Child-Friendly Neighbourhood

To regenerate neighbourhoods of North Tower Hamlets by improving living environment and public space with child-friendly concept
1. Introduction
2. Project area
3. Child-Friendly City / Neighbourhood
4. Research findings
5. Site analysis and Design proposal
6. Evaluation
7. Conclusion
1. Introduction
MOTIVATION

Mind the gaps. Mind the door. Mind the disruption.

Public Transport. Double deck bus - Day and Night
Touristic Attraction and High-crime Spot

Public Space. Lack of toilets and rest space, unsafety of roads.

Working. Job disparity

Public Transport. Traffic congestion
Narrow street. Car dominant
Lack of Bicycle routes and unsafety

Londoner Tourist

7 people in one flat where I lived
5 people in one terrace house where my friend lived

Housing. Homeless on the restaurant streets

Don't push me!
Child Poverty, BBC News

The Borough of Tower Hamlets is located in inner London next to the City of London which is the richest borough in London. Due to the location, the disparity of wealth is presenting with significant contrast.

This project has been started by reading the BBC news titled 'London divided by child poverty'. The Article below is showing that 74% of under 16s in Tower Hamlets live in households dependent on benefits and the level of poverty is rather serious by ethnic minority group.

Excepts from BBC NEWS, 19 Nov, 2002

The research for the mayor says approximately 300,000 children are living in conditions below the official poverty line in inner London - the highest proportion of anywhere in the UK.

The report, 'London Divided', finds that across London as a whole, 41% of children are living in poverty. But if the inner London boroughs are taken as a region on their own, that figure rises to 53%. Percentage of children in poverty after housing costs 2000/01

London's Children's Rights Commissioner. That report found that in one London borough, Tower Hamlets, the traditional East End, 74% of the under-16s lived in households dependent on benefits. London Divided found the highest levels of poverty in the capital - calculated by working out income after housing costs - among minority ethnic communities. Some 72% of Pakistani and Bangladeshi children in inner London areas were found to live below the poverty line. Among black children, 53% live in families in similar conditions.

Unemployment rates showed similar disparities by ethnicity (see graph at the bottom of page).

"These figures alone are nothing shore of a national scandal," said Mr Livingstone. Health officials are already concerned about a rise in tuberculosis in poor areas of London. They say the disease is exacerbated by poor housing conditions.
POSITIONING

LONDON

1.62 million of children under age of 18
7.51 million inhabitants
1,572 km²

INNER LONDON

TOWER HAMLETS

220,500 inhabitants
11,154 km²

1.62 million of children under age of 18
7.51 million inhabitants
1,572 km²

LONDON

INNER LONDON

TOWER HAMLETS

220,500 inhabitants
11,154 km²
MAIN PROBLEM

Child-Poverty

Source: The East London History Society 2009
http://www.mernick.org.uk/elhs/Banner.htm 2009-11-05
RESEARCH QUESTIONS

Main research question

What interventions could help to create more child-friendly neighbourhoods, particularly in urban planning and design?

Sub research questions

1. What problems does the city create for children?
2. What is the policy context in London for child friendly environment?
3. What is a ‘child-friendly neighbourhood’?
4. How can we measure child friendliness of the neighbourhood?
5. How do children currently use public space?
METHODOLOGY

Political Method
- consensus and adopted decision making
- Planning & Child policy
  - International movement
  - National policy context
  - Regional strategy and plan
  - City strategy and plan
  - Local strategy and plan

Scientific Method
- Analysis of Urban condition by strategic process
  - Literature study
    - Child-friendly environment/Neighbourhood
    - Analysis of City, Local and Neighbourhood
    - City and Local profile
    - Spatial context of London and Tower Hamlets
    - Existing facilities
    - Evaluation scheme

Creative Method
- Spatial conception and composition
  - Workshop
    - Benchmark project (synergy programming)
      - Health and social care centre
      - Idea Store
      - Home Zone
      - Urban development and regeneration in Tower Hamlets
      - Multi-cultural design case

Research & Literature
- Political guideline for planning
  - Way of analyzing deficiency of programming
  - Synergy programming between existing and new facilities

Conclusion & Strategy
- planning Role for Region and Local
  - Sustainable criteria for local regeneration
  - Child-Friendly Design Method to embed new programmes

Expected final result

Source: author’s own

Final Product

Strategic Plan & Design for Child-Friendly Neighbourhood
METHODOLOGY

**Political research field diagram**

- Political Method
- Child policy strategy
- Spatial planning policy
- Analysis of Regional, Local and Neighbourhood Literature Study
- Case Study and Design Workshop

**Scientific research field diagram**

- Scientific Method
- Analysis of Regional, Local and Neighbourhood Literature Study
- Case Study and Design Workshop

**Creative research field diagram**

- Creative Method
- Child policy and play strategy
- Spatial planning policy
- Analysis of Regional, Local and Neighbourhood Literature Study
- Case Study and Design Workshop
2. Project area
Interesting Ranking

Tower Hamlets - The Sixth smallest London borough, 1,978ha, 215,300 population

**London’s fastest growing borough** (population increase of 33% expected by 2020)

51%, **Highest number of lone parent families** in England and Wales.

