

Inclusive play, awareness and action through play-policy



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Master thesis: Inclusive play, awareness and action through play-policy

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Preface

At this moment you just started to read my master thesis on play-policy and its relation to accessible and inclusive play areas in Dutch municipalities. A research, which contains more than policy and formal documents. A research that includes the emotions, frustrations and, above all, the joy of people who are working with public play areas or who go there to play there with their children. A research which helped me develop myself, comparable to the mental development a child has in play. It challenged me to set and push my boundaries, play by the rules, by myself and interact socially. Something I could not have done without the guidance of Rianne van Melik (RU), Ilse van de Put (NSGK), Elske Oost-Mulder (OBB), Maria Ouwehand (NSGK), Luuk van Term (NSGK) and Johan Oost (OBB), but also the help of my colleagues, respondents and friends. A special thanks to the members of De Speeltuinbende, for who I carried out this research. The special children and their parents, who are testing divers play areas through the Netherlands and whose energy and enthusiasm helped to keep me motivated throughout the research and especially during the writing phase.



Figure 0.1: A child showing his approval for the playground with a green sign (Althuisen, 2015).

In this research the focus is on policy on a municipality level, combined with citizen participation. The focus on outdoor play is something that fits me like a glove, since I work at a playground developer. At work I got involved with NSGK and De Speeltuinbende who are now host company for my research, though I did not know that much about disabilities. Since I started the research, I see more and more attention rising around accessibility and the inclusion of disabled people. Also the Dutch government finally ratified the 'Convention on the Rights of Persons with Disabilities'. On January 21st 2016, the government announced that from 2017 on, buildings and companies are obligated to be accessible for disabled people. In the same announcement, PvdA parliamentarian

van Dijk says that *“accessibility becomes the standard, inaccessibility the exception”* (NOS, 2016). I am looking forward to see the effects of the measures for inclusive play in public space and how the government is going to orchestrate this.

I am not disabled and non are most of the people surrounding me. This makes me question what it is like to be disabled and how is our society is adapted to disabled people. Adults often make things a lot harder than necessary from the perspective of a child. Maybe a simple song helps to paint the picture.

"Sometimes you cannot walk properly, then your muscles are broken [Soms kun je niet goed lopen, dan zijn je spieren stuk]

Sometimes you are born this way, or it is an accident. [Soms word je zo geboren, of 't is een ongeluk.]

Then you are rolling in a cart, your dad pushes you forward [Dan rij je in een wagentje, je vader duwt je voort]

And you will find this very normal, as it belongs to you [En jij vindt dat dan heel gewoon, omdat 't bij je hoort.]

A cart with wheels, a red-white stick [Een kar met wielen, een rood-witte stok]

I have to go to the other side, tap, tap, tok [Ik moet naar de overkant, tik, tik, tok.]

A cart with wheels, a red-white stick [Een kar met wielen, een rood-witte stok]

I have to go to the other side, tap, tap, tok [Ik moet naar de overkant, tik, tik, tok.]”

(Bos & Stokkermans, 1978)

In the part of a Dutch song for children you see above, you read about a child who is not able to walk properly and one who is blind. Two examples of disabilities that are easily recognisable. But are people aware of children with a disability? If I speak for myself, I was not, until I started this research. Unawareness is something that makes it harder to take these children in account and hopefully this research will help creating awareness for disabled children, just enough to stimulate more people and institutions to enable all children to play outside within a reasonable distance from their home.

Can we help these children to give more green signs (figure 0.1) at play areas?

Summary

Inclusive play is the playing together of children with and without a disability. This is only possible at play locations that are accessible for all children, so also with a disability. Through my work at a playground developer, I got in touch with De Speeltoerbende and noticed that inclusive play still is not common. Research however proves the importance and for instance Jantje Beton and NSGK are two organisations that stimulate inclusive play because they acknowledge the importance. They make the public aware of the importance of outdoor play for children and make adjustments when necessary. Still, a lot of the play areas in Dutch neighbourhoods, are not accessible and ready for inclusive play. This makes you wonder how municipalities participate in enabling and stimulating inclusive play. To investigate that discrepancy, the following research question was formulated: *“To what extent do municipalities stimulate inclusive play on their public and semi-public play areas?”*

First, there already are publications available about content supporting this subject. Cities have to facilitate all human beings and there is a higher risk for disabled people to get injuries or be socially excluded, partly because of its design with multilevel layouts, under- and overpasses, ramps and stairs. Every child has the right to play outside, and the ratification of the UN 'Convention on the Rights of Persons with Disabilities' in the beginning of 2016 stresses this importance (Unicef, N.D.). Play has different meanings for every child and this is even more important for disabled children, because of their limited abilities. These children all need to be able to develop, while playing, in a physical, mental and social way. Inclusive play is a key element in making the benefits as high as possible, for all children. In this research, the seven steps from Leyenaar (2009) are used, which explain the policymaking process: policy agenda, policy prioritising, formulating policy questions, policymaking, policy implementation, policy communication and policy evaluation. Citizen participation is becoming more important in this process.

This research helps to define the criteria on accessibility and inclusive play, which can be used to establish better conditions on Dutch public playgrounds. The accessibility for and the inclusion of disabled people on Dutch playgrounds can still be improved. This research helps to offer argumentation to both civil servants and citizens to initiate inclusive play in play-policy and the creation of public playgrounds.

To conduct this research a mixed method was used. First quantitative research was done and survey was held to obtain descriptive statistics on play-policy in the Netherlands. 38% of the Dutch municipalities responded and the most important outcomes were:

- 82% of the responding municipalities has a play-policy or comparable document, only the name, length and content of these documents vary a lot;
- 28% of the responding municipalities has included handicap accessibility and inclusive play in their play-policy;

- 54% of the responding municipalities has accessible inclusive playgrounds in their municipality.

Second, qualitative research was done containing a policy analysis of the play-policies of eight municipalities in the Netherlands and a case study on the municipality of Lingewaard and Nijmegen. In the case study, the play- and connected policies were analysed and 14 people were interviewed. 2 experts, 2 mothers from a disabled child, 5 civil servants and involved professionals from Nijmegen and 4 from Lingewaard. In both these methods was confirmed that the length and quality of the play policies vary a lot, and a basic/common structure to secure the quality of these policies is missing. A play-policy of decent quality is considered to be a key condition for establishing qualitative inclusive play areas. The subject 'inclusive play' should, when not already in the play policy, be put on the policy agenda to be taken into account when a new play-policy is established.

Gathering knowledge and creating awareness among the municipality officials, professionals and the public are some of the most important aspects in stimulating inclusive play. Often people do not think about these children when a new play area is created. With these insights, municipalities can improve their play-policy and management plan. The large variations in (dis)abilities make citizen participation an important addition in the creation of inclusive play areas. A decent accessibility with the right surfaces should be conventional and also the elements of play and the accessibility of the equipment are important to make a playground inclusive. The involvement of citizens can offer insights on which adjustments are necessary for the play area in their neighbourhood.

It is important to realise that, although most civil servants do not expect this, families with a disabled child do not expect that all playgrounds will be adjusted for their child's needs. These families do expect to have a play area nearby where inclusive play is possible, so not all have to be inclusive, though this would be the ideal. Accessibility on the other hand, is a basic element for all playgrounds. The surface should enable everyone to enter, move around, it needs to be synoptic and safe for everyone to use. Also, the playground equipment should be accessible for disabled children. It should enable (and preferably stimulate) children with and without a disability to play together. Parents say they, unlike many civil servants think, do not prefer special playground equipment for disabled children. It is important that all children can use the equipment and play together.

