



CREATING SPACE TO LEARN AND GROW

How Spatial Strategies Can Support Children's Learning and Development
in Socioeconomically Segregated Neighbourhoods

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5011957

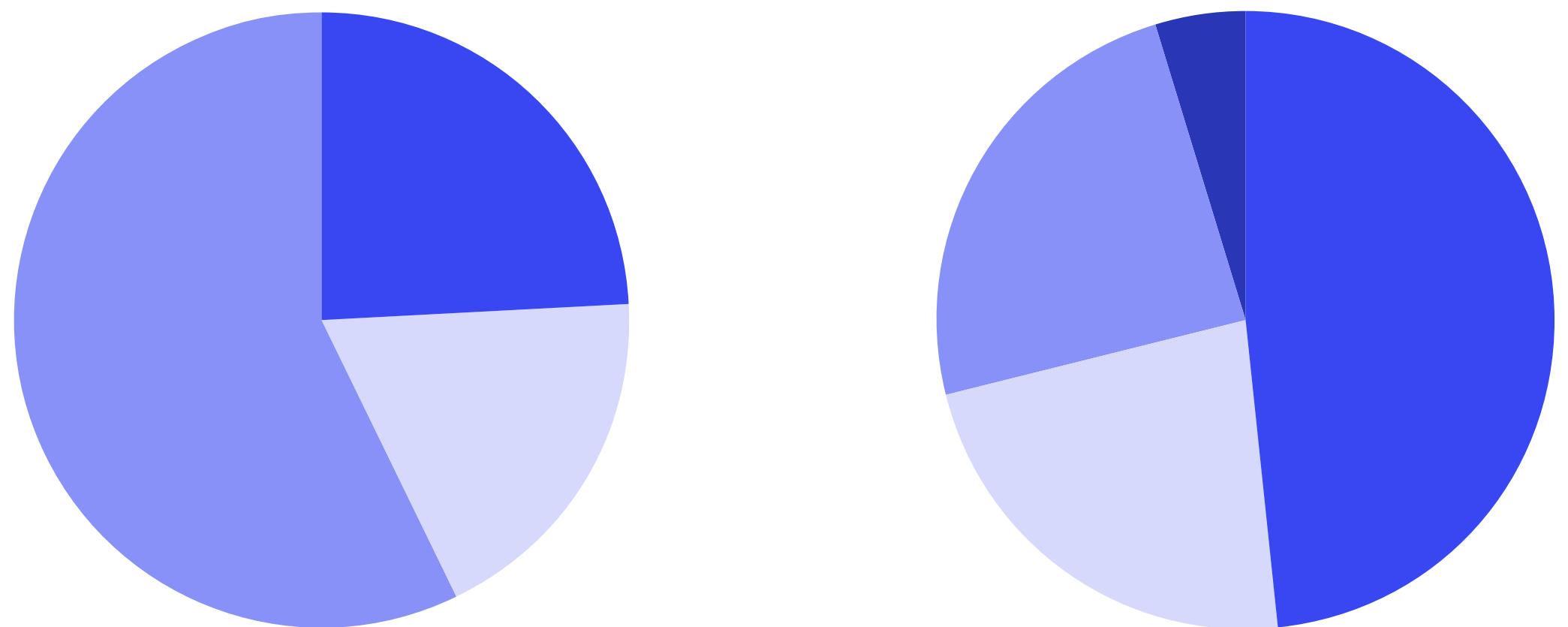
P5 Presentation
17-06-2025

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1. Problem & Urgency
2. Theory
3. Context
4. Lived Disparities
5. On The Ground Realities
6. Procedural Landscape
7. Outcomes
8. Conclusions

01.

PROBLEM & URGENCY

Fig. 1 Educational Transitions from *Groep 8* in The Hague in 2022: Citywide Average vs. Specific Primary School in Zuidwest (AlleCijfers, 2022)

Den Haag Citywide (%)

Primary School The Hague Zuidwest (%)

- █ Praktijk-, speciaal-, beroeps- of kader-onderwijs
[practical, special, or vocational education]
- █ VMBO-theoretische leerweg
[vocational-theoretical education]
- █ HAVO or VWO
[theoretical education]
- █ Rest

Fig. 2 Educational Performance of Primary Schools in The Hague (author)

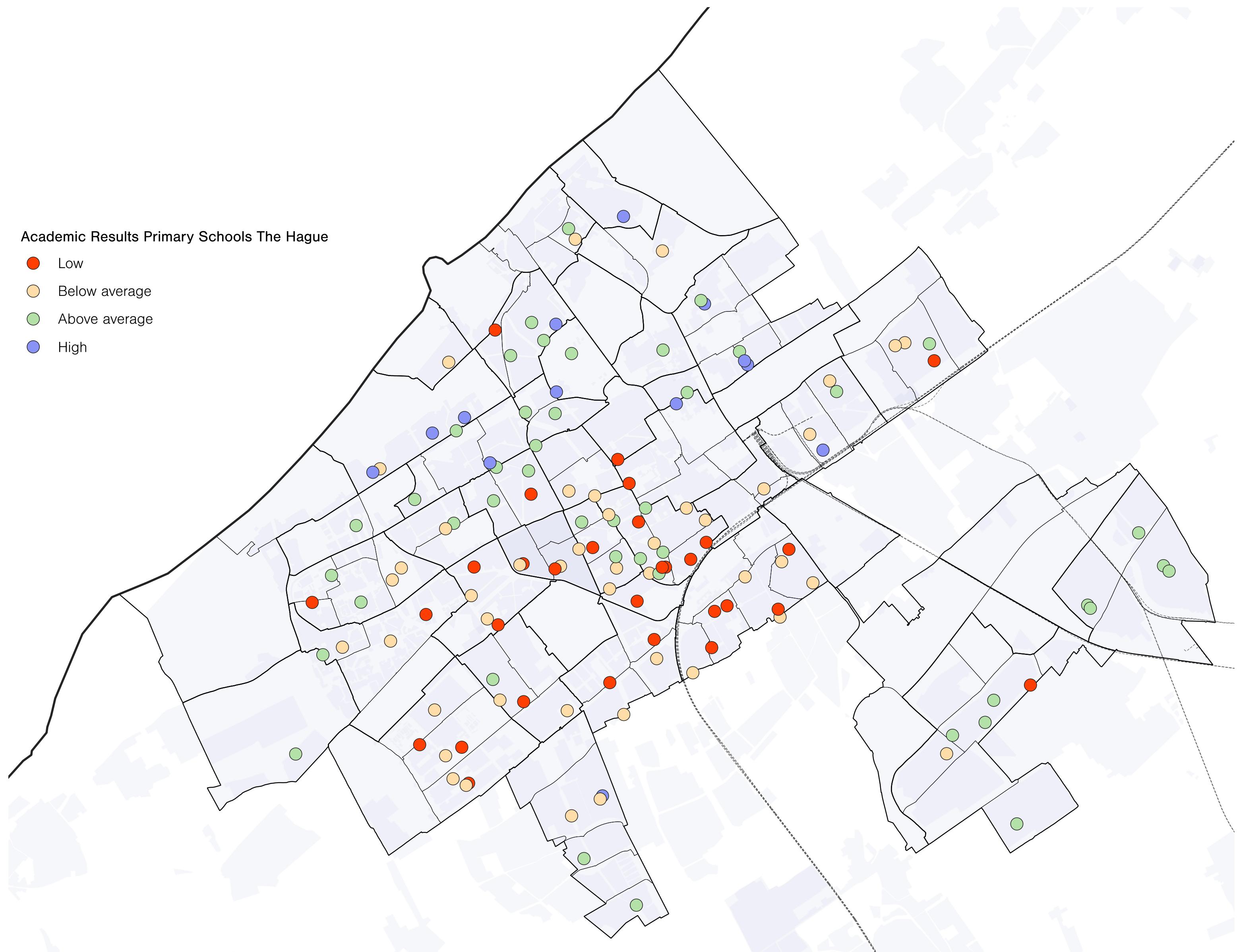
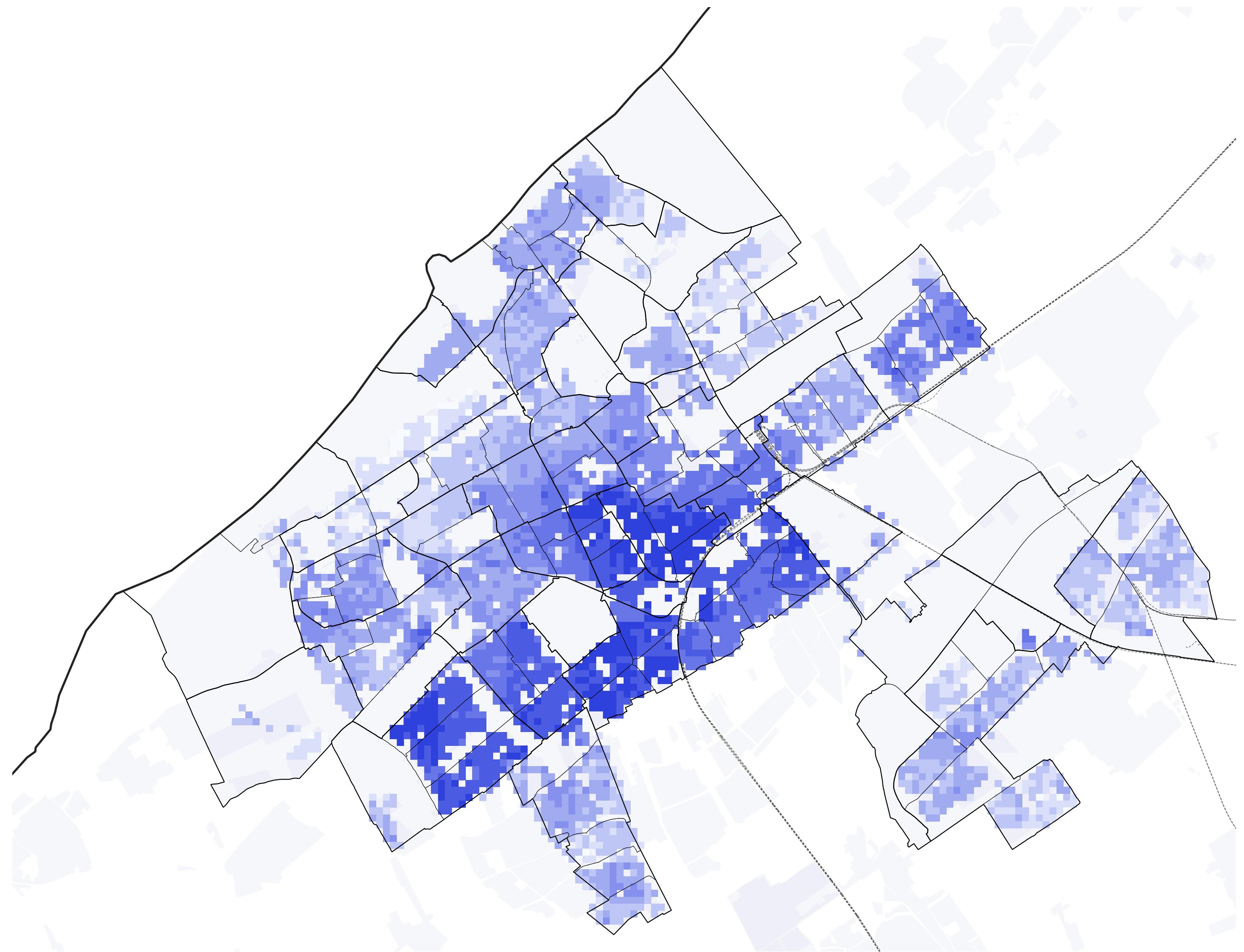


Fig. 3 Socioeconomic Segregation Index of Children in The Hague (author)

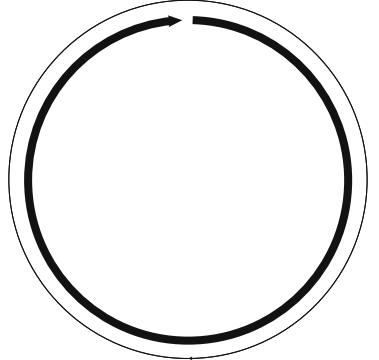




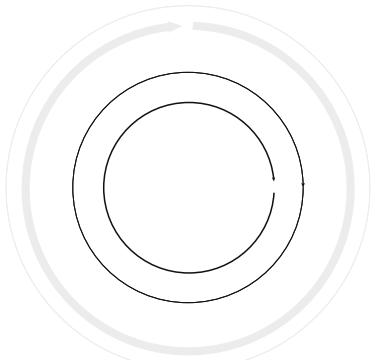
CONCEPTUAL FRAMEWORK

Problem & Urgency

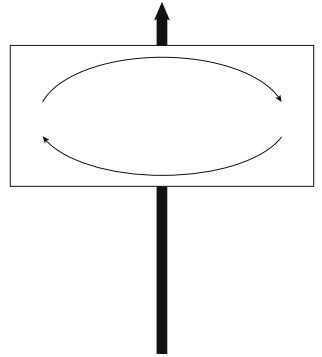
Part 1. Intergenerational Vicious Circle of Segregation



Part 2. Urban and Educational Segregation



Part 3. Equity in Learning Environments as Transformative Force



Part 4. Interconnectedness of Life Domains

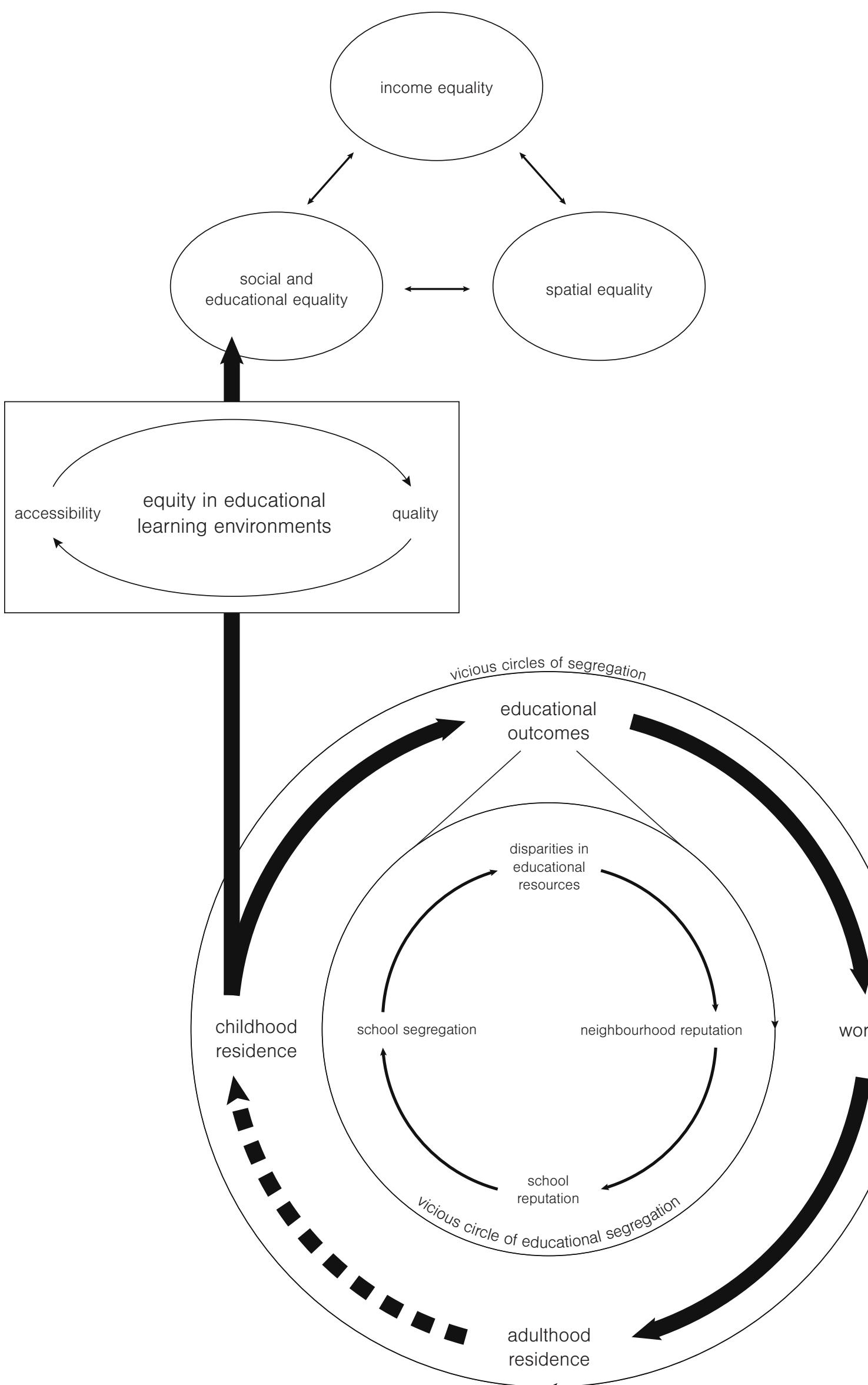
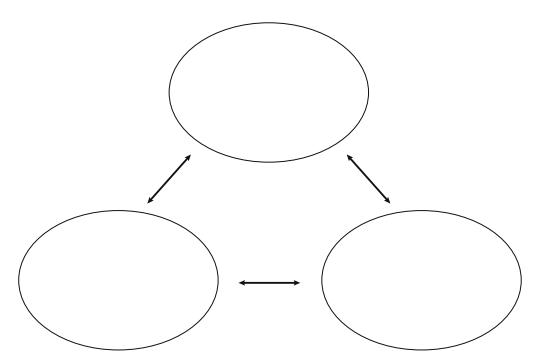


Fig. 4 Conceptual Framework (author)

CONCEPTUAL FRAMEWORK

Problem & Urgency

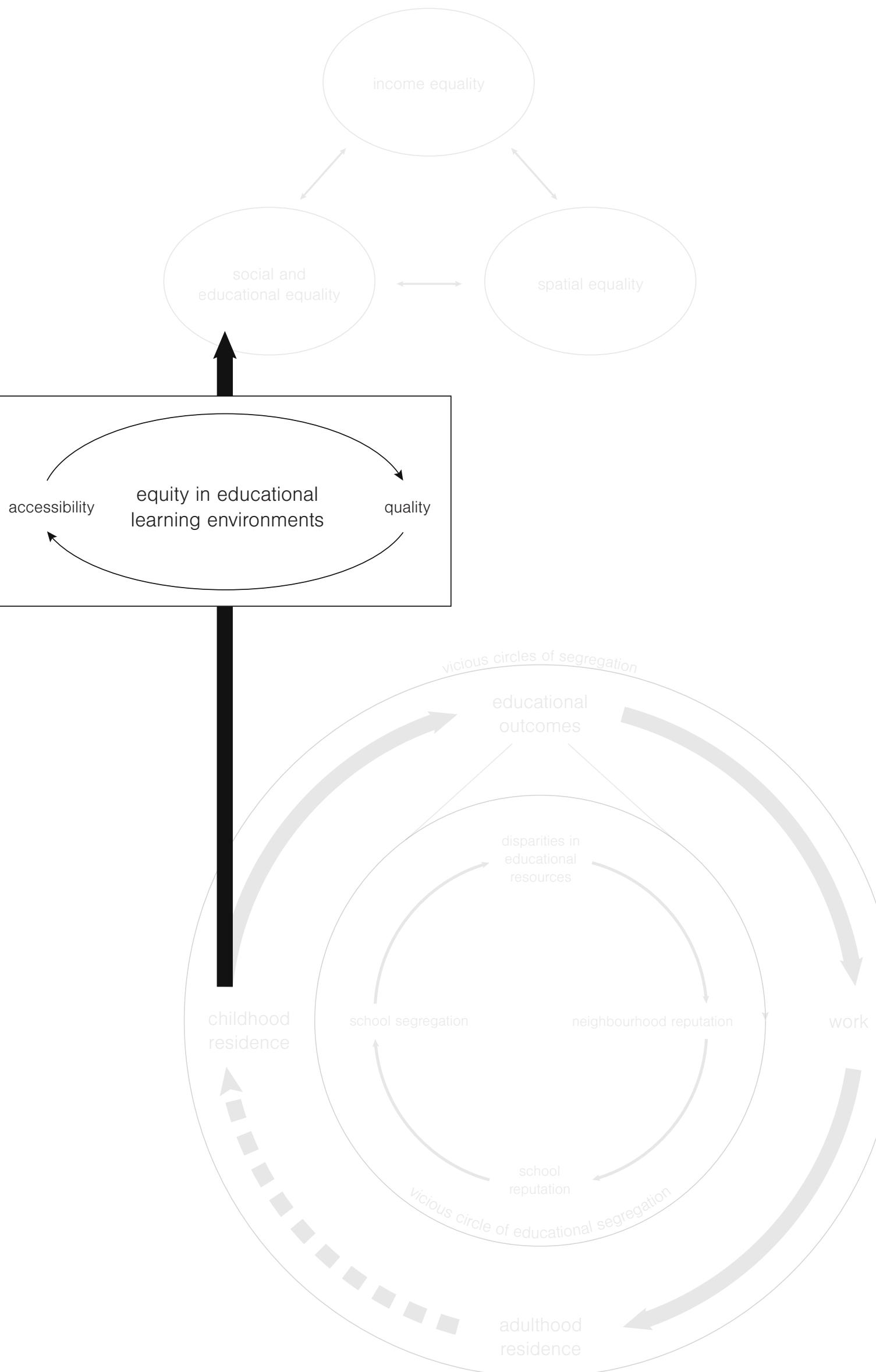
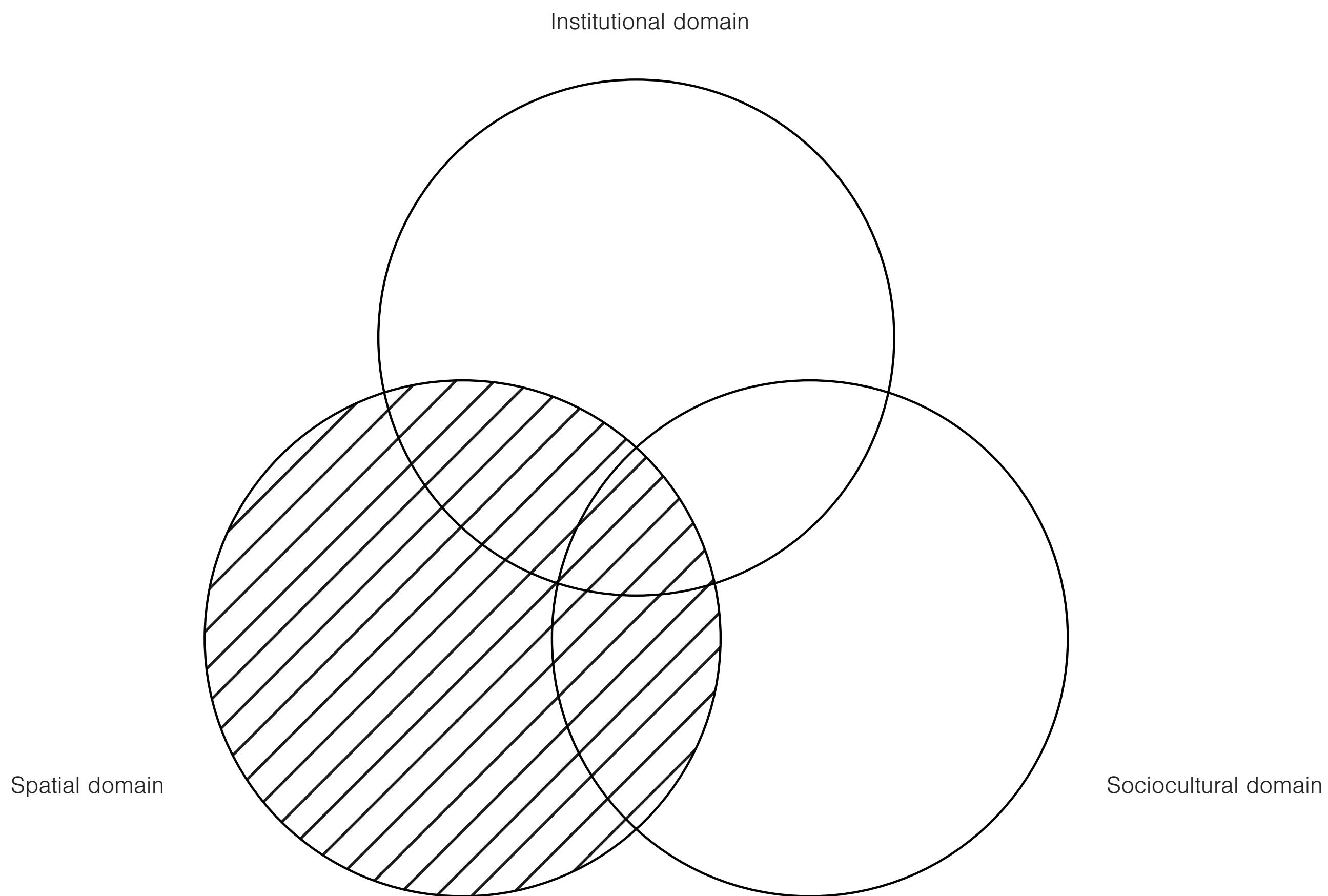


Fig. 5 The Spatial Domain as the Central Focus of This Research Project (author)



Children in The Hague face significant challenges due to high levels of **socioeconomic segregation**, which limit their access to learning and educational opportunities, **reinforcing social inequalities** from a young age. Despite recognition of the interrelatedness between neighbourhoods and educational outcomes, little research has addressed these intersecting contexts together or advocated for the appropriate, cross-sectoral strategic actions needed to effectively respond to them.

How can **spatial planning** contribute to improving **accessibility and quality** of **learning environments** in socioeconomicly segregated neighbourhoods in The Hague to **promote systemic equity?**

02.