**Highest child poverty** in the UK, **Highest unemployment** in the UK, 11.7%

Still more warehouses, Petticoat Lane ‘Middlesex Street’

Source: London council (2009), Ten interesting things about London's boroughs
Population Change Over Time - Long Term Trends

Tower Hamlets - Population by Broad Age Group 1983-2008 (1,000s)

Tower Hamlets - Population by Age Index 1983-2008 (1983=100)

Tower Hamlets, Regional and National Population Index 1983-2008 (1983=100)

Ethnic Group _ London Region

Ethnic Group _ Tower Hamlets

Tower Hamlets population change over time - long term trends
EVIDENCES OF DISPARITY

Local Unemployment
Source: GOL (government office for London) Data Explorer

Less Major Planning
Source: GOL (government office for London) Data Explorer

Unemployment by Ethnicity
Source: Ethnic Group Projections (GLA 2007)

Low Public Transport accessibility Level

Weak community cohesion
Source: GOL (government office for London) Data Explorer

High Anti-social Behaviour
Source: GOL (government office for London) Data Explorer

Local economy employment rates 2000

Low Education Attainment
Source: ONS (office for national statistic)

Unsatisfaction with area
Source: GOL (government office for London) Data Explorer

Poor Housing condition
Source: Census (GLA2007) Draft Mayor’s Housing Strategy P107

Multiple Deprivation (2007)
Source: Department for Communities and Local Government, Indices of Deprivation 2007 ONS Super Output Area Boundaries

Children on Benefits
Source: GOL (government office for London) Data Explorer

Low Education Attainment
Percentage of pupils achieving 5 or more GCSEs at A*-C

High density of dwelling
Source: GOL (government office for London) Data Explorer

Weak community cohesion
Source: GOL (government office for London) Data Explorer

Low Education Attainment
Source: (The real London history society 2009)
http://www.realondonhistory.org.uk/whatsnew/hm_2009-11-05

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Source: GOL (government office for London) Data Explorer

Multiple Deprivation (2007)
2007

Children on Benefits
Source: DCSF 1997 2006

Low Education Attainment
Source: DCSF

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Low Education Attainment
Percentage of pupils achieving 5 or more GCSEs at A*-C
Child-friendly neighbourhood design from home to extended life point

- Home — playable space — play space — school — attraction

Strategic plan for Children and Young People (CYP) in District

District location: LAP2, LAP6
- High rate of ethnic minority group live far from centre and park

Poor Housing Condition
Overcrowded households, Census 2001

Ethnicity: non-white percentage
Key Statistics tables, Census 2001

Disadvantage of location in the borough

Project location in Tower Hamlets LAP2 / LAP6
3. Child-Friendly City / Neighbourhood
What is a Child Friendly City?
It is a city, or more generally a system of local governance, committed to fulfilling children’s rights, including their right to: • Influence decisions about their city • Express their opinion on the city they want • Participate in family, community and social life • Receive basic services such as health care and education • Drink safe water and have access to proper sanitation • Be protected from exploitation, violence and abuse • Walk safely in the streets on their own • Meet friends and play • Have green spaces for plants and animals • Live in an unpolluted environment • Participate in cultural and social events • Be an equal citizen of their city with access to every service, regardless of ethnic origin, religion, income, gender or disability (UNICEF 2004b)

Context of CFC and child policy

International context

The Growing Up in Cities

Child-friendly cities

UNESCO's Growing up in Cities
UN Habitat’s Safer Cities
UNICEF (United Nations Children’s Fund)

CRC initiative
- Child Friendly City is the embodiment of CRC
- Children’s rights are reflected in policies, laws, programmes and budgets.
The Child Friendly City (CFC) Initiative aims to guide cities and other systems of local government to include children’s rights as a key component of their goals, policies, programmes and structures.

1970s

Growing up in cities
Origins 1970
Growing Up in Cities
Kevin Lynch project with UNESCO
- It was necessary to understand how children and adolescents use and perceive their local environment in order to make a better quality of life a reality for all.

UNICEF
1989
UN adopted CRC
includes a set of clauses regarding children’s right to express their views on matters that affect them. Guidelines for the implementation of the Convention explicitly identify matters concerning the environment as one of the areas in which children should have a voice.

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UNICEF

1992 - 1995

UN Conference Agenda 21
Chapter 25 of Agenda 21 identifies children and youth as major actors who need to be involved in the protection of the environment and action for more equitable and sustainable societies.

1995
Foundation for project implementation
Connections were made between UNESCO and UNICEF

UNESCO

1996 - 1997

Habitat 2 Conference in Istanbul
Habitat Agenda, a programme of action to create more just, liveable and sustainable human settlements.

Children’s special needs, and the important roles that young people can play in their communities, were recognized throughout the document.

1997
Workshop in Amsterdam

Addis Ababa, Ethiopia; Kigali, Rwanda; Yaounde, Cameroon; Mutare, Zimbabwe; Mumbai, India; Dhaka, Bangladesh; Tehran, Iran; Bruxelles, Brazil; Rotterdam, The Netherlands; Gotteborg, Sweden; and Bucharest, Romania.

2000
New project website

MOST Programme_UNESCO homepage

Growing Up in Cities was featured in a plenary session at the Annual Meeting of the Environmental Design Research Association in San Francisco.

2002
Children’s Human rights

2003
Children Act

2004
Children Act

Every Child Matters
(Accompanied by the National Service Framework for Child and Maternal Health)

2007
Monitoring the Well Being of Children in the UK

2010
Supplementary Planning Guidance Providing for Children and Young People’s Play and informal Recreation

Source : author’s own
Why study neighbourhoods?

Children, like the elderly, have a particularly heavy investment in the neighbourhood environment (Foley, 1950; Foote et al., 1960; Suttles, 1972, 1975; Lynch et al., 1977). Because they are minimally mobile and spend relatively little time away from the area in which they live, neighbourhoods play a special role in children’s daily lives. (Berg, M. and Elliott, A., 1980)

As a physical and social environment, neighbourhoods influence the things children do, can do, like to do, and are able to do. (Berg, M. and Elliott, A., 1980)

Much of children’s time is devoted to “environmental learning” and the sharpening of skills and abilities that are acquired through play and related activities (Opie, 1969; Benjamin, 1974; Medrich and Bensom, 1976; Moore and Young, 1978: Berg and Elliot, 1980).

