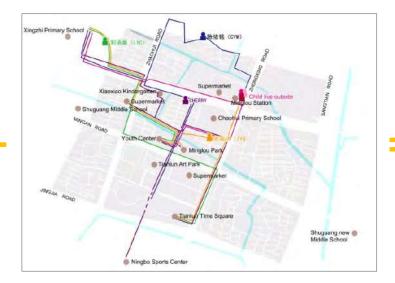
Connecting neighborhoods



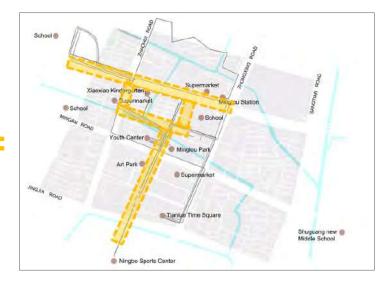




Identify places children usually go



Children draw routes they usually walk to these places



Identify routes that are mostly used by children



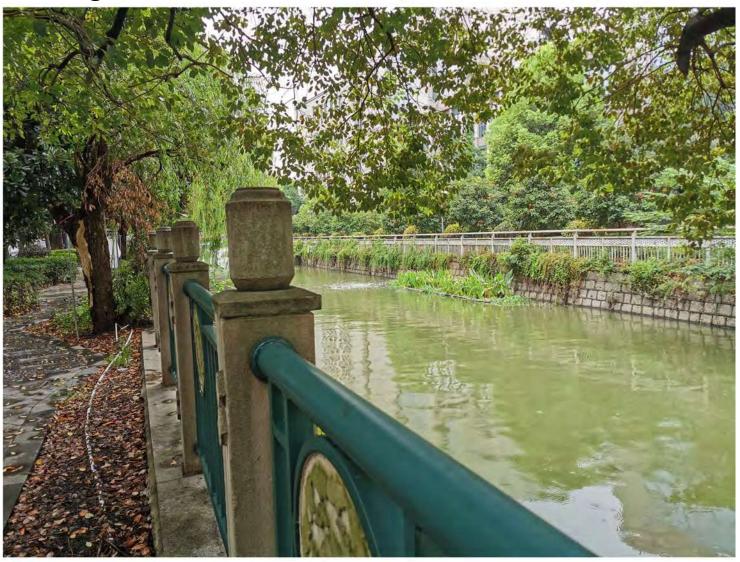








Existing Site Photo 现状照片















From Children's Idea 来自孩子们的创意







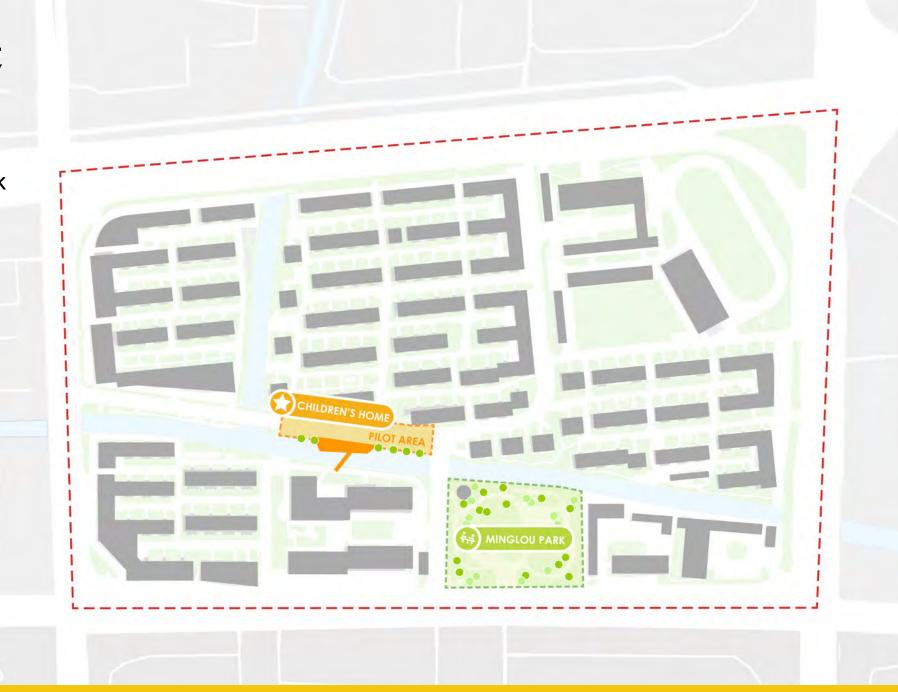




PHASING 分期建设

Pilot Phase 启动期

- ☐ Pilot Area
- ☐ Upgrade Minglou Park

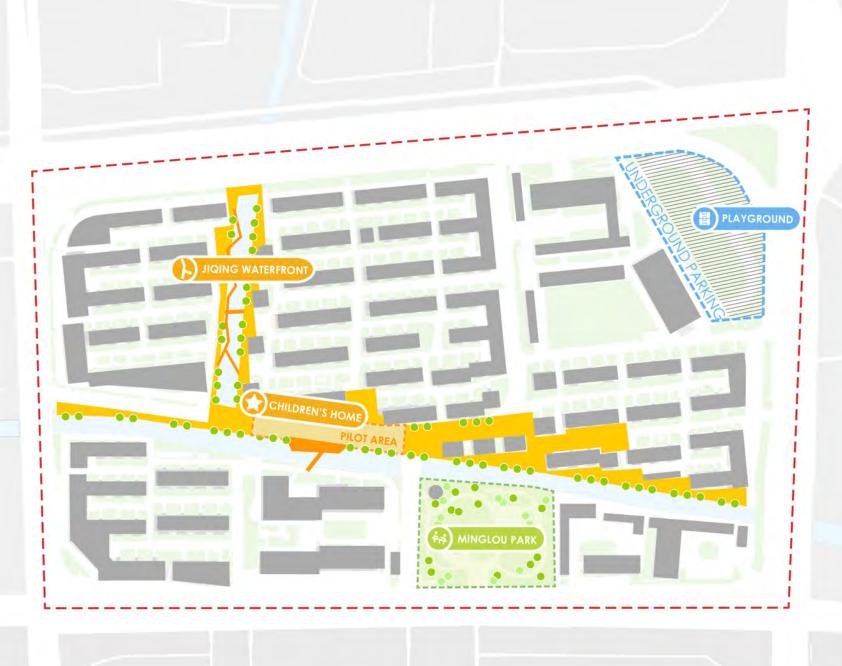




PHASING 分期建设

Expansion Phase 推广期

- ☐ Underground Parking
- ☐ Jiqing Waterfront
- Expand Pedestrian Area









PARTICIPATORY FRAMEWORK 公众参与计划

启动期 **PILOT PHASE CHILDRENS HOME COMMUNITY ART TEMPORARY STREET** CLOSURE **MICRO** 血血血

推广期
EXPANSION

STREET CARETAKERS

CO-CREATIVE BUILDING

MESO

NODE DEVELOPMENT **UPGRADE AROUND** RIBBON MACRO

成熟期

SPREAD WINGS





SCALE

STAKEHOLDERS







THANK YOU! 谢谢!!