THEORY

Fig. 6 The Triangle of Children's Daily Environments as the 'Pedagogical Learning Environment' (author)

Based on Rasmussen (2004)

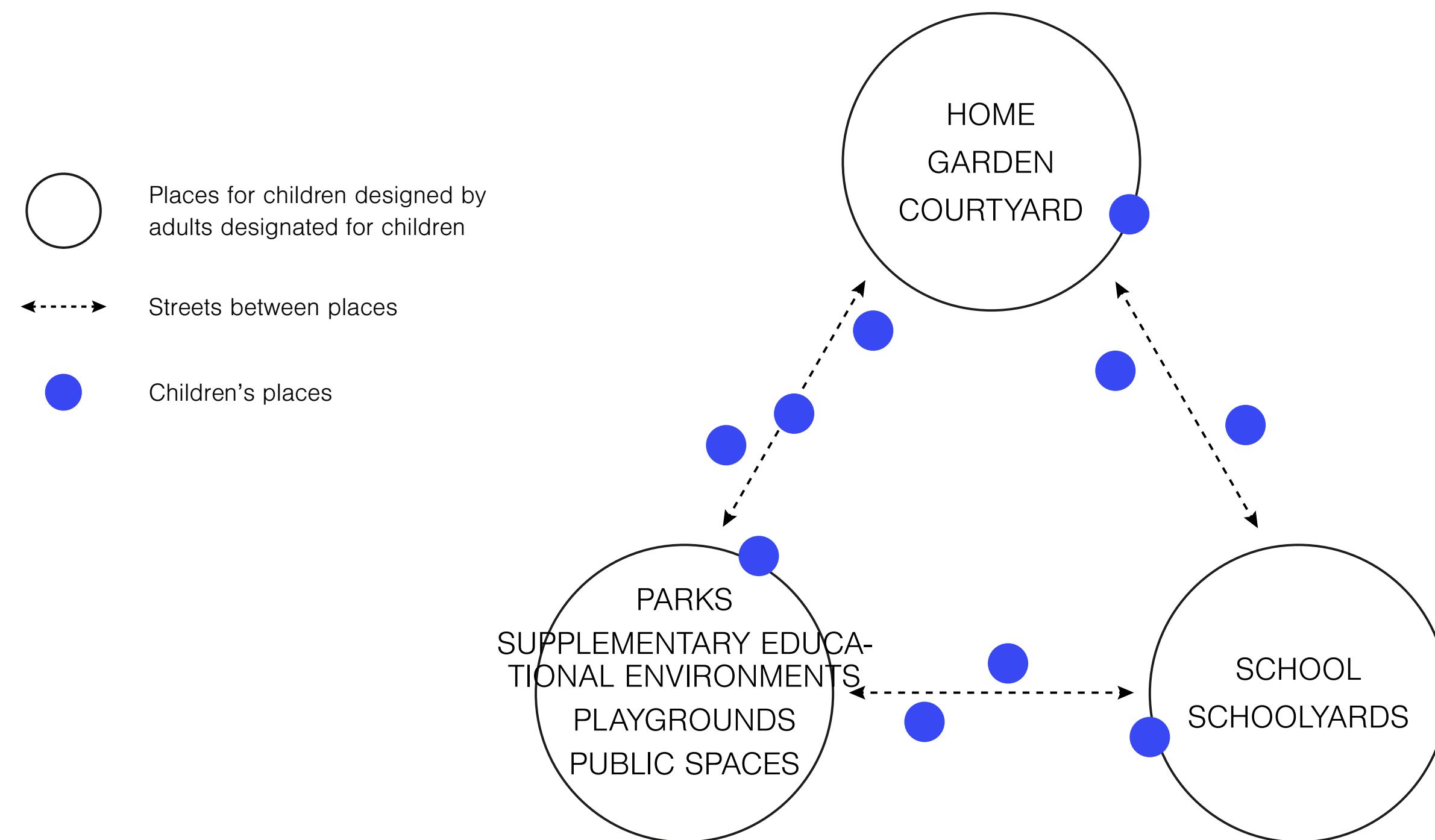


Fig. 6 The Triangle of Children's Daily Environments as the 'Pedagogical Learning Environment' (author)

Based on Rasmussen (2004)

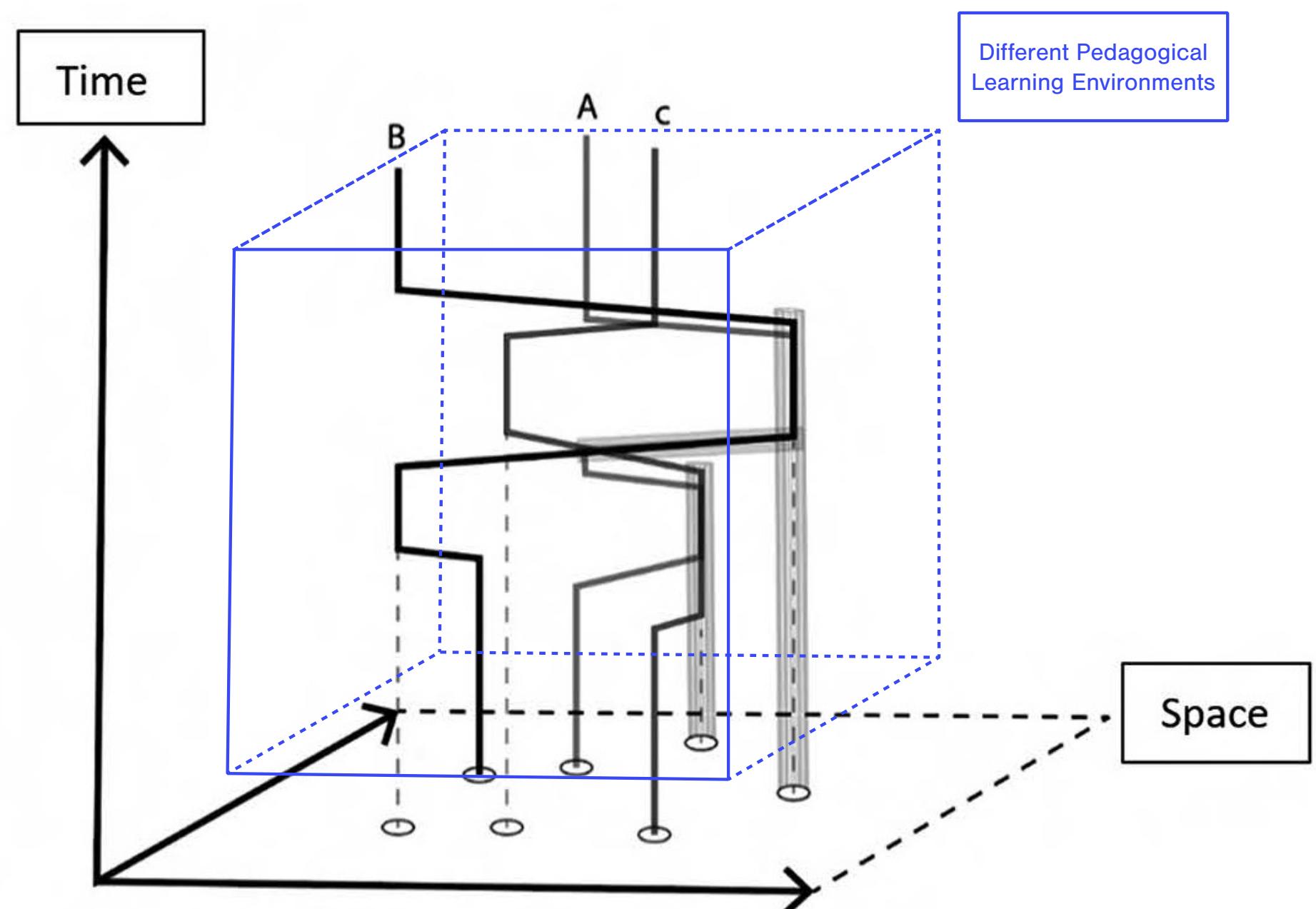
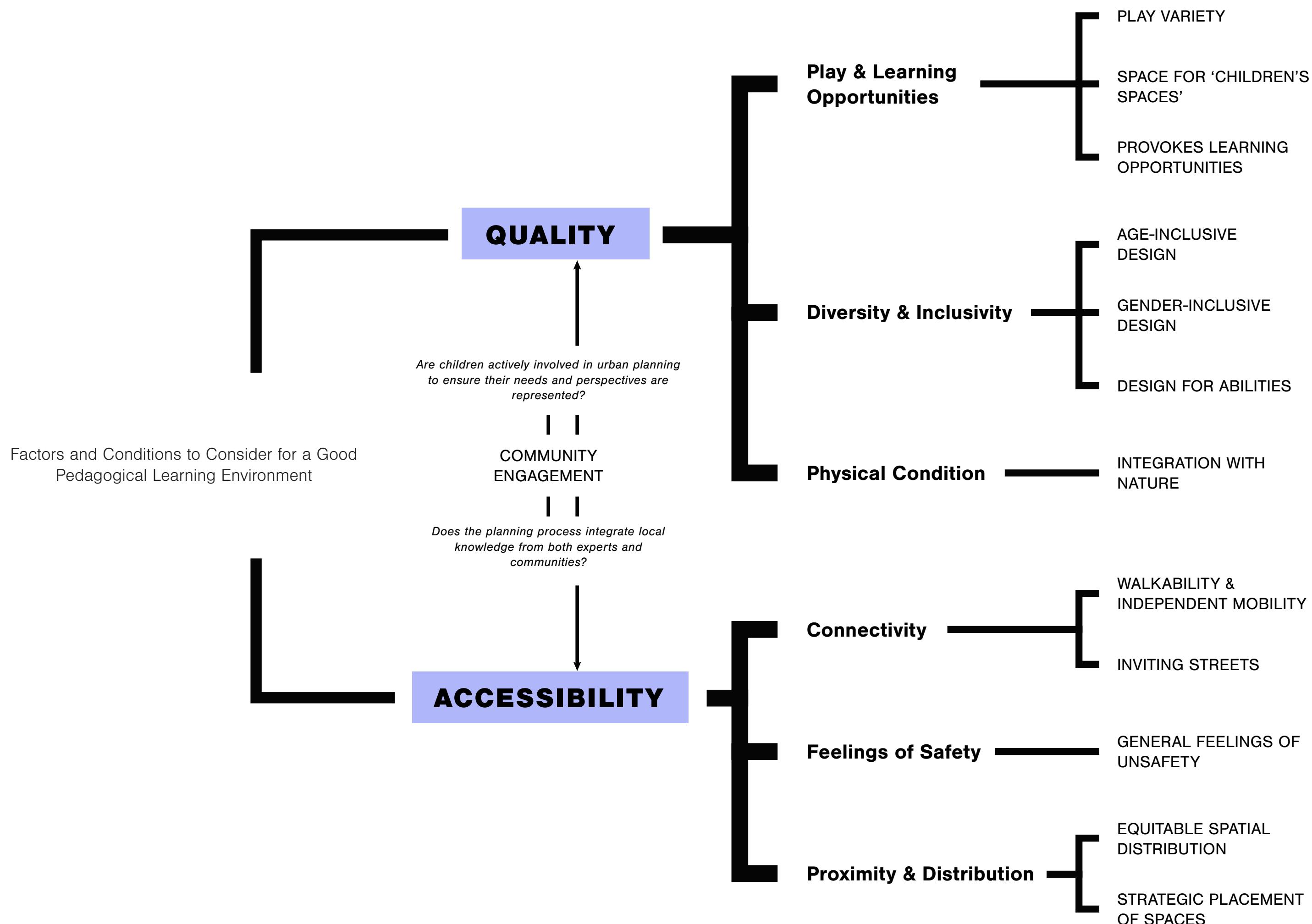


Fig. 7 Key Determinants of the Pedagogical Learning Environment (author)



03.

CONTEXT

UNDERSTANDING SOCIOECONOMIC SEGREGATION

Context

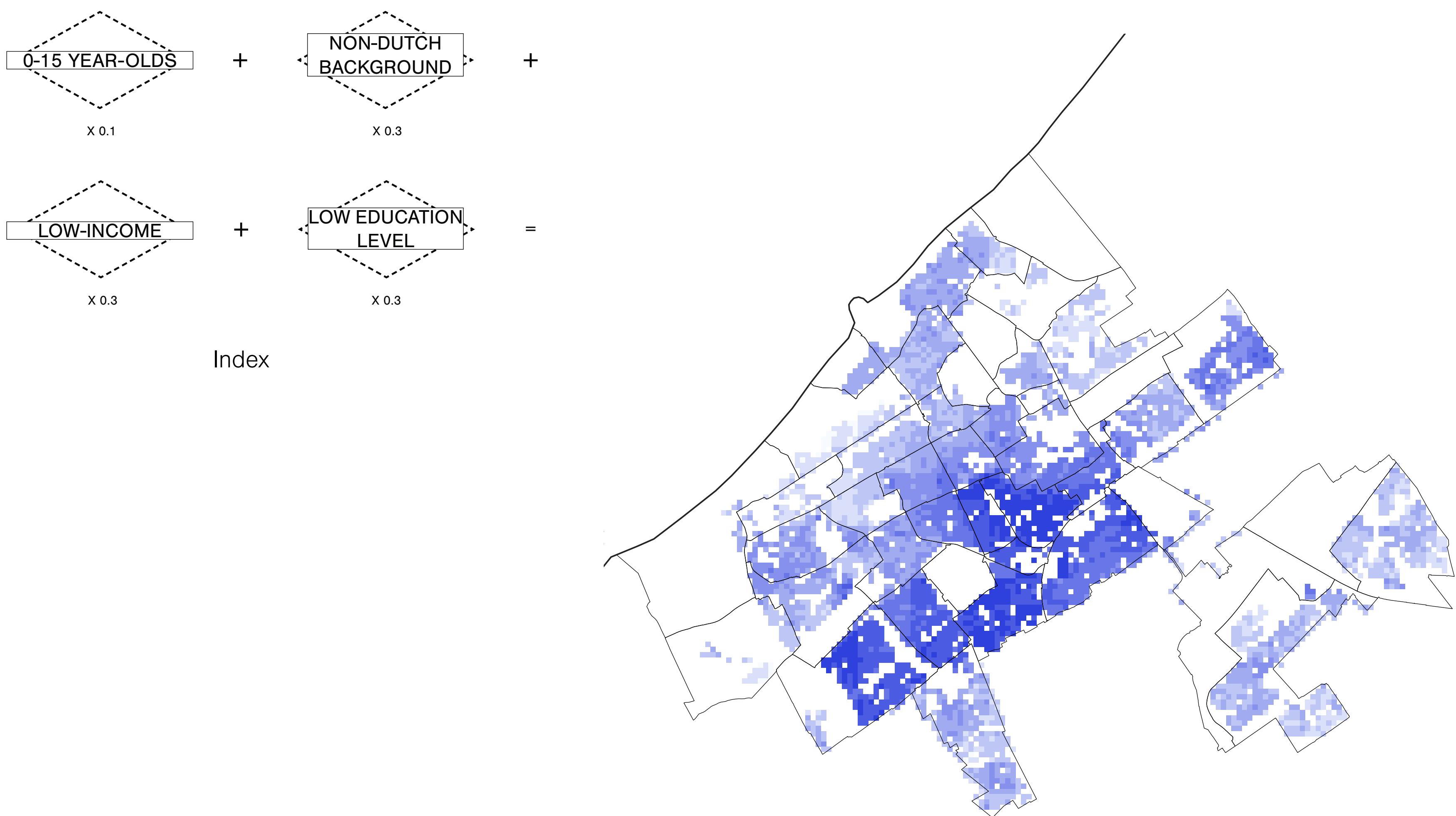


Fig. 8 Socioeconomic Segregation Index of Children in The Hague (author)

Fig. 9 Classroom View – The Hague Centrum (Wattman)



Fig. 10 Classroom View – The Hague Escamp (author)



HISTORIC CONTEXT

Context

Division of Sand and Peat

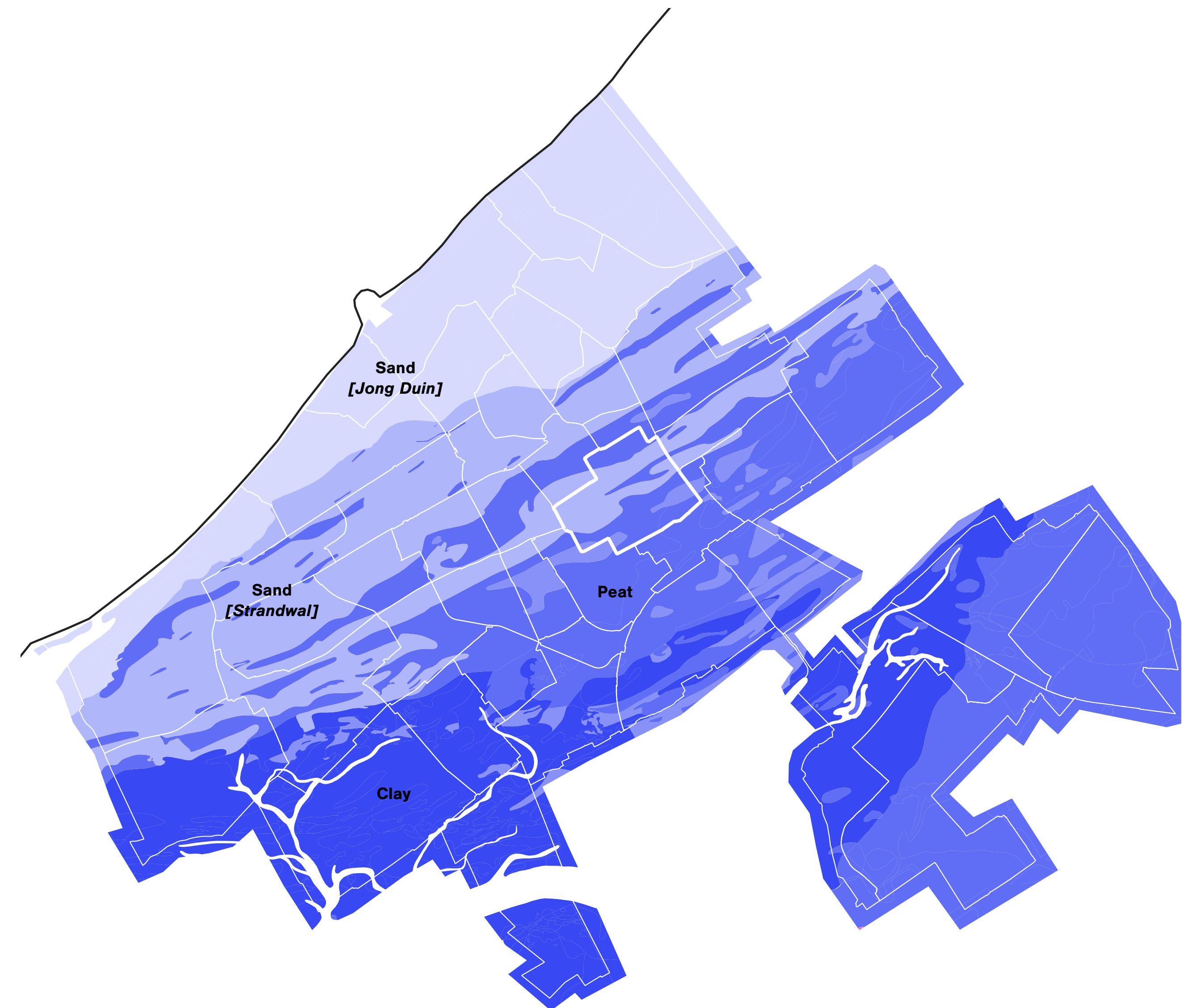


Fig. 11 Geographical Layout of Soil Types in The Hague (author)

HISTORIC CONTEXT

Context

Division of Sand and Peat

Fig. 12 Children Growing Up on the Sand: Scheveningen, 1960s (Van Wijk)



Fig. 13 Children Growing Up on the Peat: Schilderswijk, late 1970s (Duivesteijn)



HISTORIC CONTEXT

Context

Post-War Reconstruction and Expansion

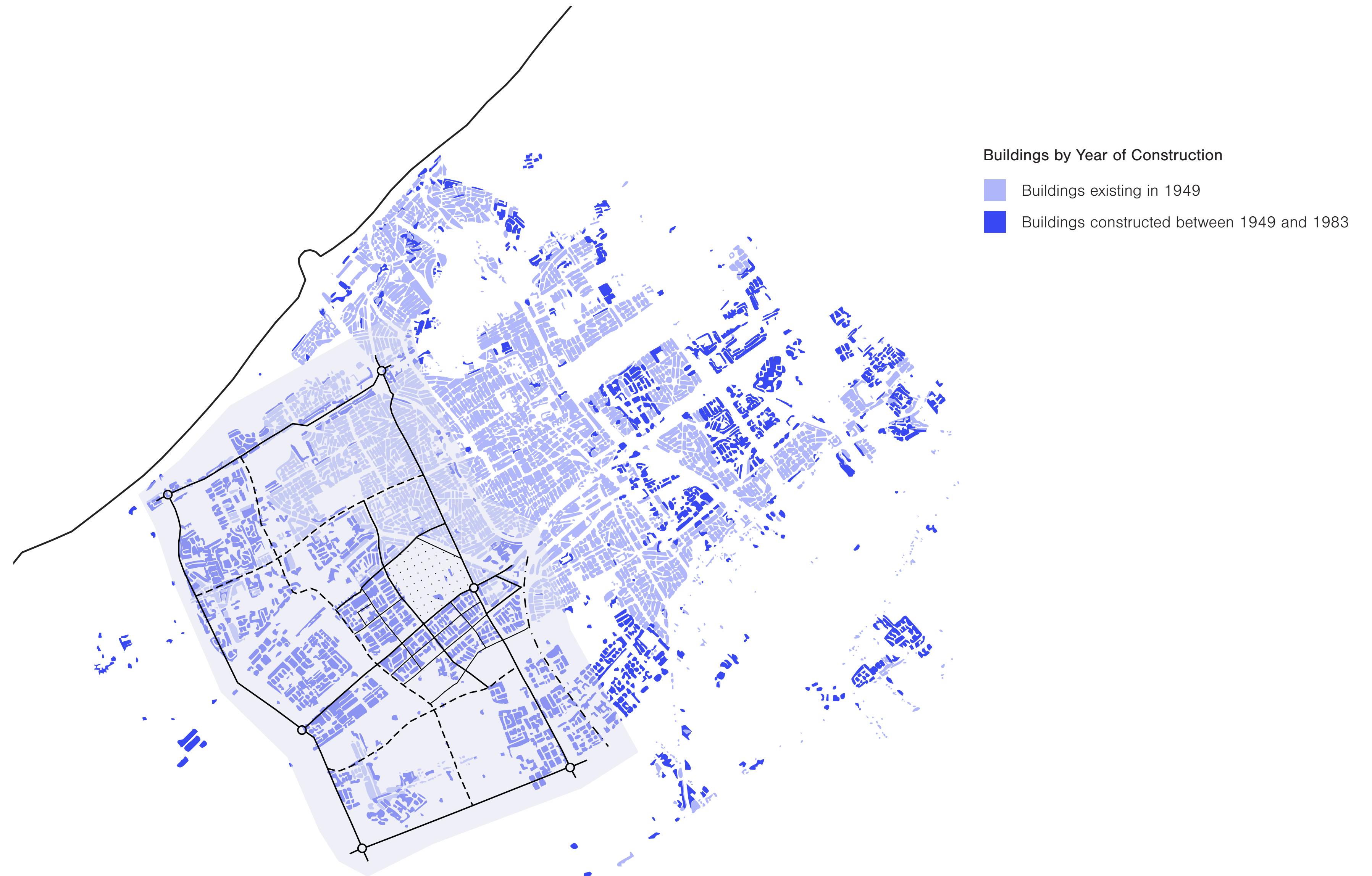


Fig. 14 The Hague's 1983 Building Footprint Aligned with Dudok's 1949 Structure Plan (author)

HISTORIC CONTEXT

Context

Fig. 15 Zuidwest's Grid Layout During Construction (HaAC, n.d.)



Fig. 16 Children on a Demolition Site During 1970s Renewal in Schilderswijk (Duivesteijn)

HISTORIC CONTEXT

Context

New Citizens

Fig. 17 Guest Workers Dominating the Immigration Figures in the 60s and 70s (Martens, 1975)



Fig. 18 Family Reunification and Life in Cramped Social Housing in the G4 in the 70s and 80s (Nationale Archief, 1980s)

Fig. 19 Everyday Life at a playground, Schilderswijk (ANP, 2025)



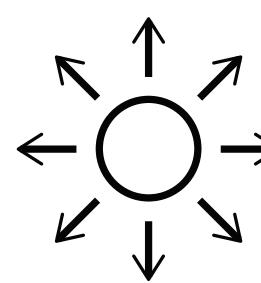
Fig. 20 Post-War Portiekflats in Moerwijk & Zuidwest (Nijhuis, 2017; Take The Hague, n.d.)