Many of these activities take place outside the home, but nearby. In this sense, the neighbourhood represents an opportunity for play and learning.
### Who?

<table>
<thead>
<tr>
<th>Age</th>
<th>Child Grouping</th>
<th>Walking Distance</th>
<th>Child Development</th>
<th>Schools</th>
<th>Curriculum Stage and year</th>
<th>Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Newborn-Infancy</td>
<td>0 m (1 min)</td>
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<td>Nursery School</td>
<td>Foundation Stage</td>
<td>Nursery Reception</td>
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<td>1</td>
<td>Toddlerhood</td>
<td>50 m (1 min)</td>
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<td>Infants School</td>
<td>Key Stage 1</td>
<td>Year 1</td>
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<td>2</td>
<td>Childhood</td>
<td>Children under 5 100 m (1 min)</td>
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<td>Primary School</td>
<td>Key Stage 2</td>
<td>Year 2</td>
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<td>3</td>
<td>Pre-school</td>
<td>Children 5 – 11 400 m (5 min)</td>
<td>Preadolescence</td>
<td>Junior School</td>
<td>Key Stage 3</td>
<td>Year 3</td>
</tr>
<tr>
<td>4</td>
<td>School age</td>
<td>Young people 12+ 800 m (15 min)</td>
<td>Adolescence</td>
<td>Secondary School</td>
<td>Key Stage 4/ GCSE</td>
<td>Year 4</td>
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<td>5</td>
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<td>Secondary School with Sixth form</td>
<td>Sixth form college</td>
<td>Year 5</td>
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</tbody>
</table>

*source: author’s own*

*MSC3 Urbanism_ Faculty of Architecture 2009 - 2010*

*Urban Regeneration Studio_1535439 Hyeran.Lee_20*
CFN

What?

physical boundaries of the primary school's surrounding areas from 300 to 400m distance

According to the children's maximum actual walking distance,

400m boundary is walk able for 5-11 year olds in 5minute

12 plus age groups which group have 800m actual distance in 15minute.

Berg and Elliot's neighbourhood unit scale, the condition for 15min walk distance could be accepted for the study

2 of scale on district level and neighbourhood level were studied on this project.

‘child-friendly structures' as a network of places with meaningful activities where young and old can experience a sense of belonging whether individually of collectively (Horelli, 1998, P.225)
## Categories of Analysis

<table>
<thead>
<tr>
<th>Dimensions of ECF</th>
<th>Macro-Categories</th>
<th>Sub-Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Housing and dwelling</td>
<td>(1) Home; subject's own apartment or flat</td>
<td>Educational, cultural, medical, recreational, commercial</td>
</tr>
<tr>
<td>2. Basic services</td>
<td>(2) Services and facilities: commercial, public, recreational, hobbies, public transportation</td>
<td>Planning, police, traffic warden</td>
</tr>
<tr>
<td>3. Participation</td>
<td>(3) Institutions</td>
<td>Parish, police, traffic wardens</td>
</tr>
<tr>
<td>4. Safety and security</td>
<td>(4) Participation—refers to children's opportunities to take part in planning activities, services, and places as well as in the decision-making processes that concern the community on various levels</td>
<td>Planning, Decision-making and political or other societal participation</td>
</tr>
<tr>
<td>5. Family, kin, friends and community</td>
<td>(5) Traffic</td>
<td>Traffic risks, chaos and confusion caused by cars, lack of parking areas, pedestrian areas</td>
</tr>
<tr>
<td>6. Urban and environmental qualities</td>
<td>(6) Independence</td>
<td>Independent mobility/outdoor autonomy</td>
</tr>
<tr>
<td>7. Provision and distribution of resources</td>
<td>(7) Peacefulness—important term that participants used frequently with reference to overall peacefulness</td>
<td>Security in the sense of social safety and absence of fear of crime</td>
</tr>
<tr>
<td>8. Ecology</td>
<td>(8) Family, kin</td>
<td>Friends Neighborhood Intergenerational relationships Intercultural relationships Traditions Social control Civility/social disorder</td>
</tr>
<tr>
<td>9. Sense of place, belonging and continuity</td>
<td>(9) Social climate</td>
<td>Large spaces/restricted spaces</td>
</tr>
<tr>
<td>10. Good governance</td>
<td>(10) Characteristics of the built environment</td>
<td>Urban planning, architectural style, type of housing, specific elements of the living place (squares, monuments, fountains), general positive or negative evaluation, beauty</td>
</tr>
<tr>
<td>12. Public spaces—refers to places where children could go to take part in sports and/or have contact with their peers</td>
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<td>Good or bad routine maintenance of public spaces (streets, parks, garden cleaning), urban degradation and regeneration</td>
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<td>14. Proximity—the opportunity to easily reach specific places or persons due to their close location</td>
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</tr>
<tr>
<td>15. Peacefulness</td>
<td>(15) Peacefulness</td>
<td>Acoustic pollution, noise</td>
</tr>
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<td>16. Spaciousness</td>
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<td>Large spaces/restricted spaces</td>
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<td>17. Morphological and natural characteristics—e.g. mountains or climatic conditions</td>
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<td>Occupational opportunities, tourism</td>
</tr>
<tr>
<td>18. Ecology</td>
<td>(18) Ecology</td>
<td>Pollution Relationships with nature and wild animals</td>
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<td>19. Sense of place, belonging and continuity</td>
<td>(19) Identity, attachment—expressions of affective (both positive and negative) bonds with the subject’s own community or place</td>
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<td>20. Good governance</td>
<td>(20) Local institutions and processes that enable an/d young people to get involved in decision-making, such as children’s councils</td>
<td>Local councils</td>
</tr>
</tbody>
</table>
## Measuring Child Friendliness in Physical Environment