Abbreviations

CBS	Central Bureau of statistics [Centraal Bureau voor de Statistiek]
CRPD	Convention on the Rights of Persons with Disabilities
EPW	Electric-Powered Wheelchair
HIOR	Manual for the design of the public space [Handboek voor de inrichting van de openbare ruimte]
ICF	International Classification of Functioning, Disability and Health
ICF-CY	International Classification of Functioning, Disability and Health for Children and Youth
JOP	Youth Meeting Place [Jongeren Ontmoetings Plaats]
NIMBY	Not In My Back Yard
NSGK	Dutch foundation for the handicapped children [Nederlandse Stichting van het Gehandicapte Kind]
NUSO	Dutch Organisation for playground work and youth recreation [Nederlandse organisatie voor speeltuinwerk en jeugdrecreatie]
OBB	OBB Ingenieurs
PGB	Personal Budget [Persoonsgebonden Budget]
RU	Radboud University
De Speeltuinbende	Divison of NSGK for inclusive play and playgrounds
VROM (ministry of)	Responsible for infrastructure, housing and environment [Verantwoordelijk voor infrastructuur, wonen en milieu]
WAS	Commodities Act Decree Attraction and Playground equipment [Warenwetbesluit Attractie en Speeltoestellen]
WIG	Working group for the Integration of Disabled [Wergroep Integratie Gehandicapten]

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1. Introduction

1.1. Accessibility and inclusive play at play areas

In the Netherlands, there has recently been a growing interest for the importance of (semi-) public play areas – like municipality playgrounds, supervised (semi-) public playgrounds and open accessible school playgrounds – and especially on who is responsible for them. For example, a survey conducted in Groningen reveals the fact that approximately 81% of the inhabitants acknowledge the importance of public playgrounds (Simon, 2013). In the Netherlands and most of the Western world, the realization of play areas is mainly done by municipalities. However, more and more citizens take matters into their own hands, by initiating (re-)creation and by managing maintenance. The involvement of residents is increasing, which is good for the emergence of a sense of community (Provinciale Adviseurs Spelen in de Woonomgeving in Nederland, 2007). A change that has not gone by unnoticed and several forms of citizen participation can be seen (Rietveld, 2013 a). In 2009 the Dutch Ministry of Internal Affairs already ordered to write three reports on citizen participation in general. Strengthening of representative democracy, ensuring good governance and citizenship are topics that get a proper attention by these reports (Leyenaar, 2009). Through the involvement of citizens in general, monitoring increases, which reduces the risk of destruction and guarantees safety. On the other hand, change brings uncertainties, because for a lot of people it is unclear who in the end is responsible for these play areas (Verhijde & Bosman, 2013).

According to Tierolf & Oldenampsen (2013), the Netherlands counted between 109.000 to 129.000 children with disabilities in 2012, excluding the ones with a psychiatric condition. This is approximately 3,5% of the children between 0 and 18 of age. 3,5% of them, 68.000 up to 98.000, needed specialist care or services because of their disability in 2011 (CBS, 2015) (Tierolf & Oudenampsen, 2013)). Quite some people in the Netherlands though, are still questionable if these numbers contain all disabled children, because not all of them use social or healthcare benefits, which makes it hard to give a reliable number.

Most of the children, disabled or not, like to play outside and can benefit from this. Unfortunately, disabled children are not always taken into account when it comes to the design of most play areas (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012). Access to play areas for these children is not always arranged well. Earlier research from NSGK proved that more than 85% of the families with a disabled child have problems in finding a place to play outside (NSGK De Speeltuinbende, 2009). This is because of many play areas are not easily accessible for them, or there are no decent facilities to stimulate 'inclusive play' - the playing together between children with and without a disability - (NSGK Speeltuinbende, N.D. (a)). A part of the problem is generated by the accessibility, because if someone in a wheelchair is not able to enter these places when there is a small gate

(meant to keep out cyclists), paths can be too narrow and it should be safe for all children (with or without limitation) to play there. Furthermore, there should be suitable ways to play for children with disabilities (NSGK Speeltuinbende, N.D. (b)). When these aspects are taken in account, it is a lot easier for children to play together, despite a possible disability.

Play-policy is something a lot of the Dutch municipalities still lack the knowledge of. They lack the knowledge to design and use this in the right way, or they do not have the agency to create the right circumstances (Rietveld, 2013 b). Rietveld made the assumption that municipalities focus too much on the play areas and equipment, instead of the integral scope of play areas, which can make the quality of these spaces too low to challenge children to play outside. Because not all play-policies are openly available, it is not clear how many municipalities have a well formulated policy to include accessibility and adjustments for children with disabilities to play areas. Ketwisch (2015) states that play-policy can help to make the quality of play space in the Dutch municipalities rise. In her opinion, a Dutch national policy would be a solution. Higher quality of the play spaces challenges children to play outside more often, which is good for their health (Vries d. S., 2011). When budgets have to be cut, this can be done in a smart way so the public space does not decline (too much) (Kennisplatform CROW, 2014)(Jager, 2009)). Play-policy can possibly help ensure that the quality, accessibility and inclusiveness of play areas remains high (enough), regardless the executive officer at a municipality.

1.2. Research goal

All children (able bodied or disabled) should be offered opportunities to play outside, but what do Dutch municipalities do to make sure this is possible? The intention of this research is to contribute to insights on the criteria around accessibility, which can be used to establish better conditions for playing together among children with and without disabilities (also called ‘inclusive play’) through policy. With this understanding municipalities can improve their play-policy and do simple adjustments to the play areas. An aspect of this research is to address to what extent disabled children and their parents can be included in the making of play-policy and the designing of play areas, which might help to create more inclusive play areas. The reason for this is because there are several different disabilities, which make it hard for civil servants to know what to adjust. Children with a disability and their parents might offer the knowledge to make adjustments for the specific play area in their neighbourhood.

1.3. Research Questions

Main question

“To what extent do municipalities stimulate inclusive play on their public and semi-public play areas?”

Sub questions

1. Who has the right/access to public play areas?
2. Why are play areas (formal and informal) important for disabled children?
3. What are the most important aspects to make a play area inclusive, while taking the safety requirements of the Amusement and Playground Apparatus Decree [Warenwetbesluit Attractie en Speeltoestellen] (WAS) into account?
4. How can play-policy be improved when it comes to accessibility for disabled children?
5. How can disabled children and their parents get motivated to participate (more often) in the process of the play-policymaking and the establishment of 'their' play areas?

1.4. Scientific relevance

The goal of this research is to offer more support for including inclusive play and accessibility in play-policies, to support science with new theoretical notions and practical examples on the following areas.

The right to the city (see paragraph 2.1). *"Cities are machines for producing inequality"* (Tonkiss, 2013, p. 61) The design of a city often is not adjusted to the needs of disabled people. Play areas are sites which need to be accessible for disabled children in order for them to play there, still what is important and to which extent? Though there is sufficient scientific data on the importance of outdoor play for children, more can be elaborated on the importance of play for disabled children. Two aspects to enable them to play outside are accessibility and inclusive play. *"Inclusive play is now a commonly used term"* (Casey, 2010 (b), p. 7), still additional attention can be raised on the subject. Inclusive play is a theory about the playing together between children with and without a disability. Contribution to the theory of inclusive play can be made, not by saying what is right or wrong, but merely by discussing the subject and adding examples and experiences to the theory. This way the importance can be highlighted and this research can contribute to the academic discussion on the inclusive public playgrounds.

Multiple researches are done on the advantages of outdoor play for children with and without disabilities. For instance, Prellwitz & Skär (2007) show that outdoor play areas are of great interest for both the mental and physical development of children by challenging them to push their limits. This research compares these outcomes with the reasons from municipalities and participants in the creation of play-policy and play areas, because their motivations can affect the outcomes of the process. Research on play-policy is an *"untapped and fertile area for research"* (Stegelin D. , 2002). It is still reasonably new and complicated for a lot of the Dutch municipalities and so far there is not much research elaborating on this subject. The effects of policy are known, but the effects of

play-policy are still quite unsecure. The results of this research can add play-policy to the discussion on policymaking.

The fast growing expenses on public services made the demand for information on social problems and their nature rise. The participation of citizens and especially families which a disabled child might help using the budgets for public playgrounds in a way which allows more people to profit from it. Still social science and policymaking always had a problematical relationship due to a political culture which has been reasonably resistant to influences of 'rational knowledge' (Sanderson, 2002, p. 2). Therefore, the challenge is quite high to make the results of social science effectively on public policy in a decent way. In play-policymaking and the creation of public playgrounds (see paragraph 2.3), experiences and conclusions on citizen participation in these cases can add to the discussion around these topics. So far science already talks about citizen participation and children's participation, adding participation by families with a disabled child, can extent this discussion. Especially because these families are a minority, with special needs to participate in society.

1.5. Social relevance

With this study there is sought to offer more insight into the status of disability accessible play areas and the way accessibility and inclusive play are implemented in play-policy in the Netherlands. The recommendations based on this research can motivate (Dutch) municipalities to create more accessible and inclusive play areas. Possibly secured by implementing these topics in their policies. The aim is to the tackle or reduce the problems that occur during the establishment of inclusive play areas, by implementing some basic guidelines in the play=policies. By doing so, the threshold for creating these areas can be lowered and inclusive play can be stimulated.

