

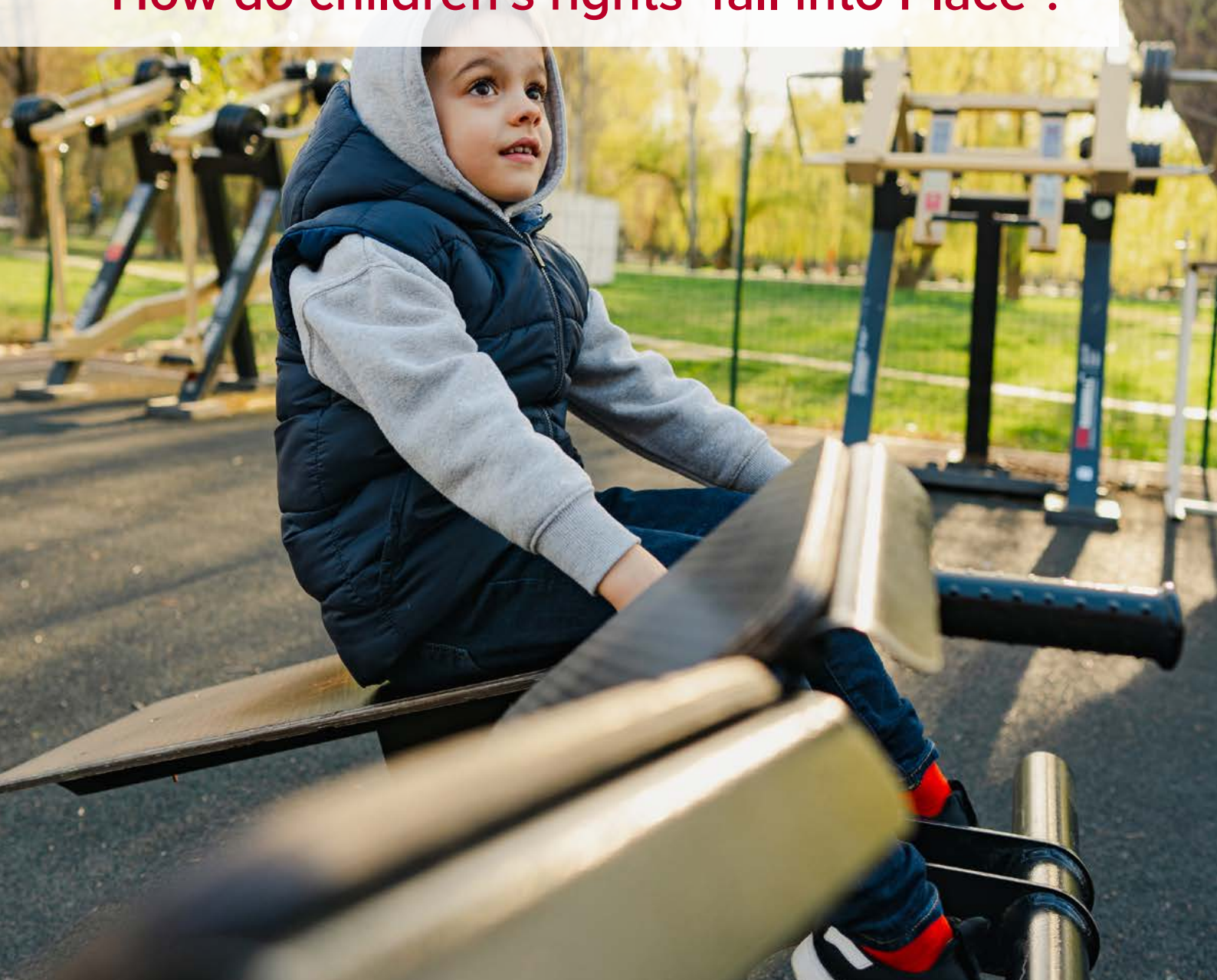


SUPPORTING
CHILDREN'S
RIGHTS
UNCRF IN SCOTLAND

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improvement service

Children's Rights and Placemaking in Scotland

How do children's rights 'fall into Place'?



Contents

1. Introduction	3
2. What are Children's Rights?	5
3. What is a Place-based Approach?	7
4. Children's Rights and Place	9
5. How Can We Create Successful Places for Children and Young People?	13
6. Examples of good practice at the local level	17
7. Help and Support	20
Appendix I	24

1. Introduction

“Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere.”

Eleanor Roosevelt, 1958

The [vision of the Scottish Government](#) is that “children’s human rights are embedded in all aspects of society. A Scotland where policy, law and decision-making take account of children’s rights and where all children have a voice and are empowered to be human rights defenders.” Planning policy is part of this vision. The [fourth National Planning Framework](#) states that “young people must be encouraged to play an active role in planning.”¹ It aims to ensure that the places where children and young people live, play, go to school and work are shaped with their participation and are accessible to all. The [Planning \(Scotland\) Act 2019](#) strengthens this ambition by placing a statutory duty on local authorities to consult children and young people on Local Development Plans and undertake [Play Sufficiency Assessments](#) (PSAs) as part of their strategic planning.