We Are Offering an 妈妈, 你看勺子星在那里! UFOan TO 手脚并用,挑战不一样的高度看世界。 我要做个最长最长的项链 社区是大家让孩子在小区撒野 走, 我们去探险 那个奇怪的东西是什么? 春天来了,我们来比赛吧。 我是最厉害的厨师。 那颗最大的菜是我种的 别动,该我了该我了! 蚕宝宝什么时候能吐丝? Team 3

Shuying FAN, Aya ELKHOULY, Prasenjit SHUKLA, Wenwen JIANG, Xinkai WANG, Xiupeng ZHANG

CONTENTS



01

02

03

04

Introduction

- Strengths
- Problems

Vision & Goals

Objectives

- Construction
- Circulation
- Decoration

Supports

- Mingdong child Friendly community Model
 - Eco- Friendly Implementation





Team Working 团队工作











Children Hosting 儿童主导

























Strengths 优势



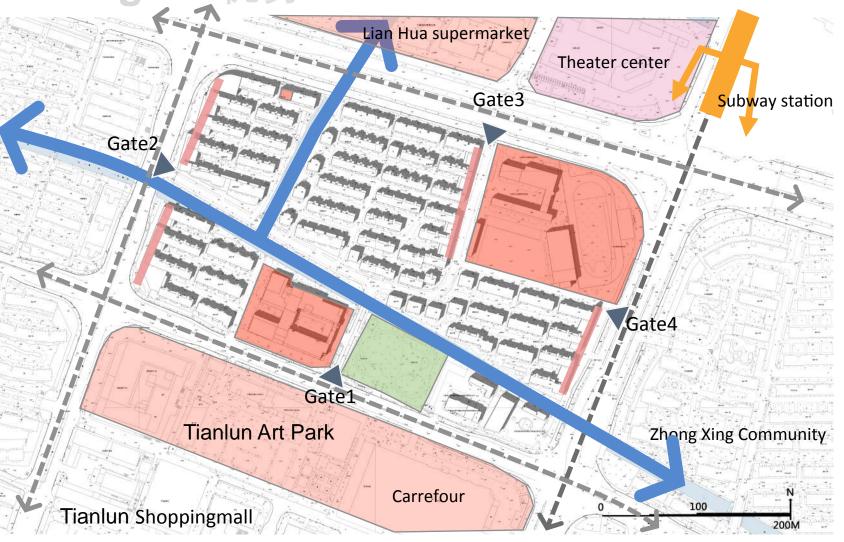








Strengths 优势

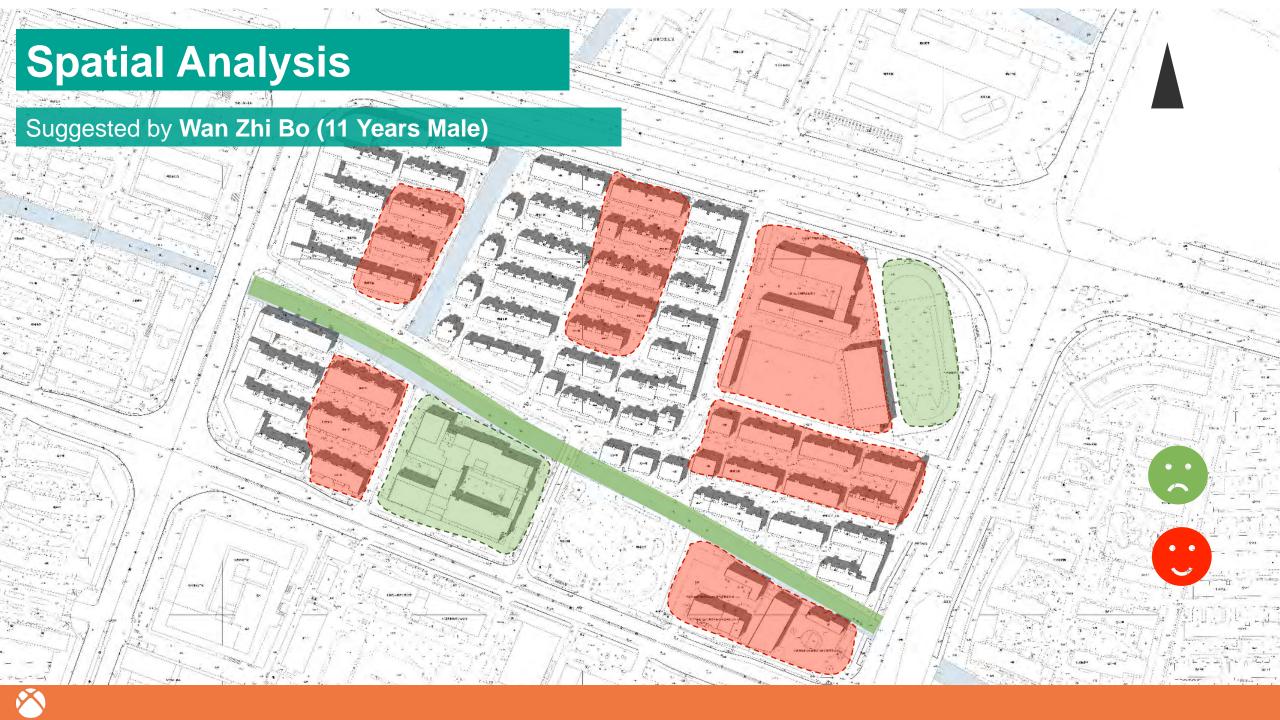


老年活动中心+青少年宫+公园+小学+商店+医院 Senior center+ Youth center + Garden + Primary School +Shopping Mall +Hospital









Problems 问题





Problems 问题





Problems 问题





Spatial Opportunity

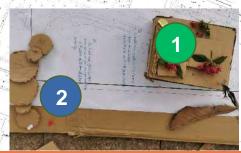
Suggested by Xingkai Dong (15 y Male) and Jinghao Wang (15 y Male)













Do It Yourself factory: A place to do experiments, activities and interact with the community



Glass Bridge: Bridge to connect between the communities.