The decision process and the process around the establishment of a play-policy is of great importance to make a good collaboration possible. In the Netherlands there is no national play-policy, which according to Manon van Ketwich (2015) results in large differences in size and quality between the policies from different municipalities. Probably the physical accessibility and inclusive play are mentioned in these policies (if mentioned at all), will be one of the major differences. There will be situations where there is no play-policy, or the one available is outdated. In addition, it is not clear whether the municipalities where accessibility and inclusive play are part of the policy, the civil servants carry it out directly, or that it is more of a passive policy, only carried out when parents of disabled children ask for it. Of course somewhere in between active and passive is possible as well.

Who has a right to the city? Disabled people might get excluded because of the bad accessibility and the social exclusion by other people (Hubbard, 2006). Possibly because they are not able to keep up, or because of stigmas around them. For these people, accessibility and the sense of

being included has a large effect on the physical and social development. To stimulate this, it is important to take their abilities and disabilities into account (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012). How this should be done is still a question. The handicap accessibility of play areas and the motivating of children with and without disabilities to play together, received more attention during the last year because of the campaign 'inclusive play [samen spelen]' of Dutch Society for Disabled Children [Nederlandse Stichting van het Gehandicapte Kind] (NSGK). They started to draw attention to the problem that many play areas are not suitable for children with disabilities and that inclusive play is not always a characteristic of these areas (NSGK, 2011). Stimulating inclusive play is one of the main goals of NSGK division De Speeltuinbende. How municipalities should use policy to do so is still an unknown subject (Rietveld, 2013 b). Municipalities cannot always take every disability into account. It is difficult for them to consider what easily can be implemented and profited, but often tailor made adaptations have to be done, which are expensive and unnecessary to do up front. These ambiguities sometimes make it possible that municipalities consciously choose not to include inclusive play in their play-policies. It is a possibility the municipals involved just do not think about that, but this is just an assumption of which the empirical research has to prove whether it is true or not.

The participation of more vulnerable citizens (families with a disabled child) is often a problem in these processes (Ossewaarde, Moulijn, Ketner, Hermesen, Verkaik, & Bron, 2007). In the case of families with a disabled child, this might be explained because the families without home care, experience a large mental pressure in time and work (Senczuk, 2011). In total 19% of all caregivers even experiences a large pressure (Boer, Broese van Groenou, & Keuzenkamp, 2010, pp. 313, 314). This can be a reason for the low involvement of these parents within the process of making the play-policies. This research should offer more insight how to address these people in a better way and how to involve them in the process of policymaking or the creation of play areas. It should help to underpin a good argumentation to invest some extra money in these play areas, instead of cutting the budgets. For instance in the Netherlands, investing in the quality of public space and play areas can even save almost 400 million a year on health care and labour costs (Brouwershaven, Hemke, Hendriksen, & Tholen, 2012). Including children into policymaking and the making of play areas, can be a way to increase the quality of these places. Although children nowadays are more and more seen as true members of society (Jans, 2004). The shaping of a citizen participation project in which they have an equal or at least counting vote, still is difficult and answers on how to proceed are necessary. Especially when it comes to children that are disabled and therefore have special needs.

1.6. Product

On one hand, this research is the graduation product for the master Human Geography of the Radboud University and on the other hand the end product of de NSGK Speeltuinbende (De Speeltuinbende) who is the sequencing company assisted by OBB Ingenieurs (OBB). De Speeltuinbende and OBB expect a report written in a positive way, in order to motivate municipalities to update play areas so they will be accessible for children with a handicap. This can be done by making adjustments to existing play area.

It is important that the outcomes of the report offer new insights to the status of adjustments for disabled children in the play-policies of the Dutch municipalities. These outcomes will be used to advise municipalities in how to improve the play-policy, the implementation and execution of this. This, together with the results on accessibility and disability adjustments, make it possible to create a list with 'tips & tricks' that can be used by municipalities to help improve their play areas to accessible and challenging areas for children with and without disabilities.

1.7. The structure of the research

After the introduction in which the research objective and questions are defined, the second chapter covers the theoretical framework. The third chapter is devoted to the methodology, while the fourth chapter is used to describe the current situation of play-policy, accessibility and inclusive play in the Netherlands, based on the results of a survey and the analysis of eight policy documents. The fifth chapter is used to go more in depth on the creation of inclusive play areas in the Netherlands. Therefore two case studies are analysed, with the main subjects the measures on inclusive play, awareness, inclusion and exclusion. Chapter seven is about citizen participation in the creation of (semi-) public playgrounds. In this chapter the same cases are used as in chapter six. Chapter seven will be used for the conclusions, reflections and recommendations on further research.

2. Play in public space for disabled children

According to psychiatrist Stuart Brown play is the basis of all art, games, books, sports, movies, fashion, fun and thoughts. In short, the basis of what we associate with a civilization (Goldstein, 2012, p. 5). The statement of Brown immediately points out how important play is for all children. Article 31 of the International Rights of the Child is an important article. *“Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities”* (Unicef, N.D.). Therefore, for most children it is the most normal thing in the world to play together. For children with disabilities, however they have the same needs and rights as other children, this is not always as easy. In the following paragraphs theory on play in public space for disabled children will be discussed in the following themes: the right to public space (2.1), play for children with a disability (2.2) and the creation of public play areas (2.3) in which policy and citizen participation play an important role.

2.1. The right to public space

Public space like the streets, squares, parks and playgrounds are used by people as gathering places for communicating between one and other and to discuss public questions or as Hartley (1992) mentions it *“the place of citizenship, an open space where public affairs and legal disputes were conducted”*. A public space provides an open and accessible meeting place, where you can expect to encounter and hear from different kinds of people, known and unknown. A public place is an area in a community freely accessible for members of the community (Goffman, 2008, p. 9). *“Many theorists ... contend that public space serves as the material location where social interactions and public activities of all members of ‘the public’ occur”* (Mitchell, 2003, p. 131). But who is ‘the public’? The term ‘public’ attributes to the norm ‘public order’, which traditionally addresses to the regulation of face-to-face interaction between the members of a community and different than the interaction you see in private walled-in places where mainly familiars gather (Goffman, 2008, pp. 7, 8). As you can infer from this explanation, the public contains all members of the community and that does not exclude disabled people. Article 23 of the 1989 UN Convention on the Rights of the Child even says: *“A mentally or physically disabled child should enjoy a full and decent life in conditions which ensure dignity, promotes self-reliance and facilitates the child’s active participation in the community”* (Netherlands WHO-FIC Collaborating Centre, 2007). Denying access by not improving the accessibility of public space for these children can be seen as a way of violating this article. This denying access or not enabling someone to participate is mostly caused by the spatial organization or urban design (Tonkiss, 2013, p. 61). On 13 September 2006 the UN accepted the 'Convention on the Rights of Persons with Disabilities' (CRPD). The Netherlands accepted these on the 30th of March 2007 and ratified this in the beginning of 2016 (College voor de Rechten van de Mens, N.D.). This started after

the Cabinet submitted a bill to the lower House for the ratification of this UN convention in the end of 2014 (Visscher, 2014).

Urban space is often seen as problematic in work on disability and the city, which highlights a city does not facilitate all human body types and capabilities. Disabled people experience the city with a lot of physical inaccessibility's and exclusion, with the physical grid of a city at both a macro and micro scale placing them at risk for personal injuries and social exclusion (Gleeson, 2001). Because the city is mainly designed in the advantage of the 'more productive' able bodies, disabled people have to cope with the (thoughtless created) multilevel layouts with different underpasses, overpasses, ramps and stairs. Problems get created for parents, elderly people and of course people with disabilities. Especially in the poorly designed buildings with only a stairs or excessively steep ramp, this prevents the use by wheelchairs or walking frames. At the same time, people with visual impairment experience a different range of everyday mobility problems. When lucky, a city installed dropped kerbs and Braille signage and textured street paving. These examples point out the difficulties those people still run into to cope with urban life (Hubbard, 2006, pp. 115, 116). Though maybe a city cannot facilitate all human body types and capabilities completely, it can be improved a lot with some adjustments.