Despite this vision and legislative focus, children and young people are often excluded from certain public places due to the negative perception the public holds of them. ‘No ball games’ signs have become a symbol of the uncomfortable relationship between adults and children in public spaces. Indeed, the [UN Committee finds](#) that the UK has an ‘intolerance of childhood’ and has a generally negative public attitude towards children, especially adolescents, within society. The interests of adults routinely trump children’s needs and rights. The situation is even worse for teenagers who are more likely to be treated with suspicion in a public space than adults. [Mosquito devices](#), also known as ‘teenage repellents’, are still widely used in the UK despite the device being deemed degrading, discriminatory and potentially harmful to children and young people.²

This paper takes a children’s rights approach to place and placemaking and considers how children’s rights can be realised through placed-based

1 *National Planning Framework 4*, Scottish Government, February 2023, pp. 13. Available at <https://www.gov.scot/publications/national-planning-framework-4/>

2 *Anti-loitering Devices: Safety*, UK Parliament, June 2021, Available at: <https://hansard.parliament.uk/commons/2021-06-16/debates/81F70BB5-C4E4-46A2-98F2-D53618641550/Anti-LoiteringDevicesSafety>.



approaches. It pulls together a range of key policy areas which are important to placemaking and identifies how place makers can actively consider children's rights in their work and approach to work. It demonstrates how considerations of children's rights and wellbeing in planning can positively contribute to Scotland's National Outcomes, Sustainable Development Goals (SDGs) and the wellbeing of communities in general. The paper is designed for anyone who is interested in planning and placemaking and looking to learn more about children's rights and how they can create more rights-respecting and child-friendly places.

2. What are Children's Rights?

The [UNCRC](#) is an international human rights treaty that grants all children and young people a comprehensive set of rights to ensure minimal standards for children. It covers civil and political rights as well as social, cultural and economic rights. The UNCRC seeks to protect children from harm, provide for their growth and development, and empower their participation in society. The UK ratified the Convention in 1991 and it came into force in 1992. The UNCRC is the most widely ratified human rights treaty in history signalling the universal importance of children's rights. All countries that ratified the UNCRC are bound by international law to ensure it is implemented. This is monitored by the [UN Committee on the Rights of the Child](#). The Committee's [latest report](#) on the progress made on the UNCRC in the four nations of the UK was issued in June 2023.

The UNCRC consists of 54 articles that set out children's rights and how governments should work together to realise these rights. The UNCRC recognises children under the age of 18 as both active rights holders and vulnerable human beings in need of special protection. Under the terms of the Convention, governments are required to meet children's basic needs and help them reach their full potential. There are four articles which are known as the General Principles and these principles help to interpret other rights and are at the heart of a rights-based approach.

Children and young people:

- ▶ Should not be discriminated against (Article 2)
- ▶ Should have their best interests accounted for as a primary consideration (Article 3)
- ▶ Have the right to survive and develop (Article 6)
- ▶ Should have their views heard and taken seriously (Article 12)

To help understand the UNCRC more easily, the rights are often divided into what are commonly called the '3 Ps': these are the rights to **Provision**, **Protection** and **Participation**.

The Right to Provision

These are the rights to services, skills and resources: the 'inputs' that are necessary to ensure children's survival and development to their full potential; for example:

- ▶ health care (Article 24)
- ▶ education (Article 28)
- ▶ the right to play (Article 31).

The Right to Protection

These are the rights that ensure children are protected from acts of exploitation or abuse, that threaten their dignity, their survival or their development; for example:

- ▶ protection from abuse and neglect (Article 19)
- ▶ the regulation of child labour (Article 32)
- ▶ protection and care in the best interests of the child (Article 3).

The Right to Participation

These are the rights that provide children with the means by which they can engage in public life. This engagement will help realise their rights and prepare them for an active part in society. They include, for example:

- ▶ the right to express their views and have their views taken seriously (Article 12)
- ▶ freedom of expression and the right to information (Articles 13 and 17).

While ratification of the Convention signals an international commitment to children's rights, it does not make it legally binding at the national level. Therefore, the legal incorporation of the Convention into domestic law is crucial to ensure accountability at the national level. The Scottish Government is committed to Scotland becoming the best place in the world to grow up by realising children's rights enshrined in the UNCRC. The newly introduced [United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Act 2024](#) incorporates the UNCRC into Scots law to the maximum extent of the Scottish Parliament's powers. It places a duty on public authorities to comply with the rights and obligations of the UNCRC. It grants the power to children, young people and their representatives to enforce children's rights in Scottish courts, and seek damages, or compensation against a public authority where they have unlawfully breached a child's rights.

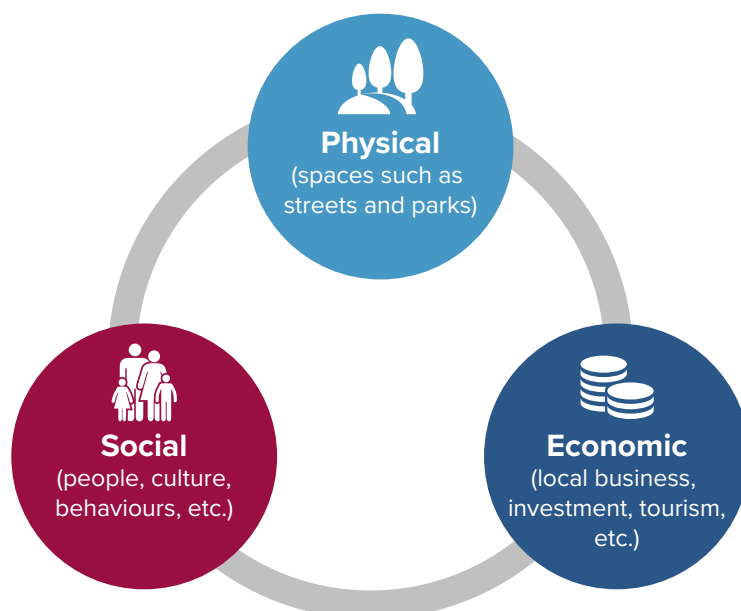
3. What is a Place-based Approach?

