

# 儿童友好视角下上海社区花园参与式营造实践

## Practice of Participation Construction in Shanghai

### Community Gardens from Child-friendly Perspective

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**摘要:** 本文结合上海社区花园参与式营造的实践分析, 试图探索出一条儿童自然教育与社区营造有机结合的可持续发展路径。从空间的营造、话语的营造、社区的营造三个方面, 结合创智农园、百草园及参与式社区规划项目“小小规划师”等社区花园案例, 分析儿童参与式社区营造模式并提出建议, 以期为后续参与式社区营造提供借鉴和参考。

**关键词:** 社区花园; 儿童友好; 参与式营造; 社区规划

**Abstract:** Based on the practice and analysis of participatory construction of community gardens in Shanghai, the paper tries to explore a sustainable development path which is suitable for the combination of children's natural education and community construction. From the three stages of space construction, discourse construction and community construction, combining the community garden cases, such as the Knowledge and Innovation Community Garden, Herb Garden and "Little Planner", this paper analyzes the mode of children participatory community construction, and puts forward some suggestions to provide reference for the follow-up participatory community construction.

**Key words:** community garden; child-friendly; participatory construction; community Planning

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为保障儿童基本权利，1996年联合国第二次人类居住大会首次提出儿童友好型城市概念<sup>[1]</sup>；中国在经过地方政府的系列实践之后，于2021年将建设儿童友好城市纳入《中国儿童发展纲要（2021—2030年）》<sup>[2]</sup>。在此背景下，城市建设逐渐从增量建设转变为存量更新，在更新建设中采用微小、包容、渐进的改造方式，社区作为儿童构建自我人格和日常生活的主要场所，应当将儿童友好性作为更新过程评判的重要指标<sup>[3]</sup>。近年来，儿童福祉与城市发展已成为公共议题<sup>[4]</sup>，上海<sup>[5]</sup>、天津<sup>[6]</sup>、长沙<sup>[7]</sup>、深圳<sup>[8]</sup>等城市在推进儿童友好与社区建设的政策、理论及实践方面都取得了较大进展。

## 1. 社区营造与社区花园

### 1.1 城市更新语境下的社区营造

城市更新以社区为单元开展，对边缘化、碎片化空间的整合重组促进了城市缓慢但可持续的自我更新和完善，在此过程中强调自下而上的参与性。在完成社区空间营造的同时，注重增强社区居民归属感，通过公众参与实现社区的共建共治共享<sup>[9]</sup>。

### 1.2 社区花园，儿童友好建设的第一步

社区花园作为共建共享的社区公共空间营造的实践，是儿童友好型包容性社区建设的第一步<sup>[10]</sup>。通过社区花园营造，鼓励儿童参与花园设计、营建、运维的全过程，从根本上把握儿童需求，改善基础设施及服务，逐步实现从社区花园到社区营造（图1）。

## 2. 儿童友好视角下参与式社区花园

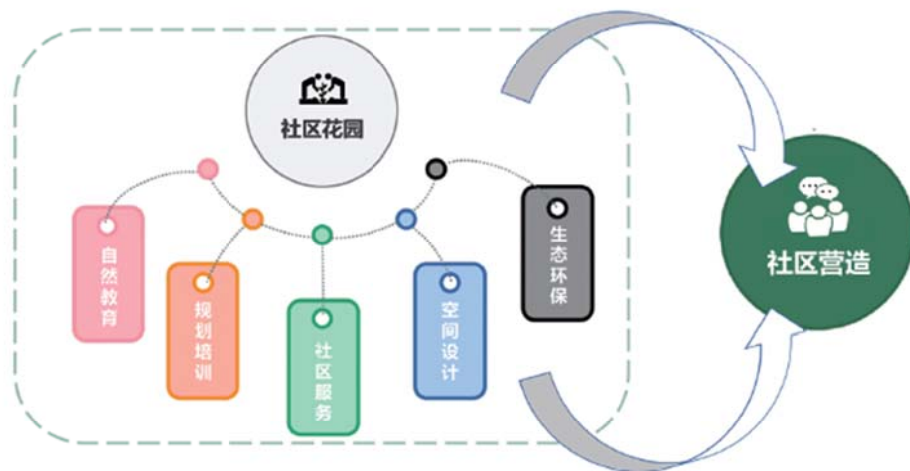
社区作为“一个多元主体互动博弈的特殊社会场域”<sup>[11]</sup>，是儿童构建自我人格和日常生活的主要场所。儿童友好型社区建设在社区花园载体之上，把非正式儿童活动空间作为切入点，以“儿童参与”为核心方法，以增进邻里沟通、构建和谐社区为主要目的。