### Urban Environmental Conditions from School Location

#### Mobility
- **Access to Public Transport**
  - Train station
  - Tube station
  - Bus stop
- **Access by Bike**
  - Route Existence
- **Walking route**
  - Fence from car
  - Pedestrian route
  - Pavement

#### Facilities
- **Educational spot**
  - Sports centre
  - Library
  - Museum
  - Theatre
  - Shopping st
  - Leisure facility
- **Distance for Emergency**
  - Hospital
  - Doctor
  - Health Centre
- **Social Service**
  - Child centre
- **Shelter for Youth**
  - Existence
- **Avoiding Facilities**
  - Distance to industrial area
  - Distance to Dead End Road

### Safety
- **Distance to speedy road**
  - Step 1, 2, 3
- **Traffic management**
  - Pedestrian priority
  - Traffic sign
  - Low speed zone
  - Reduction traffic

### Green and Blue open
- **Distance to Green, Blue and open space**
  - Park
  - Garden
  - Pocket garden
  - Farmland(Urban farm)
  - Open space
  - Outside Playground
  - Inside Playground

### Housing Quality
- **Flat**
  - Building
  - Communal green
  - Home zone
- **Terrace & Single**
  - Building
  - Private Green
  - Home zone

### Measuring Child Friendliness

- **Accessibility (Distance)**: Very good / Good / Satisfactory / Poor / Very poor
- **Quantity (Number)**: Very good / Good / Sufficient / Insufficient / No
- **Quality**: Describe details

### Measuring Child Friendliness

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<tr>
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<th>Element</th>
<th>Accessibility</th>
<th>Quantity</th>
<th>Quality</th>
<th>CFC</th>
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</thead>
<tbody>
<tr>
<td>Mobility</td>
<td>Access to Public Transport</td>
<td>Train station</td>
<td>✓</td>
<td>✓</td>
<td>7</td>
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<td>Tube station</td>
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<td>✓</td>
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<td>Fence from car</td>
<td>✓</td>
<td>✓</td>
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</tr>
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<td>Mobility</td>
<td>Walking route</td>
<td>Pedestrian route</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
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<td>Walking route</td>
<td>Pavement</td>
<td>✓</td>
<td>✓</td>
<td>7</td>
</tr>
<tr>
<td>Facilities</td>
<td>Educational spot</td>
<td>Sports centre</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Facilities</td>
<td>Educational spot</td>
<td>Library</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Facilities</td>
<td>Educational spot</td>
<td>Museum</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Facilities</td>
<td>Educational spot</td>
<td>Theatre</td>
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</tr>
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<td>Educational spot</td>
<td>Shopping st</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Facilities</td>
<td>Educational spot</td>
<td>Leisure facility</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>Facilities</td>
<td>Distance for Emergency</td>
<td>Hospital</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Facilities</td>
<td>Distance for Emergency</td>
<td>Doctor</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Facilities</td>
<td>Distance for Emergency</td>
<td>Health Centre</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Facilities</td>
<td>Social Service</td>
<td>Child centre</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Facilities</td>
<td>Shelter for Youth</td>
<td>Existence</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Facilities</td>
<td>Distance to industrial area</td>
<td>Warehouse, Depot</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Facilities</td>
<td>Distance to Dead End Road</td>
<td>Infrastructure</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Source**: author’s own

---

**Note**: The table above represents the criteria for measuring child friendliness in the physical environment. The columns include Accessibility, Quantity, Quality, and CFC (Child Friendly Criteria). The data is compiled based on various facilities and their proximity to schools, considering different aspects such as mobility, safety, and housing quality. The values indicate the presence and quality of these facilities, ensuring a child-friendly environment. The criteria for evaluation are based on various factors, including distance, proximity, and the presence of specific facilities, contributing to the overall child friendliness of the area.
Fig 01 Ideal neighbourhood model in Physical condition of CFN

Fig 02 Current neighbourhood model in area located near heavy infrastructure

source: author’s own
CFN

How?

1. Child-friendly Network in their everyday life point in neighbourhood!

2. Start with walk-able school route!

3. Nature friendly design!
CFN design workshop
Step 01
WHAT WE HAVE TO CONSIDER?
WHAT WE WANTED TO? STILL WANT?
THINKING WHEN WE WERE IN PRIMARY SCHOOL

Step 02 _ Question
WHAT WAS THE BEST PLACE IN MY WORLD?
3 places which were free to go
(ex: parents, teachers wanted you to go...)
3 places which were banned to go
(ex: parents or teachers didn't want you to go...)

Step 03 _ Question
What's the ideal world for your childhood?
(combine your best places...)
drawing... text... anything you want...

Participants

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Birthplace</th>
<th>Neighbourhood Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-60</td>
<td>Lima, Peru</td>
<td>Close to the sea</td>
</tr>
<tr>
<td>20-30</td>
<td>Gouda, NL</td>
<td>VINEX near to Forest</td>
</tr>
<tr>
<td>30-40</td>
<td>Hochiminh/Vietnam</td>
<td>Small village in rural landscape, river, fruit farm</td>
</tr>
<tr>
<td>20-30</td>
<td>Leiden, NL</td>
<td>Village 10,000pl, grassland and nature.</td>
</tr>
<tr>
<td>20-30</td>
<td>Almelo, NL</td>
<td>Rural, close meadow, small centre</td>
</tr>
</tbody>
</table>

