

Placemaking with children and youth: participatory practices for planning sustainable communities

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Barry Percy-Smith

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that were attractive for the young generation of migrants in Brazilian society, as well as their struggles with coming of age, entering adulthood, undertaking paid work as well as leisure (week-ends). She reflects on some of them being on the move – temporarily returning to Japan, and others finding their space of life ‘between’ two countries. The above is connected with return economic migration (to Japan) as a key factor in the economic safety of Japanese migrant families- which is further explored in chapter eight: *Labor Migration: Dekasegi*. Dekasegi (from Portuguese) is a term defining Japanese Brazilians who emigrated to Japan, either using Japanese citizenship or Nisei visa and immigration law, to undertake short-term employment in Japan. Through a comparative perspective, the next chapter: Living in Japan discusses the life of the Brazilian Japanese in Japan and in Bastos, Brazil. Key issues explored in this part of the book involve professional relations, psychological health, leisure and the opinions of interviewees on their life in these two countries. The book concludes with the last, tenth chapter: *Familial Relationships: Children and Teenagers*, in which the author attempts to outline family relations from the moment the first Japanese settled in Bastos until today. Key subjects addressed in this section include children’s education, juvenile crime, engagement and marriage in the conditions of migration, children’s socialisation in families and their situation in non-Japanese schools.

Conclusion

This interdisciplinary monograph is the culmination of long-term theoretical and ethnographic research and is an important contribution both to the history of migration of Japanese labourers’ families to Brazil, their adaptation to the new conditions, and to socio-ethnographic studies on childhood, coming of age and the formation of family bonds. At the same time, it is an interesting study on the life of international economic migrants from Japan to Brazil, whose children and grandchildren (the next generations of migrants) decided to return to the country of their grandparents’ origin. The author points to the usefulness of ethnographic research in studying the migration of families with children. This type of research enables a more in-depth understanding of the daily lives of the research participants in the conditions of migration and their socio-cultural and geographical identity. Importantly, it also indicates paths for the exploration of interdependencies between history and childhood biographies in societies with the second and third generation of migrating migrants.

Urszula Markowska-Manista

Faculty of Education, University of Warsaw, Warsaw, Poland

 u.markowska-ma@uw.edu.pl  <http://orcid.org/0000-0003-0667-4164>

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sustainable communities by Victoria Derr, Louise Chawla, and Mara Mintzer, New York:

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This is one of those texts that just warms the heart and makes you smile. There have been considerable advances in the technology of hearing the voices of children and youth to the extent that it is now customary and mainstream in research and practice. However, this text is important for two reasons. First, it reasserts the ability of young people to take active roles in research and development projects in their communities along with a more fuller vision of participation beyond simply

conveying a view. The second reason this text is important is that involving children and young people in placemaking and planning sustainable communities is no longer just an area of interest or a good thing to do, but a necessity in light of the challenges responding to the climate crisis.

What is really special about this text is its ethos rooted in extensive project work with children, but reflecting a humility and humanity in appreciating the valuable contribution they are able to make, an openness to learning and strength of belief in these approaches. More importantly, perhaps is the understanding that these approaches are not just about sharing effective approaches, but a commitment to the wider goal of children and young people participating as equal citizens rooted in their lived realities. The scope of this comprehensive resource of tools, techniques, considerations, approaches and project examples is testament to the extensive scholarship on which this book is based. A real positive with this text is that despite the volume of resources here, it remains completely accessible and user-friendly.

I like the way the text is structured, beginning with a focus on context and frameworks for this type of work in terms of child friendly cities and the changing contexts of urban planning and children's participation. At this point, I felt it would have been useful to have a little more attention outlining some of the wider challenges and debates surrounding children's participation such as the challenges of realising policy impact or embedding participation in local governance as a norm. However, there is a useful focus on intergenerational learning throughout. The text then progresses in a logical and easy to follow way through programme design and preparatory work including ethical issues, considerations for supporting the engagement of children and young people and background research in Chapters 2–4. Chapters 5 and 6 discuss some core methods including visual and arts-based methods and more conventional interviews, focus groups and surveys. There has been an explosion in the use of visual methods in recent years and this chapter is nothing short of a treasure trove of possibilities for enabling researchers to move beyond the inevitable drawing and photovoice techniques. There are resources here focusing, for example, on incorporating activity diaries and photo elicitation into interview plans. As is the case throughout the text, each method discussed is embellished with real-world case studies and boxed examples, pictures and illustrations that complement clear guidance in using different approaches.