Slide:

Indication to promote the play area by introducing slide and other amenities























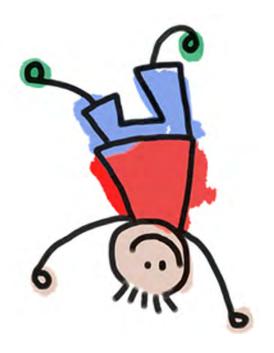










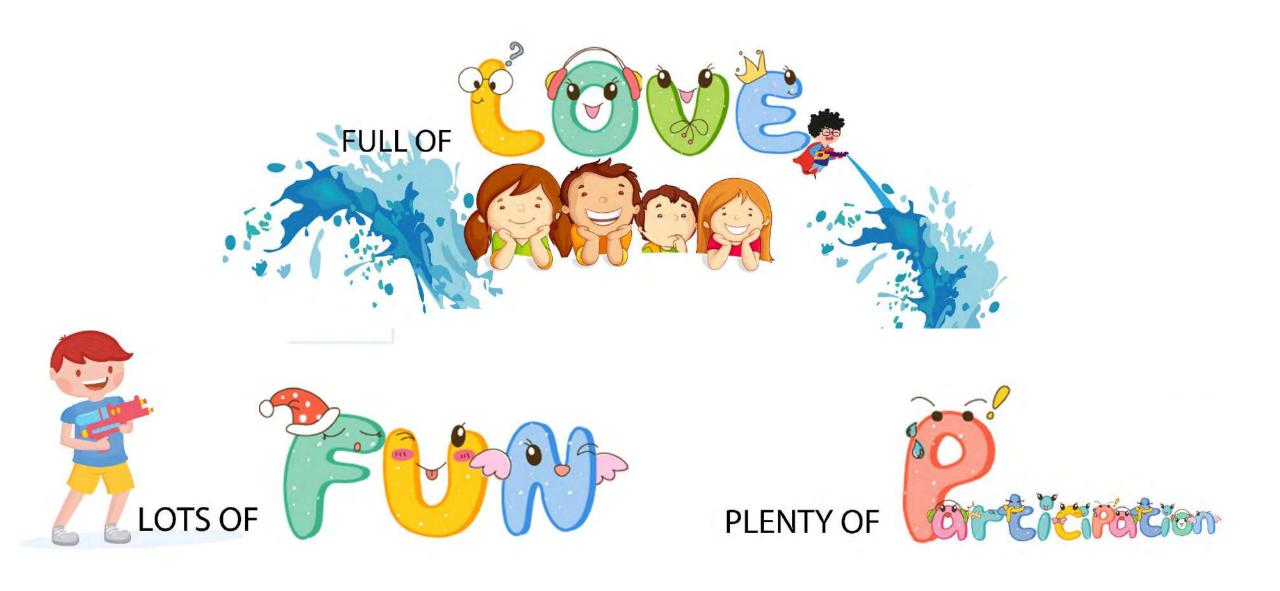


VISION & GOALS

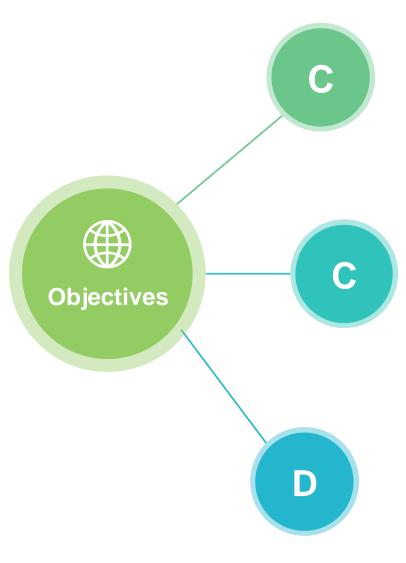












CONSTRUCTION

• Open Space making:

Living room: DIY Factory, Tree House

Study Room: Wall Paintings

Reception: Stage

Kitchen & Balcony: Urban farm, Swing, Spray

Backyard: Garden

CIRCULATION

- To reduce car Parking: Underground car parking in the playground
- Continuous & Attractive Linkage: Glass Bridge

DECORATION

- Making Places visually attractive: Wall
 Paintings
- Ornamenting Kids facilities: Tree House, Swing,
 Decorated paths
- Promotion of kids participation: Community
 House and DIY factory





Objective 1: Construction 构建 Build Safety and Convenient Open Space 安全舒适的开敞空间

Reception 玄关:

展示舞台 (Stage)

Living Room客厅:

沿河滨水空间 (open space along the river)、树屋 (tree House)、儿童工坊 (DIY Factory)

Kitchen and Balcony 厨房和阳台:

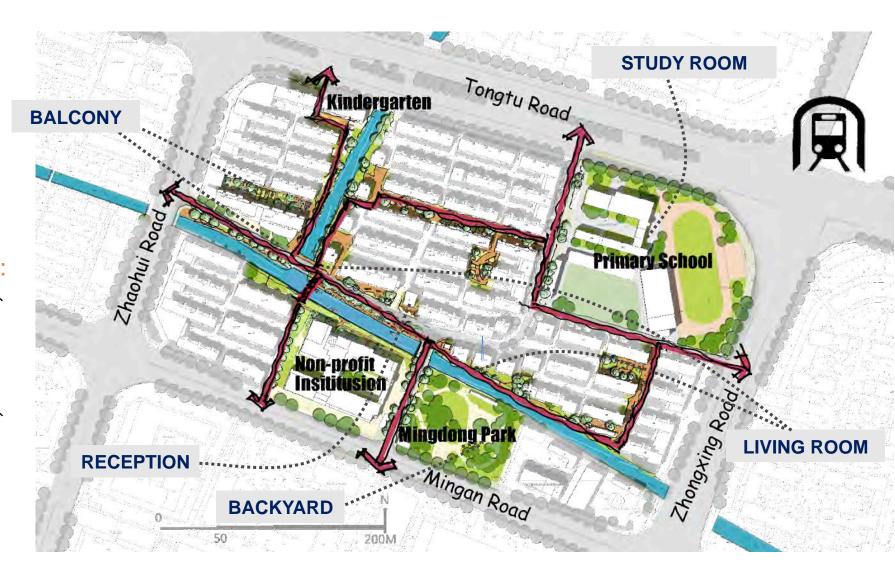
社区农场 (Urban Farm)、秋千 (Swing)、 蹦床 (Trampoline)

Back Yard 后院:

公园 (garden)、蹦床 (Bunge Jumping)、 喷雾 (Spray Fountain)

Study Room书房:

Primary School





Objective 1: Construction 构建 Build Safety and Convenient Open Kitchen and Balcony 厨房: 社区农场 (Urban Farm)、秋千 (Swing)、蹦床 (Trampoline)