Fig. 21 Multicultural Shops and Street Life in Schilderswijk (Kok, 2016)



Children's Landscape



Facilities seem to be fairly evenly distributed across the city

Public Transport Stops
 ● Train Station
 • Bus Stop
 ○ Tram Stop

Public Transport Lines
 Railway
 Tram Line

Car Infrastructure
 — Motorway
 — Primary Road
 — Secondary Road

Administrative Boundaries
 □ Neighbourhoods

Children's Landscape
 ■ Play Areas / Playgrounds
 ♦ Community Centres
 ♦ Sports Clubs

Fig. 22 Mapping Everyday Spaces for Children in The Hague (author)

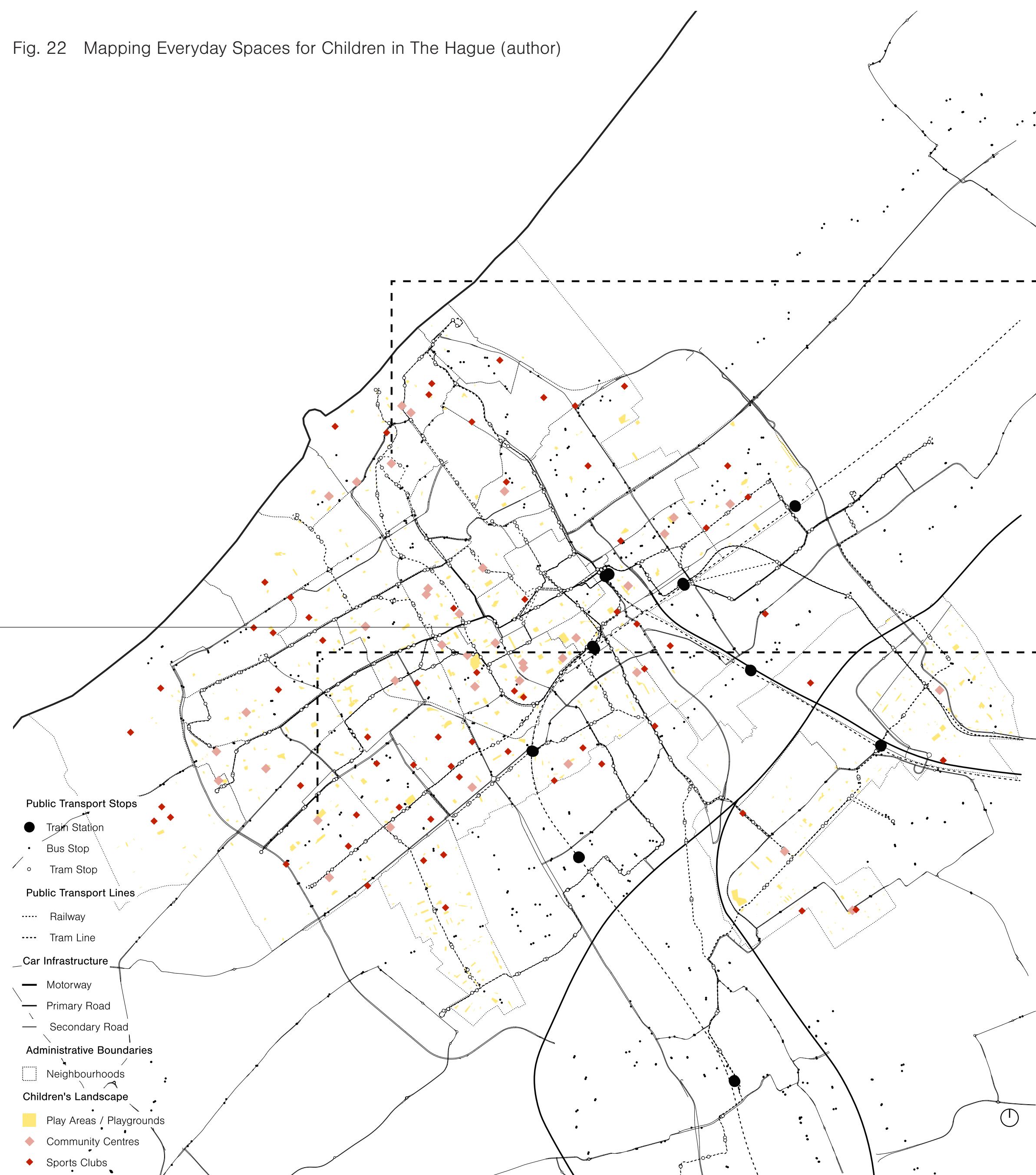
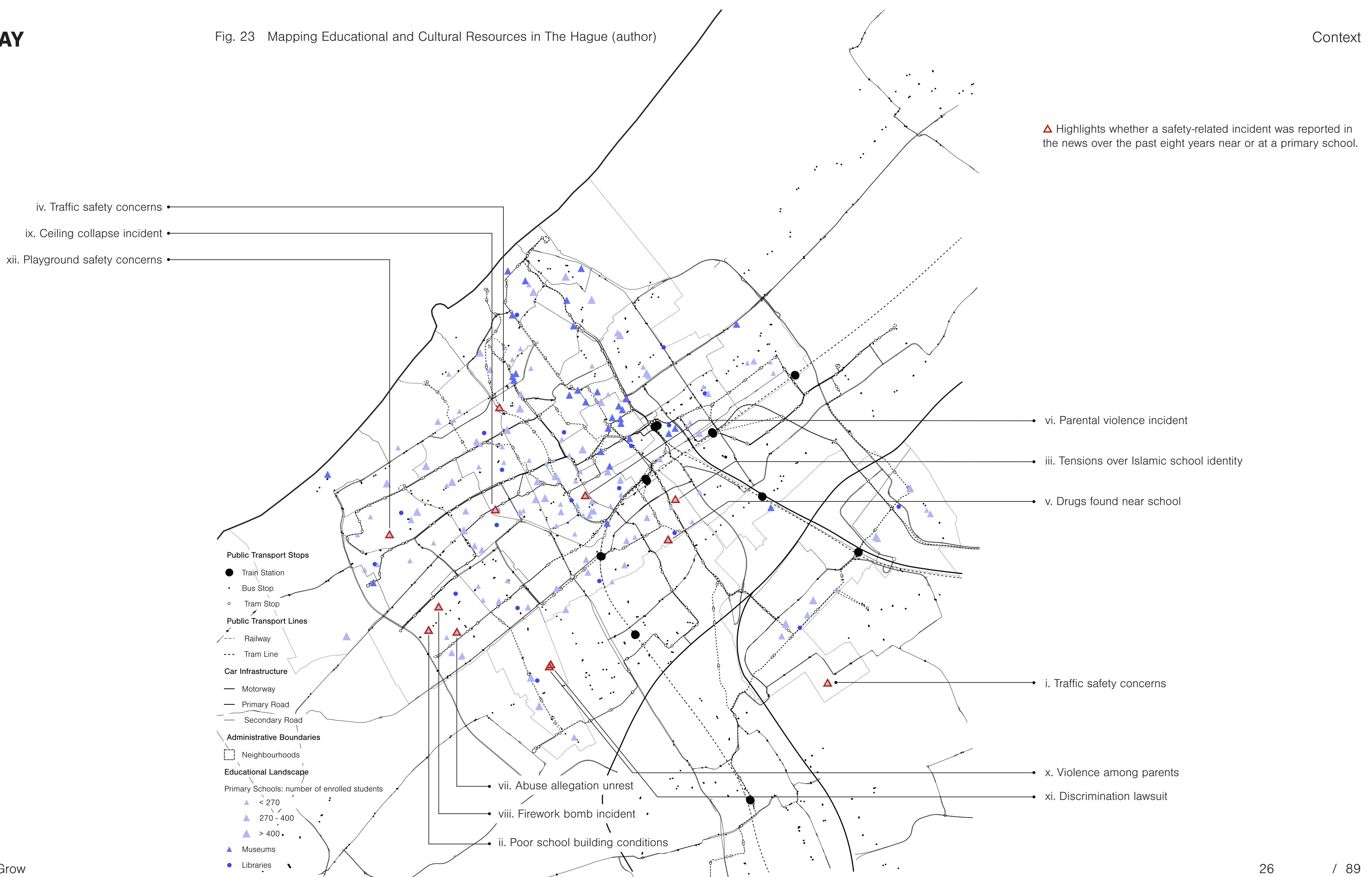


Fig. 23 Community Centre het Couvéehuis (Welzijn Scheveningen, 2025)

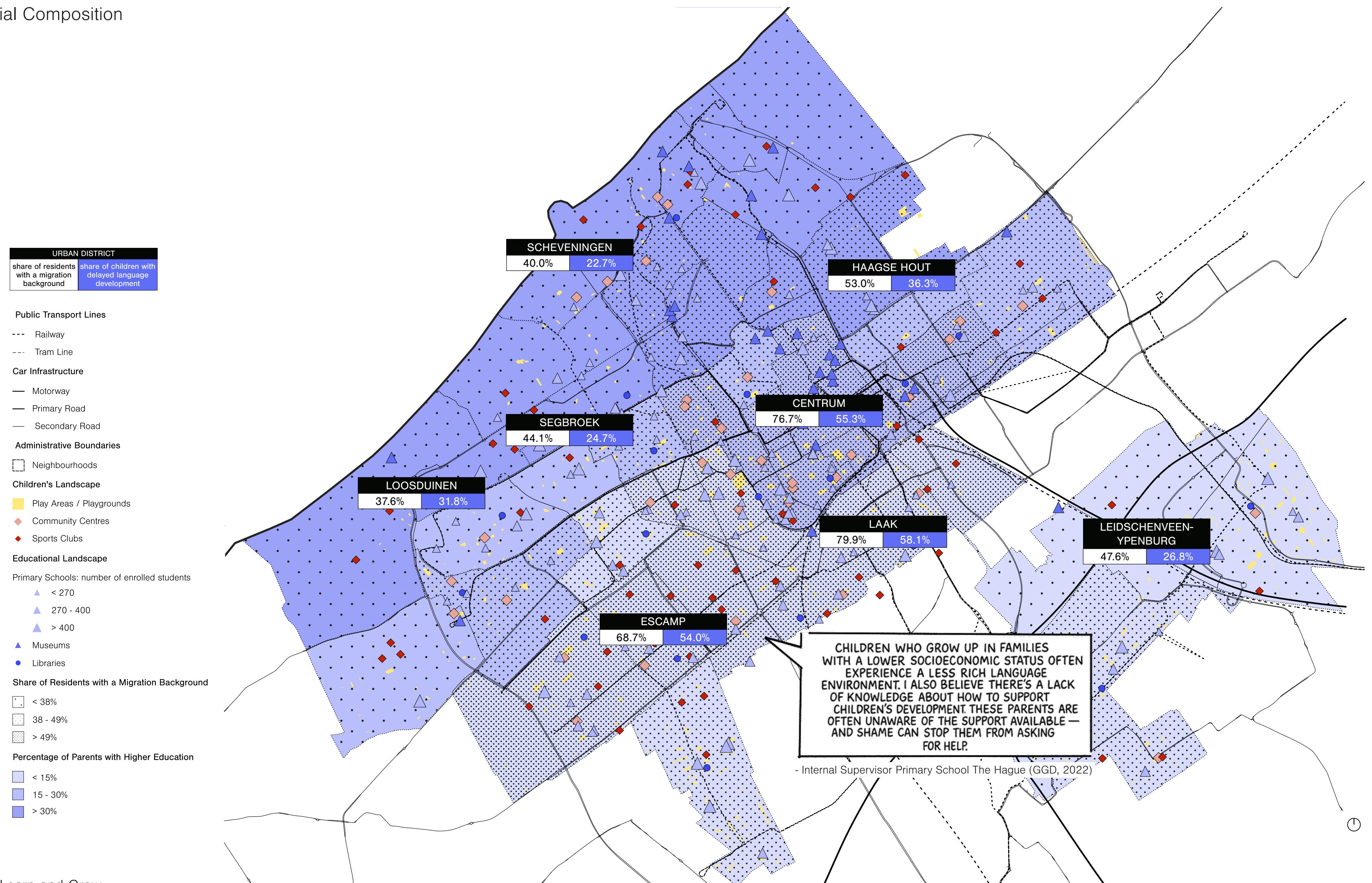


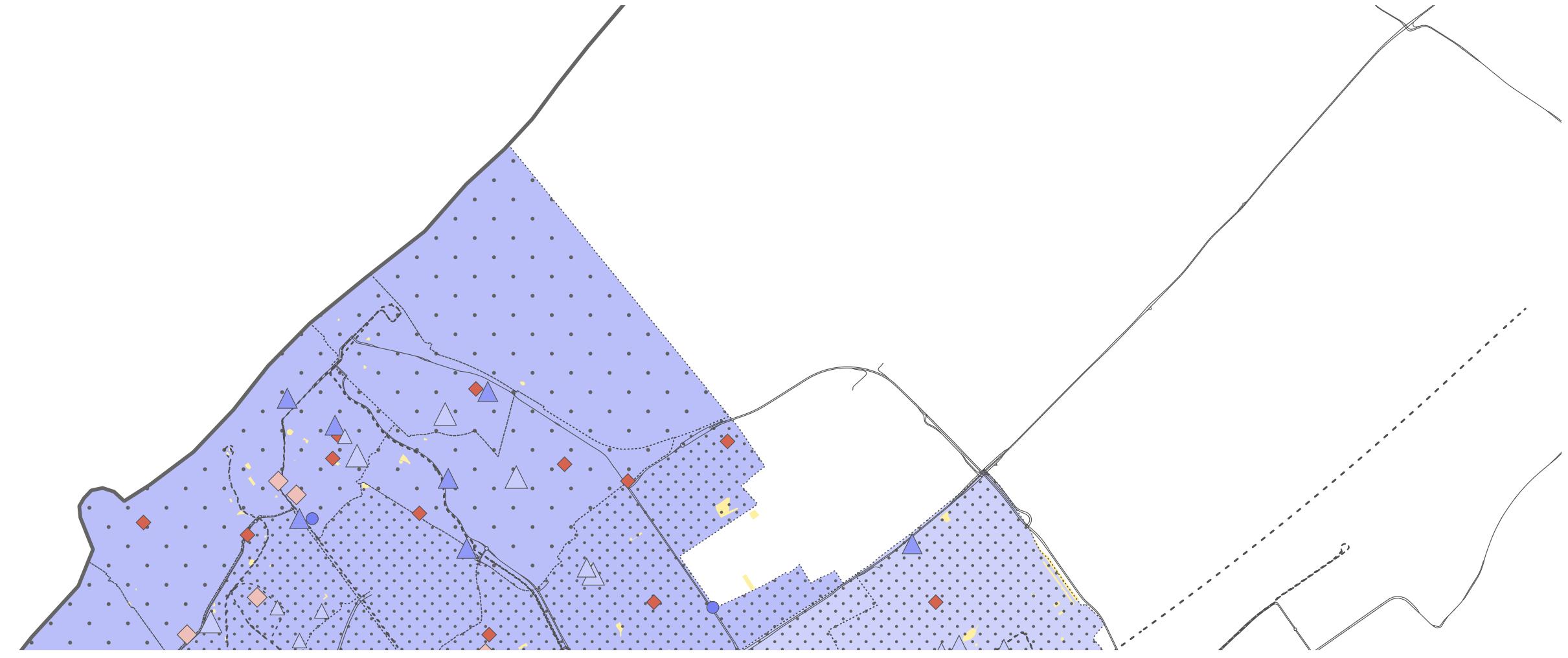
Fig. 24 Community Centre Bouwlust (PvdA Den Haag, n.d.)

Educational Landscape

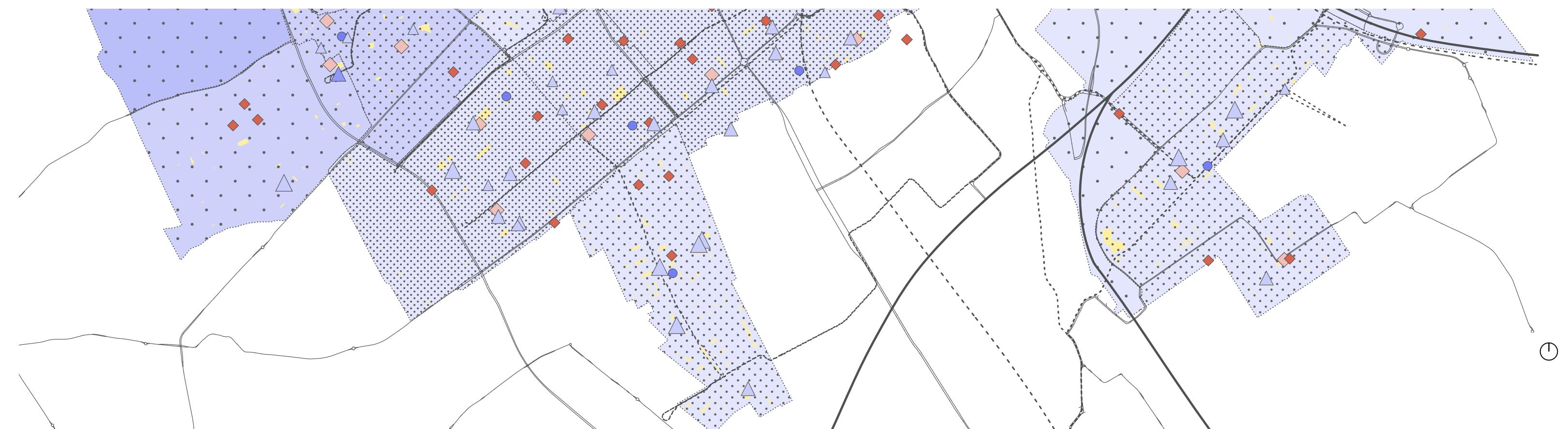


Ethnic and Social Composition



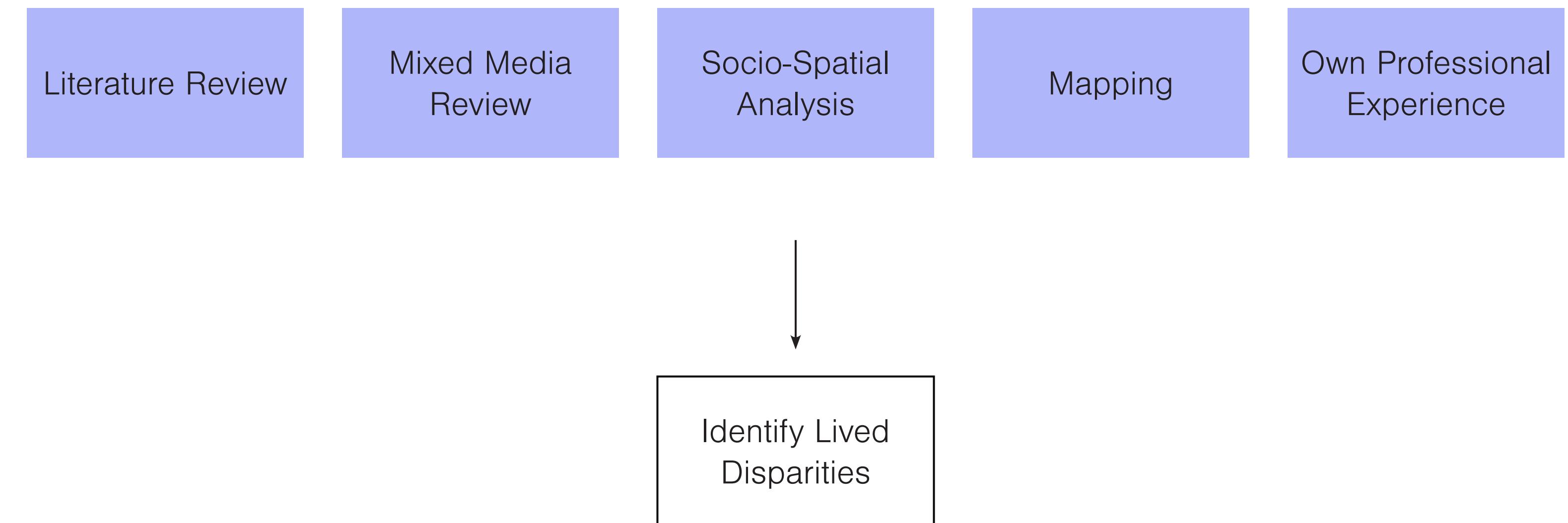


It is worth asking whether an **equal distribution** of spaces that support child development is enough – or whether **some areas should be prioritised**, with an **intentional overrepresentation** of these spaces to correct structural imbalances.



04.

LIVED EXPERIENCES



Self-Perception: Growing Up and Forming Identity Amid Stigma and Being Framed as 'the Other'

Fig. 25 Exposure to Exclusionary Narratives (GeenStijl, 2014)

Video still of an individual wearing a "HAAGS BLOED" shirt while being interviewed on their way to a 'protest' aimed at rallying against the perceived 'non-Dutch' identity of the Schilderswijk neighbourhood.



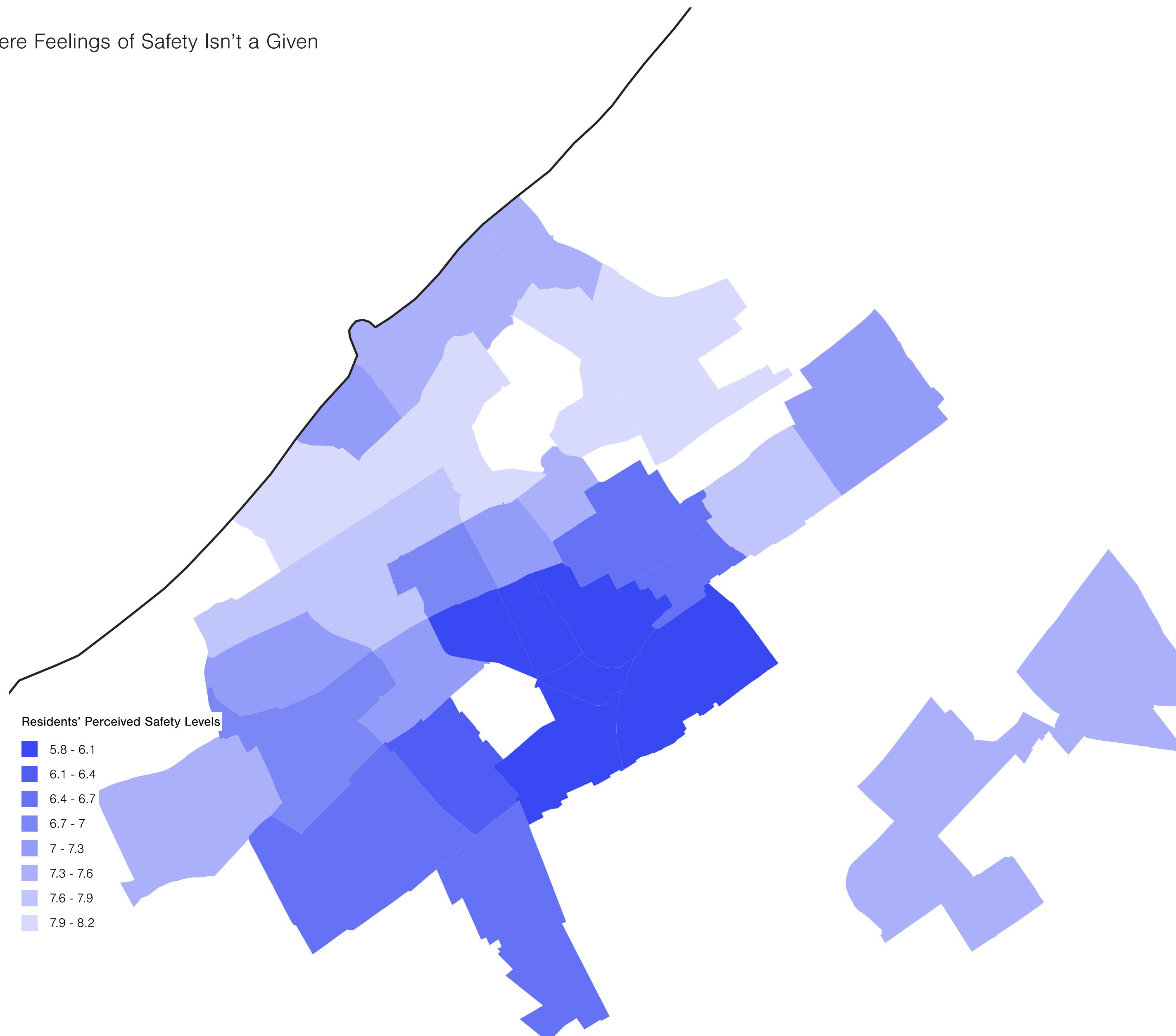
Fig. 26 Exposure to Exclusionary Narratives (L1 Nieuws, 2023)

A banner displaying the far-right slogan "Youth is the future, stop population replacement", was displayed at a school in the Netherlands.

LIVED DISPARITIES

Lived Experiences

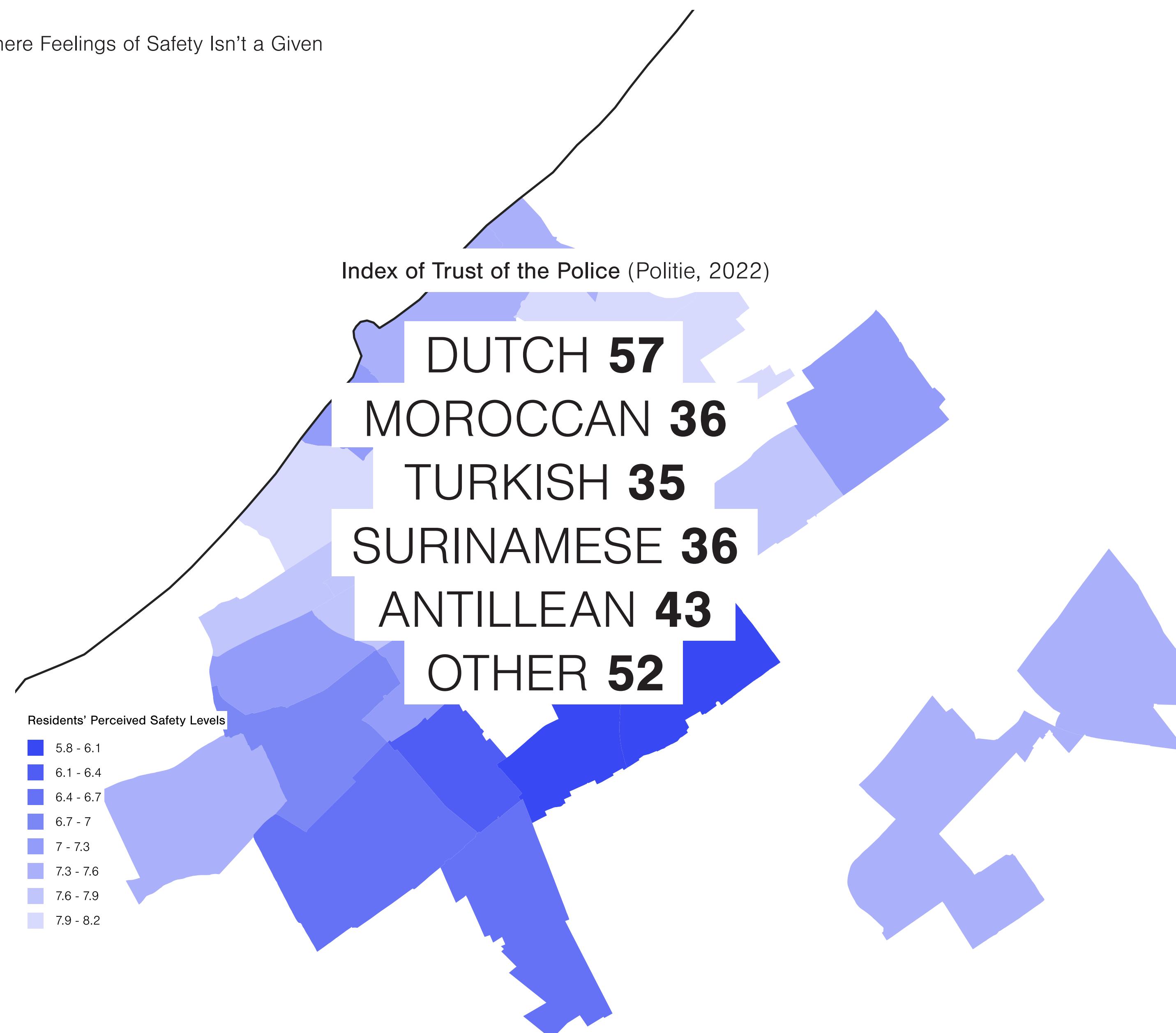
Feelings of Safety: Growing Up in Neighbourhoods Where Feelings of Safety Isn't a Given



LIVED DISPARITIES

Lived Experiences

Feelings of Safety: Growing Up in Neighbourhoods Where Feelings of Safety Isn't a Given



