

# CHILDREN, YOUTH ENVIRONMENTS

*A journal of research, policy and applications*



Volume 33  
Number 3  
2023



Children, Youth and Environments Network  
University of Cincinnati

# CHILDREN, YOUTH ENVIRONMENTS



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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.

For more information visit <https://www.cyenetwork.org>

Cover image from the article How Has the Child-Friendly Cities Initiative Promoted Public Spaces for Children?  
Sudeshna Chatterjee (Photo Credit: Thomson Reuters Foundation/Sophie Davies)

**Statement on Conflict in Israel and Palestinian Territories**

CYE's Editors would like to express their grave concern for the children, youth and people of Israel and the occupied Palestinian Territories. We invoke the United Nations Children's Fund's (UNICEF) call to "protect children and the civilian infrastructure they rely on, and to immediately, and unconditionally, release all civilian hostages held in the Gaza Strip, especially children" (Russell, 2023). Further, we join the United Nations in their call for a full humanitarian ceasefire (Guterres, 2023). We seek to raise awareness to the consequences of conflict and violence on children's lives and well-being, including death or physical injury, separation from family members, disruptions in healthcare and education, hunger, malnutrition, and exposure to traumatic events (Save the Children, n.d.). We refer our readers to UNICEF, Save the Children, or other humanitarian organizations to stay informed about the plight of our most vulnerable citizens and lend support to the critical work they do "so that all children can fully enjoy all their rights and the conditions for their development that respond to their intrinsic dignity as human beings" (UN Committee on the Rights of the Child, 2023).

CYE is dedicated to bridging theory, research, practice, action, and policy related to protecting children's environments and promoting their well-being and participation. In the past, CYE has published special issues and other research articles on these and related topics. Although not an exhaustive list, here are a few references in reverse chronological order:

Special Issue (2013). Children, violence, community and the physical environment. *Children, Youth and Environments*, 23(1), including:

Lalor, K. (2013). Children, violence, community and the physical environment: Foreword to the special Issue. *Children, Youth and Environments*, 23(1), i-vii. <https://doi.org/10.1353/cye.2013.0008>

McAlister, S., Haydon, D., & Scraton, P. (2013). Violence in the lives of children and youth in "post-conflict" Northern Ireland. *Children, Youth and Environments*, 23(1), 1-22. <https://doi.org/10.1353/cye.2013.0001>

MacNeil, C. (2013). Supporting asset-based youth and community development in conflict zones: A training example from the Democratic Republic of the Congo. *Children, Youth and Environments*, 23(1), 211-220. <https://doi-org.uc.idm.oclc.org/10.1353/cye.2013.0003>

Special Issue (2007). Pushing the boundaries: Critical international perspectives on child and youth participation-Focus on the Middle East and North Africa and Africa. *Children, Youth and Environments*, 17(3), including:

PYALARA (2007). No wall can stop us: PYALARA in pictures. *Children, Youth and Environments*, 17(3), <https://doi-org.uc.idm.oclc.org/10.1353/cye.2007.0052>

Hart, J. (2007). Empowerment or frustration? Participatory programming with young Palestinians. *Children, Youth and Environments*, 17(3), 1-23. <https://doi-org.uc.idm.oclc.org/10.1353/cye.2007.0043>

Hammad, S., & Bakri, T. (2007). Learning by doing: The experience of popular achievement in Palestine. *Children, Youth and Environments*, 17(3), 24-48. <https://doi-org.uc.idm.oclc.org/10.1353/cye.2007.0038>

Thompson, E., & Arsalan, L. (2007). Preparing youth for leadership roles in changing environments: The Jordan experience. *Children, Youth and Environments*, 17(3), 49-65. <https://doi-org.uc.idm.oclc.org/10.1353/cye.2007.0039>

Rosen, D. M. (2007). [Review of the book *Children and War* by J. Marten, Ed.]. *Children, Youth and Environments*, 17(3), 247-250. <https://doi.org/10.1353/cye.2007.0053>

Nepal, S.C.N. (2005). Working with "local governance" in a conflict situation: The experience of Save the Children Norway in Nepal. *Children, Youth and Environments*, 15(2), 290-298. <https://doi-org.uc.idm.oclc.org/10.1353/cye.2005.0014>

Boyden, J. (2003). Children under fire: Challenging assumptions about children's resilience. *Children, Youth and Environments*, 13(1), 1-29. <https://doi.org/10.1353/cye.2003.0017>

We call on researchers and practitioners to expand the knowledge base on these topics by submitting proposals for special issues of the journal, research papers, field reports, and position papers that examine how environments, design, and projects and programs influence children and youth who experience war, violence, and conflict, as well as their efforts to organize and advocate for their own safety and well-being in tumultuous circumstances.