When the public space is of a high quality, necessary activities - like going to work or school - take place in the same frequency as normal - though people take more time for them, because the physical conditions are better. Next to these activities a wide range of optional activities – activities people want to do, if time makes it possible, like stopping, sitting, eating and playing in the public space - will also occur more often because the place and situation now invite them to do so (Gehl, 1987). These often social ways of acting in public space are good for creating social cohesion. For instance, the use of playgrounds to stimulate social cohesion between different ethnic groups, is not new (Bourget, 2006). Why not use it more often to do the same between children with and without a handicap? Inclusive education for instance, is a recent topic in politics. Though some parents feared this having negative effects on the school results, research of Ruijs (2015) proves different. There are no negative results on the school results of the children in inclusive classrooms, so why would this be the case in the learning abilities at play areas? An often heard concern is that inclusion will have a detrimental effect on the children that are already attending the setting. This comes from the unfounded thought *"that 'our' children are entitled to attend a setting and that 'other' children can attend only if they 'fit in'"* (Casey, 2010 (a), p. 48). Luckily this is just a myth and many people have experienced that the inclusion of a disabled child in the play-setting, makes the setting as a whole profit in a positive way. Sometimes other children can even learn and benefit from children with a disability by helping them or by placing themselves into the other (Innemeer, 2014, p. 123). Inclusive play in different forms can stimulate this learning process.

2.2. Play for children with a disability

To many different people play means different things, depending on the situation and the potential, which is changing in space and over time continuously. Even reducing it into a specific set of experiences is almost impossible. Play *“takes its shape according to circumstances, and the physical setting is among those circumstances”* (Stevens, 2007, p. 196).

Many children with disabilities cannot play on many of the conventional play areas or this is less easy. This shows adjustments are required to make inclusive play possible. The importance of outdoor play does not differ much for children with and without disabilities. Children with or without a disability, learn from each other when playing together. Children with disabilities learn to delineate and push their borders by playing, just like other children. Children without a disability can help them, and in this way get acquainted with helping others (Richardson, 2002, p. 299). In addition, a disability can also provide certain advantages. For example, a child in a wheelchair has more mass, what makes him or her extra strong in certain movements. This can be used in a playful manner for example in accomplishing commands in a game (Innemeer, 2014). These examples show there are moments of receiving and providing help. For children with disabilities it is important they get the chance to find a good balance between these aspects (Richardson, 2002, pp. 301, 302). This balancing is one of the main challenges for them, to enable them to build a solid relationship or friendship.

Outdoor play is important for the development of children in a physical, mental and social way (Vries & Veenendaal, 2012). Play on the long term helps preventing sicknesses and keeping people healthy (Wendel-Vos, 2014). The importance of play for children with and without disabilities are mainly the same, though the physical and mental development of children with disabilities is often lacking behind, compared to other children. Children with physical disabilities appeared to have a variety of social delays, partly due to a limited participation in active and social play. As a result, they have a bigger chance on developing an increased dependence on others to make social contacts, they have a limited intrinsic motivation, lack of dynamics, a decreased concentration and their social skills stay behind (Richardson, 2002, p. 296). These features and skills can be improved by inclusive play and playing outside.

Play areas both in the public and semi-public domain can be used to stimulate inclusive play. According to Richardson (2002) these areas are used too little to improve the social and physical development of young children with special needs, because most places are not suitable for inclusive play, what can cause more solitary play behaviour. The unstructured and fast nature of playing outside often makes the coordination of an adult necessary for children with and without disabilities to actually playing together (Nabors, Willoughby, Leff, & McMenamin, 2001, p. 170). Various playground equipment and facilities can help stimulating inclusive play, but it is still possible that a

child does not want to play with a disabled child. How disappointing it might be, this is an important learning moment. Disabled or not, children must learn how to deal with disappointments and not react aggressively or go and vandalize things (Smit & Gennep, 1999, p. 163). Seeking help from adults is at these moments is a normal reaction, especially when physical limitations make participation difficult or impossible. Disappointment and the 'unknown' can make playing together, especially in the beginning, still superficial and of short duration (Richardson, 2002, pp. 300, 301). Although disappointments occur, the presence of a good accessibility and comprehensive play area, with suitable play elements, is still of great importance in stimulating inclusive play.

2.2.1. Different disabilities

Having a disability is not the same as being in a wheelchair (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012). There are several different kinds of disabilities and the association some people have that a disability means being in a wheelchair is not correct (see figure 2.1.). In this paragraph the different types of disabilities are discussed to straighten the knowledge on them and to help raising awareness.



Figure 2.1: Children with different disabilities at playground 't Kwekkeltje in Rosmalen (Althuisen, 2015).

The International Classification of Functioning, Disability and Health (ICF) and its version for children and adolescents (ICF-CY) are globally accepted standard diagnostic tools for the human functioning and disability to analyse the human body, activities and participation in the society. The ICF-CY is a recently developed classification that tries to capture relevant aspects of functioning for children and adolescents like learning and playing (Krasuska, Riva, Fava, von Mackensen, & Bullinger, 2012). They say: *"A disability is the result of interactions between health conditions and environmental and*

personal factors” (Innemee, 2014, p. 33). Or as the Who described it, *“the loss or limitation of opportunities to take part in the life of the person with a disability and shortcomings in the environment and in many organized activities in the society, for example information, communication and education, which prevent persons with disabilities from participating on equal terms. It is a disadvantage for a given individual resulting from impairment or a disability that limits the fulfilment of a role that is normal (depending on sex, social and cultural factors for that individual)”* (Ndinda, 2005, p. 18). Being disabled and having disabilities are two different things and different forms of disabilities can be found. For instance, a combination of multiple disabilities is possible and several physical and mental disabilities have an impact on the play behaviour of children ((Haug, 2007) (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, p. 16)). They have their own characteristics, with the additional restrictions but also benefits or abilities. Three levels of disabilities can be recognised (Nederlands WHO-FIC Collaborating Centre, 2007, pp. 13 - 18), though in this case it is easier to split up the mental disabilities in behaviour disabilities and intellectual and developmental disabilities, because of the way these children behave in play. The following disabilities can be distinguished:

1. Sensory disabilities: Disorders between features and anatomical features, a problem in body function or structure such as a significant deviation;
2. Physical disabilities: Restrictions of activities and participation problems, such as the inability to move around;
3. Behaviour disabilities: External and internal restrictions, as seen in participation (for instance exclusion at school).
4. Intellectual and developmental disabilities: External and internal restrictions, as seen in physical and mental development and participation (for instance Down syndrome but also children with long term illnesses).

Sensory disabilities

When looking at sensory disabilities the following groups of children have important characteristics for inclusive play:

- Children with a visual impairment;
- Children with an auditory impairment;

Children with a visual impairment are children who are completely blind, who have less than 30% visibility (correction resources included) or who have a visual angle of less than 30 degrees (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, p. 17). For these children it is important they are able to move around freely with not too many obstacles and it has to be easy to orientate and recognise the playground equipment (Haug, 2007, p. 15).

Children with an auditory impairment are children who are less capable of hearing or interpreting sounds. Luckily because of new medical possibilities, nowadays almost nobody is completely deaf, but there still are a lot of children who cannot hear enough to follow a normal conversation. For them the visibility of others is very important to play and make contact. The lack in auditory feedback also makes it harder for them when to dodge moving objects. These aspects make the presence of plenty orientation points on the play area important (Haug, 2007, p. 17). Feeling in play is extra intense for them. For instance, the body movement with rhythm on a swing. Other important aspects are the development of a better consciousness for sounds while playing or practicing their balance (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, pp. 17, 18).

Physical disabilities

When looking at physical disabilities the following groups of children have important characteristics for inclusive play:

- Children with a hand- or walking impairment;
- Children with a mobility impairment (like someone in a wheelchair).

Children with a hand- or walking impairment without being in a wheelchair are children who have limitations in one or multiple limbs. This group contains the largest group of children with a physical impairment. They are challenged in handling themselves in the world around them and keeping balance is often pretty difficult. Often these children are very inventive in how they manage to reach their goals and though climbing and clamber takes more physical strength, they often do play in the same way as children without disabilities (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, p. 19).