### 2.1 关键切入点——社区非正式儿童活动空间的塑造

在儿童视角中的游戏场地不局限于专设的区域，小区角落、草坪等都是儿童自发使用、未经过人为干涉的“游乐空间”，因此需要寻找一些弹性和灵活的方法，充分利用社区内碎片化闲置场地。社区花园作为由民众共建的开放性场域，成为探索发展非正式儿童活动空间的第一步。

### 2.2 核心方法——儿童参与

儿童参与是儿童友好型城市倡议强调的重要权利，也是儿童友好型社区建设的核心方法<sup>[12]</sup>；保障儿童参与权是增强其生活适应能力、社会责任感和公民意识的重要方式<sup>[13]</sup>。儿童作为参与主体获得决策的权利，有助于营造出真正满足其使用需求的活动场地，进而以儿童为纽带建立联系，带动其他居民的持续参与，从而推动儿童友好型社区的全面建设。



1

社区花园与社区营造关系

Relationship Between Community Garden and Community Construction

### 2.3 主要目的——增进邻里沟通、构建和谐社区

儿童友好型城市倡议中易被忽略的一项关键议题就是“邻里交往不足”<sup>[14]</sup>。儿童参与式社区营造，旨在唤醒儿童潜在的创造力，使儿童成为社区公共事务的重要参与者及联系家庭参与社区建设的重要纽带。本文认为社区花园与儿童参与的相互促进关系，有助于增强居民社区意识和归属感，促进社区的公众参与、人际关系的发展，对建设和谐社区具有重要意义<sup>[15]</sup>。

## 3. 儿童友好视角下参与式社区营造实践

纵观近几年在实践引导下的儿童参与式社区营造的研究，本文认为儿童参与式社区营造可以分为空间的营造、话语的营造、社区的营造三个方面<sup>[16]</sup>。

### 3.1 空间的营造：游戏中的自然教育

儿童对自然环境缺乏兴趣、对电子产品过于依赖及缺乏安全的公共环境等原因导致了生理疾病、社交障碍以及其他心理健康问题<sup>[17]</sup>。适宜儿童玩耍的场地，应使儿童充分接触自然环境并尊重其主观能动性。以街区型社区花园代表——创智农园(以下简称“农园”)为例，农园占地 2200 m<sup>2</sup>，位于公共空间和自然教育空间比较稀缺的居住区，由设施服务区、公共活动区、朴门花园区、一米菜园区、互动园艺区组成，园内充分考虑可持续理念和能量循环利用，设置有垃圾分类箱、螺旋花园、香蕉圈等可循环设施<sup>[18]</sup>。农园建成后，积极鼓励和引导居民参与运维过程，举办多场学术沙龙、自然教育等文化活动；在促进儿童参与方面，举办了农夫市集、植物漂流及露天电影院等以“自然学校”为主题的营造活动，通过活动的开展吸引周边儿童的关注和参与(图 2)，其中“关爱星星的孩子”运用园艺疗法，以视、听、嗅、尝、触等形式，鼓励自闭症儿童在专家老师的带领下亲近、感知自然，搭建园艺与身心健康的桥梁。

一味地考虑如何让环境变得更加安全，不如让儿童在真实的游戏环境中学会如何应对危险、防范风险、懂得与风险相处以及自我保护。农园空间、沙坑、树皮软坑等都是专门为低龄儿童活动设置的<sup>[16]</sup>。农园通过与专业团队“PARS 自由游戏”合作，以儿童为主开展游戏创造营造实践活动，完成了农园内 2.0 版本的儿童自主创作乐园“欢乐游乐场”(图 3)，由孩

孩子们取名并制订规则，通过空间的创设过程，进一步增强了孩子们对于后期运维的责任感。农园中可以开展的游戏活动，由单纯的堆沙逐渐发展成了真正能疗愈内心的自然教育。



2

创智农园儿童参与实践活动：（左）儿童参与种植过程、（右）儿童自由玩耍的沙坑  
Children Participation Practical Activities in Knowledge and Innovation Community Garden (Left)  
Participation of Children in the Planting Process (Right) Sand Pits for “Free Play” by Children