Living Conditions: Growing Up in Home Environments That Don't Support Your Needs and Comfort

nrc

REPORTAGE

In de Haagse Moerwijk kampen de bewoners met schimmel in huis: 'Als ik bij de sportschool kan douchen, doe ik dat'

Schimmel In de Haagse Moerwijk komt de schimmel in de woningen soms ook terug na renovatie. Bewoners worden moedeloos. „Het is muf. Verschrikkelijk.“

Rosa Uitewaal
7 augustus 2024 • Leestijd 5 minuten

[Luisteren](#) 49 [Leeslijst](#) 0



[In The Hague's Moerwijk, residents are struggling with mould in their homes: 'If I can shower at the gym, I do.']}

west
online tv radio

Vocht, schimmel, asbest, ledingen: omvangrijk onderzoek naar kwaliteit Haagse woningen

Lot van Bree 3 april 2020, 16:35 • Aangepast 26 januari 2023, 22:49 •



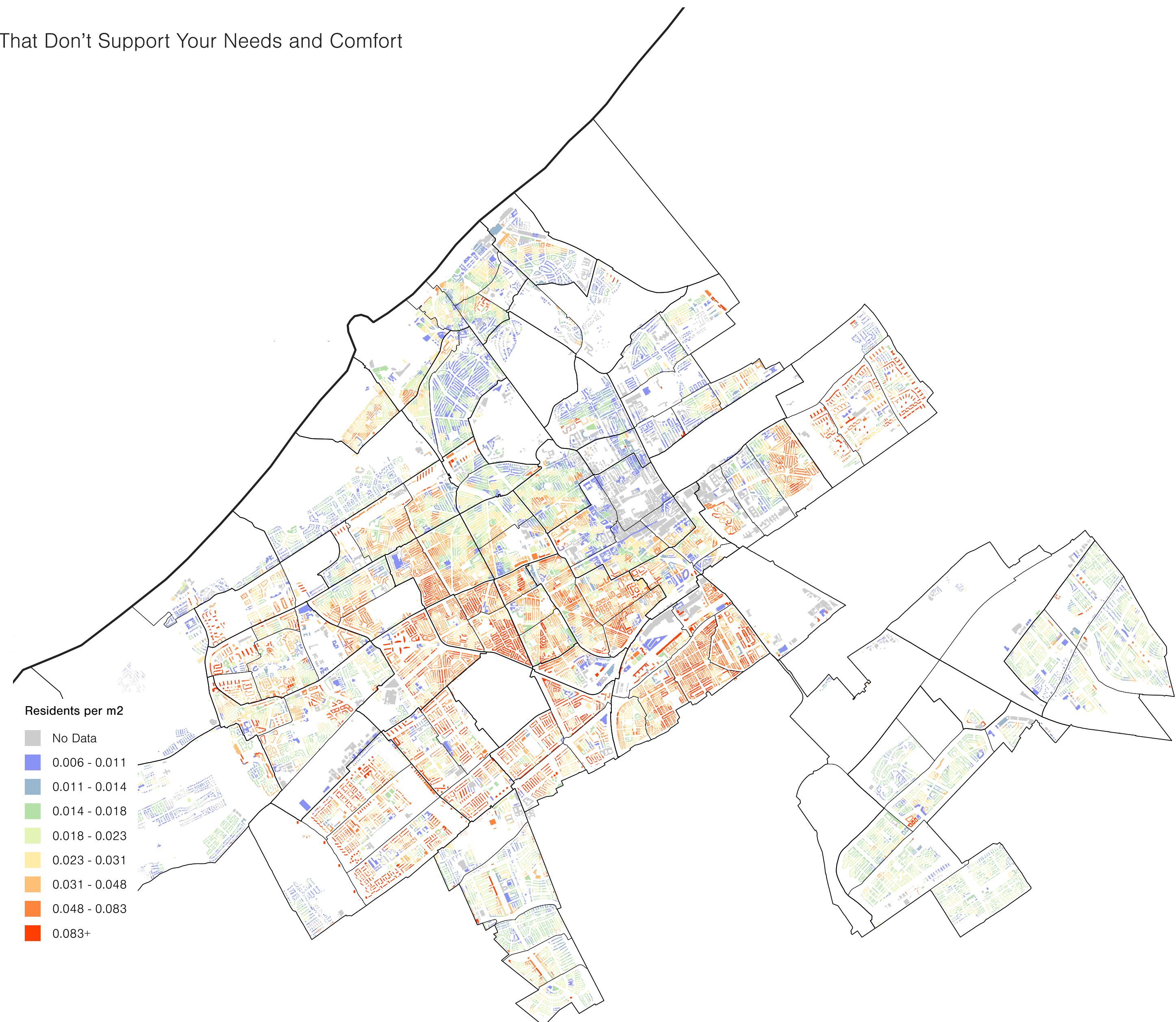
Woningen in Moerwijk
© Omroep West

[Moisture, mould, asbestos, pipes: extensive study into the quality of housing in The Hague.]

LIVED DISPARITIES

Lived Experiences

Living Conditions: Growing Up in Home Environments That Don't Support Your Needs and Comfort



Living Conditions: Growing Up in Home Environments That Don't Support Your Needs and Comfort

Fig. 27 Exposure to Uncertainty and Displacement (Bond Precaire Woonvormen, n.d.)

The boarded-up area representing the displacement of existing residents, while the billboard highlights the planned redevelopment.



Fig. 28 Exposure to Uncertainty and Displacement (NOS, 2021)

In Zuidwest, residents voice their concerns to the councillor about the demolition of approximately 2,000 homes in their neighbourhood.

Public Space Conditions: Growing Up in Neighbourhoods Where Public Spaces Reflect Neglect, Not Care

Fig. 29 Exposure to Visible Neglect in Everyday Surroundings (Dagblad070, 2023)

Poor condition of the football court in Hannemanplantsoen, Schilderswijk.



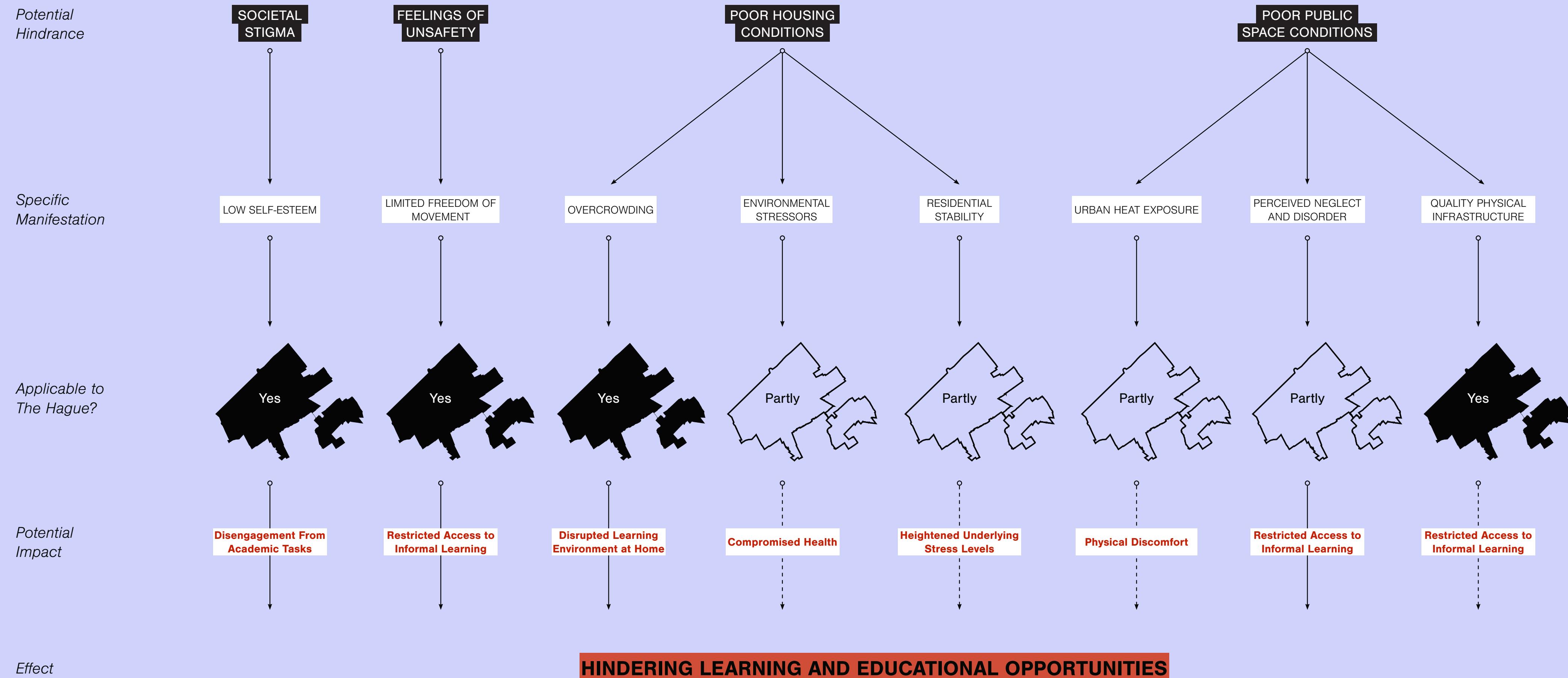
Fig. 30 Exposure to Visible Neglect in Everyday Surroundings (Kijklab, 2022)

Children Documenting Their Neighbourhood: Excessive rubbish and discarded furniture littering the streets, Laak.

CONCLUSIONS

Lived Experiences

Overview of Lived Experiences and Their Impact on Learning and Educational Opportunities



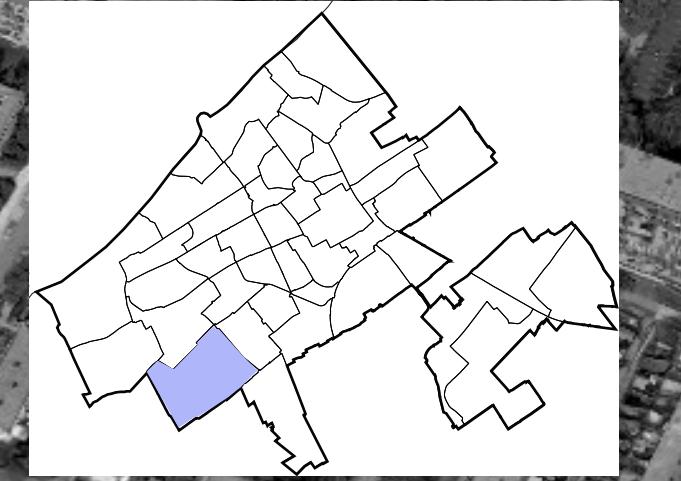
When children grow up in socioeconomically segregated neighbourhoods, it is worth asking whether an **equal distribution** of spaces that support child development is enough – or whether **some areas should be prioritised**, with an **intentional overrepresentation** and extra attention **to care and maintenance** of these spaces to correct structural imbalances.

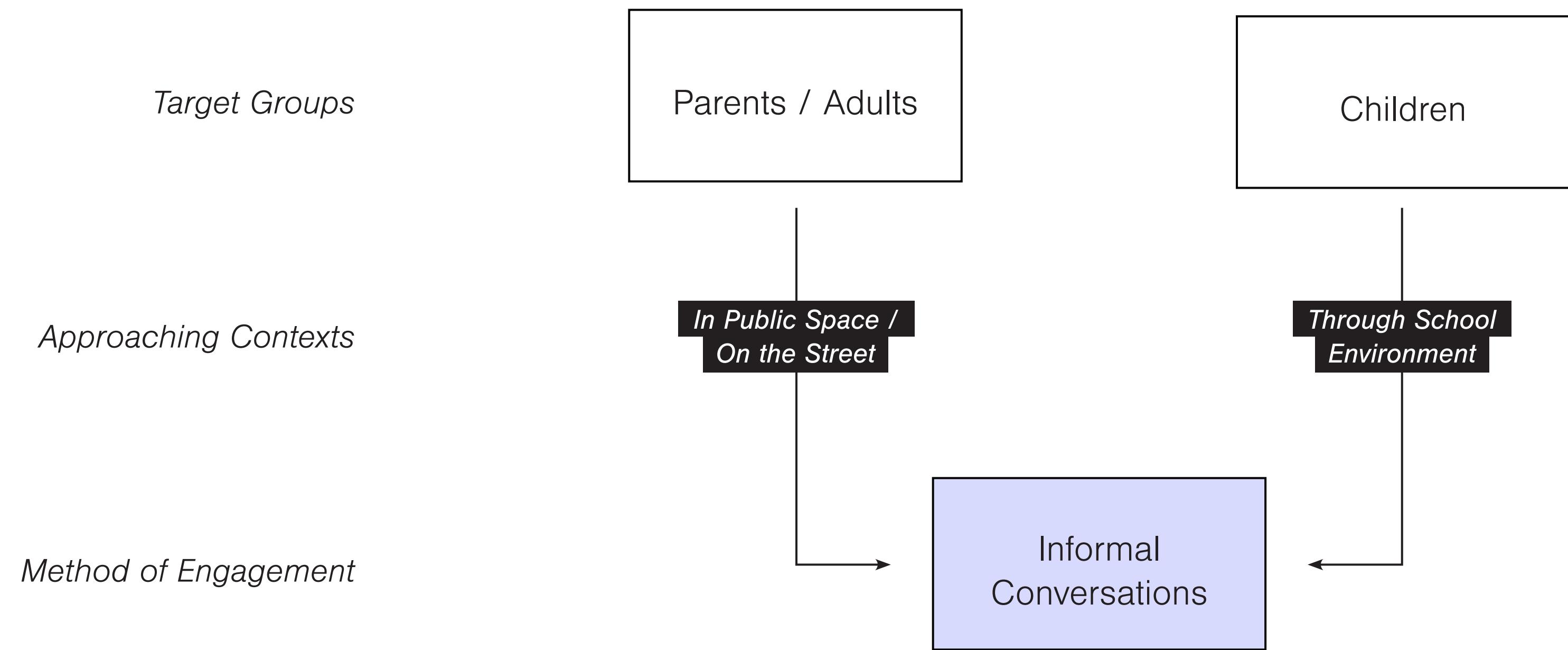
05.

ON THE GROUND REALITIES



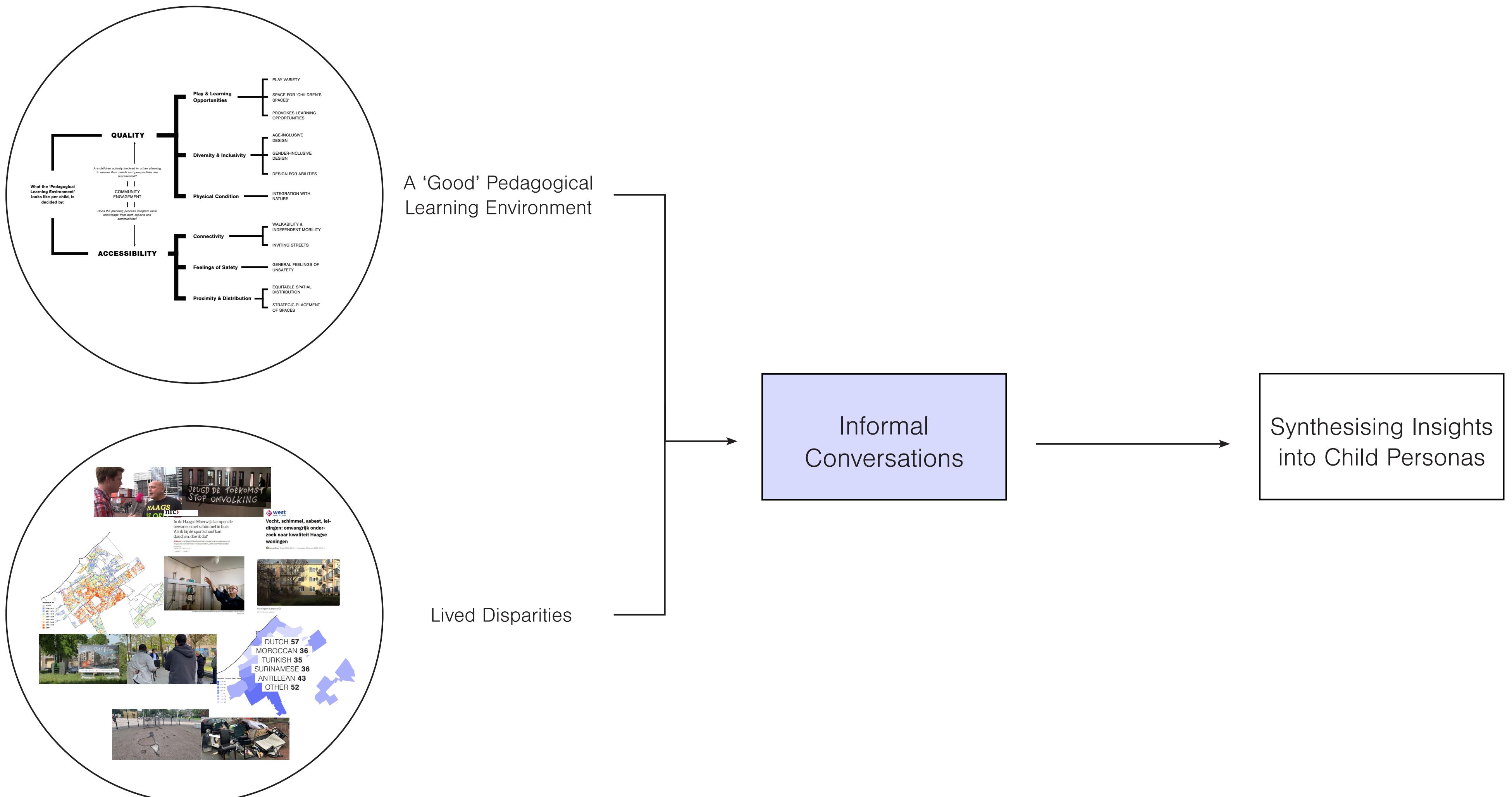
FOCUS AREA:
Bouwlust en Vrederust





FIELDWORK STRUCTURE AND FOCUS

On the Ground Realities

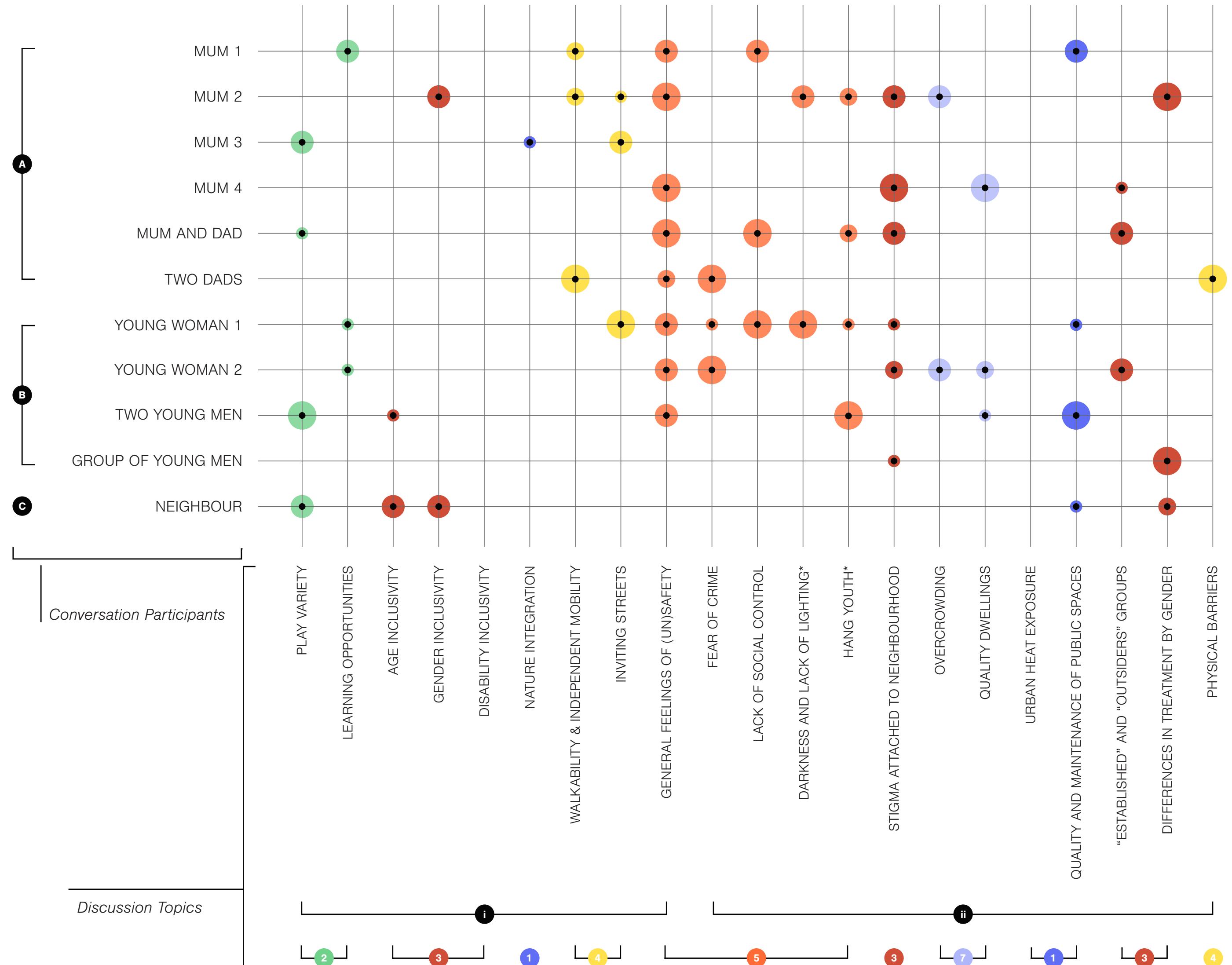


CONVERSATIONS WITH PARENTS

On the Ground Realities

Overview Matrix Conversations

- A. Parents
- B. Young Residents's Recalling Their Own Experiences
- C. Neighbour Observers



(*) Indicates topics that were added later based on recurring mentions during conversations with local residents.

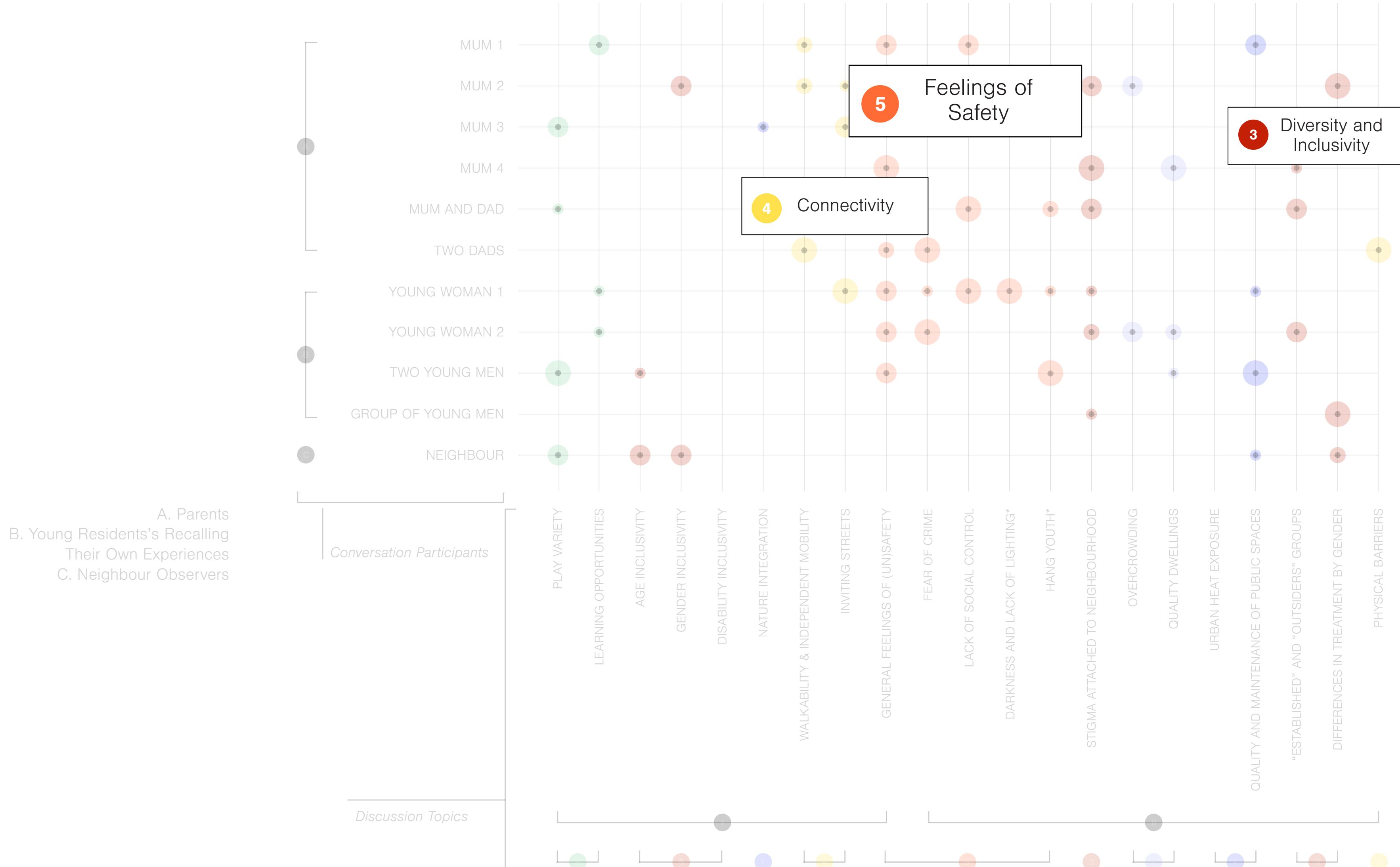
- i. Identified Factors for a Good Pedagogical Learning Environment
- ii. Lived Disparities in Children's Everyday Lives (Derived from Mixed-Method Approach on Socioeconomic Segregation)

1. Urban Spatial Quality
2. Play & Learning Opportunities
3. Diversity & Inclusivity
4. Connectivity
5. Feelings of Safety
6. Proximity & Distribution
7. Housing Quality & Reasons to Go Out

CONVERSATIONS WITH PARENTS

On the Ground Realities

Overview Matrix Conversations: Key Takeaways



i. Identified Factors for a Good Pedagogical Learning Environment
ii. Lived Disparities in Children's Everyday Lives
(Derived from Mixed-Method Approach on Socioeconomic Segregation)

1. Urban Spatial Quality
2. Play & Learning Opportunities
3. Diversity & Inclusivity
4. Connectivity
5. Feelings of Safety
6. Proximity & Distribution
7. Housing Quality & Reasons to Go Out

CONVERSATIONS WITH CHILDREN

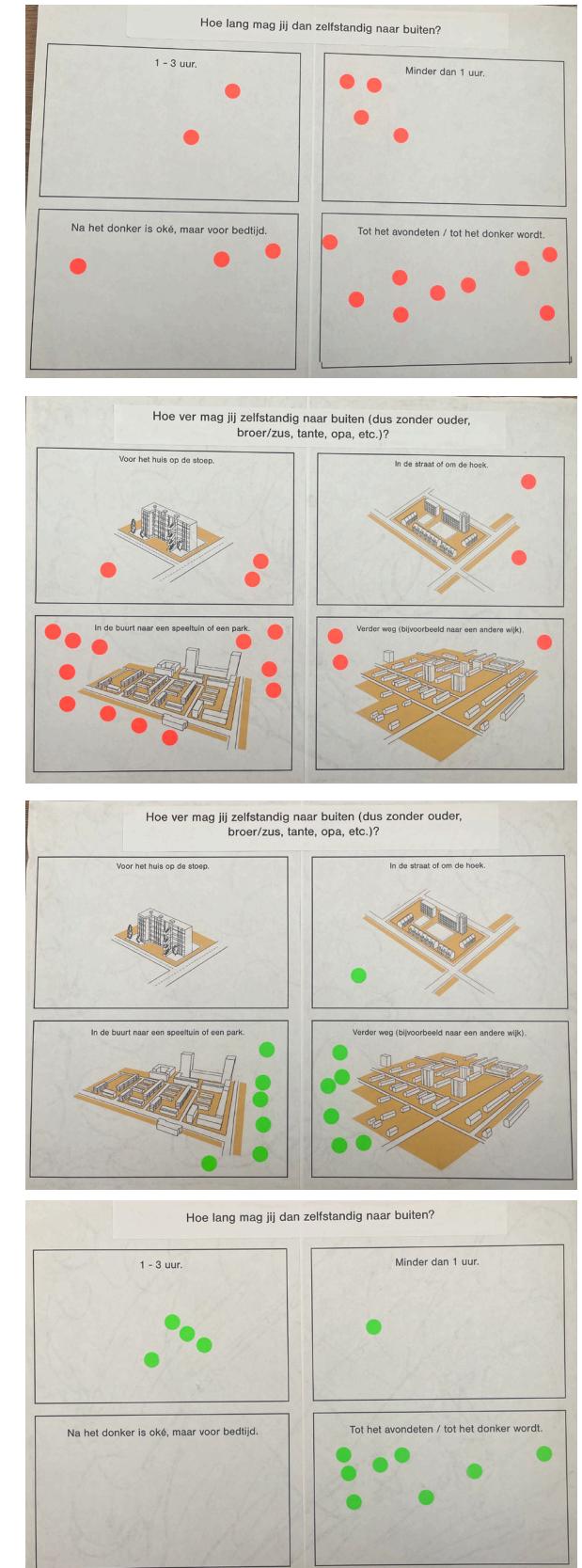
On the Ground Realities

Overview Structure

OPENING EXERCISE

CONVERSATION INSIGHTS

KEY TAKEAWAYS



GIRLS DON'T REALLY PLAY IN THIS PLAYGROUND – THEY DON'T COME ONTO THE FOOTBALL COURT BOYS GATHER HERE AFTER SCHOOL. I DON'T KNOW WHERE THE GIRLS GO.

