The Children, Youth and Environments journal disseminates knowledge and stimulates discussion in support of inclusive and sustainable environments for children and youth everywhere. CYE has a global community and connects the worlds of research, policy and practice.

The CYE journal is a peer-reviewed, multi-disciplinary, online journal, highlighting the physical environments where children and youth live, learn, work and play. The journal values the capacity of children and young people to meaningfully participate in the processes that shape their lives, and publishes papers from distinct viewpoints, varied approaches, and diverse cultures and regions around the world. The journal offers researchers a high-quality, refereed outlet for sharing work pertaining to the physical environments that impact the lives of children and youth around the world. The journal publishes papers in the form of research articles, field reports and book/media reviews ranging from quantitative and qualitative empirical research; theoretical, methodological, and historical investigations; critical literature reviews; design analyses; post-occupancy evaluations; policy studies; and program assessments.

Children, Youth and Environments appeared as a print journal from 1984-1995 as Children’s Environments Quarterly and Children’s Environments. In 2003, it was revived as an online journal, which now reaches readers in more than 160 countries. Readers and authors include researchers and practitioners in education, childhood studies, geography, sociology, child and youth development, child welfare, child rights advocacy, development studies, architecture, landscape architecture and design, urban design, and planning. CYE is endorsed by UN-Habitat and guided by a distinguished Editorial Advisory Board.

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Cover image from the field report Children’s Agency and Action in Nature Preschool: A Tale of Two Programs by Rachel Konerman, Sue Elliott, Rosanne Pugh, Tisha Luthy, and Victoria Carr
Inside this issue, you will find diverse scholarly work that spans across the globe. First, Altenburger and Wellenreiter compare non-classroom spaces across two different rural high schools to demonstrate how school building type influences place-based authority processes. Next, we arrive in Northern Kenya to visit the Archer’s Post community where Van Anda and co-authors investigated the perceptions and values of formally educated youth regarding traditional pastoral livelihoods and non-traditional contemporary income-earning. Crossing the globe, we visit Chicago where Lee and Movassaghi investigate the relationship between greenery at public schools and students’ violent behaviors. These authors also examined the potential benefits and challenges of green space surrounding the schools. Heading north, we arrive in Northern Ontario where Scheffel and co-authors discuss three perceived barriers to learning in the outdoors from their in-depth case study of a kindergarten class. Additionally, these authors share ways that participants took note and addressed these barriers to benefit the learners. At our final stop, we visit Utah where LeSchofs and Christensen observed play behaviors in first and second grade children to uncover which play settings support quality dramatic play for children with and without disabilities. The issue continues with a report from the field where Konerman and co-authors share their work across two projects to demonstrate how early childhood educators were able to support the development of young children’s ecologically sustainable practices through a shift in pedagogical practices. We wrap this issue with four book reviews: Tranter’s review of Urban Playground: How Child-Friendly Planning and Design Can Save Cities by Tim Gill, Fazio’s review of Children, Citizenship and Environment: #Schoolstrike Edition by Bronwyn Hayward, Ruiz’s review of Latin American Transnational Children and Youth: Experiences of Nature and Place, Culture and Care Across the Americas edited by Victoria Derr and Yolanda Corona, and Gowdar and St. Clair Bridgman’s review of Designing for Kids: Creating for Playing, Learning, and Growing by Krystyna Castella. Happy reading!
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