Children with a mobility impairment are the ones being in a wheelchair and though this seems unambiguous, there are big differences between them. Most of these children are able to sit up straight and have a lot of strength in their arms (because they do everything with them), they are in an 'active wheelchair', that is hand-driven. Some of them are able to get out of their wheelchair or even walk a small piece of the way (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, p. 19). Active wheelchairs are more agile in their movements than an electric wheelchair or Electric-Powered Wheelchair (EPW) and drives easy and light. The bigger EPWs are used when children don't have enough strength in their arms or they have a limitation in their trunk balance. Though these make it easier to go up steeper hills and drive longer distances, play equipment with a slope steeper than 1:10 most of the time is not suited for the use with a mobile vehicle (Antwoord op WMO, 2015) (Haug, 2007, p. 13)). For these children accessibility is the biggest problem, because they are not able to go everywhere and up in everything. An important aspect is the measures of paths and gates, to enable a child in a wheelchair to ride around. They need a path of at least 90cm wide and when they

need to be able to turn this should even be 120cm wide (Haug, 2007, p. 9). For children in an active wheelchair, fatigue can be a problem too. The wheelchair can limit the ability to make contact and make it harder to 'simply play along'. Being in a wheelchair does not mean they sit in it all day. In play the extra strength in their arms (when in an active wheelchair), the extra play possibilities of the wheelchair and the ability to get out of the chair, can be used to enhance their play (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, pp. 19 - 21).

Behaviour disabilities

When looking at behaviour disabilities the following groups of children have important characteristics for inclusive play:

- Withdrawn children with a large need for security (like someone with autism, trauma or abuse history);
- Children with impulsive and hyperactive behaviour (like someone with ADHD).

Children with a mental disability in being withdrawn are children who faster feel threatened in new and unexpected situations, which can be congenital or by an experience in the past. The most important aspect for them is feeling safe and having someone (an adult) around who can secure this, also because these children have difficulties in recognising dangers. They need to have a place for them to withdraw and observe the area out of a place with no or not much impulses, they prefer to have back cover and playing alone often keeps them away from unwanted impulses. These children have a strong need for clarity and regularity in both a spatial and time management way and irregularities can make them panic (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, pp. 21 - 23). These children have a lack of fantasy in their play, they show a lot of repetitions in the place and the games they play and discovering new places and ways of play is not their interest. A strong attention for one thing is characteristic for these children. They can easily lose themselves in playing in a sandbox, know a lot of one subject of their interest and have a great eye for detail ((Prellwitz & Skär, 2007, p. 150) (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, p. 23)).

Children with impulsive and hyperactive behaviour (like ADHD) are children who have troubles in guiding and limiting themselves. Often they show hyperactive and impulsive behaviour and are sometimes a bit dreamy. For them play can seem aimlessly and lead to restless situations, what can cause accidents, make them lose things faster or even disrupt the game of other children. Being easily distracted and reacting impulsively makes them walk away of a game faster (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, pp. 23 - 25). Hyperactive children prefer larger play areas where they can play without disrupting the games of others, where they can live up and discover new activities (in which they sometimes set an example for others). The challenges play areas offer are

important to them, even though they sometimes use it in a way they are not supposed to (Prellwitz & Skär, 2007, pp. 148, 149). The dreamier types draw less attention, stick in one activity and can have troubles in orientating, though they often are very creative ((Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, p. 25) (Prellwitz & Skär, 2007, pp. 149, 150)).

Intellectual and developmental disabilities

When looking at intellectual disabilities and developmental delays, these children (and adults) have important characteristics for inclusive play. Children (and adults) with intellectual disabilities or developmental delays often also have a mental retardation, in the worst case combined with other disabilities like a motor skill disability, visual handicap or epilepsy. *“An intellectual disability is characterized both by a significant limitation in the intelligence and behaviour and social and practical skills”* (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, p. 25). The difficulties for these children are, getting a hold on their environment, expressing themselves and when getting older they realise others do not understand them. The way these children play isn't that different from children without disabilities, though they do need more time to reach the same level of play. This can mean a young adult with a development delay can easily entertain him- or herself at the same play areas where normally younger children play. Other children often have problems in playing with someone with a mental disability; because they do not understand why an 'older child' still wants to play the same games they do (Richardson, 2002, p. 300). Adults can help in playing with other children, but disabilities in motor skills can make it harder for them to use the same objects the older children use. The ones whose mental ability stops at a certain level are often limited to play and experience by using their senses (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, pp. 25, 26). They often enjoy themselves by feeling, smelling and observing.

2.2.2. Inclusive play

When a child has a disability in body functions, it is often able to do everything an able-bodied child can do and experience, without difficulties in the performance of daily activities. For example, a blind person is unable to see. This is a disability, but not a handicap. The person is still able to read if the person has learned Braille (Innemee, 2014). The 'being disabled or handicapped', according to disabled people, is more the result from the social environment. Environments more and more get designed and constructed with the disabilities of persons in mind, but this does not change the attitude. Most limitations disabled people face are produced by the social attitudes of neglect and stereotyping of their capacities and needs (Gartner & Joe, 1987). Breaking down these barriers to the normal participation in society can be a solution to these disablements (Ndinda, 2005). Inclusive play is an example of the breaking down of these barriers.

In this research we are looking at both accessibility and inclusive play. If disabled children are going to be included into the mainstream society, we should rearrange the way nowadays society is organized ((Gehl, 1987) (Hubbard, 2006)). Barriers which otherwise exclude disabled people have to be removed to make society more accessible. Examples of mental barriers are bias and stereotypes towards disabled people, inflexible organisational procedures and practices and in-accessible information. Inaccessible buildings transport or public spaces (like playgrounds) are places with both mental and physical barriers (Ndinda, 2005, pp. 24 - 26). For play areas, accessibility can be restricted for instance because disabled people are afraid of biases and stereotyping, but also because the physical environment is not suited for them to enter the play area or to use the equipment.

How to define Inclusive play?

For the definition of inclusive play, we start with the terms 'exclusion', 'separation', 'integration' and 'inclusion'. These concepts are made visual to support the explanations in figure 2.2. For this research we look at social exclusion, the not being a part of a network where most people normally can attend to, like for instance families, friends, communities or employment networks (Veres, Ujhelyi, & Szabó, 2013, p. 2). Exclusion from a play area can be a network to be excluded from too. For disabled children this can be done by physical exclusion, like when they are not able to enter the play area, or mental exclusion like when other children tell them they do not want to play with them.

Social separation can be seen as being left behind or left out of a group or network (Eisenberger, Lieberman, & Williams, 2003). Specialised schools for disabled children are a way of socially separating them from other children. At school they only play with other disabled children because they do not have another choice.

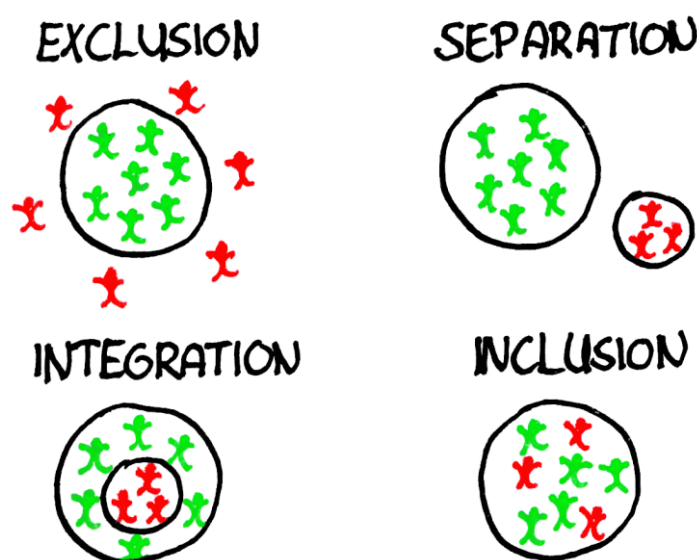


Figure 2.2.: Exclusion, separation, integration and inclusion (Althuisen 2016)

Integration in play seems to suggest that children with a disability can participate in a children's setting if they are able to adapt to the setting. "Social integration requires proficiency in an accepted common language of the society, acceptance of the laws of the society and adoption of a

common set of values of the society" (Kay, N.D.). This highlights that the child has to have particular skills or has reached pre-set standards that make him or her able to fit in.

Inclusion has a broader understanding. Looking at play areas, the most important thing is to be open and prepared to welcome children with different abilities, backgrounds and personalities. Moments of inclusion can be defined as *"the coming together of various forces to provide an advantage to the child in his or her life trajectory"* (Lareau & McNamara Horvat, 1999, p. 48). In the realm of play areas this can be the acceptance and invite to play with other children on the play area (when able to do so).