Objective 1: Construction 构建 Build Safety and Convenient Open Space 安全舒适的开敞空间

Kitchen and Balcony 厨房: 社区农场 (Urban Farm)、秋千 (Swing)、蹦床 (Trampoline)

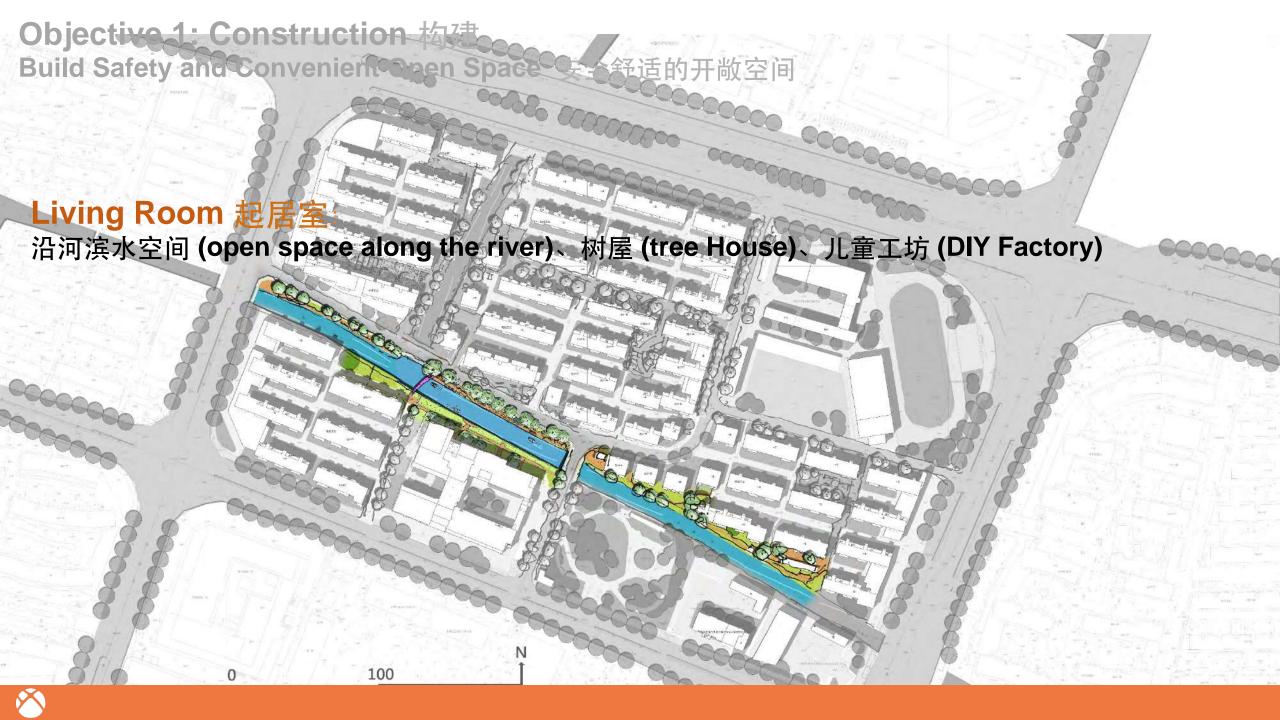


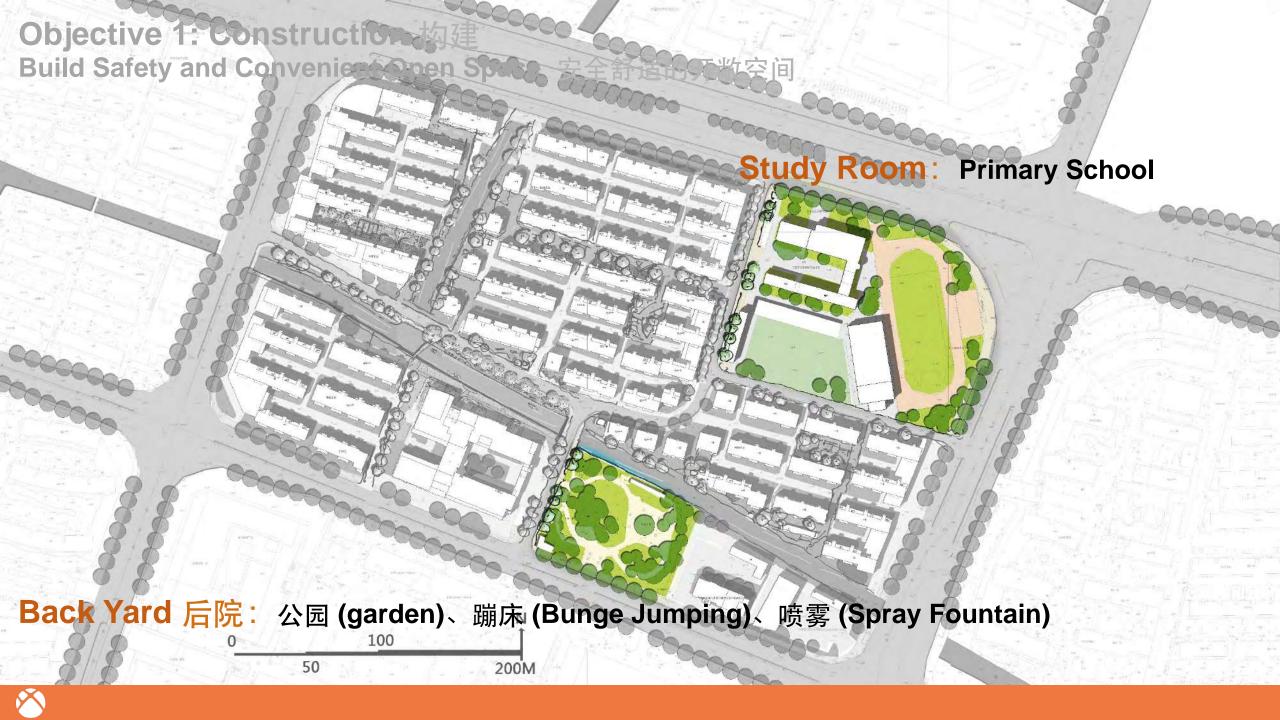












Objective 1: Construction 构建 Build Safety and Convenient Open Space 安全舒适的开敞空间

Back Yard 后院: 公园 (garden)、蹦床 (Bunge Jumping)、喷雾 (Spray Fountain)