ONE TIME WE EVEN FOUND A KNIFE IN THE PLAYGROUND. THAT WAS SCARY.

I CAN'T DO MY HOMEWORK AT HOME. MY AUNTIE IS STAYING IN MY ROOM BECAUSE SHE HAS MOULD IN HER HOUSE. THERE'S NO SPACE FOR ME.

WE NEVER GO THERE. THERE ARE ALWAYS THOSE GROUPS OF OLDER BOYS HANGING OUT. ONE TIME WE HEARD THEY EVEN STABBED EACH OTHER AND GOT INTO A FIGHT.

I'M NOT ALLOWED TO PLAY OUTSIDE. (WHEN ASKED IF EVER:) NO, JUST NEVER. MY DAD DOESN'T THINK IT'S SAFE FOR GIRLS.

THE FOOTBALL PITCH IS MOSTLY JUST A MUD POOL. YOU CAN'T DO SLIDINGS THEN.

Gender Differences

3 Diversity & Inclusivity

Quality & Maintenance of Public Space

1 Urban Spatial Quality

Quality Dwellings

7 Housing Quality & Reasons to Go Out

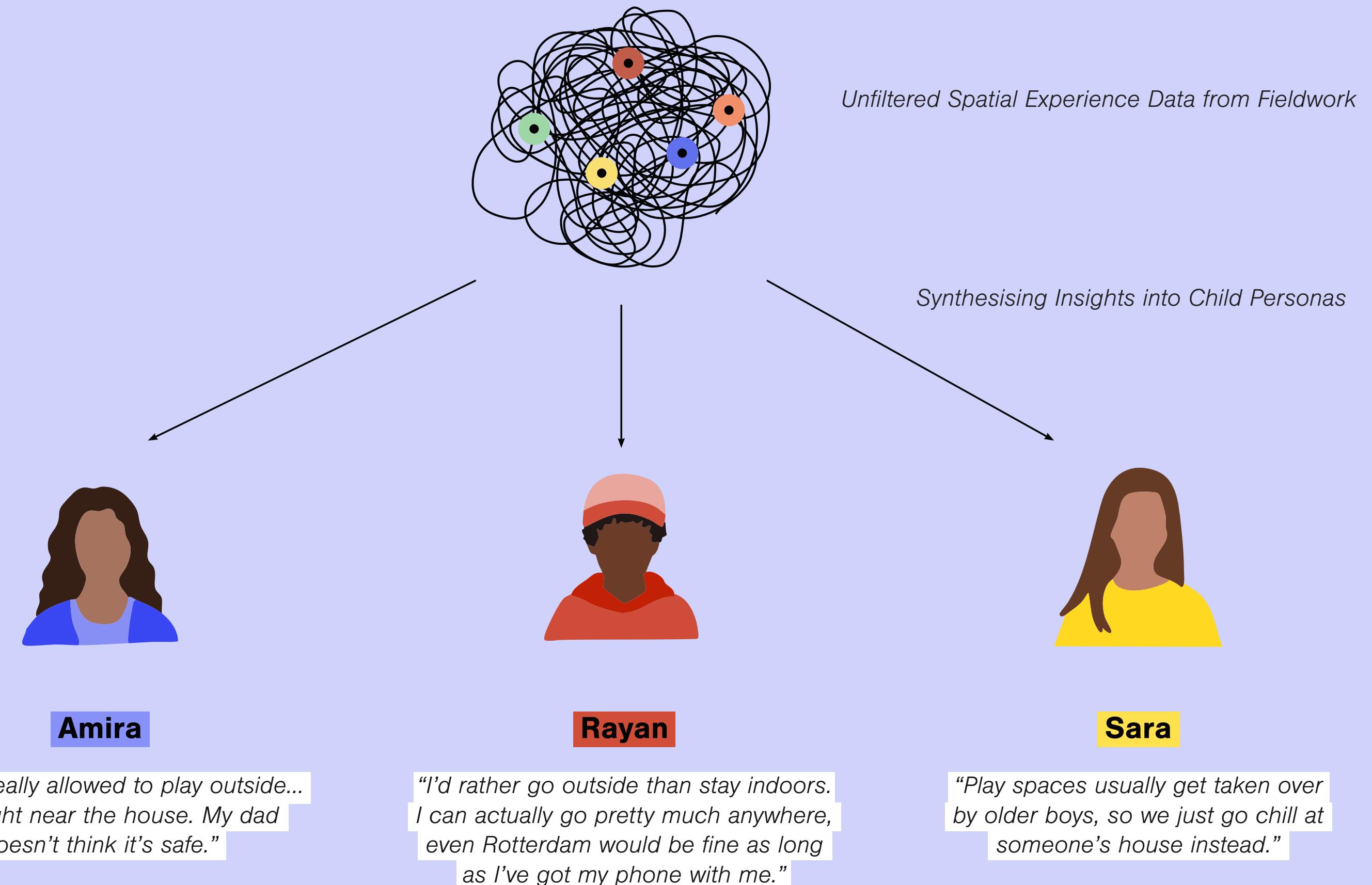
General Feelings of Unsafety

5 Feelings of Safety

PERSONAS

On the Ground Realities

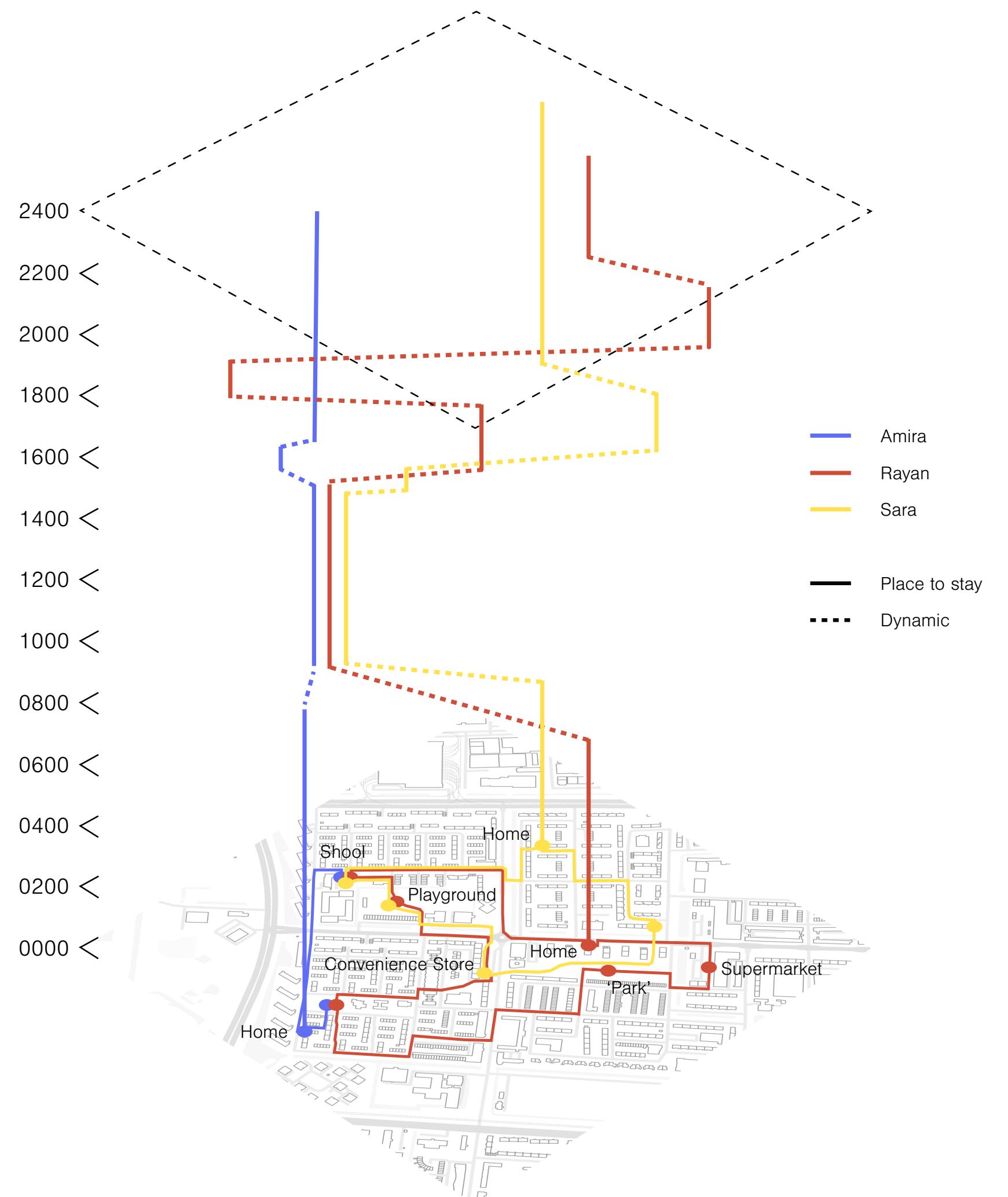
Synthesising Insights into Child Personas



PERSONAS

On the Ground Realities

Visualising Individual Trajectories in Time-Space Geography: Amira, Rayan, and Sara



PERSONAS

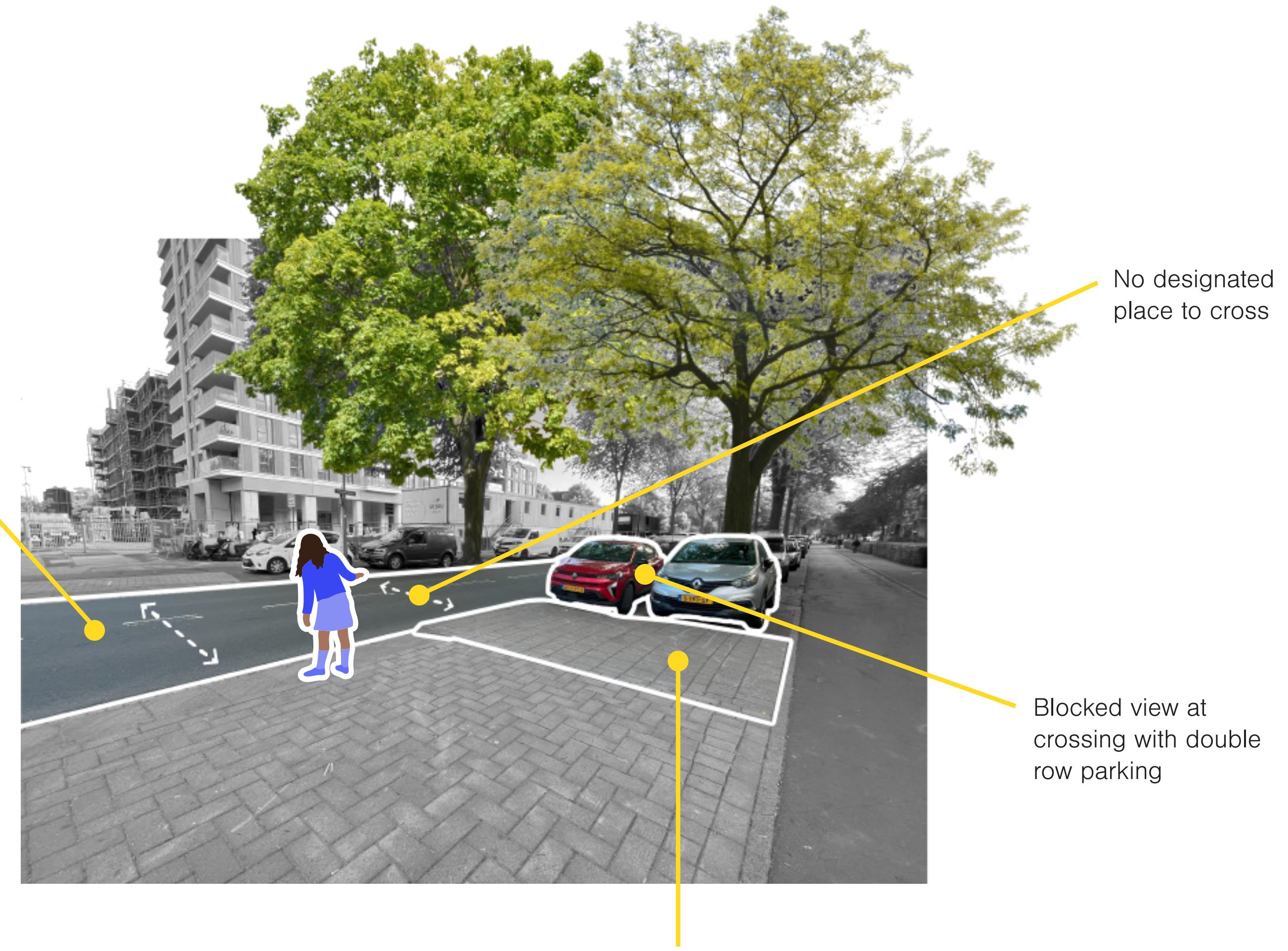
On the Ground Realities

Amira's Story



Amira

10 years old / Girl



High-speed cars merge
into the city from the
motorway

Pedestrian space becomes
parking when it suits

No designated
place to cross

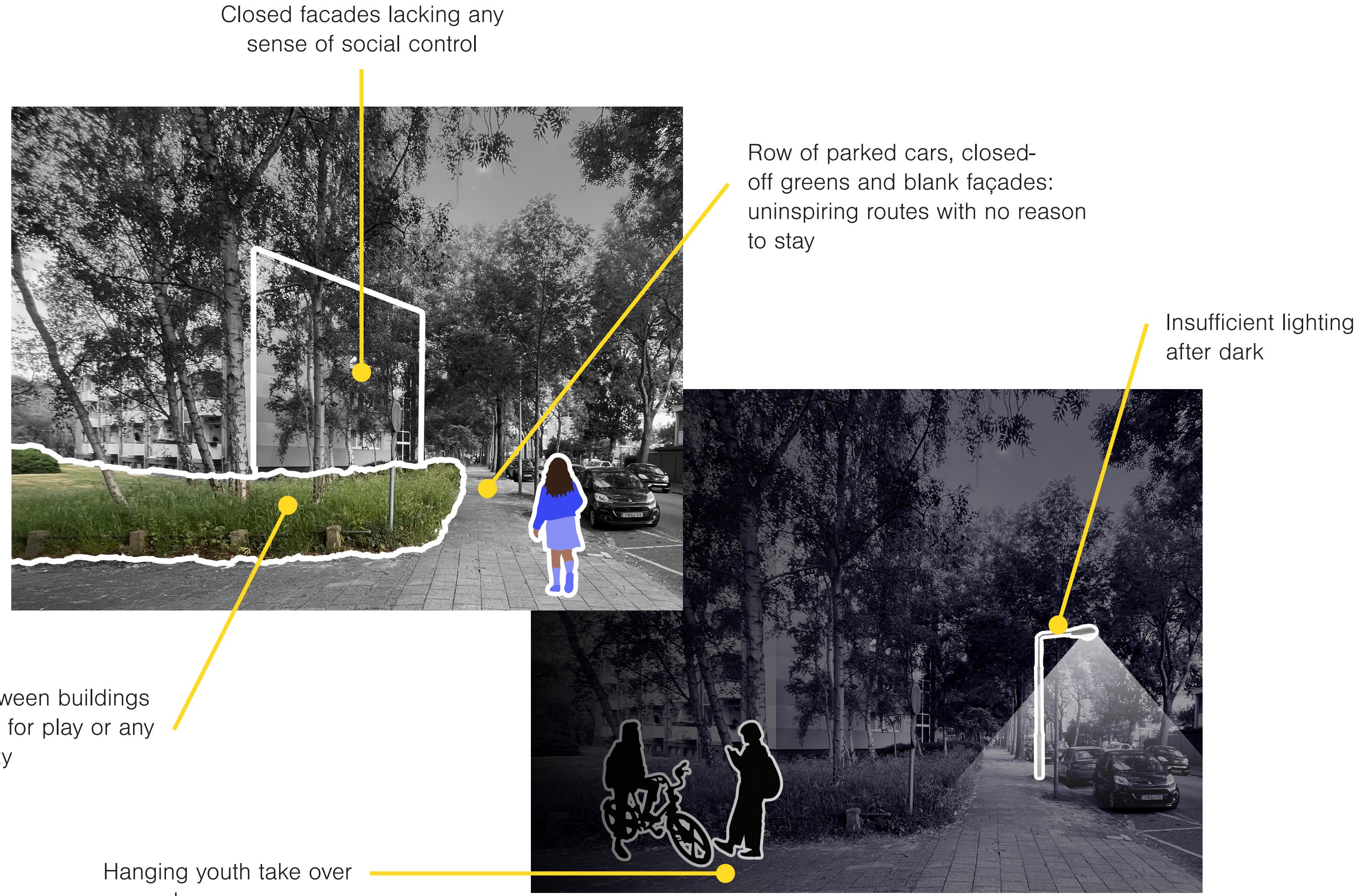
Blocked view at
crossing with double
row parking

PERSONAS

Amira's Story



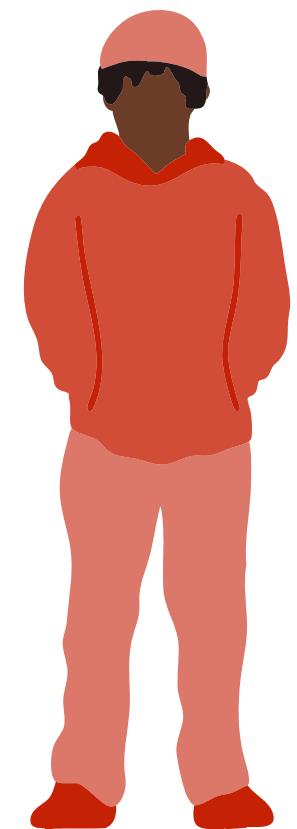
Amira
10 years old / Girl



PERSONAS

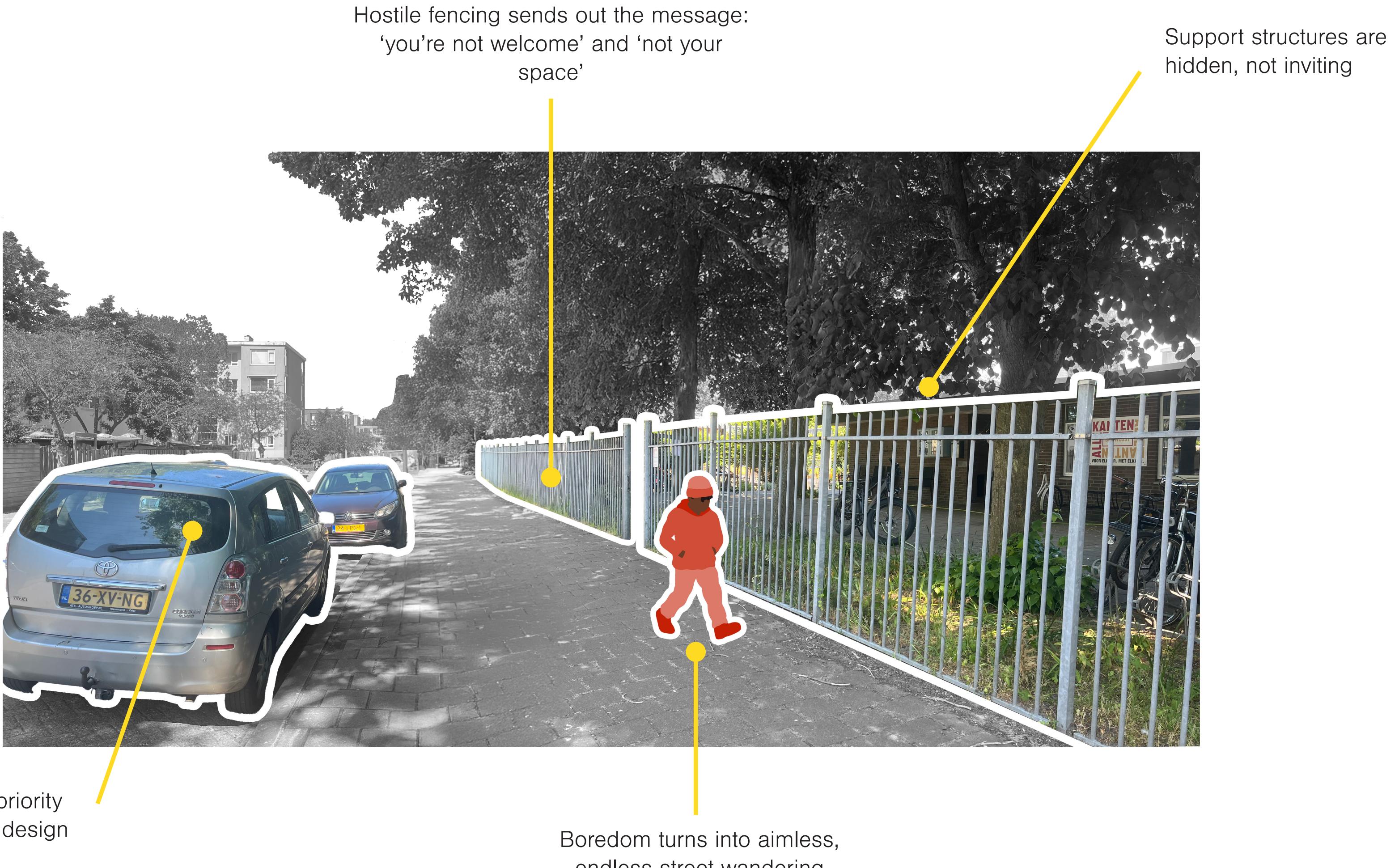
On the Ground Realities

Rayan's Story



Rayan

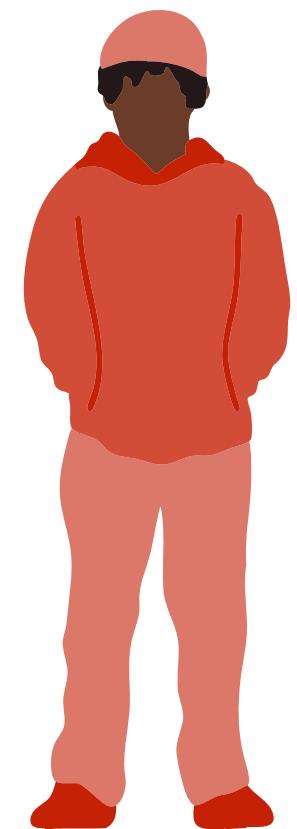
11 years old / Boy



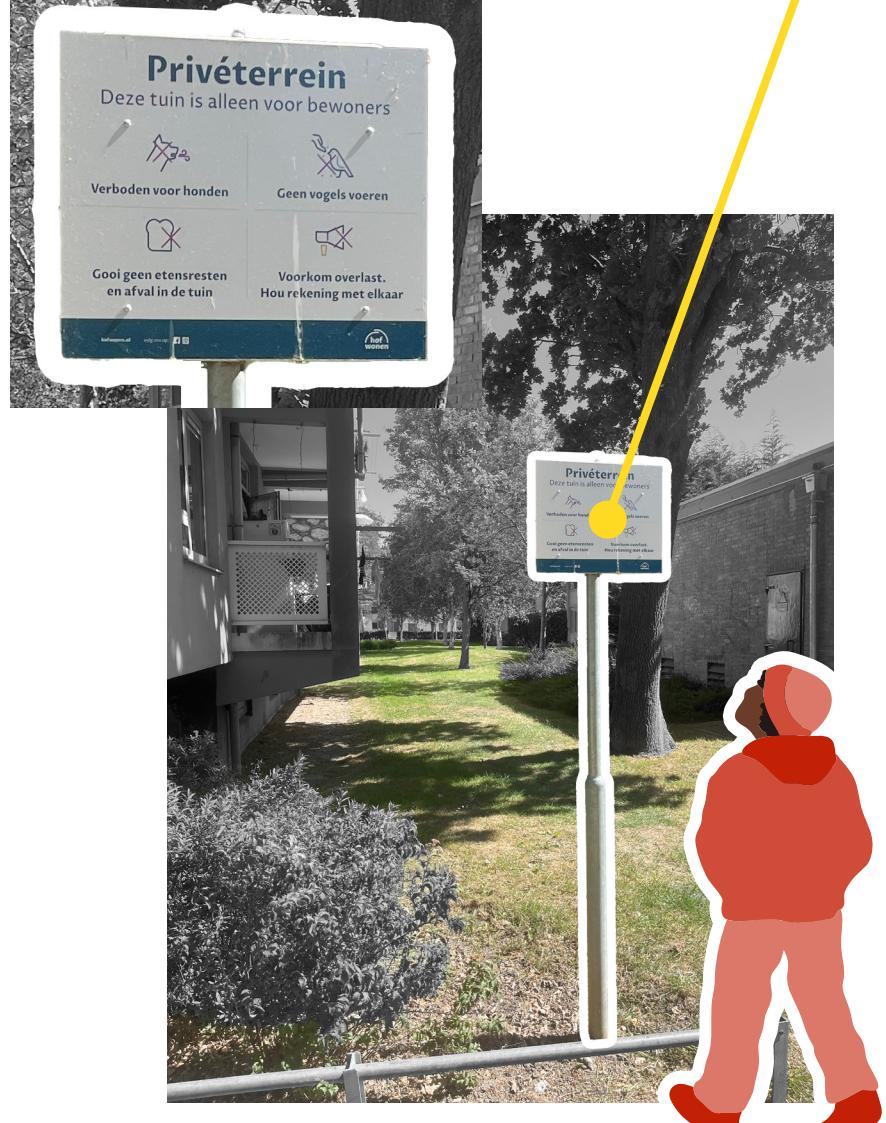
PERSONAS

On the Ground Realities

Rayan's Story



Rayan
11 years old / Boy



'Private property' sign
reduces connection to place
and neighbourhood



Wide pedestrian space, but
nothing happens here

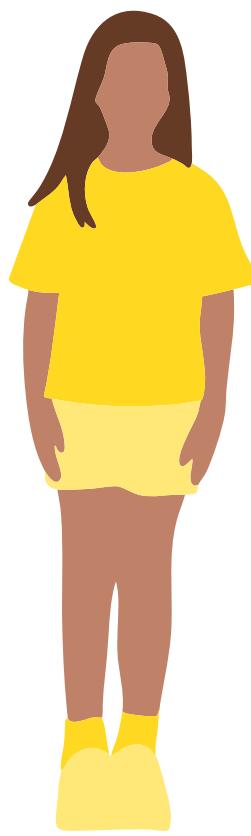
Space lacks inspiration and
invitation for child-centred
activities