The right of the child has to be respected. He or she has to be able to go wherever every other people can go and be able to experience all provided possibilities. This way you *"move from a concept of 'integration' towards 'inclusion'"*, this *"reflects a progression in the thinking about the rights of disabled children in society and about the roles of settings and institutions such as schools"* (Casey, 2010 (b), p. 10). Inspiring Play Magazine (2012) also collaborated to define inclusive play. According to them inclusive play is the creation of play environments for children of all abilities in a community that serve the physical, social, sensory, cognitive, and emotional needs. It is a movement with the goal to develop experiences of sustainable inclusive play in the widest range of needs for as much users and abilities as possible in the same setting. It exists out of the combination of universal accessibility together with thoughtfully supported social interaction through play between children with and without disabilities. Environments for inclusive play need to adopt *"a more inclusive attitude towards safety and access so they can be used independently and enjoyed by all children"* (Mullick, 2013, p. 7). This is most successful when it is in an engaging, sensory-rich environment and uses universal design to establish highly-diverse physical accessibility with playful solutions appropriate for many different levels of need. Natural features can provide sensory and aesthetic experiences, which though they are of particular interest and support to some children (like the ones with visual impairments and complex learning disabilities), are often appreciated by most children (Casey, 2007, p. 35). An approach focused on people is used to develop awareness and involvement of the community through the creation of inclusive play areas, inclusive play experiences, and the engagement of educational programs. Inclusive play tries to build a common ground between children of all abilities, develop understanding and acceptance.

The three key ingredients to inclusive play (Inspiring Play Magazine, 2012):

1. *"The development of universally accessible and sensory-rich play environments to meet widest range of needs and the widest range of abilities and users.*

2. *The development of educational programs to build community understanding for inclusive play, establish a socially-inclusive environment for all children, and ensure sustainability of that inclusive play environment.*
3. *The participation of architects, designers, manufacturers, inclusive play advocates, educators, public officials, healthcare professionals, and members of the community at large to create a successful and comprehensive inclusive play space and social experience for all children”.*

The Value of inclusive Play

The values of play for children are broadly discussed. By play children develop a sense of well-being, they develop their emotional responses and it helps improving their interpersonal skills. Exploration and creativity are involved and these help children to think in a more flexible manner, the development of the creative process, language skills, but also learning and problem solving skills (Casey, 2010 (b), p. 6). Natural spaces offer more broad opportunities for play, which results in that children more easily benefit from it. The need to play and benefitting from play is the basis, especially benefitting from ‘inclusive play’ and shared experiences in play (with or without support). When looking at play, there can be seen that some children go outside the lines and rarely engage in play with others. Changing the environment or sensitive support can make them play together. *“The message from inclusive play is that it makes it better for everyone”* (Casey, 2010 (b), p. 7). Outdoor play, playtime at school and free play (low on adult intervention) especially affects how included children feel. This offers opportunities for these children to blend in among peers and participate in the specific culture of play on that play area. *“Children's play culture can have its own language, fads and phases, values, even its own history and geography as seen in the play landscapes children create and recreate for themselves”* (Casey, 2010 (b), p. 7). In play they need to take it up against the world. They learn about how relationships work and including is negotiated through teasing, falling out, making up, loyalty, altercation, changes in groups, jealousy and several other experiences, which all children have to tackle and learn from. All these aspects are important, but out of the perspective of a child, friendship is the most important one (Casey, Understanding Inclusive Play, 2010 (b), p. 8).

Next to the children with disabilities, inclusive play areas are necessary for parents too. Due to the lack of access, families are often unable to go to play areas with their disabled children, which results in them being forced to keep their children entertained in and around the house and take care of them all the time. But children have the need to play with other children and parents need to be able to leave their children in safe play environments so they do not have to be caring for them continuously (Mullick, 2013, p. 7). These parents often do not feel difficulties in giving their children permission to play, because a lot of the programs specially developed for children with disabilities aim for therapeutic interventions instead of the benefits of play (Bergen, 1991, p. 23).

Summarized, the most important part is all children want to be treated as equals, so they need to be able to play as equals (Mullick, 2013, p. 7). This is not only of importance for the children but for the parents and family as well. Inclusive play (as shown in figure 2.3) can be a step into the right direction.



Figure 2.3: Mother, son and another child, playing together on a trampoline (Althuizen, 2015).

Enabling inclusive play

As Mullick (2013) stated, environments for inclusive play need to adopt more inclusive attitudes or elements towards safety and access. The Playgroundgang Indicator [Speeltuinbewijzer] of NSGK is a tool, which offers tips and tricks for making a play area more accessible and to stimulate inclusive play. Subjects of importance in this are: accessibility, infrastructure, safety, different playground equipment, facilities and the staff which might be present (NSGK Speeltuinbende, N.D. (b)). The adult role is of great importance to enable inclusive play. It requires a delicate balance between giving space for privacy, independence and control and in the meantime providing the right level of support to the children who need it. For this it is important to (Casey, 2010 (a), p. 41):

- *“looking through a play ‘lens’*
- *overcoming fears*
- *types and levels of intervention*
- *the effective scaffolding of play between children of diverse abilities and needs*
- *facilitating communication within play*
- *modelling inclusive behaviour”.*

Common issues around inclusive play are the lack of confidence and the fear of making mistakes. The most common concerns around this are related to the lack of experience of working with disabled children in mixed settings (Jeanes & Magee, 2012, p. 198). Another myth is that children with disabilities automatically require one-on-one support. The contrary is true. Some children need one-

on-one support for certain activities and in some environments, depending on the disability and the degree of disability. Some even do not need special and expensive equipment, though when they do need something to assist them, they should certainly have it. Often accessibility is more important.

2.3. The creation of public play areas

Outdoor play by children with or without a handicap mostly happens in specific areas known as play space. Play space is the physical space provided for play, both on equipped play areas as in other public spaces. Within the public space a distinction can be made between informal and formal play areas. With formal play areas there is referred to the spaces and facilities which are specifically and exclusively designed and decorated with a play function, the playgrounds. These can be recognized by a design with the presence of playground equipment. With informal play area there is referred to the public space where children can also play in a safe way, for instance streets, sidewalks, parks and water, but in these areas there is no playground equipment available (Overbeek, Vries, Jongert, & Hopman-Rock, 2005, p. 18). Both the formal and informal play space is most of the time created by municipalities.

2.3.1. Policy

“Policy-making is an ongoing process of planning, executing, and evaluating interventions by states, at different levels of government, including the establishment of institutions, to define the rules steering society” (Lombardo, Meier, & Verloo, 2013, p. 1). The creation of this public policy has a large impact on the individual citizen, which makes the relation between social science and this public policy undeniable. The fast growing expenses on public services made the demand for information on social problems and their nature rise, to get to know more about their effect and impact on public policies. Still social science and policymaking always had a problematical relationship due to a political culture which has been reasonable resistant to influences of ‘rational knowledge’ (Sanderson, 2002, p. 2). Therefore, the challenge is quite high to make the results of social science have an effect on public policy in a decent way.

Before putting a subject on the policy agenda, there has to be a reason for change. ‘Shock events’ as Surel (2000) describes them or in a less dominant way ‘events’ are one way this can happen. When an event occurs, media attention rises, the public opinion supporting change starts to grow and public officials place the subject on their agenda (Hays & Glick, 1997, p. 498). These events and the accompanying public interest create a ‘window of opportunity’ that makes the public and elite support rise to a higher level to enable policy makers to support and adopt a controversial policy (Kingdon, 1984). This way the media attention and the public interest, create enough value around the topic to rise up on the policy agenda. The ratification of the ‘Convention on the Rights of

Persons with Disabilities' by the Dutch national government, as mentioned in the preface, is a good example of an event that can help putting inclusive play-policy on the agenda.

Inequalities across all domains can be affected in their nature or degree as the result of the interventions or attempts by policy (Lombardo, Meier, & Verloo, 2013). As mentioned in the paragraph "the right to public space" disadvantages for disabled people are some of them. Creating policy to make improvements to situations like this is an example of one of the two main forms of evidence of governmental effectiveness. Evidence to promote accountability in terms of results is the first to prove that the government is working effectively. The second is evidence of how good policies and programmes work out in varying circumstances, to promote improvement through (improved) policies and programmes. (Sanderson, 2002, p. 3) But to be improved, a subject has to be carried out by a public party or at least an actor in one. This visible face of politics can use the dominant style of the party to put voters off or to lobby for a subject (Dahrendorf, 1981, p. 59). This way policy can be used to make a subject noticed and raise attention. The face of politics can help to put social needs on the agenda (Dahrendorf, 1981, p. 60). This relates well to the statement "*communication in the heart of policy*" (Rijnja & Meuleman, 2004, p. 28). Communication in policy is import in two ways. Because of the stronger voice of the citizens (Dikec, 2005) and because of the higher importance of citizen participation. "*Communication is becoming less just the translation at the end of the once chosen policy, but it has to take place in the heart of the policy process*" (Rijnja & Meuleman, 2004, p. 28). You can say communicating policy nowadays is almost as important as the process itself to make it work.