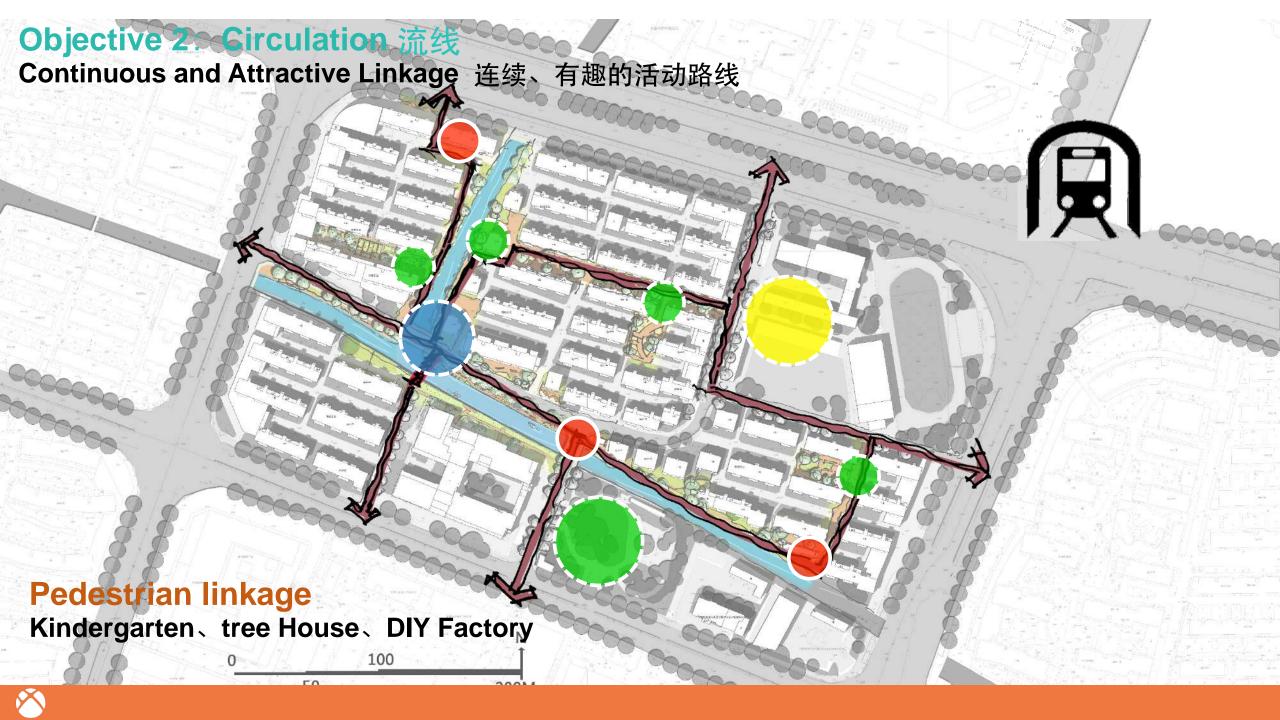


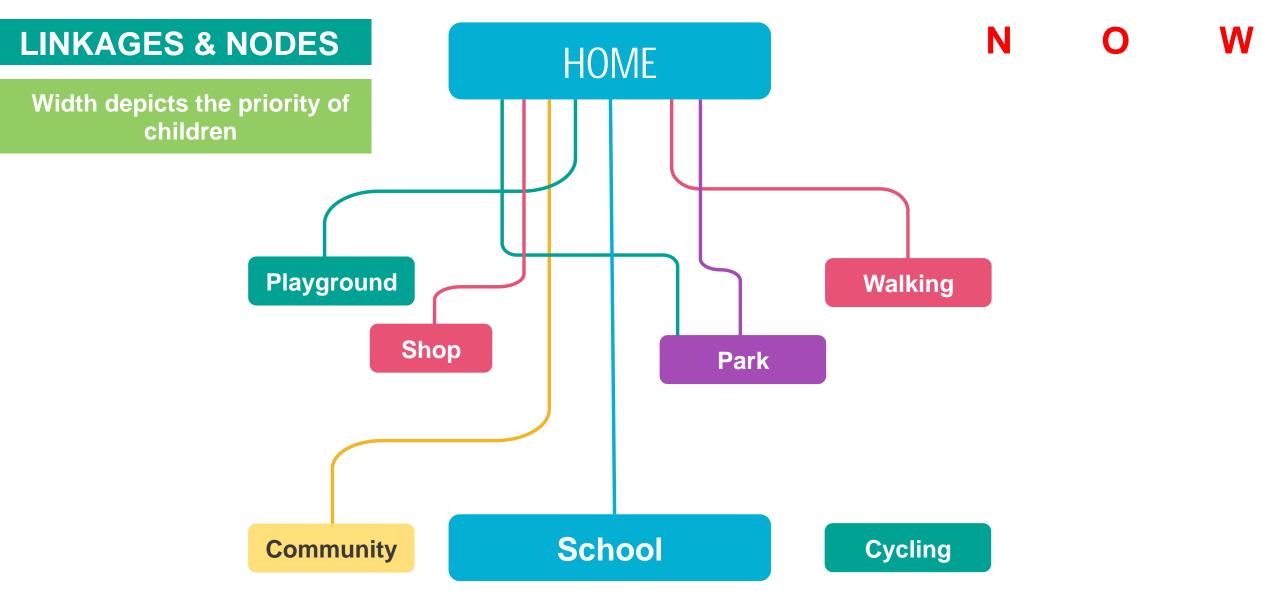




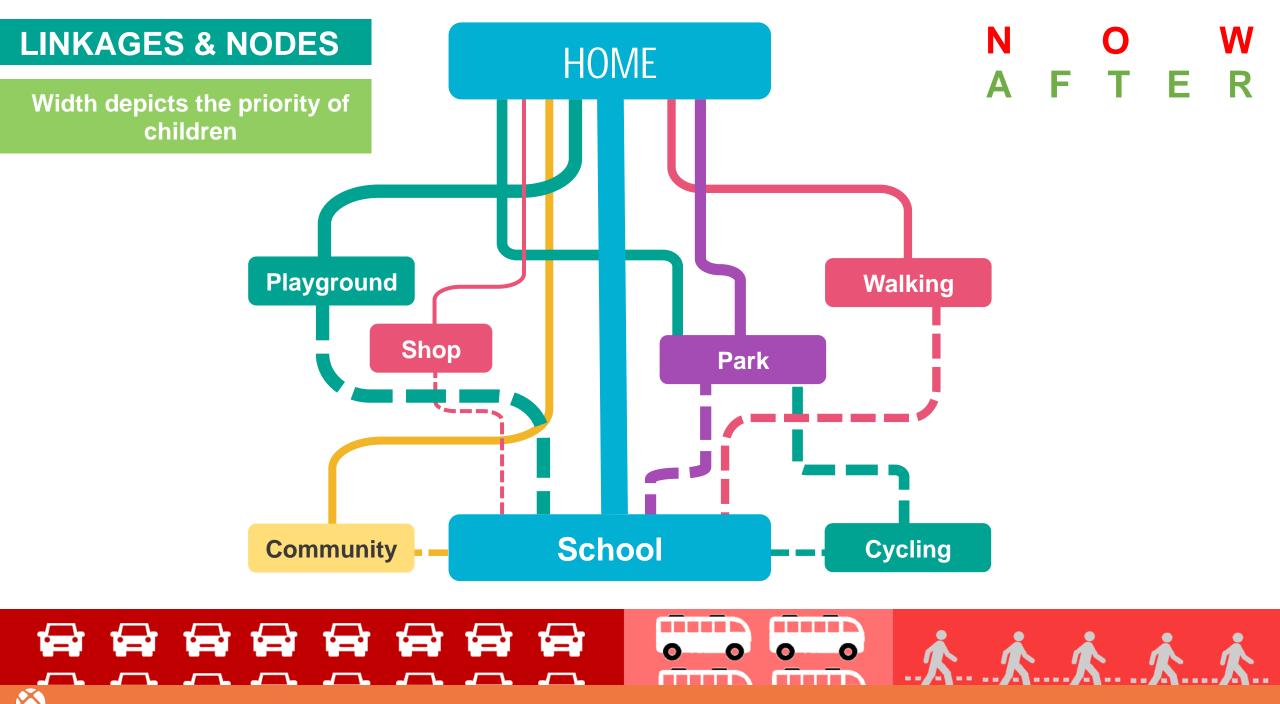












Pedestrian linkage

Kindergarten tree House DIY Factory



















Making places visually attractive

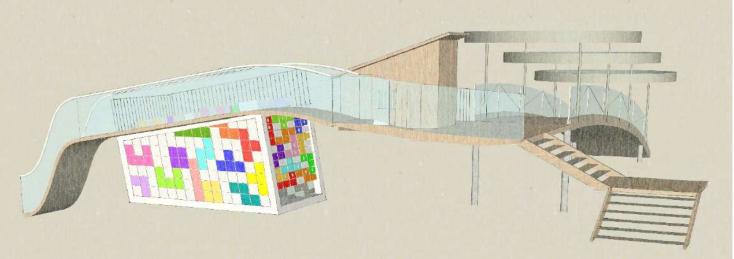


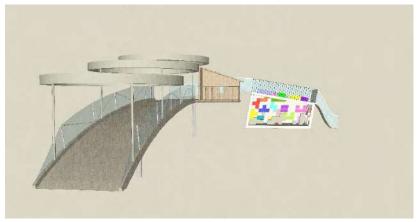




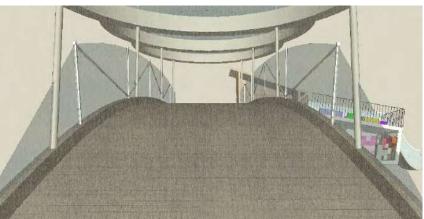
Making places visually attractive









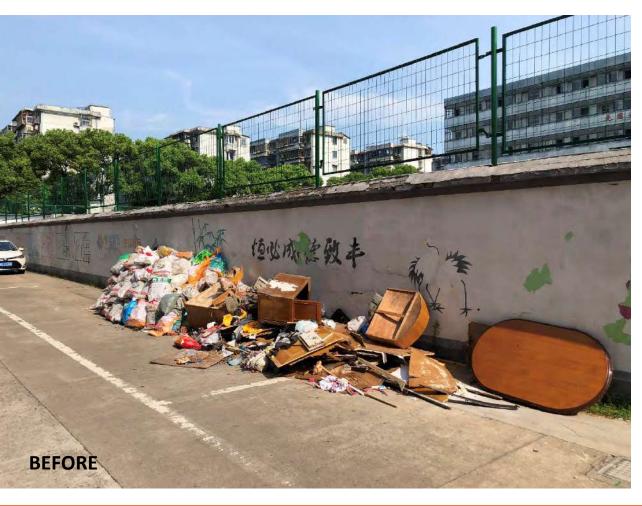




Objective 3: Decoration 美化

Children Enjoy to Improve Environment 共建美好家园

Making Places visually attractive







Ornamenting kids facilities







Ornamenting kids facilities





Ornamenting kids facilities











Promotion of kids participation

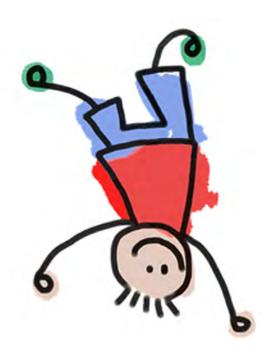












SUPPORT





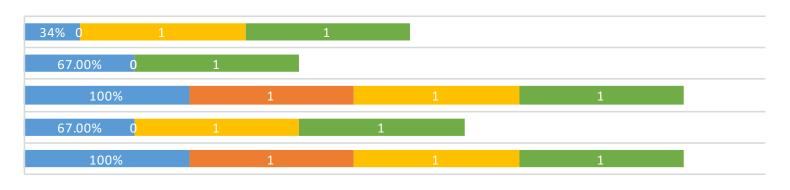
Support 支持措施 Process

1.Child
Friendly
Community
Investigation

PARTICIPATION LEVEL ASSESSMENT

- participation level Childhood stage % of children Participation
- participation level Early 0 to 6 40%
- participation level Middle 7 to 12 80%