## References

Guterres, A. (2023, November 27). Noting 'guns have fallen silent', hostages, prisoners released, Secretary-General urges continued dialogue between parties aimed at full humanitarian ceasefire. UN. <https://press.un.org/en/2023/sgsm22050.doc.htm>

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Save the Children, (n.d.). 5 ways children are impacted by. The Gaza Israel conflict. Retrieved November 27, 2023, from <https://www.savethechildren.org/us/charity-stories/ways-gaza-israel-conflict-impacting-children>

United Nations (2023, November 1). UN Child Rights Committee condemns killing of children in Gaza Strip, from <https://www.ohchr.org/en/press-releases/2023/11/un-child-rights-committee-condemns-killing-children-gaza-strip>

## Editorial Changes: Dr. Vikas Mehta joins CYE Advisory Board after 7 years as Co-Editor

The Children, Youth and Environments Editorial Team would like to extend its sincere appreciation to Dr. Vikas Mehta for his significant contributions to the journal. His creative vision for CYE and expertise regarding equitable and communicative environments have been instrumental for ensuring that the articles we publish are of the highest quality. His harmonious collegiality enriched our collective responsibility for the publication of the journal over the past eight years and we look forward to a continued professional relationship with him in his new role as a CYE Advisory Board member. Dr. Mehta, Professor of Urbanism, is the Fruth/Gemini Chair, and Ohio Eminent Scholar of Urban/Environmental Design at the University of Cincinnati. His published works on public spaces questions why these spaces matter and how we might realize their potential. His esthetic lens is evident in the inaugural exhibition celebrating the stewardship transfer of CYE from University Colorado – Boulder to the University of Cincinnati in 2016. It can be viewed on our website at [cyenetwork.org](http://cyenetwork.org).

## Remembering Yolanda Corona

The CYE community lost a dear colleague this year when Dr. Yolanda Corona Caraveo passed on to the ancestors. A professor in the Department of Education and Communication at the Autonomous Metropolitan University, Xochimilco, Yolanda committed her academic life to elevating voices of children, particularly the Indigenous children of Mexico. She published in both Spanish and English, contributing more than 20 articles and book chapters and 12 books which focused on children’s rights, their appropriation of public space, their relationships with nature, and the role of play, culture, and arts in their lives. Yolanda also facilitated more than 20 years of children’s rights workshops for teachers and cultural promoters, and was a leader of the Latin American Red de Investigación y Reflexión con Niños (Research and Reflection with Children Network). She was an early proponent of children’s participation, and helped shape the perspective that participation is not only a process for planning and governance but also a central aspect of daily life for children in diverse communities around the world. In her final years, Yolanda also was dedicated to promoting children and youth voices and agency for climate justice. Yolanda leaves a legacy of hundreds of students and colleagues who have been deeply impacted by her spirit of joy, care, and generosity. Yolanda built friendships no matter where she went. Beyond academia, Yolanda was a loving mother, wife, and dear friend to many, a talented painter, and a warm and supportive member of her community in Tepoztlán. Her work will live on through the many hearts and minds she has touched. Descanse en paz.





## Call for Submissions

The Children, Youth and Environments Journal is inviting submissions for research articles, field reports, and book/media reviews that contribute to the discourse in the following areas:

- Quantitative and qualitative empirical research
- Theoretical, methodological, and historical investigations
- Critical literature reviews
- Design analyses
- Post-occupancy evaluations
- Policy studies
- Program assessments

For more information about submission guidelines and processes, please visit [the CYE submission page](#). For all additional questions, please contact [cyenetwork@gmail.com](mailto:cyenetwork@gmail.com). We're excited to read your work!

## Inside this Issue

Inside this issue, you will find diverse scholarly work spanning across the globe. We start a thorough review of the Child-Friendly Cities Initiative across 24 countries spanning the last 30 years. Chatterjee navigates common criticisms to the initiative to demonstrate how this work has promoted public spaces for children. Next, we head to Honolulu, Hawai'i where Kong and colleagues explore the connection between place-based cultural education and well-being among Native Hawaiian youth as they engage in restoring a royal Native Hawaiian fishpond. In California, Derr and coauthors investigated how sustainability practices take shape and unfold in historically excluded schools who have won sustainability awards to reveal three domains of a sustainability-in-place model. Heading inland to cover the United States and Canada, Meltzer and coauthors investigated factors related to teenagers' loneliness during the COVID-19 pandemic. Findings suggest potential policies to help teens during similar crises. Returning to California, Minaravesh and coauthors investigated the development of fourth grader children's environmental attitudes in the South Bay Region, a historically environmentally disadvantaged neighborhood that are rarely heard from in these types of studies. Findings from focus group data suggests children conveyed positive eco-perspectives despite unfavorable local conditions. Then we make our way east across the globe to Vienna, where Stark and coauthors conducted a case study connecting the influence of redesigning the infrastructure surrounding an elementary school on students' mobility behavior.

The issue continues with a report from the field in Thailand where Nunma and Kanki analyzed the Foundation of Child Development's strategic mural creation to show how they facilitated child-centric activities in vibrant play spaces. We close our issue with two book reviews: Ellinger's review of *High-Quality Outdoor Learning: Evidence-based Education Outside the Classroom for Children, Teachers and Society*, edited by Rolf Jucker and Jakob von Au, and Gull's review of *Naturally Inclusive: Engaging Children of All Abilities Outdoors*, by Ruth Wilson. Happy Reading!

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*Children, Youth and Environments*

Vol. 33 No. 3 2023

ISSN 1546-2250

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