“The places where we live, play, hang out and relax are important because they help us live healthy, happy lives and help us take care of the environment.”

Place Standard Tool Children’s Version

Traditionally economic and social policy in the UK focused on analysing *individual* life chances as functions of household income, living standards and education.³ In contrast, narratives of ‘place’ revolve around the social, economic and physical fabric of *communities* (Figure 1). These elements are interconnected and therefore an intervention in one of the elements will likely have an intended or unintended consequence on the other elements. Place is about the collective experience of our environment – high streets, town centres, rural areas - the economy where we earn our living and the communities where we belong and relate to each other.

Figure 1. Three Elements of a Place



³ Kriznik, N. M. et al. “Moving beyond individual choice in policies to reduce health inequalities: the integration of dynamic with individual explanations” *Journal of Public Health* 40, no. 4 (2018): 764–775. <https://doi.org/10.1093/pubmed/fdy045>

The Scottish Government and COSLA have developed the [Place Principle](#) which requests that *“all those responsible for providing services and looking after assets in a place need to work and plan together and with local communities, to improve the lives of people, support inclusive growth and create more successful places.”* The Place Principle describes place *“as where people, location and resources combine to create a sense of identity and purpose, and is at the heart of addressing the needs and realising the full potential of communities. Places are shaped by the way resources, services and assets are directed and used by the people who live in and invest in them.”*




Place-based approaches are collaborative in nature and focus on the wellbeing of communities. The UNCRC covers all aspects of the life of the child and the wellbeing of children is influenced by everything around them and the different experiences and needs children have at different stages in their lives. By looking at wellbeing from a children’s rights perspective, wellbeing becomes an entitlement instead of a mere aspiration. Upholding children’s rights in planning strengthens accountability and helps to create healthy, inclusive and sustainable places.





A successful place enables children and young people to enjoy their rights and supports duty bearers to uphold children’s human rights. For example, there is no such thing as a right to public transport, but there is a right to education (article 28). Without accessible and affordable public transport, many children would not be able to attend school. Similarly, creating green places is an important enabler for children to practise their right to play (article 31).

4. Children’s Rights and Place

Apart from being a statutory duty, there are many other reasons to involve children and young people in planning. The table below (Figure 2) developed by ‘A Place in Childhood’ (APiC) shows the many benefits of consulting children and young people about their places.

Figure 2: Benefits of involving children and young people in planning

Children and Young People		Adults		Both	
<p>Significant Individual Value</p> 	<p>Having their views taken into account they can develop confidence, self-esteem, a greater appreciation of democracy and how systems and services around them operate</p>	<p>Children and young people can bring insights to decision-making processes that an adult may never gauge alone</p> 	<p>Being smaller in stature means children can sometimes access places adults cannot, and see things that never catch the attention of adults. For example, dog poo, cigarette butts and street bins are often closer to the noses of young children, who can experience urban areas as especially smelly. They can also be very observant about the social dynamics within a space and often have a visceral understanding of where is and is not safe.</p>	<p>Effective dialogue can benefit intergenerational relationships</p> 	<p>Which can also help tackle loneliness - something experienced most by younger and older people</p>

Children and Young People		Adults		Both	
<p>Learning how change can happen</p> 	<p>Being involved in decisions and local change gives children and young people valuable skills for their current and future trajectories. These include creative thinking, teamwork and sensemaking. Many of these are skills we know we need as a society</p>	<p>Children and young people tend not to have their own independent incomes, nor means of motorised transport</p> 	<p>This means that engaging them gives key insights into how and whether a place serves the needs of people on low incomes, and who need to travel through active and public means.</p>	<p>The creation of more child-friendly environments also confers benefits for inclusive environments</p> 	<p>Where the needs of more vulnerable populations are considered at the outset.</p>
		<p>Children and young people's participation can act as a catalyst for engaging adults more constructively in the decision-making process</p> 	<p>Especially in considering more imaginative opportunities for improvement, and moving conversations beyond immediate barriers to opportunity.</p>		

[Child-friendly places](#) are also healthy, inclusive and sustainable places. Based on the main concerns of children and young people in Scotland, the Children and Young People's Commissioner Scotland (CYPCS) decided to focus on three children's rights issues in their [2020-2024 Strategic Plan](#): tackling mental health issues, child poverty and climate change. These are very similar issues to those the Scottish Government considers [policy priorities](#) (to tackle poverty; to build a fair, green and growing economy; and to improve public services) and are closely linked to planning policy.

NPF4 is required by law to contribute to [six outcomes](#). Keeping the needs of children in mind can help meet some of these outcomes and other national priorities. For example:

- The legal age for obtaining a driving licence in the UK is 17, which means that children heavily rely on public transport and facilities for cycling and

walking. Additionally, a recent study conducted by the University of Dundee has found that children are more at risk of developing lung conditions due to higher levels of air pollution than adults.⁴ (outcomes: **reduction of emissions; health and wellbeing**)

- ▶ Children are particularly affected by [biodiversity loss](#) and degraded ecosystems because their bodies are still developing and their behaviour – like playing on the ground or eating dirt – can expose them to more harmful chemicals and organisms. Additionally, today’s children will be the ones facing the adverse consequences of biodiversity loss as adults in the future. (outcome: **securing positive effects for biodiversity**)
- ▶ For the future, the NPF4 envisions ‘productive places, where we have a greener, fairer and more inclusive **wellbeing economy**’. A fundamental paradigm shift is needed to move from the current economic system to a Wellbeing Economy. There is no better stakeholder group to involve in building an entirely new economic system than the youngest generation who will drive adaptation to ensure they themselves have a better future.⁵
- ▶ Engaging children and young people in the planning system also contributes to the purpose of the [Curriculum for Excellence](#), in particular, the development of two core capacities: ‘responsible citizens’ and ‘effective contributors’.