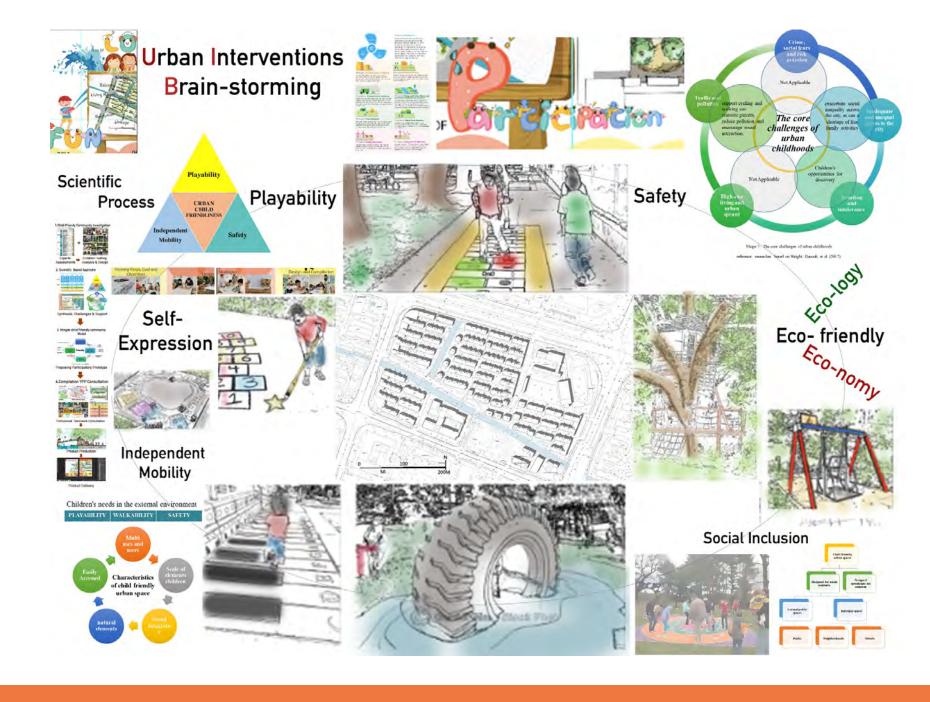
5. IMPELEMENTATION
4. EVALUATION
3. DESIGN
2. ANALYSIS
1.INVESTIGATION





Support 支持措施 Process

2.Scientific
Based
Approach



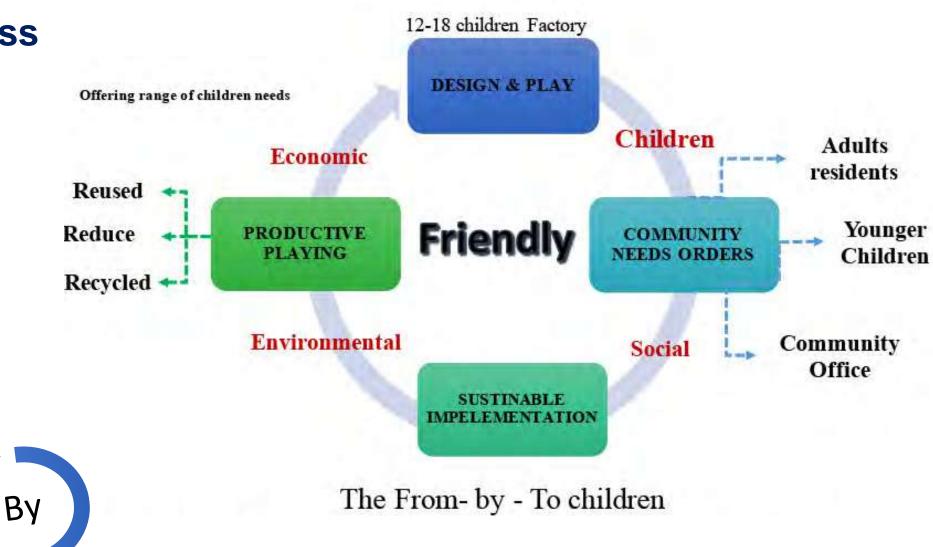


Support

支持措施 Process

3. Proposing Participatory Prototype

From



Mingdong Child-Friendly Community Model

Support 支持措施

Eco- Friendly Implementation



Economically Feasible.

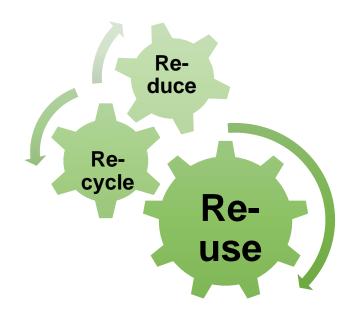


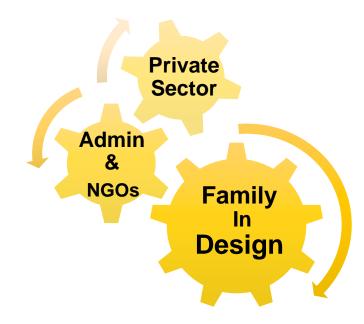
Environmentally Friendly.



Echo Family Branded.







Design Process





Shuying FAN

Aya ELKHOULY

Aya

Prasenjit SHUKLA
Puru

Wenwen JIANG
Mia

Xinkai WANG Key

Xiupeng ZHANG Sniper



MINGDONG: AN AMAZING PLACE

Team 4: AMAZED

Iva Shokoska, Viviana Cordero, Yiwen Jin, Chenhong Xia, Kejun Shao; Tutor: Jing Xie





theoretical foundation

our children

process

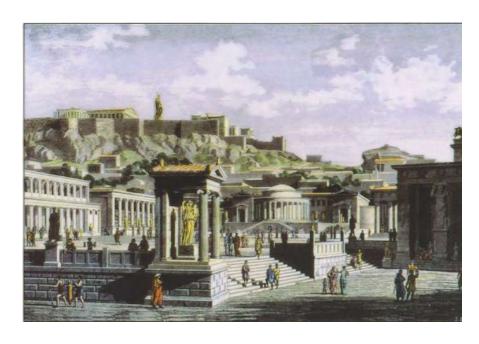
understand

define

develop

deliver





ANCIENT EUROPE

In Greece parents were entitled, by law, to abandon newborn babies to die of exposure. Until the 4th century neither law nor public opinion found infanticide wrong in Greece or Rome.



ANCIENT CHINA

A Qin-dynasty legal text (c. 217 BCE), written on bamboo strips, was excavated in China in 1975. According to Qin law, men guilty of killing children born to them were punished by becoming wall builders; the equivalent punishment for women was servitude as grain pounders.



THE UNPRECEDENTED INTEREST IN THE CHILD WHO ASSUMED UNIQUE IMPORTANCE IN THE HAN PERIOD

(206 BCE-220 CE)



The growing influence of Han Confucianism, which stressed early education and argued for the establishment of a large-scale public school system. The Han court advised women about various methods of child-rearing and instruction for young children, and the sooner the better, because they saw early childhood training as crucial to the development of an accomplished adult.