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<table>
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<th>Age Group</th>
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</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>Beijing, China</td>
<td>Campus zone</td>
</tr>
<tr>
<td>20-30</td>
<td>Schiedam, NL</td>
<td>City centre location</td>
</tr>
<tr>
<td>20-30</td>
<td>Curacao, Caribbean</td>
<td>Nice weather, Beach</td>
</tr>
<tr>
<td>20-30</td>
<td>Nuenen/Noord-Brabant</td>
<td>Joined half</td>
</tr>
</tbody>
</table>

Participants

<table>
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<tr>
<th>Age Group</th>
<th>Birthplace</th>
<th>Neighbourhood Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>Athens, Greece</td>
<td>Suburban close to commercial zone</td>
</tr>
<tr>
<td>20-30</td>
<td>Linschoten, NL</td>
<td>Joined half</td>
</tr>
<tr>
<td>20-30</td>
<td>Schiedam, NL</td>
<td>City centre location</td>
</tr>
<tr>
<td>20-30</td>
<td>Curacao, Caribbean</td>
<td>Nice weather, Beach</td>
</tr>
</tbody>
</table>
### Step 02

**They can go everywhere**

<table>
<thead>
<tr>
<th>INFRASTRUCTURE</th>
<th>MOVILITY</th>
<th>GREEN &amp; OPEN</th>
<th>FACILITY</th>
<th>AVOIDING FACILITY</th>
<th>HOUSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Railway station</td>
<td>City centre</td>
<td>Park</td>
<td>Library</td>
<td>Home zone</td>
<td><strong>3 places which were free to go</strong></td>
</tr>
<tr>
<td>Tunnel/Dark side</td>
<td>City centre</td>
<td>Beach</td>
<td>Sports centre</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>Unsafe small street</td>
<td>Other city</td>
<td>Forest</td>
<td>Swimming pool</td>
<td>Warehouse/industrial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Far from house</td>
<td>Soccer/sports field</td>
<td><strong>3 places which were banned to go but liked to go</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School yard</td>
<td>Movie</td>
<td>Private territory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Campus</td>
<td>Scouting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friendship</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INFRASTRUCTURE**
- Railway station
- Tunnel/Dark side
- Unsafe small street

**MOVILITY**
- Biking
- District centre

**GREEN & OPEN**
- Park
- Beach
- Forest
- Soccer/sports field
- Playground

**FACILITY**
- Library
- Sports centre
- Swimming pool
- Movie
- Scouting

**AVOIDING FACILITY**
- Garage/ktv
- Game store
- Coffee shop
- Warehouse/industrial
- Derelict Building

**HOUSING**
- Home zone
- Private territory
- Bad neighbourhood
Step 03

- Small village
  - Free to explore
  - Brothers, sister and friends
  - No cars
  - Many animals

- Many Friends home
  - Park to play: sports, soccer, soldier, hide and seek, playground, bike, skate
  - Lighting

- Video games, Nature: beach, camping, tree climbing, cats and dog
  - Bike, Warm weather

- Hide and seek (8-10)
  - garden, playground, street without cars
  - Moving around (11-)
    - bike, skate...

- Free to play, come, do...
  - Playground near home

- Forest or Park
  - Trees, bushes to build huts (sealed) optimal
  - Derelict building (climbing, hiding)
  - Soccer field

- Play and explore not with artificial playground
  - Little house to play

- Explore, socializing, play safe
  - Caribbean: warm weather, beach
  - European: green

- Forest: meadow open land, Soccer field
  - Derelict housing
  - Good access to neighbour

- Sports and park on the way to home

- Little danger
  - New things
  - Other Children
  - Shops, business
toys, attraction like carival
4. Research findings
RESEARCH FINDINGS - Child Policy /play strategy study conclusion

Playable Space Typology
- Home zone, public square, pocket park, residential zone
- Doorstep Playable Space 100 m²
- Residential zone, local parks
- Local Playable Space 300 m²
- Residential zone, community facilities, local parks, district parks, town centre
- Youth Space 200 m²
- Residential zone, local parks, district parks, school zone
- Neighbourhood Playable Space 500 m²

Source: GLA

Extended Child Life

London’s public open space hierarchy
Source: GLA

source: author’s own
RESEARCH FINDINGS - Spatial structure and planning issue

Regional opportunity and vision

Design location and local planning statement

Source: London Borough of Tower Hamlets 2006, Interim planning guidance, Ordnance survey digital data
### Urban Regeneration History in the UK

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1801-1873</td>
<td>Industrialisation, urbanisation, municipal intervention</td>
</tr>
<tr>
<td>1858-1873</td>
<td>Suburbanisation, counter-urbanisation &amp; decline of the inner city</td>
</tr>
<tr>
<td>1882-1895</td>
<td>Social, economic consequences of wartime bombing and post-war</td>
</tr>
<tr>
<td></td>
<td>reconstruction projects</td>
</tr>
<tr>
<td>1905-1922</td>
<td>'Housing' and 'town and country planning' rather than urban policy</td>
</tr>
<tr>
<td>1931-1950</td>
<td>Physical approach, city centre redevelopment</td>
</tr>
<tr>
<td>1955-1968</td>
<td>Social exclusion &amp; social polarisation in cities</td>
</tr>
<tr>
<td>1977-1990</td>
<td>Entrepreneurial regeneration, competitive bidding urban policy</td>
</tr>
<tr>
<td>1990s</td>
<td>New forms of urban governance, community and regeneration</td>
</tr>
<tr>
<td>2000</td>
<td>Sustainable communities and urban regeneration initiatives</td>
</tr>
</tbody>
</table>


**RESEARCH FINDINGS - Regeneration study**

#### Definition
Regeneration is comprehensive and integrated action which leads to the resolution of urban problems and which seeks to bring about a lasting improvement in the economic, physical, social, and environmental condition of an area that has been subject to change (Peter Roberts and Hugh Sykes, 2000, BURA).