“[...] even if I wanted to join a club, I’d have to find other ways to like, go up, get to and from school and time on those days, and that’s not really easy, because the person that works and drives, like finishes work relatively late, after school time, so it doesn’t really work.”
Young Consultant

“...the stuff like climate change, black lives matter, that kind of thing - making sure that adults take teenagers seriously. You know, there’s a lot of people that think we’re joking or we’re being silly talking about climate change and we’re just young. But I think teenagers can have a big difference you just need to take on board the stuff we say”
Young Consultant, female, S6.

4 Fitton C.A., Cox, B., Stewart, M., Chalmers, J., Belch, J.J.F. (2023). Respiratory Admissions Linked to Air Pollution in a Medium Sized City of the UK: A Case-crossover Study. *Aerosol Air Qual. Res.* 23, 230062. <https://doi.org/10.4209/aaqr.230062>

5 Listen to Laura from the Shetland Islands talking about how climate change affects her community: <https://www.youtube.com/watch?v=zmhl6dlBydA>

4.1. Children’s Rights, the Sustainable Development Goals and National Outcomes

Both the NPF4 and the National Outcomes are closely aligned with the SDGs which embody ‘the highest aspirations for a bright future for children’.⁶ [All the SDGs are relevant to children’s rights](#) and therefore working towards the SDGs helps to realise children’s rights. In particular, the [National Outcomes](#) recognise that reducing inequalities, poverty and providing quality education and health and wellbeing are all closely linked to children and young people. Due to their more vulnerable phase of life development, children disproportionately suffer the impacts of poverty, violence, inequality and exclusion. The Office of the United Nations High Commissioner for Human Rights (OHCHR) states that *“an approach to implementing the Sustainable Development Goals in which children’s rights and wellbeing are placed front and centre can catalyse sustainable development by breaking down the transfer of poverty and exclusion from one generation to the next. As such, progress can be accelerated by prioritizing children’s rights in action plans on the SDGs, as a child rights-based approach multiplies future development gains.”*⁷

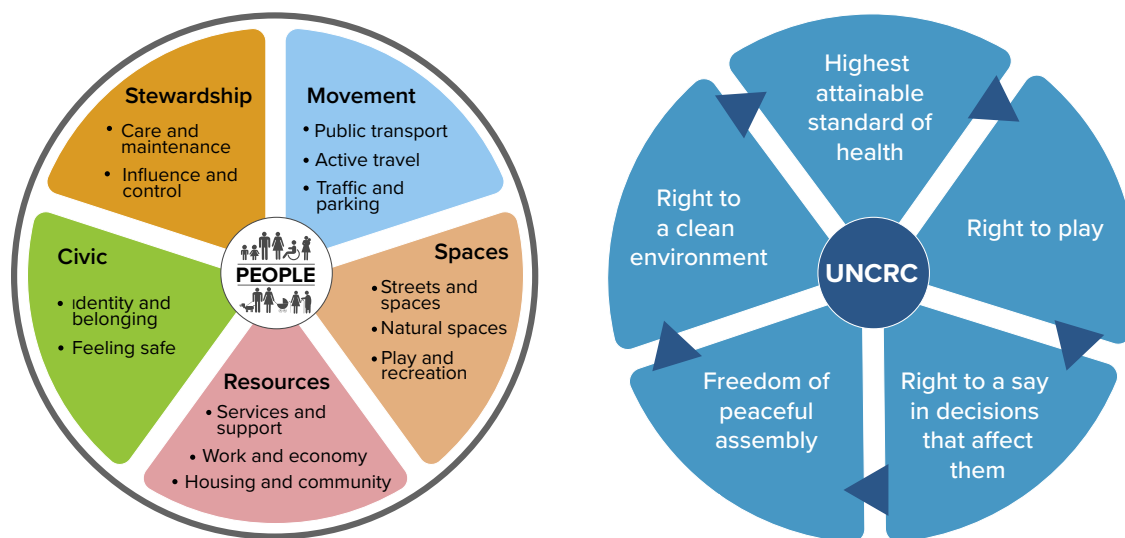
6 Children’s rights and the 2030 Agenda for Sustainable Development, OHCHR, September, 2020, Available at: <https://www.ohchr.org/en/children/childrens-rights-and-2030-agenda-sustainable-development>

7 Ibid.

5. How Can We Create Successful Places for Children and Young People?

The [Place and Wellbeing Outcomes](#) have been developed by the [Place and Wellbeing Collaborative](#) to provide a list of outcomes stakeholders should work towards to create places where people can thrive. The Place and Wellbeing Outcomes fall into five overarching themes: **movement, spaces, resources, civic and stewardship**. The outcomes are interlinked; interventions in one outcome will have a knock-on impact on achieving other outcomes, and therefore a place-based, collaborative approach is driven to enable their delivery. The Outcomes provide a platform for learning about how we can all make changes in our systems to improve the health of our communities and support climate targets and reduce inequalities. If we align these outcomes with the UNCRC articles we can see the importance of place in realising children’s rights.