In Chapter 7 entitled 'Into the city' with its wonderful array of creative place-based methods including child-led tours and mapping (including sound maps), one is left just wanting to go out and connect with the rhythms of the city. This chapter usefully includes a focus on participatory GIS, bringing into play the range of ICT developments that have emerged since the Growing up in Cities revival projects of the late 1990s. For me, as a doctoral student involved in the Growing up in Cities project, walking in the footsteps of young people as they brought to life their own geographies was perhaps one of the more insightful way of learning about the complex interactions and meanings at play in child-environment relationships. Such experiences go beyond simple data collection, instead allowing a deeper connection, resonance and understanding to be formed through co-experiencing place with young people.


So often, what masquerades as participatory research ends with 'data' collected from children and young people that adult researchers then use. Children's participation is not just about hearing their views but about mobilising children and their perspectives in relation to the wider community as a process of participatory social learning. Chapter 8's focus hence usefully focuses on community events and workshops involving children including co-design workshops, gulliver's footprints and living labs; approaches that reify children's participation as democracy in action as fellow citizens. This is followed by a focus on involving children in analysis and reporting in Chapter 9 and reflection and evaluation in Chapter 10. These are two crucial chapters as they extend the parameters of children's participation beyond data collection to achieving a fuller role in all stages of the project cycle and as an ongoing process of learning in action. There was scope here to include more examples of different forms of action, activism and creative approaches for intergenerational dialogue and learning as a chapter in its own right beyond simple reporting of findings. All the

same, the case study project examples are useful for illustrating different ways of pulling the different methods and techniques together in particular projects from across the world.

This text is a fantastic resource with potential broad relevance and appeal across diverse policy and practice domains and contexts. With a resurgence in local cross-sector, place-based initiatives to improve the lives of children, this is likely to be a well-referenced text for years to come. It is just a shame that these approaches could not be incorporated more fully into children's education along the lines of the philosophies of Reggio Emilio or the commitment to children's learning in and from their environment that early pioneers such as Colin Ward and Roger Hart embraced and that more latter day advocates such as Alison Clark, Peter Moss and Michael Fielding argue for in the context of democratic education. We know children still enjoy being outdoors, but with ICT playing such a major role in everybody's lives now, one cannot help but reflect on the importance of children learning first-hand about their environments in these ways beyond the confines of research projects, to experientially forge the connection with the natural world and their communities. This text is hence much more than a resource book. It is a book about how we live, learn and play together across generations, how we keep research real and decision-making democratic and how we create sustainable communities for the future.

Barry Percy-Smith

Just Futures Centre for Child, Youth, Family and Community Research, University of Huddersfield, Huddersfield, UK

 B.Percy-Smith@hud.ac.uk

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Belittled Citizens: The cultural politics of childhood on Bangkok's margins, edited by Giuseppe Bolotta, Copenhagen: NIAS Press, 2021, 250 pp., hardback £70.00/paperback £22.50, ISBN 978-87-7694-300-4 hardback/ISBN 978-87-7694-301-1 paperback

Giuseppe Bolotta's *Belittled Citizens* is remarkable piece of work in multiple respects. Perhaps its most important achievement is that the book succeeds in using fine-grained ethnographic material of children's 'micro-geographies' to illuminate far-reaching social dynamics. Thereby, the book successfully addresses the critique that much of the childhood studies literature fails making an impact beyond the relatively narrow confines of the field (Ansell 2009). Bolotta achieves this by unravelling the relations between culture, politics and childhood. This makes *Belittled Citizens* a rewarding read for geographers, anthropologists, sociologists, political scientists, and scholars of Southeast Asia more broadly.

Belittled Citizens brings to the foreground the lives of some, so-called, *dek salam* (slum children) from a Bangkok (Thailand) slum area. The focus on the Thai context is insightful in and of itself. Additionally, it also makes an important contribution to childhood studies more broadly which has seen relatively few works based on research in peninsular Southeast Asia (Thailand focused exceptions would include: Baker 2007; Montgomery 2001). With regards to Thailand this is surprising because in popular media Thailand is often associated with social problems such as child labour, child trafficking and child prostitution.

Belittled Citizens is organised into two substantial parts complemented with a useful introduction and conclusion. There is also a short coda in which Bolotta reflects on the relevance of the analysis in relation to new forms of protests by youth and young adults in the post-Bhumibol era (Huijsmans 2019). Part 1 of the book is entitled *The cultural politics of childhood* and consists