As figuring out the notion of urban regeneration for few decades, it has evolved from physical oriented notion, urban reconstruction in 1950s and through the periods of revitalization (1960s), renewal (1970s), redevelopment (1980s) and finally into regeneration focused on more integrated aspects these days.

**Urban competitiveness**
- New forms of urban governance
- Community and regeneration
- Urban regeneration and sustainability
- City centre retail-led regeneration
- Housing-led regeneration and gentrification
- Leisure and cultural regeneration

**Thematic approaches to regeneration**
- Sustainable communities and urban regeneration initiatives
Urban Development Corporations / Enterprise Zones and Simplified Planning Zones / Task Forces and City Action Teams / English Partnerships / City Challenge / Single Regeneration Budget / Urban Regeneration Companies / Housing Market Renewal Pathfinders / City Pride / City marketing and promotion / National Lottery funding / Urban villages and mixed-use developments / Community involvement in regeneration / Partnership working in regeneration / Housing and regeneration / City centre living / Gentrification and gated communities / Urban regeneration, health and education / Local economic development / Training and Enterprise Councils and Learning and Skills Councils / Social exclusion and welfare to work (New Deal) / Social exclusion and disability / Employment programmes and regeneration / Town, district and city centre regeneration / Retail-led regeneration / Food superstores as town centre regeneration projects / Office development and employment / Business Improvement Districts / Town and city centre management / The evening and night-time economy and the 24-hour city / Live-work units and regeneration / Adaptation and reuse of buildings / Crime, safety and planning / Listed buildings, heritage and conservation-led regeneration / Heritage and regeneration / Urban tourism / Urban leisure planning, open space and recreation / Road transport, health and regeneration / Casinos and regeneration / Urban allotments and regeneration / Urban cemeteries / Creative cities / Culture-led regeneration / Culture-led regeneration and public art / Regeneration and the public realm / Black and minority ethnic groups, urban regeneration, housing and planning / Cities, telecommunications and information technology / Urban development finance / Waterfront, waterway and canal regeneration / Compulsory purchase and urban regeneration / Regeneration of market towns / Regenerating coastal and seaside resorts / European urban regeneration and planning / North American urban regeneration and planning / Third World urban regeneration and planning

RESEARCH FINDINGS - Multi purpose case study

Lincoln Estate Home Zone

Source: http://www.homezones.org/

whitechapel idea store

Source: http://showcase.hcaacademy.co.uk/case-study/idea-stores-tower-hamlets.html#reference

bow idea store
5. Site analysis and Design proposal
LAP 2 Community centre and idea store

Schools
LAP 2 School route

Train and Tube, adventure playground

Garden, farm, park and playground
LAP 6

LAP 6 Old market street

Level difference and railway

Paving and neighbourhoods
ANALYSIS_DISTRICT

Infrastructure Barrier_LAP 2

Infrastructure Barrier_LAP 6

Public Transport Network_LAP 2

Public Transport Network_LAP 6
ANALYSIS_DISTRICT

School Fence/Wall and Route LAP 2

Lack of Bike Route LAP 2

School Fence/Wall and Route LAP 6

Lack of Bike Route LAP 6
ANALYSIS_DISTRICT

- Health Facilities_LAP 2
- Culture/Edu/Sport Facilities_LAP 2
- Road Speed Limits_LAP 2
- Car Parking_LAP 2

- Health Facilities_LAP 6
- Culture/Edu/Sport Facilities_LAP 6
- Road Speed Limits_LAP 6
- Car Parking_LAP 2

- Maps showing various facilities and services including hospitals, new health centers, doctor's offices, opticians, pharmacies, advice services, dentists, museums, libraries, idea stores, theaters, and sport centers.
TWO DESIGN LOCATION

Child-friendly neighbourhood design location A

Child-friendly neighbourhood design location B

City Central Area_Commercial zone

District Centre

Urban Farm

Heavy Infra structure

Old Market and Facility

Heavy Traffic Road

Unconnected Green
5. Design proposal
STRATEGY FOR DISTRICT

Design Strategy

1. Create network by improved destinations and connections
   (Problematic area to attractive destination, replace facilities for better network, strengthen social community network by proposing synergy programme, provide diverse attractive places)

2. Conceptual child-friendly route
   (Safe and walk-able route, create landscape and upgrade natural spaces)

3. Open school projects
   (Minimize school fences and walls, spread up classes and learning points, open up schools for public)

Development Strategy

Put the play strategy as a central position and Co-work with Housing and regeneration community association, train station redevelopment partnerships and new mix-used development group.

Programming Strategy

Provide sufficient and balanced programmes and facilities. Health, Green, Culture, Recreation and Education facilities are the basic programmes for surrounding school neighbourhood
PROJECT DEFINITION

Senario

Ideal child-friendly neighbourhood model

Addressing policy issues on the child-friendly neighbourhood model

Child Friendly City_UNICEF
Numbers: from CFC

Every Child Matters_UK
PROJECT DEFINITION

Targets and Child Environment

- Children
  - 10~11
  - 5~9
  - under 5
  - 12~15
  - 16~18

- Gender differences
- Free diverse attraction

- Pre-adulthood Opportunity
- Youth community

- Family
  - Single parent
  - Parent
  - Family

- Neighbour
  - Visitor
  - Elderly
  - Neighbor

- Capabilities
  - Independent Mobility
    - Safe route
  - Willing for outside
    - 400m/5min
    - Open space develop
  - Dependancy
    - 100m/5min
    - Home zone

- Time together
- Free time
- Saving money for edu, care
- Facilities
- Regeneration
- Job