Large windows of
blocked facades offer
no stimulation

PERSONAS

On the Ground Realities

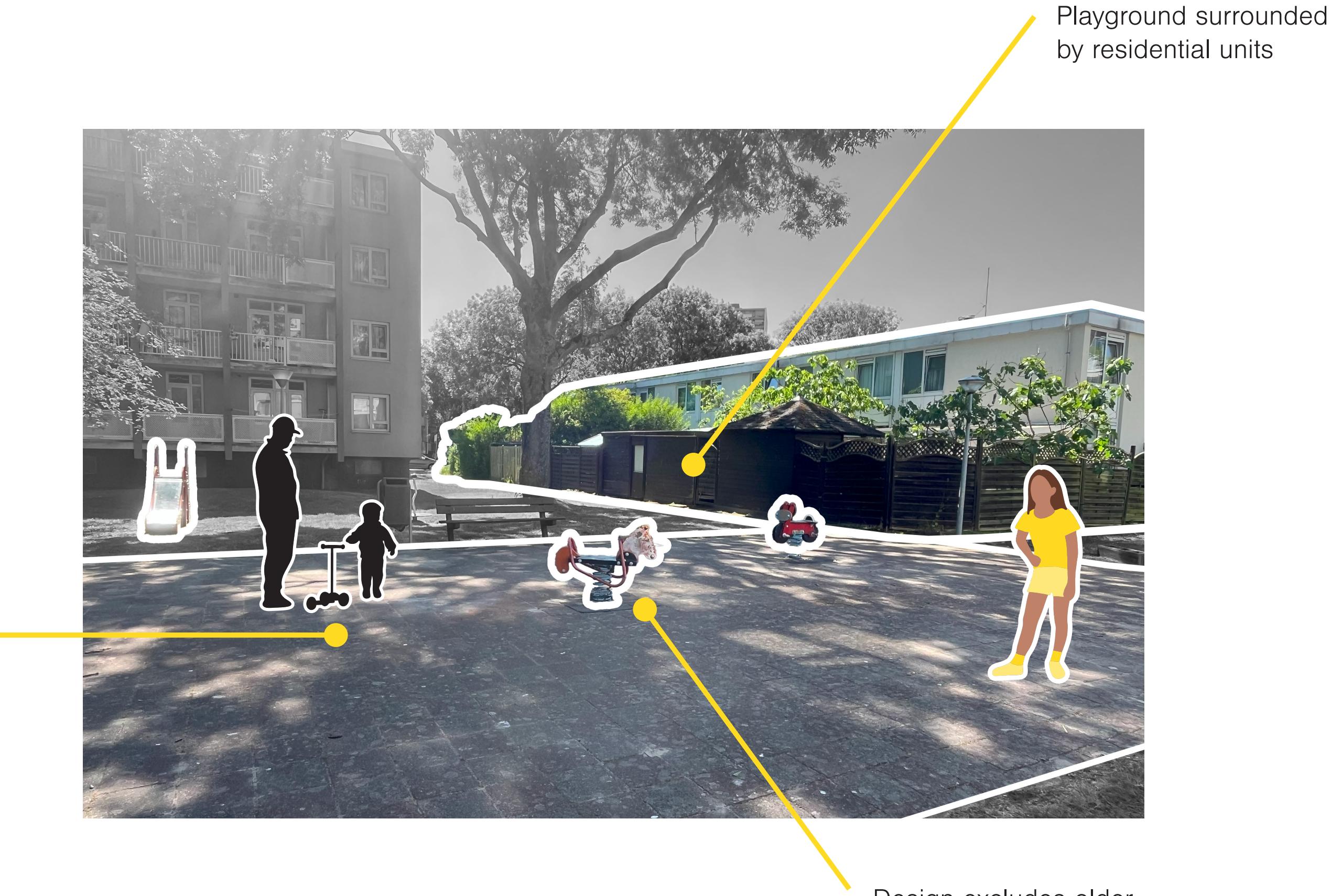
Sara's Story



Sara

11 years old / Girl

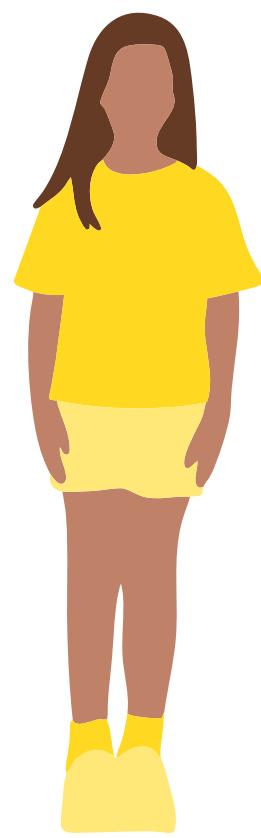
Even for small children,
it feels dull



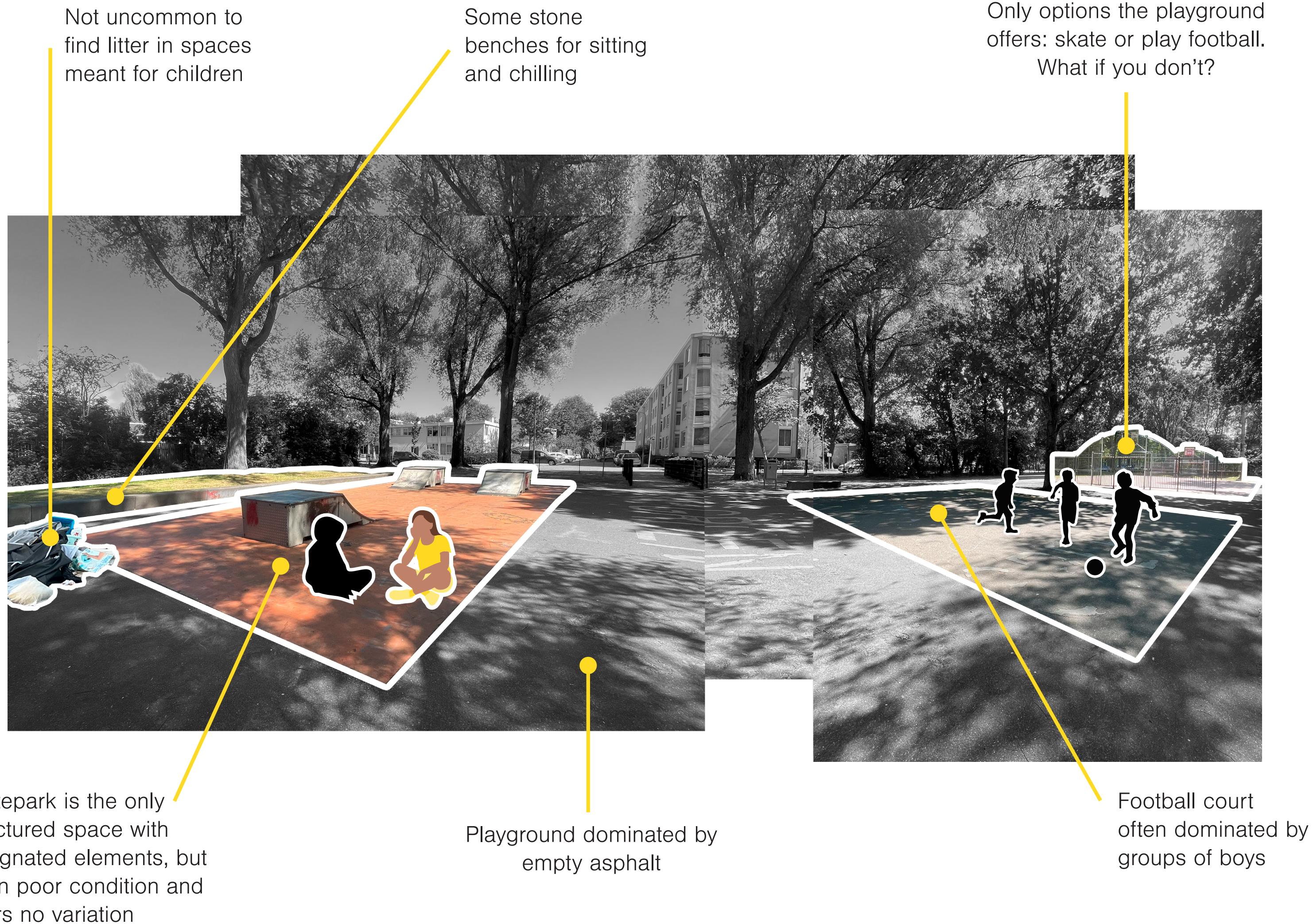
PERSONAS

On the Ground Realities

Sara's Story



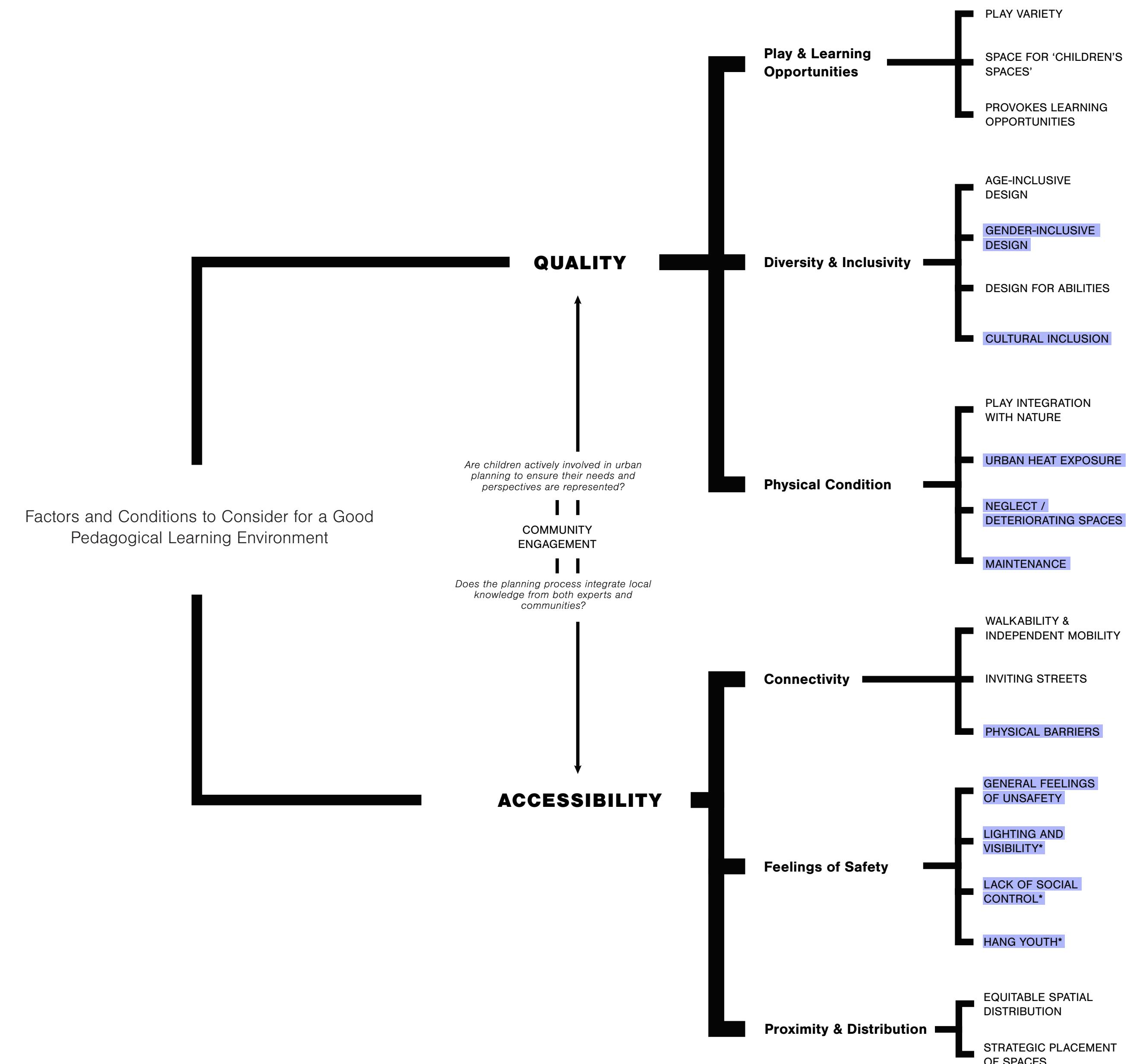
Sara
11 years old / Girl



REVISITING THE FRAMEWORK

On the Ground Realities

Additional Considerations

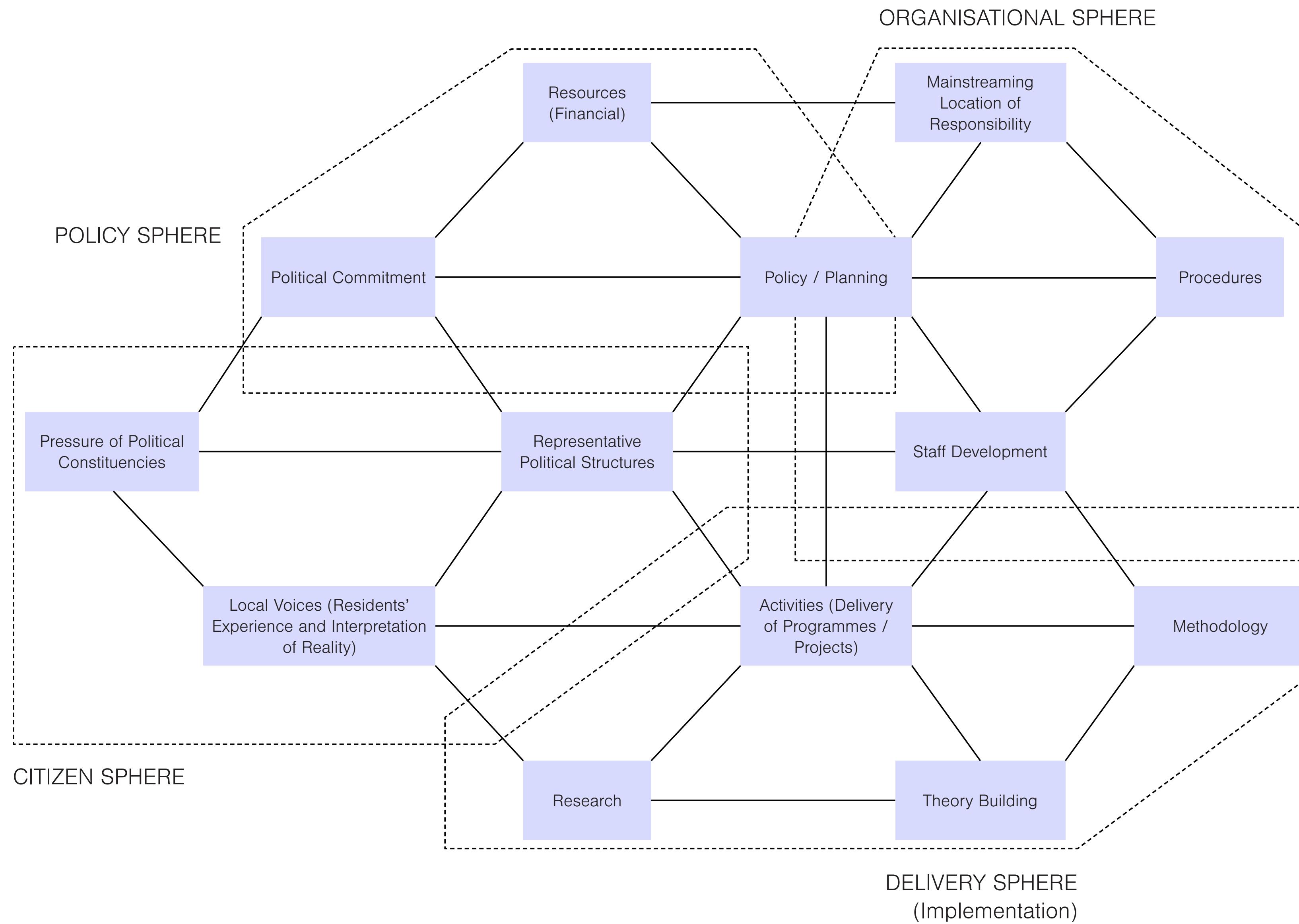


06.

PROCEDURAL LANDSCAPE

EXAMINING THE PROCEDURAL LANDSCAPE

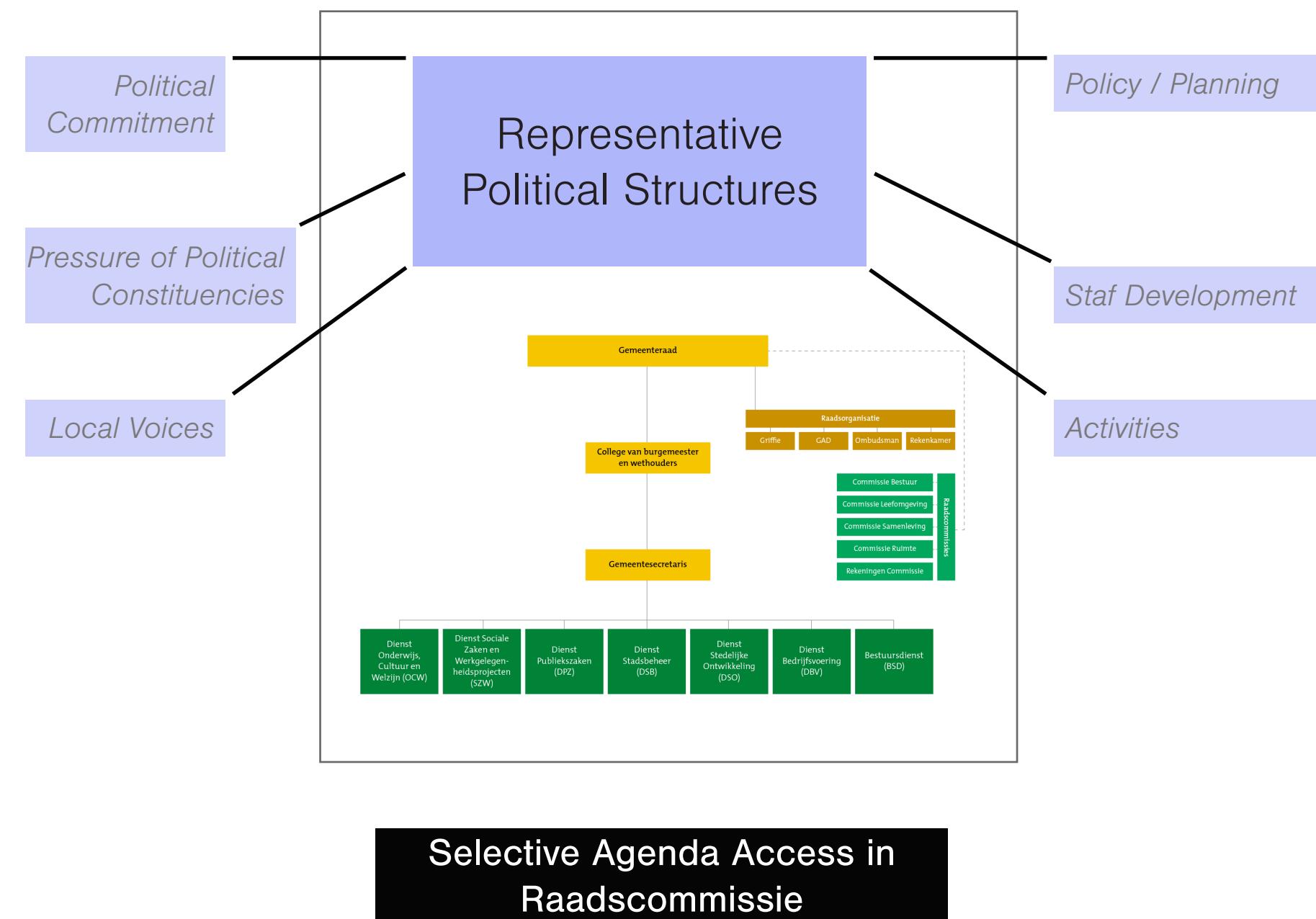
Using the Web of Institutionalisation (Levy, 1996) to analyse how institutional and procedural dynamics work



EXAMINING THE PROCEDURAL LANDSCAPE

Procedural Landscape

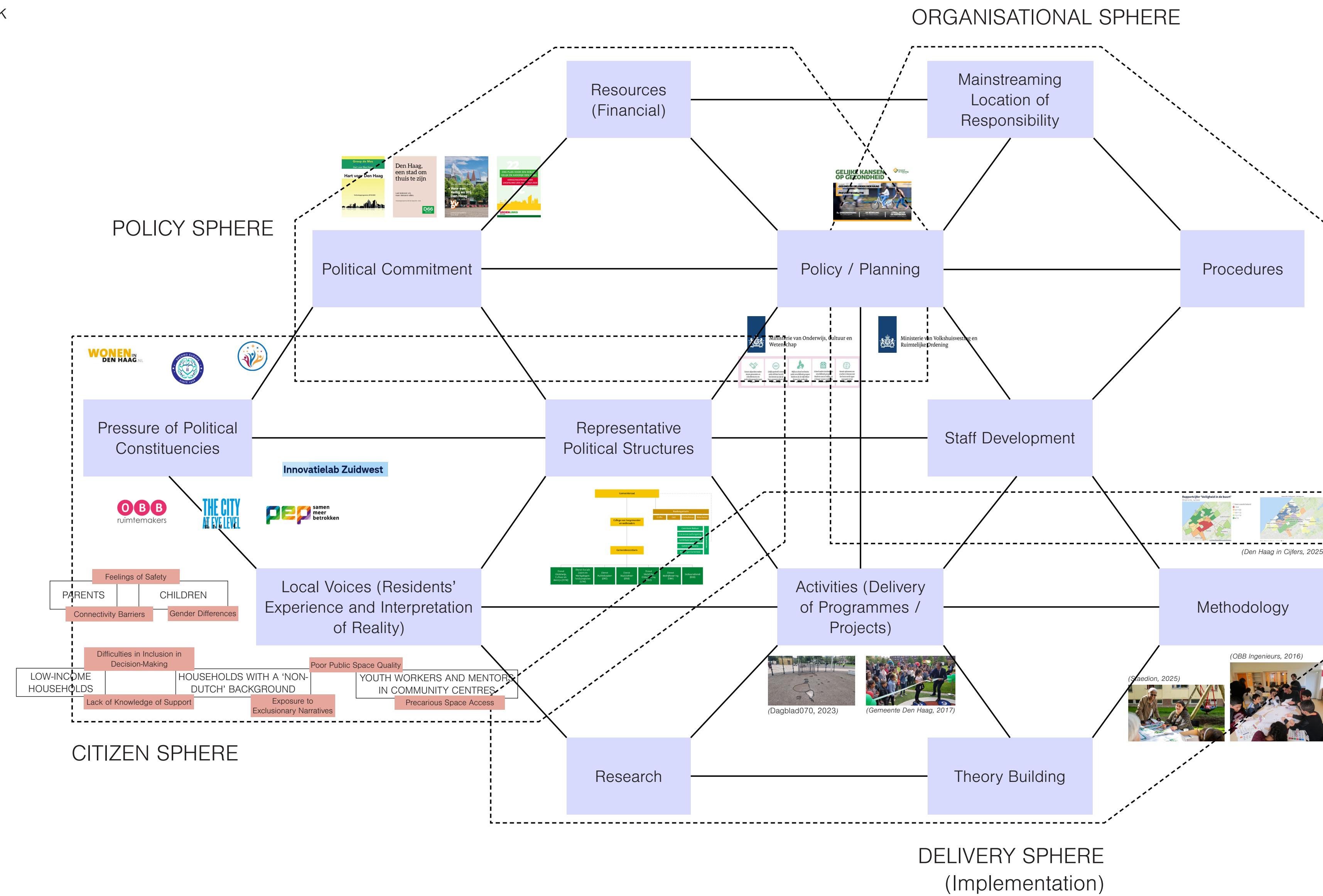
Using the Web of Institutionalisation (Levy, 1996) to analyse how institutional and procedural dynamics work