### 3.2 话语的营造：儿童权利和责任的重塑

社区花园为儿童提供了可以玩耍的互动空间，孩子们一起学习、创造，学会与他人、社会和谐相处，也尝试为社区贡献自己的一份力量（图 4）。以住区型社区花园——百草园为例，百草园是居委主导、居民参与型社区花园的典型案列，以居民参与主导的共建共享的形式对公园进行营造和管理<sup>[5]</sup>，为满足居民休闲活动、亲子互动和自然教育而建造<sup>[18]</sup>。在创建过程中营建工作坊，其中“小小景观设计师”活动，从儿童友好视角进行构思，鼓励现场创作，通过活动实现儿童设计赋权。孩子们通过涂画、拼贴、模型制作等途径表达自己对于未来社区花园的创作设想，同时也在参与实践当中接受自然教育。以年长者为主的芳邻花友会和以儿童为主的小小志愿者团队，在项目后续的运维过程中也逐渐形成了规范化的制度和体系，前者宣传号召，后者线上讨论社区现存冲突与矛盾，超越花园空间的讨论更是增强了儿童对社区乃至社会的责任感。



3

创智农园儿童自主创造过程

Children's Autonomous Creative Process in the Knowledge and Innovation Community Garden



4

“欢乐游乐场”完成图

“Happy Amusement Park” Complete Picture



5

“明日之城”小小规划师活动现场

“City of Tomorrow” Small Community Planners Event Site

参与式社区花园营造，让儿童主动关注社区环境，通过实践不断增强其主人翁意识，实现儿童赋权从“被分配任务”到“与成年人共享决策权”，儿童的自主能动性逐渐增强<sup>[19]</sup>。

### 3.3 社区的营造：自主创造生活空间

从自然教育到自然营造、空间营造到社区营造，儿童逐渐由参与“客体”转变为参与“主体”，开启了对社区未来规划的探索。在此背景下，引发儿童独立思考的沉浸式创造营——“小小规划师”应运而生（图 5），该项目由百草园实践演变而来，目前已在虹梅、东明路、奉浦等多个街道进行实践，为儿童提供了一个沉浸式学习环境，在无外界干扰的自然教育中，孩子们协作共创，在学习、考察、设计、创造四个环节中学会合作与交友。“小小规划师”项目带领儿童体验从理论到实践的全过程，通过探索社区周边事物，丰富其与自然和谐共处、团体协作的经历，有助于儿童形成社区归属感，不断增强其居民荣誉感及主人翁意识。对于儿童参与式社区规划的探索并不止于理论阶段，在虹梅、东明路街道都实现了项目的全阶段落地，在儿童发明创造的过程中团队也逐渐摸索出一条可持续的儿童参与式社区花园营造之路（图 6）：通过理论学习结合社区实践，虹梅街道的孩子们协助完成了四个社区自治花园的微更新任务；东明路街道举办“花开东明，缤纷社区”系列活动，其中的“全国社区花园设计竞赛”允许居民以参赛者身份加入，实现其关于社区花园创意的实践落地。通过鼓励和引导儿童参与社区规划，给予其参与社区决策的权利，实现了全自然要素儿童友好型社区的建设。

