The Gothenburg model for Child-Impact analysis is an analytical tool that can be used as an aid for illustrating the needs, assets and deficiencies which need to be highlighted from a child's perspective. It can also be used to describe the impact of any proposed measure.

Working with the matrix models requires an open, instructive process in which many must be given the opportunity to participate and contribute with their opinions and experience. Participation from young people is key to the success of using these tools.

The network "Children and young people in planning", acts as a forum to heighten co-operation around child perspectives. Their process of developing the CIA-tool has been done in collaboration with S2020's on-line knowledge bank for social sustainability and the tool for Social Impact analysis (SIA).

There has been a significant interest in the matrices and they are being applied in a variety of plans and projects. In this folder the Child-Impact analysis tool is presented.

[CIA] CHILD-IMPACT ANALYSIS children and young people in focus 1.0

Göteborgs Stad

[CIA]
CHILD-IMPACT ANALYSIS
children and young people in focus 1.0

[CIA] CHILD IMPACT ANALYSIS TOOL

Göteborgs Stad

BUILDING & PLACE   **NEIGHBOURHOOD**   **DISTRICT**   **CITY**

Cohesive city Gothenburg is a segregated city. How can relationships and linkages be strengthened while physical and mental barriers can be avoided or overcome. Barriers for children can be quite different than for adults. Children need more pedestrian friendly connections in order to wider their circles.

Cohesive city

| INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS |

Interaction, play & learning Humans need to interact to survive. Children learn interaction in play. Children need places for interaction and play where it is not assumed that they could afford to buy or pay an entrance nor that they need to be accompanied by an adult. Where are the places for interactions, meetings, play, learning, culture and sports for children and young people? How are they designed and organized?

Interaction, play & learning

| INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS |

Everyday life Car traffic is a major obstacle to children's freedom of movment. Children and young people need access and availability, even without an adult, to service and places for play an recreation. Ability to walk and go by bike in childrens everyday life is important.
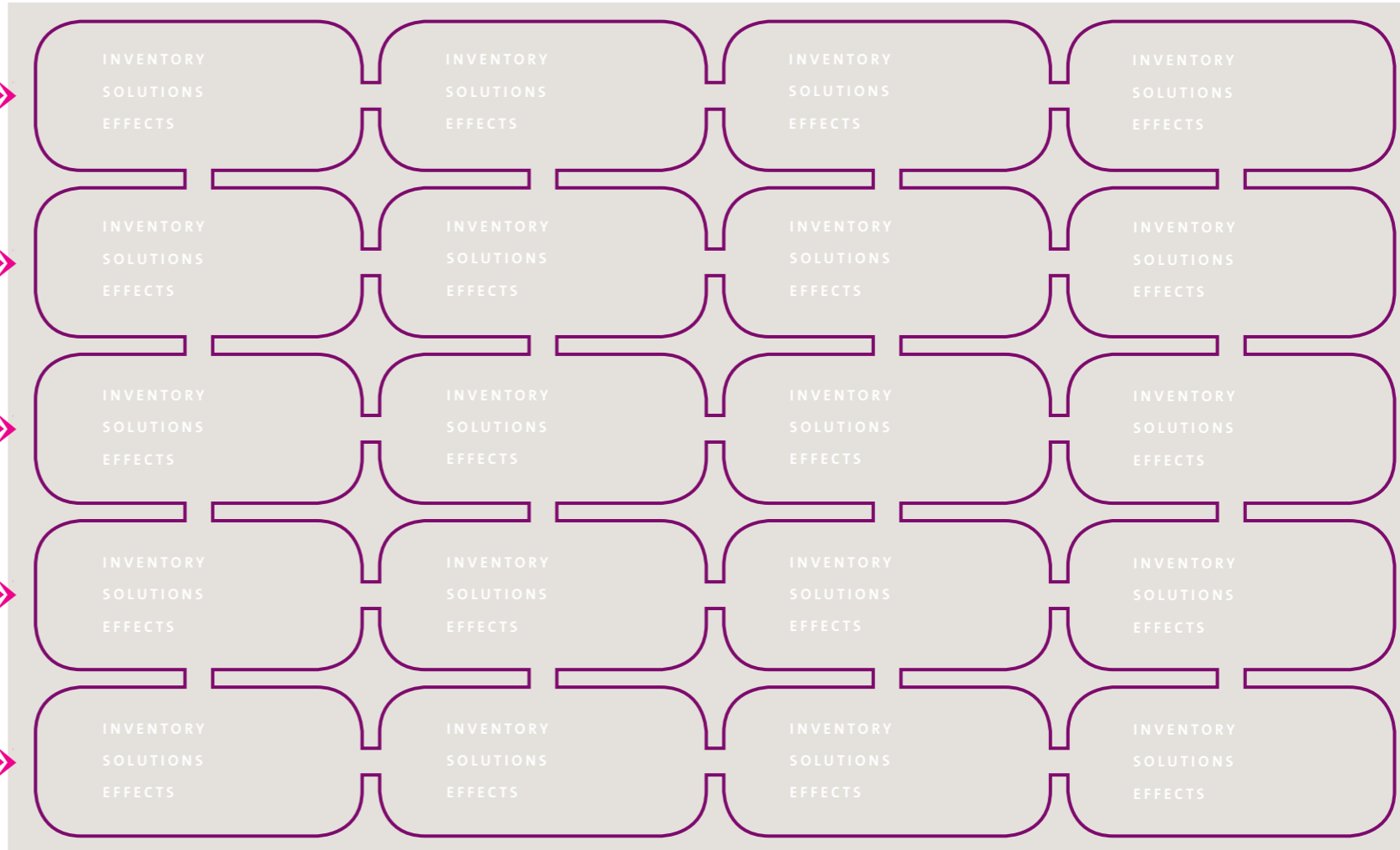
Everyday life

| INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS |

Identity The sense of belonging that you have for an area is associated with the area's character and how the individual understands his surroundings, security, continuity and opportunities to be co-creators. Can the local identity both be strengthened and overcome, so it gives room for more?

Identity

| INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS |

Health & security Children are more sensitive to noise and air pollution. Children who have access to a diverse preschool yard are more likely to develop mentally, physically and socially. Children are safe in there neighbourhood if it is separated from car traffic. How can these conditions affect how we plan the city's development?

Health & security

| INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS | INVENTORY SOLUTIONS EFFECTS |

INVENTORY

Which factors are important for children in the area today? How does the place works? What strengths exists? What weaknesses? What do and don't we know? How do we garther childrens knowledge?

SOLUTIONS

Which measures are desirable? Which are planned? What qualities are desirable? Who is responsible?

EFFECTS, APPRAISAL

How might the planned changes affect children and young peoples life? Are the planned changes a step towards a more child friendly city? What are the considerations and standpoints made during the process?

How have children and young peoples opinions and knowledge been gathered and taken into account?