EXAMINING THE PROCEDURAL LANDSCAPE

Procedural Landscape

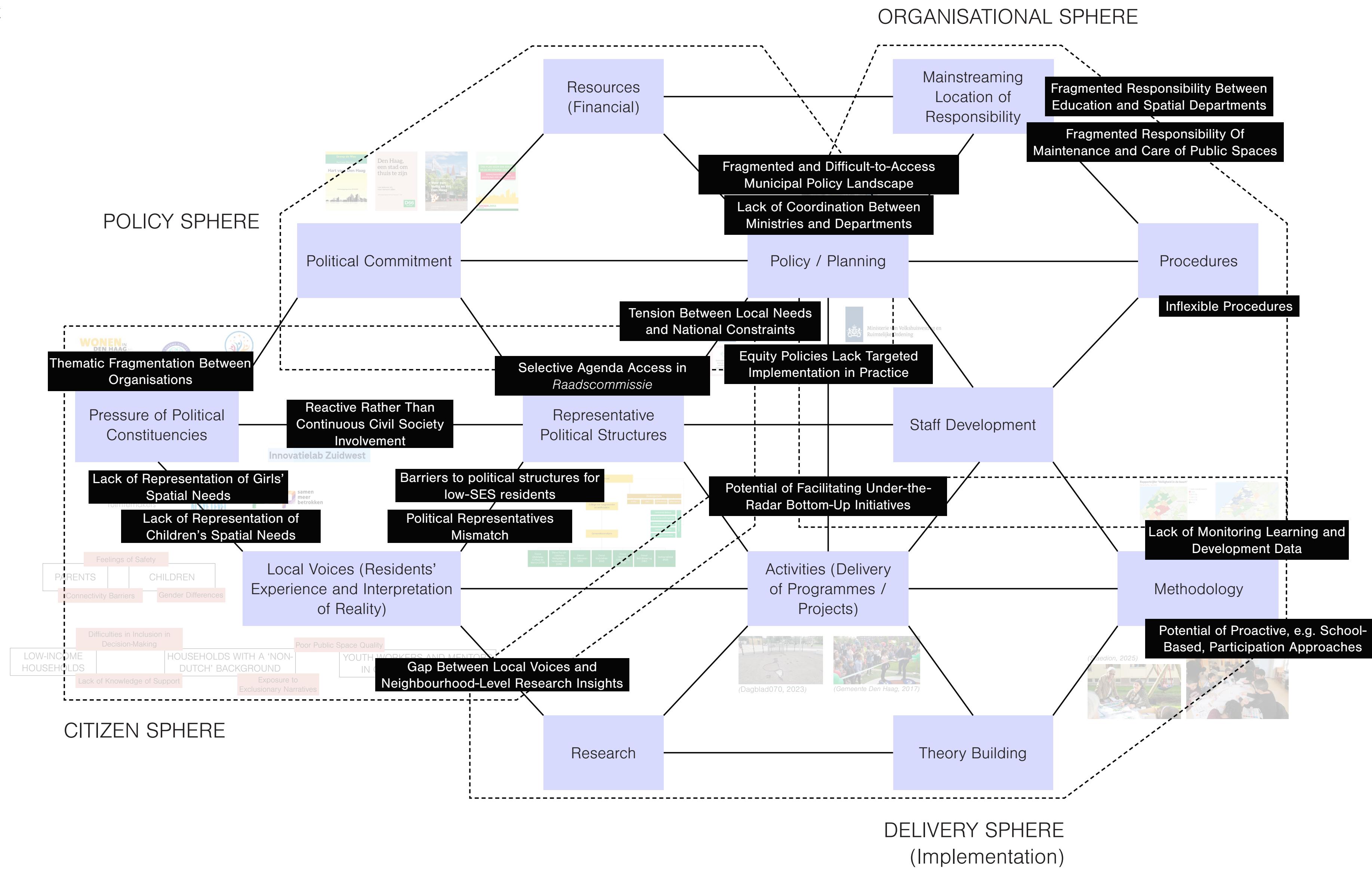
Using the Web of Institutionalisation (Levy, 1996) to analyse how institutional and procedural dynamics work



EXAMINING THE PROCEDURAL LANDSCAPE

Procedural Landscape

Using the Web of Institutionalisation (Levy, 1996) to analyse how institutional and procedural dynamics work

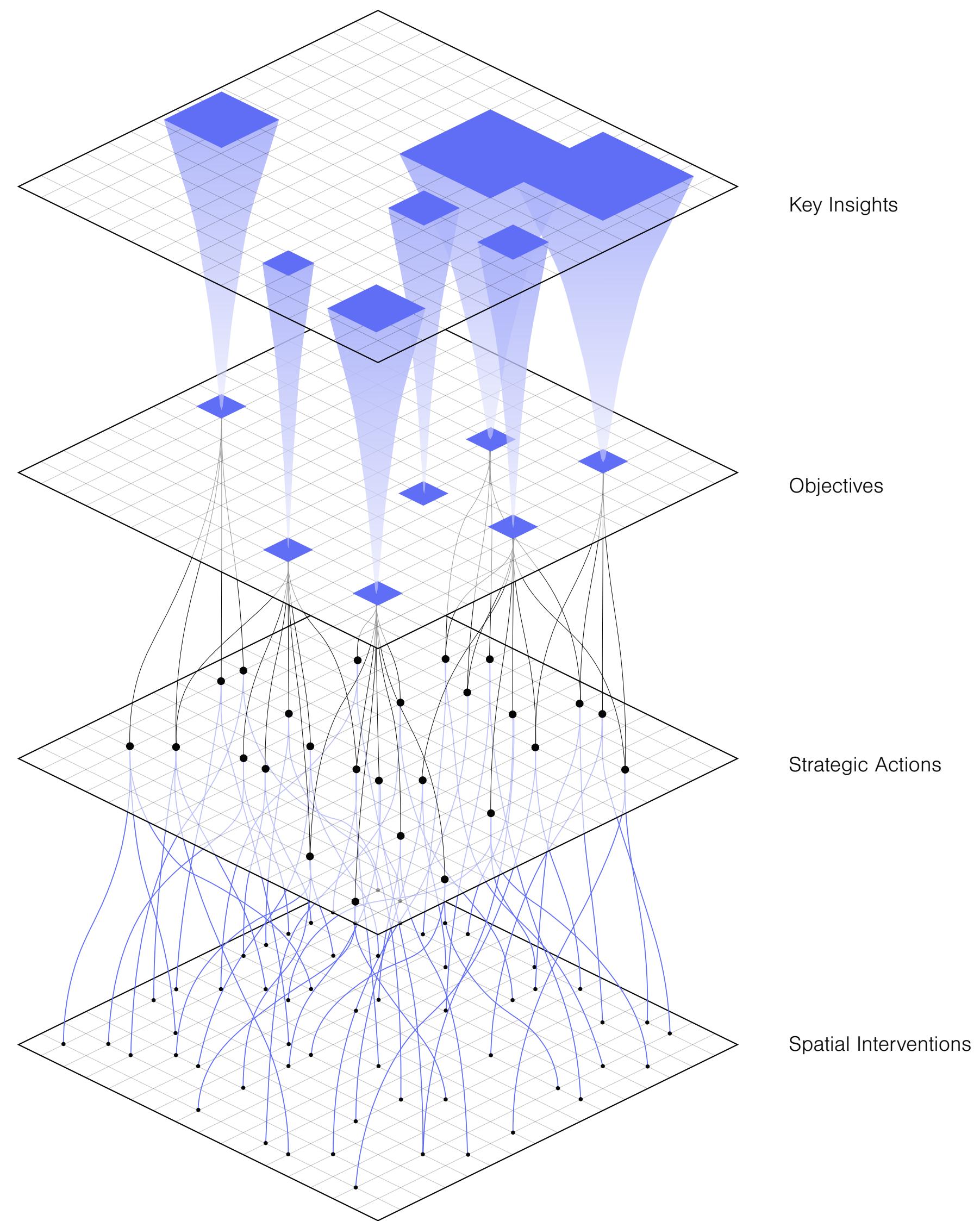


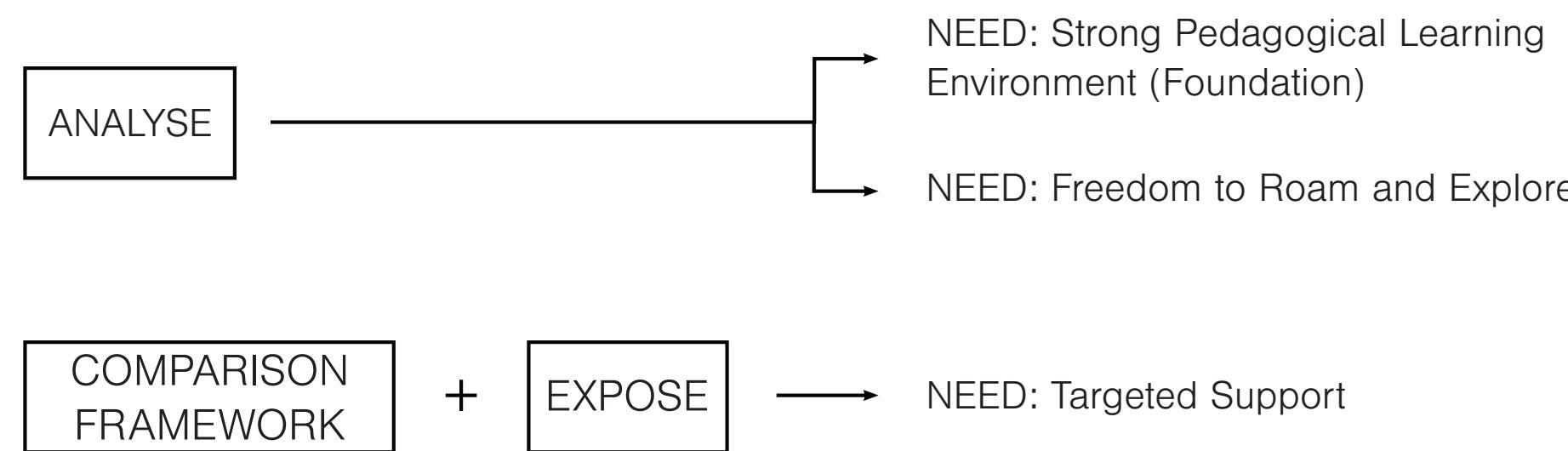
07.

OUTCOMES

CONNECTING INSIGHTS, OBJECTIVES AND ACTIONS: SOCIO-SPATIAL

Outcomes



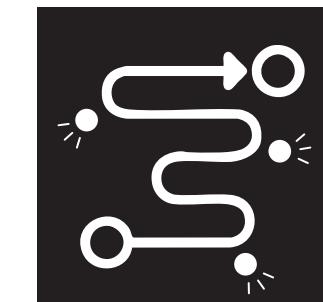


NEEDS

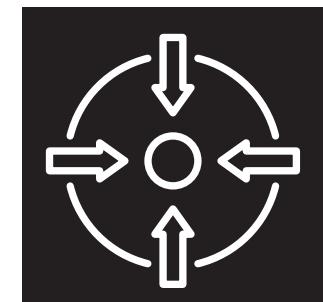
1. STRONG LEARNING ENVIRONMENT (FOUNDATION)



2. FREEDOM TO ROAM AND EXPLORE

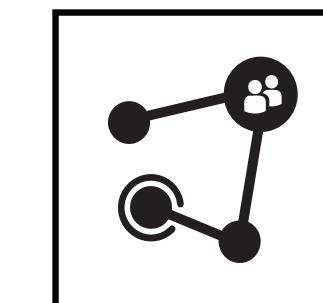


3. TARGETED SUPPORT

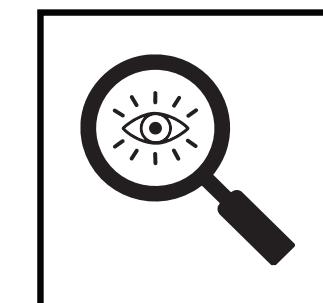


OPPORTUNITIES

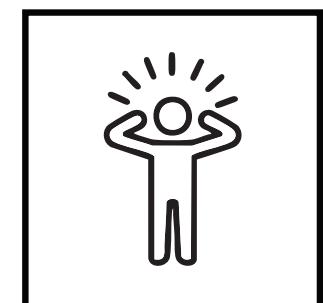
4. NETWORKS OF SUPPORT



5. ACTIVELY LEARNING THROUGH SPACE

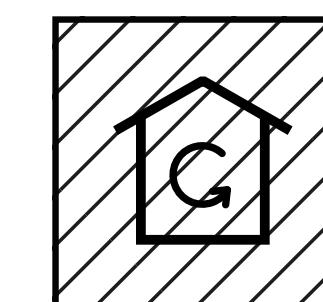


6. DREAMING AND BELIEVING



RISKS

7. DRASTIC URBAN RESTRUCTURING



STRATEGIC ACTIONS: SOCIO-SPATIAL

Outcomes

URBAN SPATIAL QUALITY

PLAY & LEARNING OPPORTUNITIES

DIVERSITY & INCLUSIVITY

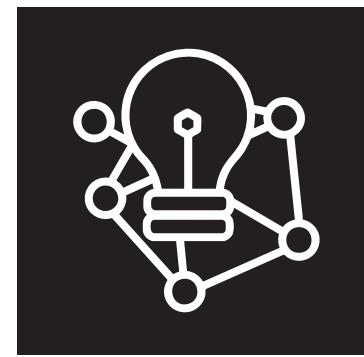
CONNECTIVITY

FEELINGS OF SAFETY

PROXIMITY & DISTRIBUTION

STRATEGIC ACTIONS: SOCIO-SPATIAL

Outcomes



STRONG LEARNING ENVIRONMENT (FOUNDATION)

URBAN SPATIAL QUALITY

USQ1 Embed natural elements into the urban learning environments to enhance experiences.

PLAY & LEARNING OPPORTUNITIES

PLO1 Diverse play environments to maximise engagement and sustain children's interest over time.

PLO2 Create play environments that stimulate cognitive, physical, and social development.

PLO3 Integrate elements that stimulate learning and curiosity within everyday spaces.

DIVERSITY & INCLUSIVITY

DI1 Design spaces that accommodate a full range of age groups, including for adolescents.

DI2 Design spaces for a broad spectrum of physical (and cognitive) abilities.

DI3 Ensure connecting streets are welcoming and usable for all abilities.

CONNECTIVITY

C1 Prioritise pedestrian-friendly and cycling connections between children's spaces and daily destinations to strengthen independent mobility.

C2 Streetscapes should look inviting and accessible to children.

FEELINGS OF SAFETY

FS1 Mitigate environmental factors that negatively impact children's perceived safety.

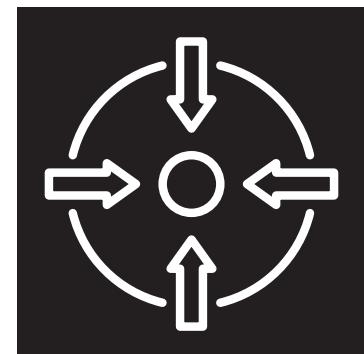
PROXIMITY & DISTRIBUTION

PD1 Distribute spaces for children equitably across neighbourhoods to ensure fair access.

PD2 Strategically locate spaces for children along routes to maximise visibility, engagement, and use.

STRATEGIC ACTIONS: SOCIO-SPATIAL

Outcomes



TARGETED SUPPORT

URBAN SPATIAL QUALITY

USQ2 Provide sufficient shade, greenery, and cooling elements to reduce heat stress.

USQ3 Address and reverse physical neglect.

USQ4 Ensure continuous maintenance, waste management.

USQ5 Where urban development takes place, prioritise liveable, and affordable housing that foster active street life and human-scale environments.

USQ6 Reinforce the role of underused green spaces by promoting multifunctionality and everyday relevance.

USQ7 Introduce visual variety, permeability, and active edges along connecting streets.

PLAY & LEARNING OPPORTUNITIES

DIVERSITY & INCLUSIVITY

DI1 Design spaces that accommodate a full range of age groups, including for adolescents.

DI4 Ensure gender-inclusive spatial design that feels equally inviting and safe to all children.

DI5 Challenge gendered patterns of space use.

DI6 Foster social connectedness by embedding opportunities for informal encounters within the urban environment.

DI7 Accommodate and visibly reflect diverse cultural norms beyond the dominant standard.

CONNECTIVITY

C3 Continuity of children's pedestrian networks by minimising physical and perceptual barriers.

FS3 Slow down traffic and reduce car dominance.

FS4 Strengthen visibility and spatial legibility through thoughtful lighting strategies.

FS5 Promote passive social control.

FS6 Address the challenges associated with hanging youth groups by offering constructive and socially accepted alternatives.

FS7 Foster safety and trust through inclusive spatial practices, avoiding over-reliance on policing and promoting community-based presence.

FEELINGS OF SAFETY

PROXIMITY & DISTRIBUTION

PD1 Distribute spaces for children equitably across neighbourhoods to ensure fair access.

PD3 Ensure children's spaces are located near all children's living environments to support independent use and reduce dependency on adults.

STRATEGIC ACTIONS: SOCIO-SPATIAL

Outcomes

URBAN SPATIAL QUALITY

USQ1 Embed natural elements into the urban learning environments to enhance experiences.

USQ2 Provide sufficient shade, greenery, and cooling elements to reduce heat stress.

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USQ6 Reinforce the role of underused green spaces by promoting multifunctionality and everyday relevance.

USQ7 Introduce visual variety, permeability, and active edges along connecting streets.

USQ8 Stimulate hybrid spaces where educational, cultural, and social activities overlap and reinforce each other.

PLO1 Diverse play environments to maximise engagement and sustain children's interest over time.

PLO2 Create play environments that stimulate cognitive, physical, and social development.

PLO3 Integrate elements that stimulate learning and curiosity within everyday spaces.

PLO4 Integrate spatial cues that provoke cognitive engagement.

PLO5 Leave 'rough edges' and undefined spaces along children's everyday routes to stimulate exploration and spontaneous play.

PLO6 Embed thematic spatial elements into public space to connect locations around a shared educational theme.

PLO7 Strengthen the role of libraries, community centres, and schools as multifunctional hubs for learning, support, and community interaction.

PLO8 Foster partnerships between institutions and informal community networks to broaden access to learning and development opportunities.

PLO9 Facilitate volunteer-led initiatives that expand educational support, mentoring, and after-school activities for children.

PLO10 Facilitate local capacity-building by creating spaces for knowledge exchange between professionals, experts, and the community.

PLO11 Incorporate symbolic spatial gestures that invite imagination to envision themselves in aspirational roles.

PLAY & LEARNING OPPORTUNITIES

DIVERSITY & INCLUSIVITY

DI1 Design spaces that accommodate a full range of age groups, including for adolescents.

DI2 Design spaces for a broad spectrum of physical (and cognitive) abilities.

DI3 Ensure connecting streets are welcoming and usable for all abilities.

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DI7 Accommodate and visibly reflect diverse cultural norms beyond the dominant standard.

DI8 Represent diverse role models, histories, and futures visibly within the urban environment.

CONNECTIVITY

C1 Prioritise pedestrian-friendly and cycling connections between children's spaces and daily destinations to strengthen independent mobility.

C2 Streetscapes should look inviting and accessible to children.

C3 Continuity of children's pedestrian networks by minimising physical and perceptual barriers.

C4 Promote the visibility and accessibility of existing structures to ensure that all families can easily engage with available opportunities.

FS1 Mitigate environmental factors that negatively impact children's perceived safety.

FS2 Enhance safety perception by activating streets.

FS3 Slow down traffic and reduce car dominance.

FS4 Strengthen visibility and spatial legibility through thoughtful lighting strategies.

FS5 Promote passive social control.

FS6 Address the challenges associated with hanging youth groups by offering constructive and socially accepted alternatives.

FS7 Foster safety and trust through inclusive spatial practices, avoiding over-reliance on policing and promoting community-based presence.

FEELINGS OF SAFETY

PD1 Distribute spaces for children equitably across neighbourhoods to ensure fair access.

PD2 Strategically locate spaces for children along routes to maximise visibility, engagement, and use.

PD3 Ensure children's spaces are located near all children's living environments to support independent use and reduce dependency on adults.

PD4 Locate formal learning and play spaces close to community anchors (schools, libraries, community centres) to reinforce access.

PD5 Monitor existing supportive structures and identify underused capacities to better integrate resources across the community.

PROXIMITY & DISTRIBUTION

Creating Space to Learn and Grow

STRATEGIC ACTIONS: SOCIO-SPATIAL

Outcomes

URBAN SPATIAL QUALITY

USQ1 Embed natural elements into the urban learning environments to enhance experiences.

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USQ6 Reinforce the role of underused green spaces by promoting multifunctionality and everyday relevance.

USQ7 Introduce visual variety, permeability, and active edges along connecting streets.

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PLO10 Facilitate local capacity-building by creating spaces for knowledge exchange between professionals, experts, and the community.

PLO11 Incorporate symbolic spatial gestures that invite imagination to envision themselves in aspirational roles.

DIVERSITY & INCLUSIVITY

DI1 Design spaces that accommodate a full range of age groups, including for adolescents.

DI2 Design spaces that accommodate a range of physical (and non-physical) abilities.

DI3 Ensure connecting streets are welcoming and usable for all abilities.

DI5 Challenge gendered patterns of space use.

DI6 Create social, connected, and safe learning opportunities for children within the urban environment.

DI7 Accommodate and visibly reflect diverse cultural norms beyond the dominant standard.

DI8 Represent diverse role models, histories, and futures visibly within the urban environment.

CONNECTIVITY

C1 Prioritise pedestrian-friendly and cycling connections between children's spaces and daily destinations to strengthen independent mobility.

C2 Streetscapes should look inviting and accessible to children.

C3 Continuity of children's pedestrian networks by minimising physical and perceptual barriers.

C4 Promote the visibility and accessibility of existing structures to ensure that all families can easily engage with available opportunities.

FEELING SAFE

Mitigate environmental factors that negatively impact children's perceived safety.

FS2 Enhance safety perception by activating streets.

FS3 Slow down traffic and reduce car dominance.

FS4 Strengthen the sense of safety and accessibility through thoughtful lighting and design.

FS5 Promote less invasive social control.

FS6 Address the challenges associated with hanging youth groups by offering constructive and socially accepted alternatives.

FS7 Foster safety and trust through inclusive spatial practices, avoiding over-reliance on policing and promoting community-based presence.

PROXIMITY & DISTRIBUTION

PD1 Distribute spaces for children equitably across neighbourhoods to ensure fair access.

PD2 Strategically locate spaces for children along routes to maximise visibility, engagement, and use.

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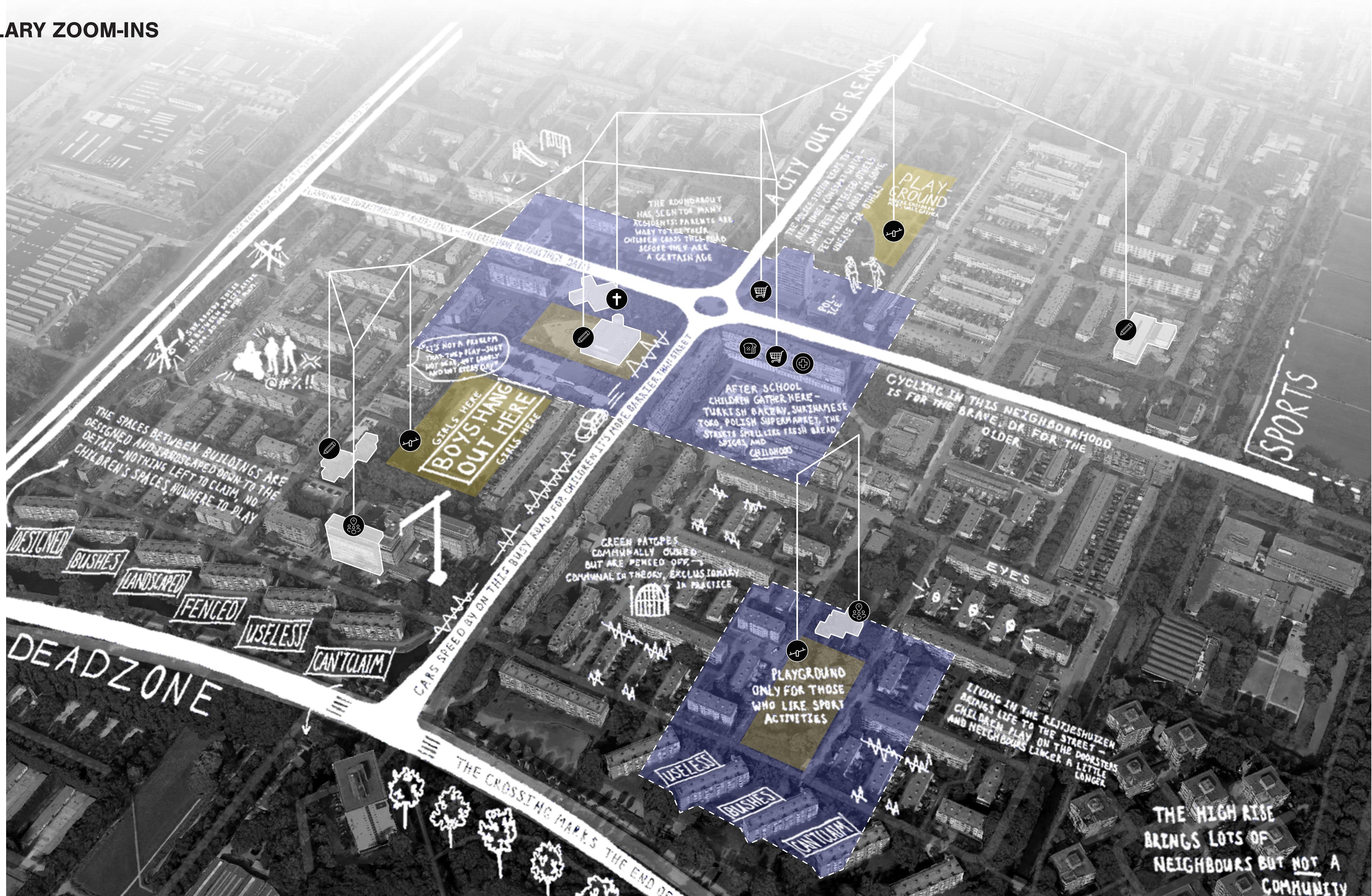
PD5 Monitor existing supportive structures and identify underused capacities to better integrate resources across the community.