Figure 3: Place and Wellbeing Outcomes and relevant UNCRC Articles⁸



Placemaking should be about designing places with the community, for the community and therefore each outcome takes account the needs of different population groups within Scotland’s communities. It is essential that children and young people are considered specifically in these assessments. It is also important to remember that children and young people are not one homogenous

⁸ A detailed breakdown of the linkages between the Place and Wellbeing Outcomes and the UNCRC articles can be found in Appendix I.

group but instead have different needs and experiences based on their age and other factors including:

- ▶ Infants, very young children, older children and teenagers
- ▶ Gender (including trans men and women and issues relating to pregnancy and maternity)
- ▶ Disabled children and young people (including physical disability, learning disability, sensory impairment, cognitive impairment, long-term medical conditions and mental health problems)
- ▶ Minority ethnic children and young people (including Gypsy/Travellers, non-English speakers)
- ▶ Refugees and asylum-seeking children and young people
- ▶ Children with different religions or beliefs
- ▶ Lesbian, gay, bisexual and heterosexual young people
- ▶ Children and young people living in poverty/ people of low income
- ▶ Homeless children and young people
- ▶ Young people involved in the criminal justice system
- ▶ Children and young people with low literacy/numeracy
- ▶ Children and young people in remote, rural and/or island locations
- ▶ Young carers
- ▶ Care-experienced children and young people

The [Place and Wellbeing Assessment](#) can be a useful tool to ensure the Outcomes are considered in decision-making. It helps to identify how a plan, policy or proposal will affect a place and its impact on the wellbeing of people and the planet.

Our places can only work for everyone if the needs of all users are understood and considered, however, some people can find it more challenging to engage with planning. The [Place Standard Tool](#) (PST) provides a framework to structure conversations about place, based on 14 questions covering both physical and social elements of a place. The PST also supports the [Six Qualities of Successful Places](#) outlined in the NPF4. The [PST Inclusive Communication Toolkit](#) provides guidance on how to make conversations accessible for everyone. A [Children and Young People's version](#) of the tool is also available with tailored language to suit different age groups and needs.

Children and Young People's Place Standard Tool is based on the core Place Standard Tool but the theme names, questions and prompts have been adapted to be more accessible and appropriate for younger users. These versions will help improve the ability of children and young people to have their views heard through discussing what is important to them in their everyday lives as part of the Place Standard process.

Where I go and what I do?

How do I get from one place to another?

How I feel and how I care?

What do I need to live well?

5.1 The use of impact assessments

The [Planning \(Scotland\) Act 2019](#) introduces new duties for planning authorities to prepare open space strategies and to assess play sufficiency for children in their areas as part of their local development plans. The [Town and Country Planning \(Play Sufficiency Assessment\) \(Scotland\) Regulations 2023](#) came into force in May 2023 and [guidance](#) on how to carry out PSAs is available. The rationale behind the new duties is the recognition that play builds health and wellbeing in children and is essential for their healthy development, contributing to the capacity for learning, resilience and the development of their physical, cognitive, social and emotional skills (UNCRC Art. 6, 15, 24, 29, 31). Open spaces and other outdoor spaces provide many play opportunities for children and for their relaxation and recreation.

However, there are many more rights that are affected by planning decisions, therefore, where appropriate, planners should consider using [Children's Rights and Wellbeing Impact Assessments](#) (CRWIA) to ensure compliance with the UNCRC requirements. CRWIA is used to identify, research, analyse and record the impact of a proposed plan, budget or policy on all children's human rights as well as wellbeing. There is no statutory duty on local authorities to carry out either CRWIAs or [Place and Wellbeing Assessment](#), but this is not indicative of the value of these assessments. Carrying out CRWIAs helps to ensure compliance with the UNCRC requirements in all services – not just children's services. This is particularly crucial in light of the newly introduced UNCRC legislation that requires public authorities to comply with children's rights. The Place and Wellbeing Assessment is a tool that assesses whether planning decisions promote the health and wellbeing of the community and contribute towards the policy objectives contained in NPF4 and the recommendations of the [Christie Commission](#).

When carrying out impact assessments, it is important to involve children and young people in the process keeping in mind their different experiences and backgrounds. Adults should not assume how a policy or practice might impact children and young people, but they should strive to have an evidence-based assessment where children and young people's views are sought and taken seriously.

priorities, to create truly inclusive and rights-respecting places. At the end of this journey, they become internationally recognised UNICEF Child Friendly Cities or Communities. Aberdeen City has joined this journey to become the first child-friendly city in Scotland. You can learn more about how Aberdeen City Council involves [children in urban planning](#) and read Aberdeen City's Child-Friendly Cities [self-evaluation report](#).



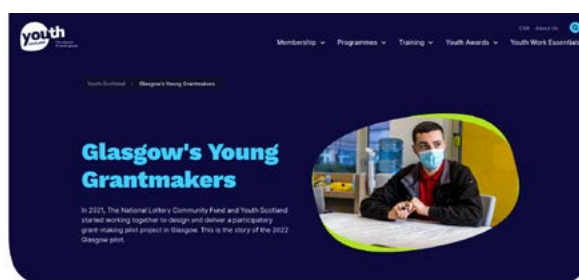
Youth Club reopens in the Highlands

Vital youth activities and projects in Golspie will soon resume after the closure of the [Golspie Youth Club](#) in 2019.