- Free diverse attraction
- Safe route
- Independent Mobility
- Willing for outside
- Dependancy
- Time together
- Free time
- Saving money for edu, care
- Facilities
- Regeneration
- Job
PROJECT DEFINITION

Role for Children and Local

- Quality of Life & Good Health
- Playable Home Zone
- Safety Improvement
- Activity Up
- Youth crime Down
- Social Network Improvement
- Strong Community
- Housing Quality Improvement
- Education Attainment Improvement
- Physical Environmental improvement
- Child friendly & Eco friendly public space
- Opportunity increase
- Employability Up
- Inequality Issue decrease
- Income Level Up
- Risk of Poverty Down
- Education Attainment improvement
- Social Network Improvement
- Physical Environmental improvement
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- Education Attainment improvement
- Social Network Improvement
- Physical Environmental improvement
- Child friend...
DESIGN PRINCIPLE

Network making

Child-friendly Route making

Changing road net
Adding friendly route
Barrier to attraction

Open school projects
minimizing wall and fences
open school on the street
PROBLEM STATEMENT A

- Public Transport Network
- Road Speed Limits
- Lack of Bike Route
- School Fence/Wall & Route
- Green Network
- Infrastructure Barrier
- Dead Ends
- Health Facilities
- Culture/Edu/Sport Facilities
- Green Network
- Train station
- Low speed zone
- Traffic sign
- Speedy Road
- Pavement
- Pedestrian route
- Fence from car
- Bike route
- Bus stop
- Tube station
- Danger zone
- Infrastructure
- Warehouse, Depot
- Sanitation
- Road parking
- Parking lot
- Wall and Fence
- Reduction traffic
- Home zone
- Garden/Pocket
- Urban Farm
- Open space
- Playground/out
- Green
- Building
- Park
- Playground/in
- Museum/Theatre
- Leisure facility
- Health service
- Social service
- Youth Shelter
- Library/Edu centre
- Sports centre
- Shopping street
- Private territory
- MOBILITY
- HOUSING
- SAFETY
- GREEN & OPEN
- AVOIDING
- FACILITIES

Stewart Headlam Primary School
PROBLEM STATEMENT B
DESIGN STRATEGY

1. Make child network!
2. Design child-friendly route!
3. Open schools!
CHILD-FRIENDLY NETWORK A & B
CHILD-FRIENDLY NETWORK A & B
Open space typology within network

<table>
<thead>
<tr>
<th>Green</th>
<th>Open Space</th>
<th>Build environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7. Ball game</td>
<td>12. Tunnel Art</td>
</tr>
<tr>
<td></td>
<td>8. Speech open school</td>
<td>13. Public buildings</td>
</tr>
<tr>
<td></td>
<td>9. Deck play_board...</td>
<td>14. Deck place</td>
</tr>
<tr>
<td></td>
<td>10. Plaza</td>
<td>15. Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHILD-FRIENDLY ROUTE A & B

DESIGN FACTORS AND ACTIVITY MAP

- Bollard
- Crossing
- Fence
- Pedestrian Priority (TM)
- Street Marking
- Cushioned or natural Paving
- Sign
- Toilet
- Grass Mounding
- Tree
- Sculpture
- Bench

Activity map_Legends

- School
- Open school
- Library
- Urban Farm
- Point of interest
- Scenic viewpoint
- Health care
- Drinking water
- Toilets
- Bus stop
- Train station
- Metro station
- Tunnel
- Pedestrian crossing
- Walk on boardwalk
- Wheelchair-accessible
- Strollers
- Bat game
- Climbing
- Exercise/Fitness
- Playground
- Skateboarding
- In-line skating
- Academy
- Shop
- Snack bar
- Cafe
- Multi-hall
- Post office
- Economy study
CONCEPT AND DESIGN A

connect public green, school, public buildings, safe street and ensured communal green through opening the railway under structure.

green connection with train station renewal.

community centre renewal and new tunnel shops and environment.
CONCEPT AND DESIGN A

Problematic school route

Changing car circulation

Car circulation before

Car controlling after

Car circulation before

Car controlling after
Train station renewal and open schools and open up school with green connection

Neighbourhood service facilities development with green connection
3D VIEWS _ Before and After A
3D VIEWS _ Before and After A
3D VIEWS _ Before and After A
PERSPECTIVE _ Before and After A

Train Station redevelopment and opening up the railway under structure

Open up school
References

Amsterdam Bijlmer Arena
source: google

Rotterdam Abraham van Stolkweg
source: google

Bus Station Skate Park
Milton Keynes Photo by Aileen Shackell
PERSPECTIVE  _ Before and After A

Community centre redevelopment and Museum Garden renewal

Neighbourhood playable street, commercial, health, education facilities
This underpass in Boulder, Colorado, provides students with a route to school that does not require crossing a busy street. Photo by Michael Ronkin

Amsterdam Haarlemmer Houtteuinen
source : google
connect public green, school, public buildings, safe street and ensured communal green with new providing public spaces.

Library and sports centre and new terrace housing on the market street. Keep and ensure visibility and social interaction.

Open school facilities (e.g., art class...)