What could that look like?

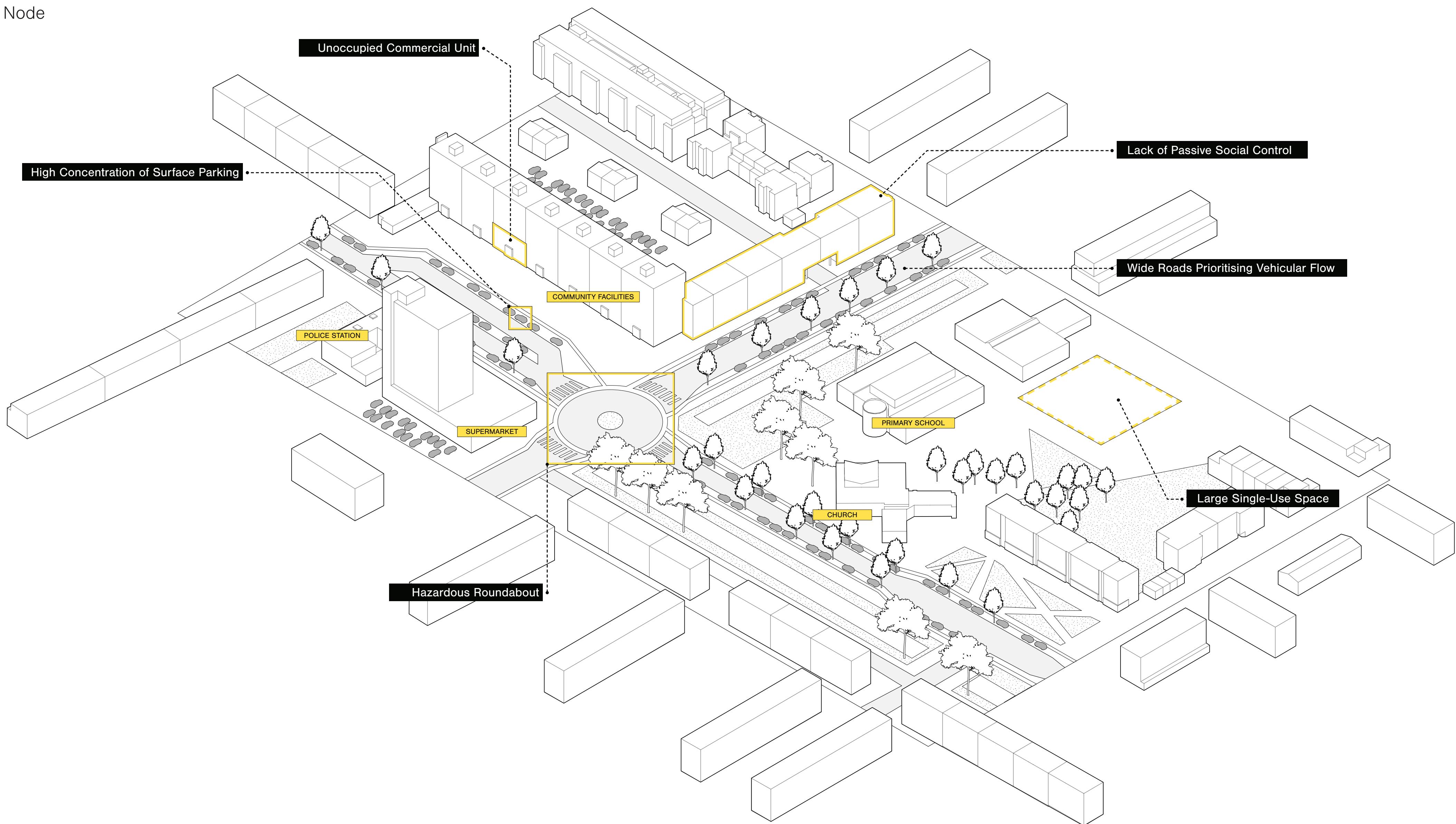
EXEMPLARY ZOOM-INS



ENVIRONMENT ASSESSMENT

Outcomes

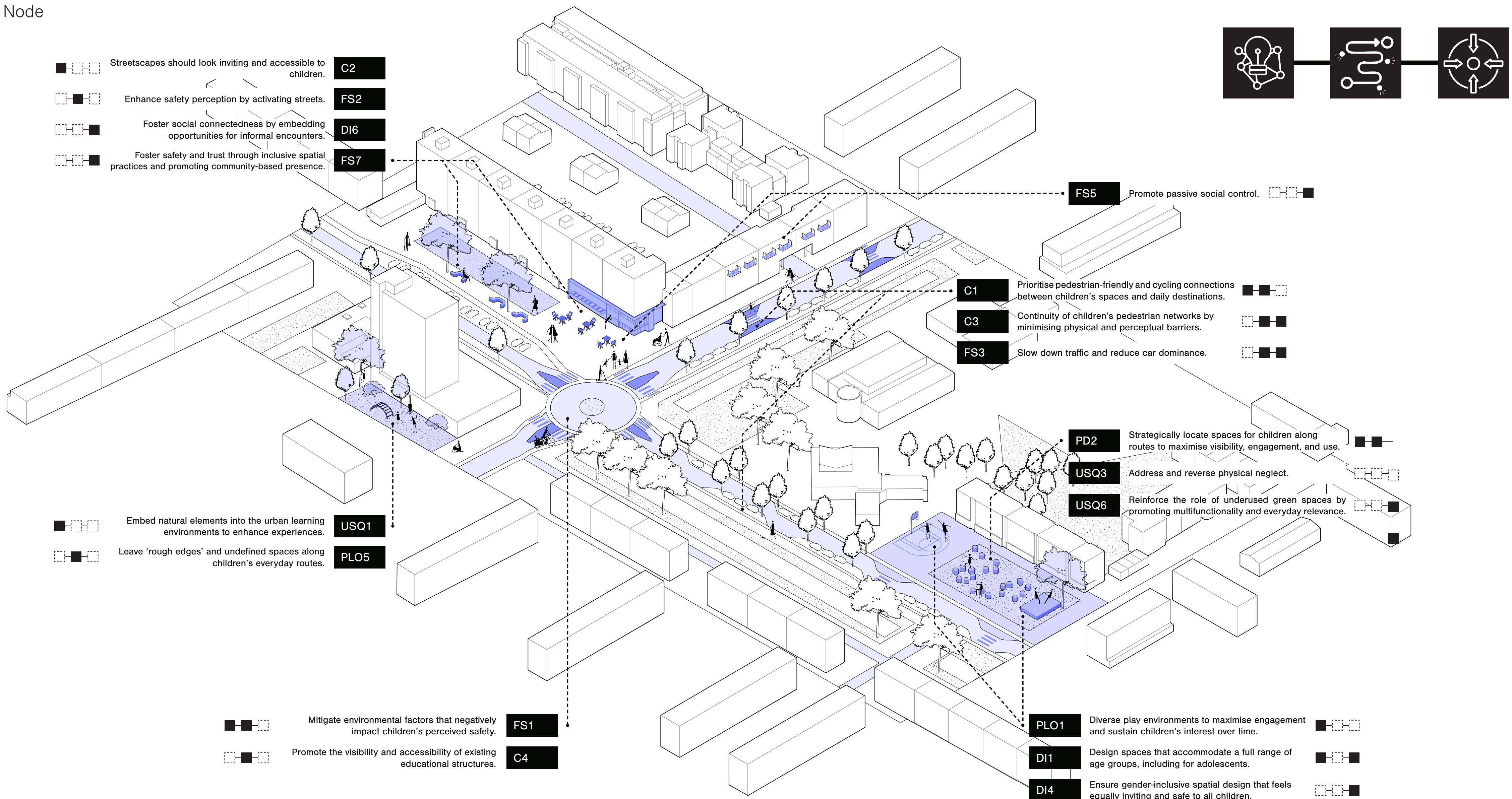
Roundabout Node



NEEDS-BASED INTERVENTIONS

Outcomes

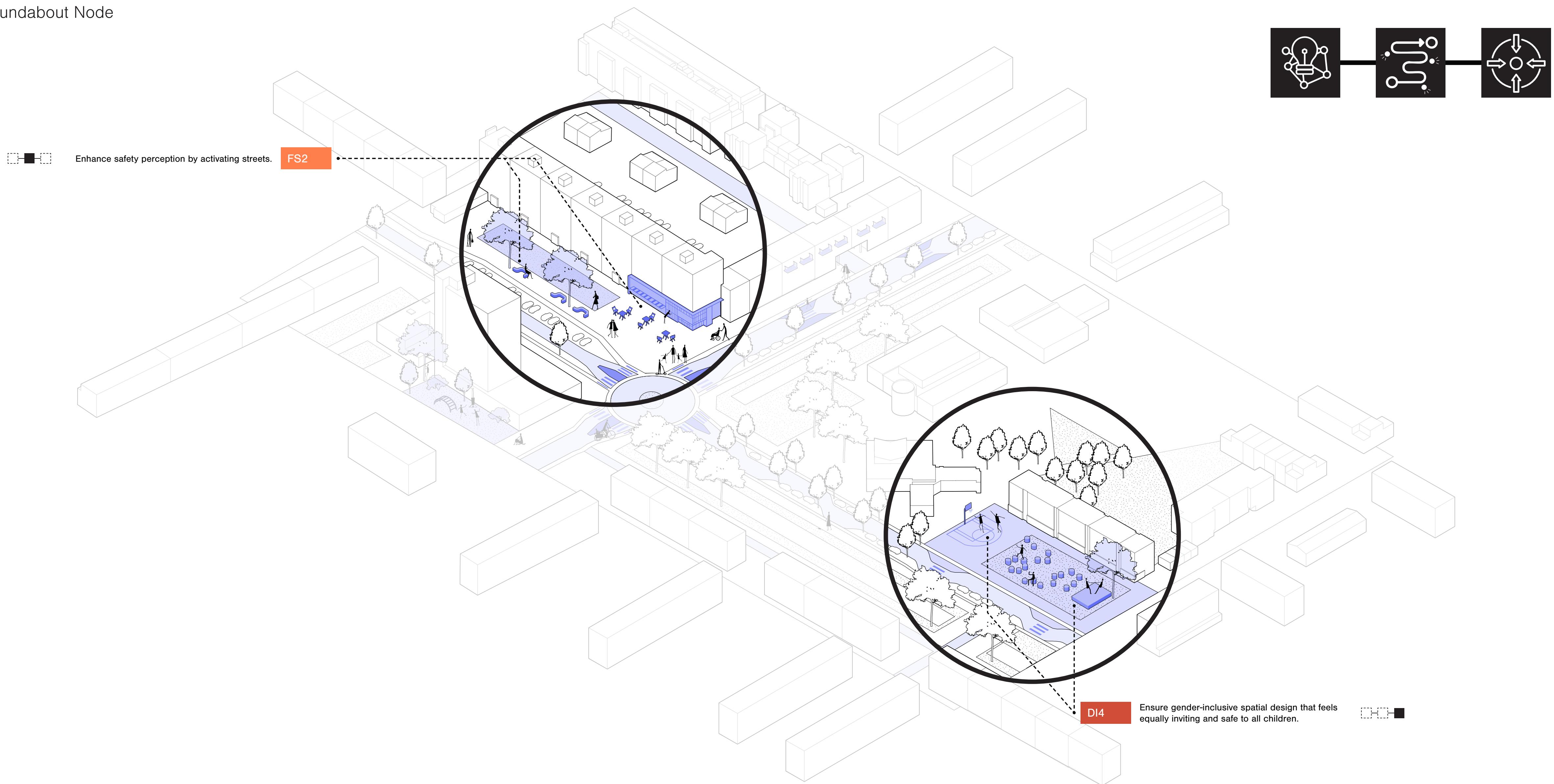
Roundabout Node



NEEDS-BASED INTERVENTIONS

Outcomes

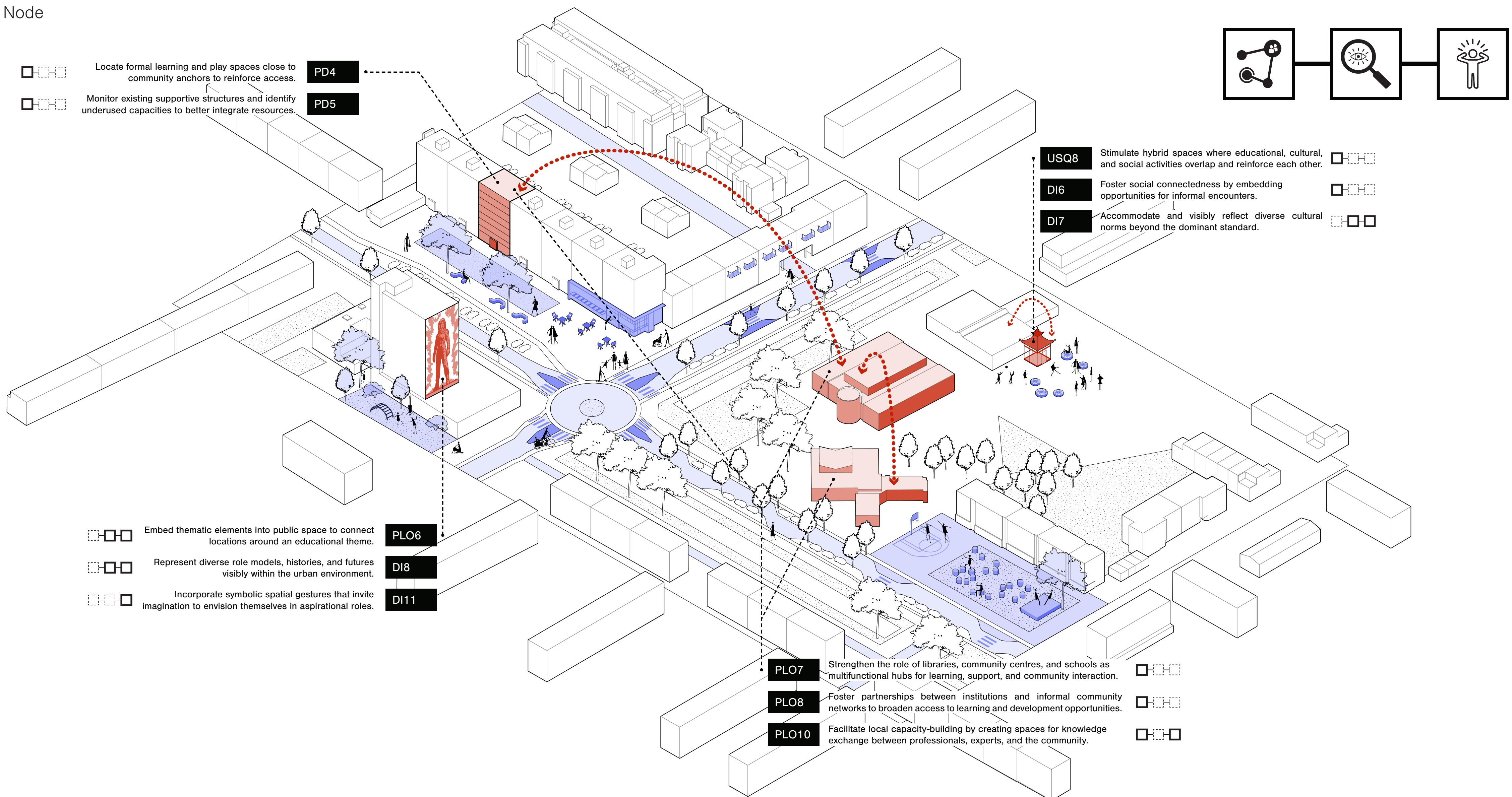
Roundabout Node



OPPORTUNITIES-BASED INTERVENTIONS

Outcomes

Roundabout Node



AMIRA – LIMITED URBAN ACCESS

Safety concerns (from both Amira and her parents) keep her mostly indoors

Neighbourhood feels **uninspiring and inaccessible**; nothing draws her in

Result: a **very small and restricted pedagogical learning environment**



RAYAN – OVERLOOKED POTENTIAL

Escapes overcrowded home, but time outside becomes **aimless wandering**

Existing resources **fail to connect with or reach him**

Neighbourhood feels **unwelcoming**: urban space sends signals of exclusion

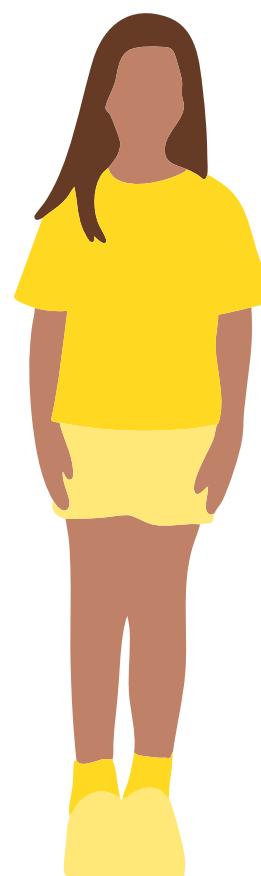


SARA – SEEKING SPACE AND RECOGNITION

Enjoys socialising, but **lacks suitable spaces** to gather with her friends

Existing hangouts are often **dominated by boys** and **don't reflect her interests**

Poor condition of public space reinforces a feeling of being overlooked



IMPACTS ON DAILY LIFE

Outcomes

Spatial Transformation: Amira's Setting



IMPACTS ON DAILY LIFE

Outcomes

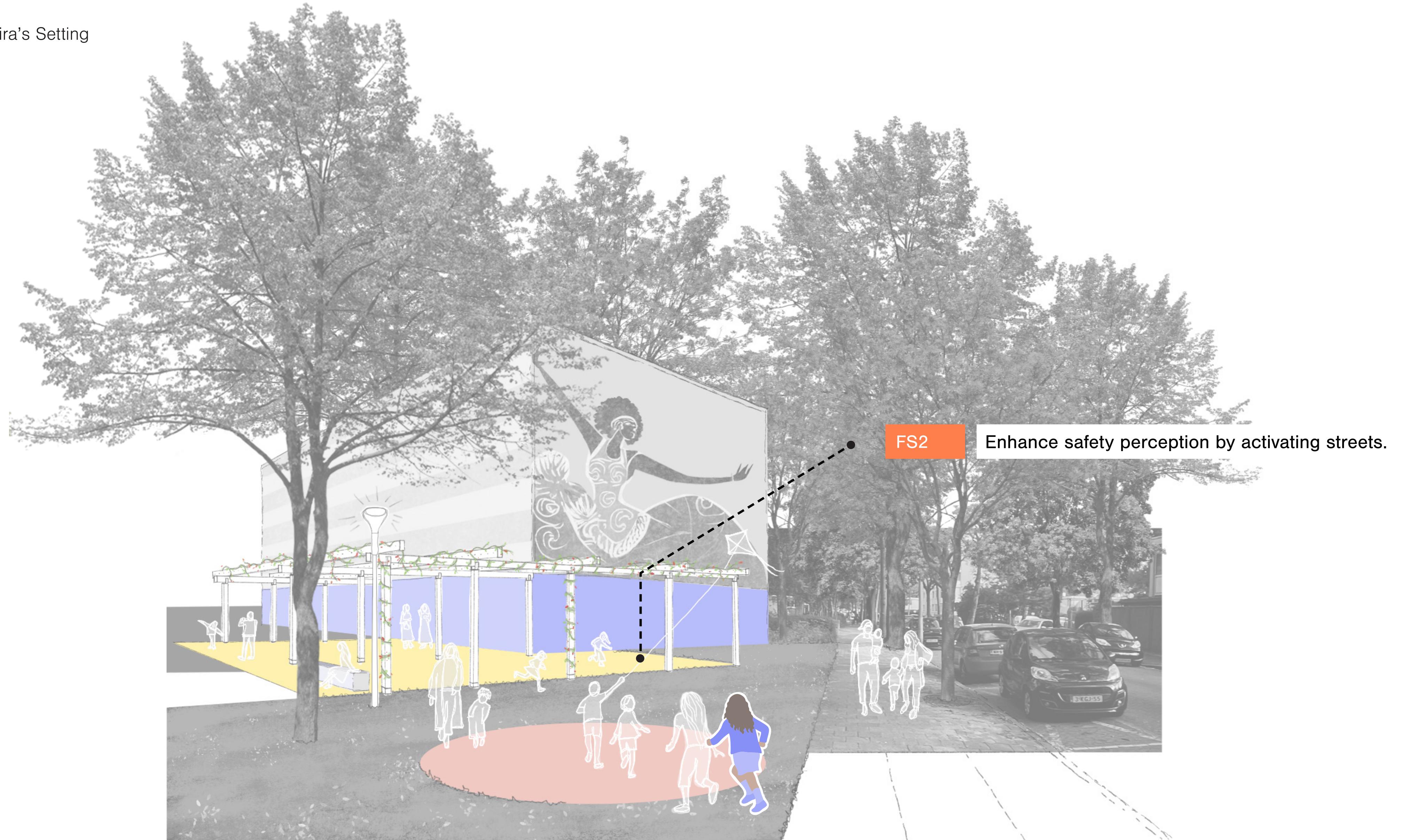
Spatial Transformation: Amira's Setting



IMPACTS ON DAILY LIFE

Outcomes

Spatial Transformation: Amira's Setting



IMPACTS ON DAILY LIFE

Outcomes

Spatial Transformation: Rayan's Setting



IMPACTS ON DAILY LIFE

Outcomes

Spatial Transformation: Rayan's Setting



IMPACTS ON DAILY LIFE

Outcomes

Spatial Transformation: Sara's Setting



IMPACTS ON DAILY LIFE

Outcomes

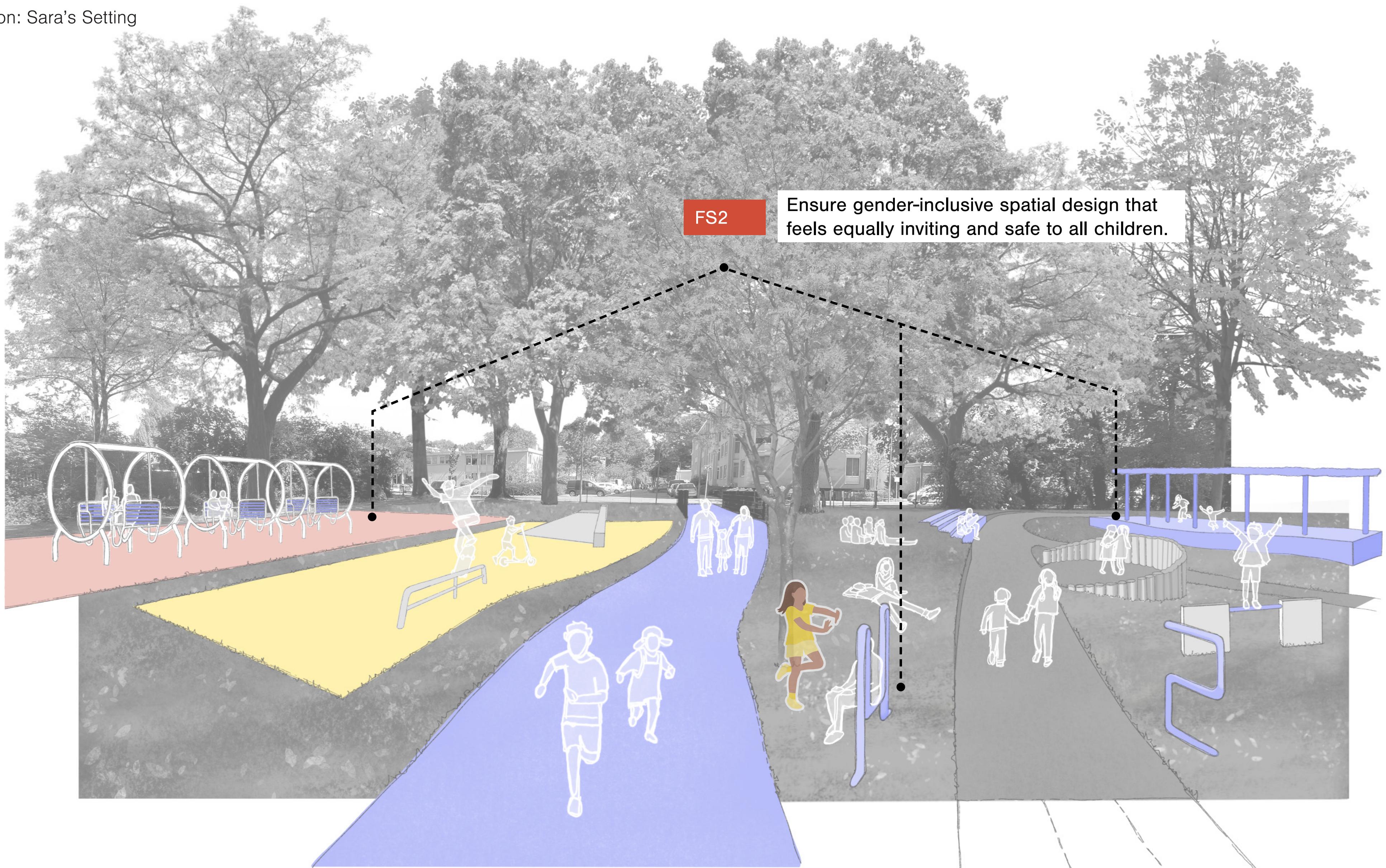
Spatial Transformation: Sara's Setting



IMPACTS ON DAILY LIFE

Outcomes

Spatial Transformation: Sara's Setting



08.

CONCLUSION

MAIN RESEARCH QUESTION

How can **spatial planning** contribute to improving **accessibility and quality** of **learning environments** in socioeconomicly segregated neighbourhoods in The Hague to **promote systemic equity?**

CONCLUSION

- Spatial planning plays a powerful role** in promoting equity in learning environments
- Strategic actions** must respond to space, lived realities, and institutional practices
- Better design is not enough: **context-specific research** and **attention to vulnerable areas** are essential

CREATING SPACE TO LEARN AND GROW

The Role of Space in Shaping Learning and Educational Opportunities