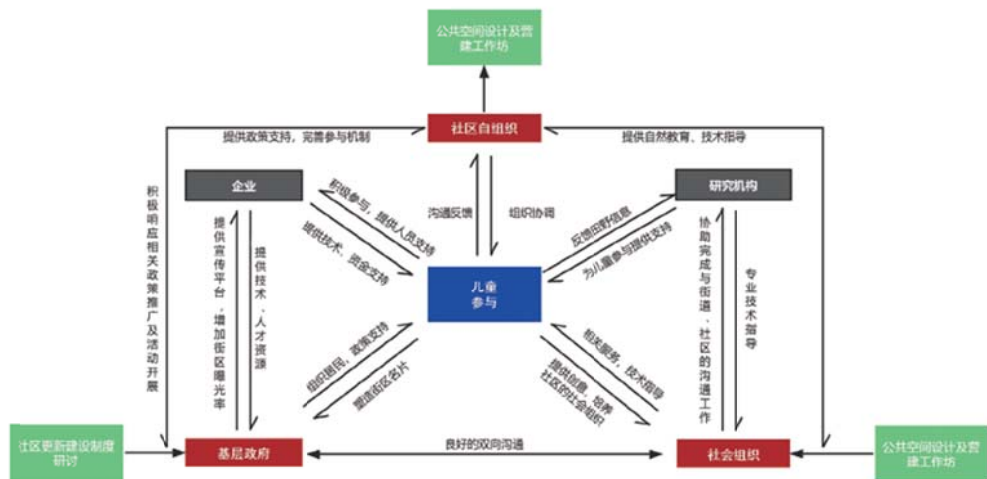
### 3.4 儿童参与促进社区花园发展的实现途径

结合作者所在团队开展的实践项目，本文认为儿童参与促进社区花园发展可从以下几个方面进行探索：

（1）构建高效参与流程、反馈机制。将儿童参与纳入决策机制，并在大数据支撑研究基础上，建立有效反馈机制，组成长期双向沟通，实现服务体系全覆盖<sup>[6]</sup>。

（2）通过自然教育延伸儿童参与景观设计营造<sup>[20]</sup>。自然教育应当以“潜移默化”的形式，使儿童在对自然的观察、记录中收获教育，基于儿童对自然的向往，鼓励其参与到社区花园营造中，完成自然教育中的设计赋权。

（3）搭建与多元组织合作的自然教育网络。与高校、小学合作，建立儿童与社区花园营造的有效链接；利用企业、社会组织等力量，为孩子们提供更多接触自然、获得自然教育的平台。



6

儿童参与式营造模式

Children Participation Construction Mode

#### 4. 结语

以儿童为焦点人群的空间营造，能塑造出具有高可达性、包容性的公共空间。在上海社区花园的儿童参与式营造实践中，通过儿童创造营模式，让其参与社区决策，以“与成年人平等的决策者”身份共商社区未来规划和发展。通过参与社区规划，进一步增强了居民，特别是儿童的责任感和主人翁意识<sup>[19]</sup>。城市更新与社会治理结合正当其时，参与式社区营造旨在满足人民日益增长的生活需求，儿童参与式社区花园是其中一种形式的探索与尝试，本文基于社区花园的参与式社区规划模式，为儿童提供更多接触大自然及获得自然教育的机会；引导儿童参与社区公共事务，实现儿童主导下的友好社区营造；通过儿童参与带动居民主动加入，形成邻里交往圈；参与空间创设过程增强了居民的责任感与使命感，以儿童参与为起点逐步引导公众参与，建立社区共同体意识；分析儿童参与式社区营造模式并提出建议，以期为后续参与式社区营造提供借鉴和参考。

#### Introduction

In order to guarantee children's basic needs, the concept of child-friendliness was first proposed at the Second United Nations Conference on Human Settlements in 1996<sup>[1]</sup>. In China, after a series of practices by local governments, the construction of child-friendly cities was included in the China Child Development Program (2021 - 2030) in 2021<sup>[2]</sup>.

On this background, urban construction has gradually shifted from incremental construction to stock renewal, and a small, inclusive and progressive transformation approach is adopted in renewal construction. Communities, as the main places where children build their own personality and daily life, should consider child-friendliness as an important indicator for judging the renewal process<sup>[3]</sup>. In recent years, child well-being and urban development have become public issues<sup>[4]</sup>, with Shanghai<sup>[5]</sup>, Tianjin<sup>[6]</sup>, Changsha<sup>[7]</sup>, Shenzhen<sup>[8]</sup> and other cities have made great progress in promoting child-friendly and community construction policies, theories and practices.

### 1. Community Construction and Community Garden

#### 1.1 Community Construction in the Context of Urban Renewal

Urban renewal is carried out in the community as a unit, and the integration and reorganization of marginalized and fragmented spaces promotes the slow but sustainable self-renewal and improvement of the city, emphasizing bottom-up participation in this process. While completing the creation of community space, it focuses on enhancing the sense of community, realizing community co-creation and co-governance and sharing through public participation<sup>[9]</sup>.

### 1.2 Community Garden, the First Step in Child-friendly

Construction of a community garden, as the practice of creating a shared community public space, is the first step in the construction of child-friendly inclusive communities<sup>[10]</sup>.

Through community garden construction, children are encouraged to participate in the whole process of garden design, construction, operation, so we can maintainance to fundamentally grasp children's needs, improve infrastructure and service, and gradually realize the transition from community garden to community construction (figure 1).