Urban farm and health and culture facility.
CONCEPT AND DESIGN B

problematic school route
changing car circulation

underground parking

CONCEPT AND DESIGN B

car parking before

car parking after

car parking after

car parking before

car parking after

car parking after

underground parking
open up school

open schools (classes) on the street

open up school

urban farm, new health care and community and adventure playground

New mix-use development, with open spaces

New Sport field on the tube rail and pedestrian bridge
3D VIEWS _ Before and After B
3) Neighbourhood Design - Designing for two neighbourhoods Design B

Perspective: Before and After

- Open up school, connect to the market street, sports centre, library, commercial shops
- Adventure playground renewal, urban farm, community and health centre
Elementary students walk to school. Students are excited about the walking school bus at the Morton Way Public School in Brampton, Ontario, Canada. Photo by Olive Chapel

Two-stage crossing island at Sunnyslope High School in Phoenix, Arizona. Photo by Michael Cynecki

Waiting areas and stand-back lines keep students further back from busy streets when waiting to cross in Phoenix, Arizona. Photo by Michael Cynecki

Curb extensions prevent drivers from parking too close to the intersection.
PERSPECTIVE _ Before and After B

Connection to the new providing sports field, tube line barrier to rest place

Open school on the child friendly street
This underpass in Boulder, Colorado, provides students with a route to school that does not require crossing a busy street. Pedestrian and bicycle bridges can range from short connections over streams to extensive structures over freeways and major highways. Photo by David Parisi, Michael Ronkin

Raised crossing islands simplify the crossing and provide a safe refuge in the street. Photo by Cara Seiderman

The Greenway Pedestrian Bridge spans the Greenway Parkway creating a safe way to cross a busy 7-lane road. Michael Cynecki

Amsterdam Haarlemmer Houttuinen

The image of a newly completed boulevard with lights. Photo by Peter Lagerwey

References
HOW TO REALIZE?

Start with small movement

Events and School Change!

- Street play day!
- Nigh out day!
- Open school day!
- Open garden day!
- Mother and Elderly speech day!
- Children speech day!
- Neighbourhood Walking day!

Community cohesion
Volunteering groups

Physical change
Train station
Change public space
Market redevelop

Start with small movement
Events and School Change!

Open school day!
Open garden day!
Mother and Elderly speech day!
Children speech day!
Neighbourhood Walking day!


Child friendly environment is good for all!

**Funding and co-work Scheme**

**Play strategy + Housing and Regeneration Association + Train station redevelopment + mix-used development (market renewal)**

- **Central government Funding**
- **Local authority funding**
- **Local authority grant**
- **National Lottery distributors Big Lottery fund children’s play initiative 2006-2011**
- **Local & National Charitable trusts and funds**
- **Local businesses**
- **Charging users and selling services**
- **Local fundraising events and programmes**
- **Raise donation**
- **Securing premises and land**
- **Volunteers**

**Capacity**

**Improvement Objectives**

- **Health service**
- **education arts**
- **sports**
- **child care**
- **youth club**
- **benefit advice**

**Maintaining**

- **Ownership of provision**
  - Local authority play services
  - Local authority outsourcing
- **Association in Voluntary and community sector**
- **Private sector organisations**

**Running by...**

- **Voluntary sector**
- **Community sector**
- **Faith sector**
**PHASING**

**Start with school environment**

- **Short Term**
  - Cultural and Social Stream
  - Events
  - School Change
  - Open School
  - Attraction Points Development
  - Station renewal
  - Street under Railway
  - Mix-used Development

- **Mid Term**
  - Programme open
  - School Route / Station develop
  - Child-Friendly Network

- **Long Term**
  - Housing Regeneration
  - Land use plan change school moving project

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**TUDelft**

MSC3 Urbanism_ Faculty of Architecture 2009 - 2010

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PARTNERSHIP AND STAKEHOLDERS

Partnership based on One Tower Hamlets partnership

Local Area Partnership (LAP) Steering Groups - at a local level
- LAP 1
  - 15 residents
  - 6 service providers reflecting the relevant Community Plan Delivery Groups and LAP priorities
  - Representatives of Youth committee in neighbour
- LAP 2
  - 27 membership
  - 6 Ward Councillors
- LAP 3
  - 15 residents
  - 6 service providers reflecting the relevant Community Plan Delivery Groups and LAP priorities
  - Representatives of Youth committee in neighbour
- LAP 4
  - 27 membership
  - 6 Ward Councillors
- LAP 5
  - 15 residents
  - 6 service providers reflecting the relevant Community Plan Delivery Groups and LAP priorities
  - Representatives of Youth committee in neighbour
- LAP 6
  - 27 membership
  - 6 Ward Councillors
- LAP 7
  - 15 residents
  - 6 service providers reflecting the relevant Community Plan Delivery Groups and LAP priorities
  - Representatives of Youth committee in neighbour
- LAP 8
  - 27 membership
  - 6 Ward Councillors

Main operational services in each area which include the locality services provided by the Council, PCT, Police, RSLs and Third Sector.

Community Plan Delivery Groups - at a strategic level

- LAP 1
- LAP 2
- LAP 3
- LAP 4
- LAP 5
- LAP 6
- LAP 7
- LAP 8

Local Delivery Networks

- Community Plan Delivery Groups reflecting the relevant Community Plan Delivery Groups and LAP priorities
- Representatives of Youth committee in neighbour

The Board will ensure wide-scaled involvement of all partners and have overall responsibility for the delivery of the Community Plan. It will involve local residents and key players from the public, private, community and voluntary sector.
EVALUATION A

Infrastructure Barrier

School Fence/Wall & Route

No Health Facilities

Open and green network

Open schools

Culture/Edu/Shopping/Health service

Stewart Headlam Primary School

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DISCUSSION

Cannon Barnett Primary school

City Central Area_Commercial zone

Heavy Traffic Road

DISCUSSION
DISCUSSION
CONCLUSION

1. Children can go everywhere!
2. Child friendly environment is good for all!
3. Child-friendliness can be measured in physical environment
4. Children need network, safe route and freely accessible various learning environment.
5. Multiply deprived location can get a opportunity to regenerate even though it is not located on the economically strategic position.
6. Improvement of social, physical and environmental condition together with child life will be the way to reach the sustainable regeneration
Special Thanks To
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