The new building will include a large hall, youth/community space, a fully fitted kitchen and a small meeting/hotdesking room. There are also plans for Golspie Gala week events, youth activities, a Film Club as well as mindfulness sessions.

Young Grantmakers in Glasgow

Youth Scotland has launched a ['Young Grantmakers' Programme](#) where they train young people to understand the grant-making process, design the fund and priorities, and take on a decision-making role. The programme can be adapted to different funds with different



priorities. After completing the programme, the young people receive a Dynamic Youth Award (SCQF Level 3). In 2021-2022, Youth Scotland led a participatory grant-making pilot project in Glasgow. The aim was to give young people an opportunity to identify and fund initiatives to tackle anti-social behaviour within their local communities.

Anchor Service for young people at risk in Inverness

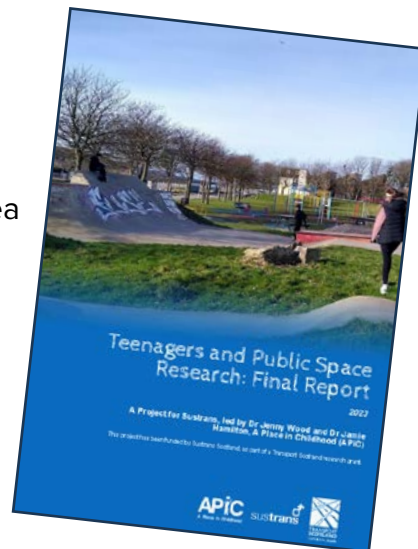
The [Anchor Project](#) launched in July, has received more than £450,000 from the Scottish Government's CashBack for Communities scheme to create a detached youth work service with safe space in Inverness to focus on teenagers who may be subject to exploitation. The service will include education, training and employment support; facilitating access to health services, first aid, sexual health, and naloxone. The Anchor team will also engage with young people through street work in the areas where they are known to congregate in order to build trusting relationships. The Anchor Service will support



young people throughout evenings and at weekends and will also provide telephone and text services which young people can access.

Teenagers and Public Space Research

Last year, [A Place in Childhood](#) (APiC) conducted a research in three Scottish communities to understand the needs of teenagers regarding public spaces. The project focused on North Edinburgh, Huntly (Aberdeenshire), and the Denny and Bonnybridge area (Falkirk), which represent different urban and rural categories. The research was linked to the Sustrans Places for Everyone project, and the outcomes of the project informed both the research and the plans for infrastructure and placemaking interventions in these communities.



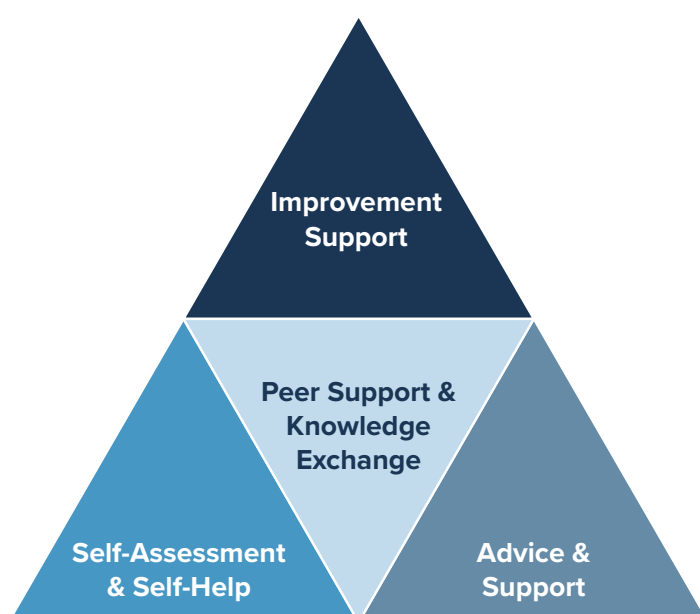
In each case study, APiC collaborated with groups of teenagers to create experiential maps that reflect their experiences and priorities. These maps formed the foundation of Local Strategy Workshops, where APiC facilitated dialogue between young people and local stakeholders. Young people and adults collectively discussed priorities, ideas, and ongoing or planned work. In North Edinburgh, APiC facilitated a deeper engagement in collaboration with the City of Edinburgh Council, where local teenagers designed two new public spaces just outside their school. In total, 146 young people between the ages of 12 and 18 took part, alongside adult stakeholders from local and national public bodies, charities, and community groups. You can [learn more about the project](#) here.

7. Help and Support

Improvement Service

[UNCRC Implementation Project](#)

The Improvement Service is working with local authorities across Scotland to support them to be ready for UNCRC Incorporation and to embed children's rights approaches to their work. Please get in touch to discuss how we can support the work you are doing locally.