## 2. Participatory Community Garden from Child-friendly Perspective

As "a special social field where multiple subjects interact"<sup>[11]</sup>, the community is the main place where children build their personality and daily life. The "child-friendly community" is built on the carrier of community garden, with informal children's activity space as the key entry point, "children's participation" as the core method, and the main purpose of improving neighborhood communication and building a harmonious community.

### 2.1 Key Entry Point—Construction of Community Space for Informal Children's Activities

From the perspective of children, playgrounds are not limited to the specially set areas. The corners and lawns of the community are the "play spaces" that children use spontaneously without human intervention. Therefore, it is necessary to find some flexible methods to make full use of the fragmented and idle spaces in the community. Community garden, as an open field co-built by the people, becomes the first step to explore the development of informal children's activity space.

### 2.2 Core Method—Children's Participation

Children's participation is an important right emphasized by CFCI and a core approach to the construction of child-friendly communities<sup>[12]</sup>. Guaranteeing children's right to participate is an important way to enhance their ability to adapt to life, social responsibility, and citizenship<sup>[13]</sup>; children's access to decision-making as participatory subjects helps to create activity sites that truly meet their use needs, which in turn builds connections with children as a bond and leads to the continuous participation of other residents, thus promoting the comprehensive construction of child-friendly communities.

### 2.3 Main Purpose—Enhance Neighborhood Communication and Build a Harmonious Community

One of the critical issues that is easily overlooked in CFCI is the "lack of neighborhood interaction"<sup>[14]</sup>. Children's participatory community creation aims to awaken children's potential creativity and make them an important participant in community public affairs and an important link between family and community construction. This paper argues that the mutually reinforcing relationship between community garden and children's participation can help enhance residents' sense of community and belonging, promote public participation and interpersonal relationships in the community, and is important for building harmonious communities<sup>[15]</sup>.

## 3. Participatory Community Construction Practices from Child-friendly Perspective

Looking through the researches on child participatory of community construction guided by



practices in recent years, this paper argues that it can be divided into three aspects: space construction, discourse construction, and community construction<sup>[16]</sup>.

### 3.1 Space Construction: Nature Education in Play

Children's lack of interest in the natural environment, and over-reliance on electronics and lack of a safe public environment lead to physical illness, social impairment and other mental health problems<sup>[17]</sup>. Suitable sites for children's play should provide with full access to the natural environment and respect their initiative.

Take the Knowledge and Innovation Community Garden (hereinafter referred to as "community garden") as an example, which is a representative of neighborhood community garden. The community garden covers an area of 2,200 m<sup>2</sup> and is located in public spaces and residential areas where the natural educational space is relatively scarce. It consists of a facility service area, a public activity area, a permaculture garden area, a one-meter vegetable garden area, and an interactive gardening area. The garden takes full account of the concept of sustainability and energy recycling, with recyclable facilities such as waste separation bins, spiral gardens, and banana rings<sup>[18]</sup>.

After the completion of the garden, we have actively encouraged and guided the residents to participate in the operation and maintenance process, and have held a number of academic salons, nature education and other cultural activities. In terms of promoting children's participation, we have organized "nature school" themed activities such as farmer's market, plant rafting and open-air cinema, attracting the attention and participation of the neighboring children through the activities (figure 2). An activity called "Caring for Star Children" uses horticultural therapy to encourage children with autism to get close to and feel nature under the guidance of expert teachers, building a bridge between horticulture and physical and mental health. It is better to let children learn how to deal with danger, prevent risks, live with risks and protect themselves in a real play environment, rather than think about how to make the environment safer. The farm space, sand pit, and bark pit are specially designed for children's activities<sup>[16]</sup>.

In cooperation with the professional team "PARS Free Play", the community garden conducted a play creation camp with children as the theme, and completed the 2.0 version of the children's independent creation playground "Happy Playground" (figure 3) in the farmyard, which was named and set by the children. Through the process of creating the space, the children's sense of responsibility for post-operation and maintenance was further enhanced. The play activities that can be carried out in the garden have gradually evolved from mere sand piling to nature education that truly heals the heart.

### 3.2 Discourse Construction: the Reshaping of Children's Rights and Responsibilities

The community garden provides an interactive space where children can play, learn and create together, learn to live in harmony with others, and also try to contribute to the community (figure 4).