Seven stages of policymaking

In the core, the decision making in public areas by a municipality is not expected to be different from other municipal decision-making. At area development there is a division in four stages; initiation, planning, realization and management phase (Verlaat, 2008). Though if you look the process of policymaking, according to the Ministry of VROM, seven different stages can be recognised (Leyenaar, 2009, p. 8):

Policy agenda	-	Owe up to the priorities of citizens;
Policy prioritising	-	Certain (intended) policies get more priority;
Formulating policy questions	-	Tightening the policy question;
Policymaking	-	Creative ideas and solutions;
Policy implementation	-	More willingness to live up to rules;
Policy communication	-	Better information, more effective communication;
Policy evaluation	-	More clarity on desired role of the Government.

These are all advantages for the municipalities to make the mechanisms of consensus efficient and to improve the democratic process. The line of the process is shown in figure 2.4.

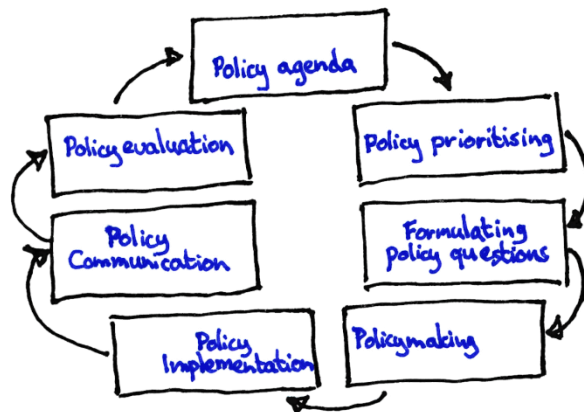


Figure 2.4: Phases of the policymaking process

the ministry of VROM (Responsible for infrastructure, housing and environment) (Municipality of Smallerland, 2008, p. 7). More detailed play-policy is made on municipality level, but most municipalities do not have a vision on child friendly or play areas and struggle to shape these (Koning, 2012, p. 71). But what is play-policy? *“Play-policy is a statement of both an organization’s current play provision and its aspirations for change and development”* (Stegelin, 2005, p. 78). Usually it includes the following important criteria (Stegelin, 2005, p. 78):

- *The objectives of play and play related services and activities;*
- *The connection between acceptable levels of risk and healthy play;*
- *An assumption of inclusive play settings for all children (ethnic and developmental diversity);*
- *The criteria for evaluating a quality play environment;*
- *The essential and inherent aspect of play as part of a child's cultural life and*
- *The need to create and integrate play opportunities in the general environment.*

As mentioned at point three, creating inclusive play settings is one of the criteria.

2.3.2. Citizen participation in the creation of public play areas

Citizen participation, though it nowadays is a major topic on the agenda of many municipalities, is not something new. In the seventies, the young generation demanded a change in the existing inequality of power, on all kinds of social issues such as education and politics (Liagre Böhl, 1999, pp. 298, 301-303). This led to more democratization in the form of more public participation also in policymaking. In the late 1970s, partly as a result of the first oil crisis, politics grew a 'new' attitude with the aim to transfer more responsibilities to the citizens, what led to a revitalization of privatisation processes and the shedding of public services to the market (Slabbekoorn, 2013, p. 11).

The decision making in play0policy still is not common good for all Dutch municipalities, what can be seen in the lack of national policy for the amount of space that needs to be reserved for (formal and informal) play areas. Both Jantje Beton and NUSO (Dutch Organisation for playground work and youth recreation) state that 3% should be the minimum, which is taken over by the

During that time, there was a shift of a parliamentary democracy, towards a participatory democracy (Deth & Vis, 2011, p. 152).

In many European countries, citizen participation has become a major topic on the institutional agenda, involving many different sectors of public action, being mainly strong at a local level. Citizen participation can be helpful in *“taking part in local policies, dealing with social inclusion, urban renewal, development, the environment, health and the social services as well as the experiments in participative budgets promoted by numerous city authorities, inspired by the models of local democracy”* (Bifulco, 2013, p. 174). Citizens taking an active role in governance is important in nowadays society. It is a good way of keeping the community life vital, public institutions accountable and it resolves conflict by *“a participatory process of ongoing, proximate self-legislation and the creation of a political community capable of transforming dependent private individuals into free citizens and partial and private interests into public goods”* (Roberts, 2004). Often citizen participation is the result of the fear of the growing gap between citizens and politics and the inherent threat of our representative democracy (Wijdeven & Hendriks, 2010, p. 25). At least, this is from a municipality its point of view and before they start the process, they will ask themselves what the added value is of citizens participating. This added value can be seen in the seven stages of policymaking, as shown in figure 2.4. Citizens participate in this process for their own reasons. They mainly highlight problems and help finding solutions (Leyenaar, 2009, p. 10), to improve their living environment and to satisfy their needs or in the case of play areas the needs of their children or the children of friends and family (Althuizen, 2014, pp. 63, 64). In the case of inclusive play areas, these values are already mentioned in paragraph 2.2 ‘The importance of outdoor play for disabled children’.

Powers and relations in citizen participation

To get a better understanding of citizen participation it is important to look at what powers and liberties are involved and how these are constructed, by looking at the relations between participation, agency and voice. The context of the situation always has to be taken in account and though context is a generic and broad term, normally the following factors can be taken into consideration: time, institutional architectures, models of social organization, rules of participation, problem setting and mechanisms of categorization, political leadership and the social bases of participation. These all point to the embeddedness of individual agency (Bifulco, 2013, pp. 176 - 178). In the empirical analysis there is the need to know where these concepts and the perspectives are linked to. For this you should know who is participating, why and where. These aspects are of concern to the subjects, the freedoms and powers, *“the spaces of participation and the level of acknowledgement, visibility and stability”* (Bifulco, 2013, p. 183).

But citizen participation is not a guarantee that all citizens will be heard. There is a tension in the paradoxical concept of 'professional tellingly citizen', to indicate that in certain citizen participation activities often attract the same people, while many citizens seem apathetic (Ossewaarde, Moulijn, Ketner, Hermesen, Verkaik, & Bron, 2007, p. 111). But also object that participation normally involves only a couple of subjects. Next to that it is pointed out that by prioritising the construction of social ties, the emphasis on participation can cause the neglecting of subjects of social justice and the devaluation of conflicts that are seen as highly political (Bifulco, 2013, p. 175). This makes that during a process of citizen participation citizen support has to be measured on a broader scale than the participating citizens, because it is also necessary to include the more vulnerable citizens and stay sceptical about the results. Therefore, projects need to be accessible so that all groups of citizens can participate. This means that if higher thresholds are made, this can have the effect that vulnerable citizens are constructed or left out. When it comes to reaching vulnerable citizens, it is not just about participating in a given project, but higher on the ladder, they should be able to think along and participate in the administrative decision-making processes too (Ossewaarde, Moulijn, Ketner, Hermesen, Verkaik, & Bron, 2007, p. 113). This can mean vulnerable citizens need to be addressed in a different way than normal, to keep the thresholds as low as possible.

Children participation

More and more citizens have desirable knowledge and the ability to participate more full-fledged in the decisions that affect them in a political, technical, and administrative way. When a play area or play-policy is made, citizen participation can make a public play area better because of the knowledge people bring. But there is a chance this participation has a negative side. The observement of NIMBYism (Not In My Back Yard) often is a key challenge in the planning or development of public play provision (Kerrins, Fahey, & Greene, 2011, p. 75). This makes adults in most cases overrule the wishes of children around play areas in the neighbourhood for their own good. Luckily some municipalities as for instance the municipality of Breda say they want to involve children in the policymaking to get a child friendly public space. Children are the 'experts' in this field (Kober Groep, 2013). Still not many municipalities formulate a vision on children participation, while this is part of the children's rights treaty which municipalities have to follow up. Thinking about policy for child friendly areas, with children, brings better solutions and creates a mental ownership (Koning, 2013, p. 17). A possible solution for the struggling municipalities are those who make the policy more on the level of playground equipment than play space.