- ▶ **Join our Peer Support Network** for those leading on UNCRC implementation in a Scottish Local Authority and share ideas, learning and support for taking children's rights forward.
- ▶ **Support and Guidance:** get in touch to find out how we can tailor our support to your local authority. Use our [Getting Ready for the UNCRC](#) resource to help you navigate how to prepare for the UNCRC.
- ▶ **Resources and Information:** use our [Knowledge Hub](#) group to access resources and connect with others working on children's rights in Scotland and get inspiration to develop your approach
- ▶ **Join** our events and webinars which are advertised on the KHub and on [X/Twitter](#)
- ▶ **Discuss:** get in touch to talk about your work and what support would be best for you. For example, we can attend your working group meeting, connect you with others working on similar projects or talk through some issues you are facing to find potential solutions. Email: UNCRC@improvementservice.org.uk

Planning for Place Programme

The [Planning for Place programme](#) at the Improvement Service supports local authorities apply the place principle and collaborate on place based approaches. The Programme provides a range of support including:

- ▶ Working with stakeholders to promote the role of places in delivering health and wellbeing including sitting on the [Place and Wellbeing Collaborative](#).
- ▶ Working with stakeholders to promote and enable the use of the [Place and Wellbeing Outcomes](#)
- ▶ Elected member briefing sessions raising awareness of the role of place, place-based approaches and placemaking in service delivery
- ▶ Community Planning Partnership and Officer Group awareness-raising sessions on [Place Standard Tool](#) and [Place Principle](#)
- ▶ Iterative practitioner training support on the use of the Place Standard Tool in workshop settings. Cross-function attendance is a key feature to promote a non-siloed approach to the use of the tool
- ▶ Helping forge closer links between [community planning and spatial planning](#), including national events and webinars that connect practitioners
- ▶ Facilitating collaboration between IS-supported professional groups around their collective agendas. [SLAED](#), [HOPS](#) and [SCOTS](#) (along with SOLACE and COSLA) identified place as one of their top three collective working priorities.
- ▶ Working closely with Public Health Scotland and other health practitioners on the whole system delivery of all six public health priorities: particularly the Place priority.

Find out more about the Improvement Service [Planning for Place Programme](#) here.

A Place in Childhood (APiC)

APiC helps make Scotland a great place to grow up by supporting young people to participate in projects and help create more inclusive policies, services and environments.

Find out more about the [range of services](#) APiC offers.

Useful resources

- ▶ [Summary of the UNCRC articles – UNICEF](#)
- ▶ [UNCRC Implementation Non-statutory Guidance](#)
- ▶ [Getting Ready for the UNCRC – Improvement Service](#)
- ▶ [Play Sufficiency Assessment Regulations 2023: planning guidance](#)
- ▶ [Place and Wellbeing Outcomes – Improvement Service](#)
- ▶ [UN General comment No. 26 on children’s rights and the environment with a special focus on climate change](#)
- ▶ [UN General Comment No. 19 \(2016\) on public budgeting for the realization of children’s rights \(art. 4\)](#)
- ▶ [UN General comment No. 21 \(2017\) on children in street situations](#)
- ▶ [Christie Commission on the future delivery of public services](#)
- ▶ [Place Principle](#)
- ▶ [Fourth National Planning Framework](#)
- ▶ [Scotland’s National Outcomes](#)
- ▶ [UN Sustainable Development Goals](#)
- ▶ [Place Standard Tool](#)
- ▶ [Place Standard Tool - Inclusive Communication Toolkit](#)
- ▶ [Place Standard Tool - Children and Young People’s version](#)
- ▶ [Six Qualities of Successful Places](#)
- ▶ [Children and Young People’s Commissioner Scotland](#)
- ▶ [Mapping the Global Goals for Sustainable Development and the Convention on the Rights of the Child](#)
- ▶ [Getting it Right for Every Child](#)
- ▶ [Place and Wellbeing Assessment](#)
- ▶ [Children’s Rights and Wellbeing Impact Assessments](#)
- ▶ [Creating child-friendly versions of written documents: A guide, European Commission,](#)
- ▶ [How to Write a Child-Friendly Document](#)
- ▶ [Being Bold: Building Budgets for Children’s Wellbeing](#)
- ▶ [Children, Young People and Placemaking in Scotland: a literature and policy review](#)

Videos

- ▶ [Laura from the Shetland Islands talks about how climate change affects her community](#)
- ▶ [An example of how a poor planning decision can lead to unintended consequences that adversely affect the community](#)
- ▶ [The campaign to reclaim children's play space on British streets](#)

Appendix I

Figure 6: Linkages between the Place and Wellbeing Outcomes and children’s rights.

Place and Wellbeing Outcome	UNCRC Article*
<p>Movement</p> <p>ACTIVE TRAVEL</p> <p>Everyone can:</p> <ul style="list-style-type: none"> easily move around using good-quality, accessible, well-maintained and safe segregated wheeling, walking and cycling routes and access secure bike parking. wheel, walk and cycle through routes that connect homes, destinations and public transport, are segregated from, and prioritised above, motorised traffic and are part of a local green network. 	<p>Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment.</p> <p>Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.</p> <p>Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.</p>
<p>PUBLIC TRANSPORT</p> <p>Everyone has access to a sustainable, affordable, accessible, available, appropriate, and safe public transport service.</p> <p>TRAFFIC AND PARKING</p> <p>Everyone can benefit from:</p> <ul style="list-style-type: none"> reducing traffic and traffic speeds in the community. traffic management and design, where traffic and car parking do not dominate or prevent other uses of space and car parking is prioritised for those who don’t have other options. 	<p>The General Principles state that children and young people:</p> <ul style="list-style-type: none"> Should not be discriminated against (Article 2) Should have their best interests accounted for as a primary consideration (Article 3) Have the right to survive and develop (Article 6)

* While many more articles could be mentioned here, we have decided to highlight the most relevant rights to planning and placemaking. Furthermore, the general principles of the UNCRC should always be considered when making decisions that directly or indirectly affect the lives of children and young people.