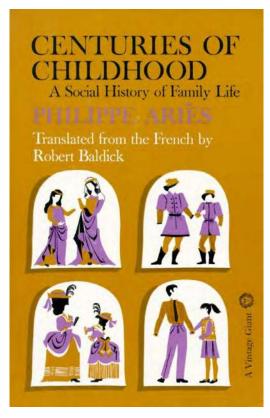


"IN MEDIEVAL SOCIETY THE IDEA OF CHILDHOOD DID NOT EXIST"

MEDIEVAL ARTISTS DEPICT
CHILDREN AS ADULTS
"REDUCED TO A SMALL
SCALE..., WITHOUT ANY
OTHER DIFFERENCE IN
EXPRESSION OR FEATURES"

European Children (1200 - 1500)

- -Children were seen as "mini adults" as they dressed and acted like adults
- -They did not have school, instead they learned the family trade and worked in kitchens/stables
- -Children were viewed as "easily replaceable" since they died so often
- -Children were beaten for doing wrong



Philippe Aries

Centuries of Childhood: A Social History of Family Life (1960)







Su Hanchen 苏汉臣(1094—1172), a court painter



Flapping Door



The Italian Renaissance

Brunelleschi's Foundling Hospital in Florence (1419-1424)

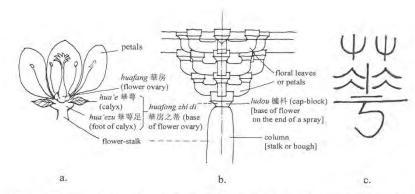


FIGURE 4.21. Sketch of bracketing likened to flowers: (a) botanical structure of a flower; (b) front view of a bracket set; (c) classical form of the Chinese character hua (author sketch)

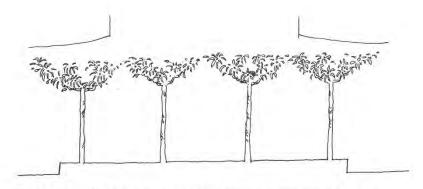
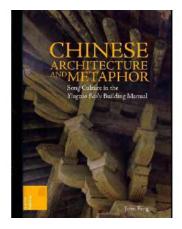


FIGURE 4.22. Sketch of bracket sets on columns likened to rows of flowering trees (author sketch)



Source: Jiren Feng, *Chinese Architecture and Metaphor* (2012), p. 150

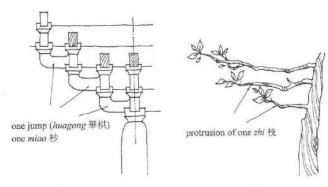


FIGURE 4.12. Protruding arms likened to branches (author sketch)

John Locke (1632-1704), a British philosopher, writing at the end of the 17th century. He viewed the child's experience and education as the fundamental determinants of his development.

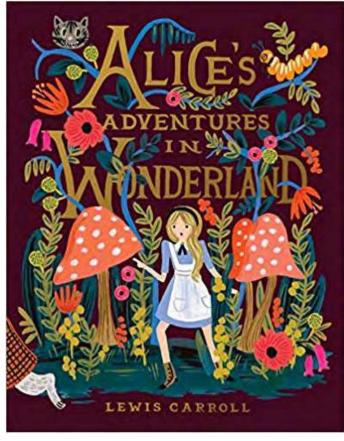
Jean-Jacques Rousseau (1712-1778), a philosopher, first wrote about 'nurturing' children as opposed to the 'repressive' perspective taken at the time.

European Children (1800 – 1900)

- -Living classes distinguished lifestyles of family's and children
- -Rich children got to attend school
- -Poor children did not attend school with rich children (instead, they were provided education by churches)
- -Children are now of value depending on their size
- -Lots of child labor occurred

1900 - Present

- -Children now spend more time playing then doing chores
- -Children are now expected to attend school until they are 18
- -There is NO child labor
- -Children spend more time with peers of the same age then adults
- -There is now a much better Health Care System (meaning less Diseases and Epidemics!)
- -Children are NOT isolated from adult society (exposed to "adult life" on T.V. and in media)
- -Stress level in children is very high
- -The social challenges of kids today are relatively the same



Alice's Adventures in Wonderland (1865)







Cultural difference
Continuity
Changing

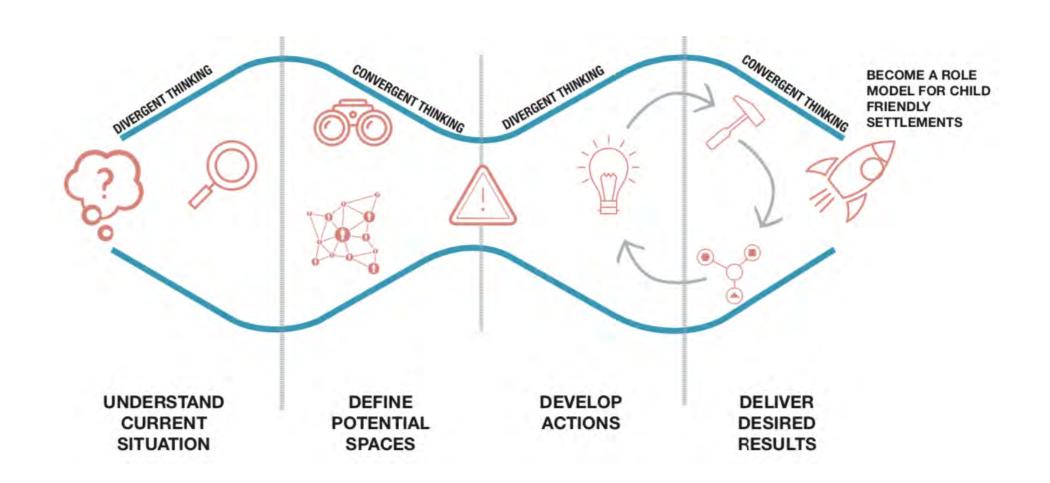


our children





process





















defining

FROM A MAZE TO AMAZED

maze | meɪz | noun

a network of paths

and hedges designed as a puzzle through which one has to find a way

amazing | əˈmeɪzɪŋ | adjective

causing great surprise or wonder; *informal* very impressive; excellent:





FROM A MAZE TO AMAZED

amazed | adjective

staggered, surprised, startled, stunned, thunderstruck stupefied, dazed, open-mouthed, agape, lost for words, at a loss for words, speechless, wide-eyed, blown away, unable to believe one's eyes/ears.



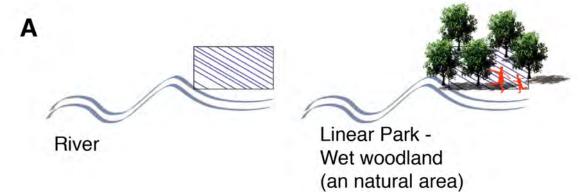


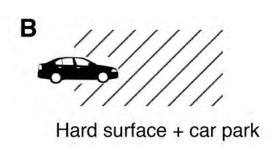




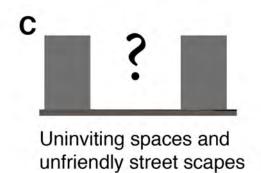














Play Places - spatial attractors





develop

PLAY PLACES!