As an example, the settlement-based community garden, Herb Garden, is a typical example of a resident-led, resident-participation community garden, where the garden is created and managed in a resident-participation-led shared form<sup>[5]</sup>, and built to meet the needs of residents for recreational activities, parent-child interaction, and nature education<sup>[18]</sup>. During the creation process, workshops were set up, including the "Little Landscape Designer" activity, which was conceived from a child-friendly perspective, encouraging on-site creation, and realizing children's design empowerment through the activity. Children expressed their creative vision of the future

community garden through painting, collage and model making, and also received nature education through participation in the practice. The older flower club and the children's volunteer team have gradually formed a standardized system in the follow-up process of the project, with the latter online discussion of existing conflicts and contradictions in the community, beyond the garden space, reinforces the children's sense of responsibility to the community and society at large. Participatory community garden allows children to take an active interest in their community environment, and through practice, their sense of ownership is continuously enhanced. Children's empowerment is gradually increased from "being assigned tasks" to "sharing decision-making power with adults" <sup>[19]</sup>.

### 3.3 Community Construction: Autonomous Construction of Living Space

From nature education to nature construction, space construction to community construction, children gradually change from being "objects" to "subjects" and start to explore the future planning of the community. In this context, "Little Planners", an immersive creation camp that triggers children's independent reflection, was created (figure 5). The program evolved from the practice of Herb Garden and has been practiced in many streets such as Hongmei, Dongming and Fengpu. It provides an immersive learning environment for children to collaborate and co-create in a nature education without outside interference, where children learn to cooperate and make friends in the four sessions of learning, investigating, designing and creating.

The "Little Planner" program takes children through the entire process from theory to practice, enriching their experience of living in harmony with nature and working in groups by exploring the things around the community, helping them to develop a sense of belonging to the community and increasing their sense of honor and ownership. The exploration of children's participatory community planning does not stop at the theory stage, but has been achieved in Hongmei and Dongming streets, where the team has gradually worked out a sustainable path for the construction of children's participatory community gardens in the process of children's inventions (figure 6). Through theoretical learning combined with community practice, children from Hongmei assisted in the micro-renewal of four autonomous community gardens; Dongming held a series of activities called "Blossoming Dongming, Colorful Community", which included a "National Community Garden Design Competition", which allows residents to join as participants and implement their ideas. By encouraging and guiding children to participate in community planning and giving them the right in community decision-making, the construction of a child-friendly community with all natural elements has been achieved.

### 3.4 Ways to Achieve Children Participation for Community Garden Development

Combining the practical projects carried out by the author's team, this paper argues that children's participation for community garden development can be explored in the following ways:

(1) Construct efficient participation processes and feedback mechanisms. Include children's participation in the decision-making mechanism, and establish an effective feedback mechanism based on data support research to form a long-term two-way communication to achieve full coverage of the service system <sup>[6]</sup>.

(2) Extend children's participation in landscape design through nature education <sup>[20]</sup>.

Nature education should be "subtle" in the form of observation and recording of nature, encouraging children to be involved in the design of community garden based on their desire for nature, and completing the design empowerment in nature education.

(3) Build a nature education network in cooperation with diversified organizations.

Cooperate with universities and elementary schools to establish effective links between children and community garden; use the power of enterprises and social organizations to provide more platforms for children to contact nature and get nature education.

#### 4. Conclusion

The space construction with children as the focus group can create highly accessible and inclusive public spaces. In the children participatory construction practice of the Shanghai community gardens, children are involved in community decision making through the children's creation camp model, and they discuss the future planning and development of the community as "equal decision makers with adults". Through participation in community planning, the sense of responsibility and ownership, especially children, is further enhanced<sup>[19]</sup>. The combination of urban renewal and social governance is timely, and participatory community construction aims to meet the growing needs of people for life. Children's participatory community garden is one of the forms of exploration and experimentation. This paper is based on the participatory community planning mode of community garden to provide more opportunities for children to get in touch with nature and gain nature education; guiding children participation in community public affairs to achieve child-friendly community construction; the participation of children leads to the active participation of residents and the formation of neighborhood interaction circles. Participating in the process of space construction enhance the residents' sense of responsibility and mission, and gradually lead to public participation with children's participation as a starting point to build a sense of community; the paper analyze the mode of children's participatory community construction and make recommendations with a view to provide reference for subsequent participatory community construction.

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