Place and Wellbeing Outcome	UNCRC Article*
<p>Spaces</p> <p>STREETS AND SPACES</p> <p>Everyone can access:</p> <ul style="list-style-type: none"> • buildings, streets and public spaces that create an attractive place to use, enjoy and interact with others. • streets and spaces that are well-connected, well-designed and maintained, providing multiple functions and amenities to meet the varying needs of different population groups. <p>NATURAL SPACES</p> <p>Everyone can:</p> <ul style="list-style-type: none"> • access good-quality natural spaces that support biodiversity and are well-connected, well-designed, safe, and maintained, providing multiple functions and amenities to meet the varying needs of different population groups. • be protected from environmental hazards including air/water/soil pollution or the risk of flooding. • access community food growing opportunities and prime quality agricultural land is protected. <p>PLAY AND RECREATION</p> <p>Everyone can access:</p> <ul style="list-style-type: none"> ▶ a range of high quality, safe, well-maintained, accessible places with opportunities for play and recreation to meet the varying needs of different population groups and the community itself. 	<p>Article 15 of the UNCRC makes it clear that children and young people have the human right to freedom of association. This means that they should be free to: meet individual people and groups of friends; set up an organisation; join an organisation and take part in peaceful protest.</p> <p>Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment.</p> <p>Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.</p> <p>Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.</p> <p>Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p> <p>The General Principles state that children and young people:</p> <ul style="list-style-type: none"> • Should not be discriminated against (Article 2) • Should have their best interests accounted for as a primary consideration (Article 3) • Have the right to survive and develop (Article 6)

Place and Wellbeing Outcome	UNCRC Article*
<p>Resources</p> <p>SERVICES AND SUPPORT</p> <p>Everyone can access:</p> <ul style="list-style-type: none"> health enhancing, accessible, affordable and well-maintained services, facilities and amenities. These are informed by community engagement, responsive to the needs and priorities of all local people. a range of spaces and opportunities for communities to meet indoors and outdoors. information and resources necessary for an included life in a range of digital and non-digital formats. <p>WORK AND ECONOMY</p> <p>Everyone benefits equally from a local economy that provides:</p> <ul style="list-style-type: none"> essential goods & services produced or procured locally good quality paid and unpaid work access to assets such as wealth & capital and the resources that enable people to participate in the economy such as good health and education a balanced value ascribed across sectors such as female dominated sectors and the non-monetary economy -the resources that enable people to participate in the economy such as good health and education. <p>HOUSING AND COMMUNITY</p> <p>Everyone has access to:</p> <ul style="list-style-type: none"> a home that is affordable, energy efficient, high quality and provides access to private outdoor space. 	<p>Article 15 of the UNCRC makes it clear that children and young people have the human right to freedom of association. This means that they should be free to: meet individual people and groups of friends; set up an organisation; join an organisation and take part in peaceful protest.</p> <p>Article 17: Every child has the right to reliable and accessible information from a variety of sources governments should encourage the media to provide information that children can understand.</p> <p>Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.</p> <p>Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.</p> <p>Article 26: Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.</p> <p>Article 27: Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.</p> <p>Article 28: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.</p>

Place and Wellbeing Outcome	UNCRC Article*
<ul style="list-style-type: none"> a variety of housing types, sizes and tenancies to meet the needs of the community. And of a sufficient density to sustain existing or future local facilities, services and amenities. a home that is designed and built to meet need and demand, is adaptable to changing needs and includes accessible/wheelchair standard housing. 	<p>Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p> <p>Article 32: Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education.</p> <p>The General Principles state that children and young people:</p> <ul style="list-style-type: none"> Should not be discriminated against (Article 2) Should have their best interests accounted for as a primary consideration (Article 3) Have the right to survive and develop (Article 6)
<p>Civic</p> <p>IDENTITY AND BELONGING</p> <p>Everyone can benefit from a place that has a positive identity, culture and history, where people feel like they belong and are able to participate and interact positively with others.</p> <p>FEELING SAFE</p> <p>Everyone feels safe and secure in their own home and their local community taking account of the experience of different population groups.</p>	<p>Article 8: Every child has the right to an identity.</p> <p>Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment.</p> <p>The General Principles state that children and young people:</p> <ul style="list-style-type: none"> Should not be discriminated against (Article 2) Should have their best interests accounted for as a primary consideration (Article 3) Have the right to survive and develop (Article 6)

Place and Wellbeing Outcome	UNCRC Article*
<p>Stewardship</p> <p>CARE AND MAINTENANCE</p> <p>Everyone has access to:</p> <ul style="list-style-type: none"> • buildings, spaces and routes that are well cared for in a way that is responsive to the needs and priorities of local communities. • good facilities for recycling and well organised refuse storage and collection. <p>INFLUENCE AND CONTROL</p> <p>Everyone is empowered to be involved a place in which:</p> <ul style="list-style-type: none"> • Local outcomes are improved by effective collaborations between communities, community organisations and public bodies. • Decision making processes are designed to involve communities as equal partners. • Community organisations co-produce local solutions to issues. • Communities have increased influence over decisions. • Democratic processes are developed to be accessible to all citizens. 	<p>Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</p> <p>Article 15 of the UNCRC makes it clear that children and young people have the human right to freedom of association. This means that they should be free to: meet individual people and groups of friends; set up an organisation; join an organisation and take part in peaceful protest.</p> <p>Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.</p> <p>Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.</p> <p>The General Principles state that children and young people:</p> <ul style="list-style-type: none"> • Should not be discriminated against (Article 2) • Should have their best interests accounted for as a primary consideration (Article 3) • Have the right to survive and develop (Article 6)