2.4. Research themes

This paragraph provides the theoretical framework in an overview of the main research themes (figure 2.5). In this the main concepts are highlighted and their relationships are explained.

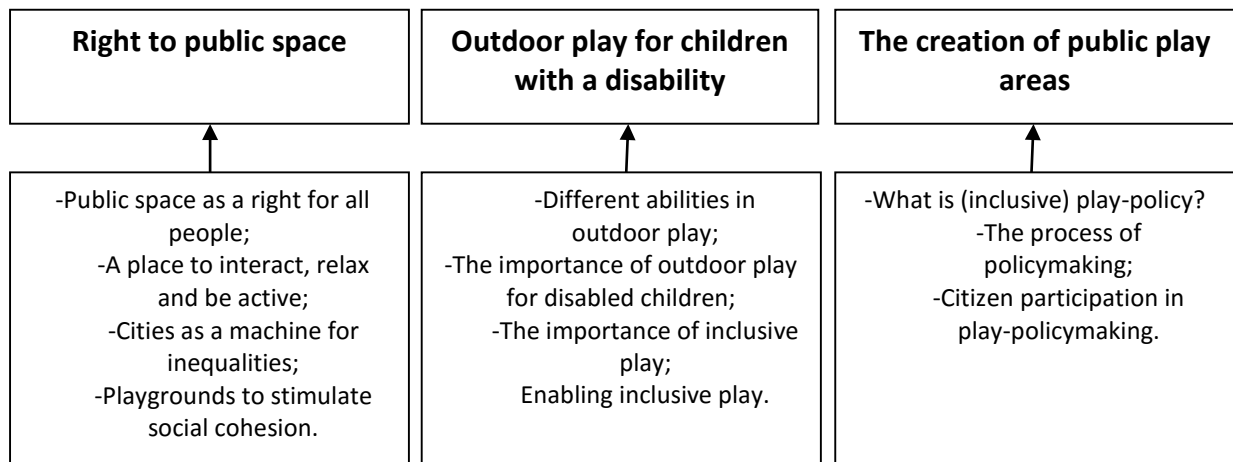


Figure 2.5: Overview of research themes.

Right to public space

Public space like the streets, squares, parks and playgrounds are used by people as places for interaction, to relax and to be active. Public space, as the name already says, is space used by all members of the community or 'the public'. This does not exclude the ones with a disability as also supported by Article 23 of the 1989 UN Convention on the Rights of the Child. Denying access by not enabling these people access public space can therefore be seen as a way of violating this article, also when caused by the spatial organisation or urban design.

Urban space is often seen as a problem for disabled people, which highlights a city does not facilitate all human beings. Disabled people experience the city with a higher risk for injuries and social exclusion, because of its design with for instance: multilevel layouts with different underpasses, overpasses, ramps and stairs. Though you can discuss if it is possible a city facilitates all human body types and capabilities completely, it can be improved a lot. This to enable all people to act socially in public space, a good was to stimulate social cohesion. Playgrounds in their turn are a good place to stimulate social cohesion between different ethnic groups or children with and without a handicap. By doing so, the learning capacities of both types of children can even be stimulated.

Play for children with a disability

For every child play means something different so also for children with a disability. A disability is a result of interactions between health conditions, environmental and personal factors. The ICF-CY classification says these people experience disadvantages from impairment or a disability that limit their normal functioning. Being disabled and having disabilities re two different things. Because of

the way disabled children behave in play, the following four disabilities can be distinguished: Sensory disabilities, physical disabilities, behaviour disabilities and intellectual and developmental disabilities. These people all have their own characteristics, with the additional restrictions but also abilities and having a combination of multiple disabilities is possible too. They have different disabilities and abilities, depending on their mental and physical situation, combined with their character. For these children playing at (semi-) public playgrounds is sometimes hard and it can be the case that adjustments are required to make inclusive play possible.

With or without a disability, play is important for children to develop themselves in a physical, mental and social way. They learn from each other when playing together. It is important to learn how to build solid relations, deal with winning and losing, deal with their (dis-)abilities, delineate and push borders and help each other. Besides that, children who play outside are more often healthier and get sick less easily. Because of their physical, mental and social delays, play might even be more important for children with a disability. A (dis-)ability can even offer an extra element in play or even an advantage, like for instance the weight of a EPW. A (dis-)ability can even offer an extra element in play or even an advantage, like for instance the weight of a EPW. This all shows the importance of inclusive play, with or without the help of an adult.

Inclusive play is the creation of play opportunities for children of all abilities in a community that serves the physical, social, sensory, cognitive, and emotional needs, while trying to build a common ground between the abilities and mind-set of the individual. When the environment is adjusted to this, disabled children can often do most things able-bodied children can. Breaking down barriers to enable normal participation in play and prevent exclusion. Inaccessibility is the first problem to conquer in a mental and physical way. In play this can be by preventing biases and stereotyping (mental), or because the physical environment is not suited for these people to enter or use the playground equipment (physical). It is important to include these children in play by respecting them and enable them to experience the provided possibilities. Offer opportunities for them to blend in among peers and participate in the specific culture of play on that play area. All children want to be treated as equals, so they need to be able to play as equals and be able to develop themselves as good as possible. This is also of importance for the parents and family, so they do not have to keep their children around the house and are able to let them play on their own without having to take care of them all the time.

Environments for inclusive play need to adopt more inclusive attitudes or elements towards safety and access. Subjects of importance for public playgrounds are: accessibility, infrastructure, safety, varied playground equipment and facilities. Also because of the dependency of some children on adults, their role is also of great importance.

The creation of public play areas

The municipality is most of the time responsible for the creation of (formal and informal) play areas. Play-policy is a statement of both an organization's current play provision and its aspirations for change and development. Usually it includes the following important criteria: the objectives of play and play related services and activities, the connection between acceptable levels of risk and healthy play, an assumption of inclusive play settings for all children (inclusive play), the criteria for evaluating a quality play environment, the essential and inherent aspect of play as part of a child's cultural life and the need to create and integrate play opportunities in the general environment. Though some municipalities are still struggling to shape their play-policy, it is an important aspect in the creation of these areas.

Policymaking is an ongoing process of planning, executing, and evaluating interventions by a government. In this process seven different stages can be recognised: policy agenda, policy prioritising, formulating policy questions, policymaking, policy implementation, policy communication and policy evaluation (figure 2.4). When play areas or more specific, inclusive play areas are not yet on the policy agenda, this is the first step. The occurrence of an event is a good way to do so, by creating public and elite support. In the case of inclusive play areas, a current event to use would be the ratification of the 'Convention on the Rights of Persons with Disabilities' by the Dutch national government. When the subject is carried out by a public party or actor, they use the dominant style of the party to put voters off or to lobby for the subject and raise attention. This is one-way communication is important in policy. The other is that because the stronger voice of the citizens and the higher importance of citizen participation, communication is becoming less the translation at the end but more the creating of support during the process.

Citizens taking an active role in governance is important in nowadays society and a good way of keeping the community life vital, public institutions accountable and it resolves conflicts. The main added value is the highlighting of problems and helping in finding solutions to improve the living environment and to satisfy the needs. It is important to know who is participating, why and where. Citizen participations is not a guarantee that all citizens will be heard and therefore citizen support has to be measured on a broader scale than the participating citizens. It is important to include the more vulnerable citizens by lowering the thresholds and remain sceptical about the results. Including (disabled) children can be necessary to prevent adults from overruling the wishes of children. Thinking about policy for child friendly areas, with children, brings better solutions and creates a mental ownership. They are the 'experts' in the creation of child friendly areas and this can offer a solution for struggling municipalities.

3. Methodology

In this chapter the research strategies and methods will be discussed. This will be displayed in a research model with further explanation. The literature research (see chapter 2) is already discussed and the empirical research is explained in the following paragraphs.

3.1. Empirical research

Empirical research aims to contribute to operations that try to change an existing situation in practice (Verschuren & Doorewaard, 2007, p. 46). On the other hand, empirical research is used to reflect on the theoretical framework. The schematic representation of this part of the research is shown in Figure 3.1. The choice was made to do a mixed method of the following methods: descriptive statistics, a policy analysis and a case study. The reason for the descriptive statistics is the lack of data on play-policy in the Netherlands and the measures on play for disabled. This was necessary to create a starting point for further research.

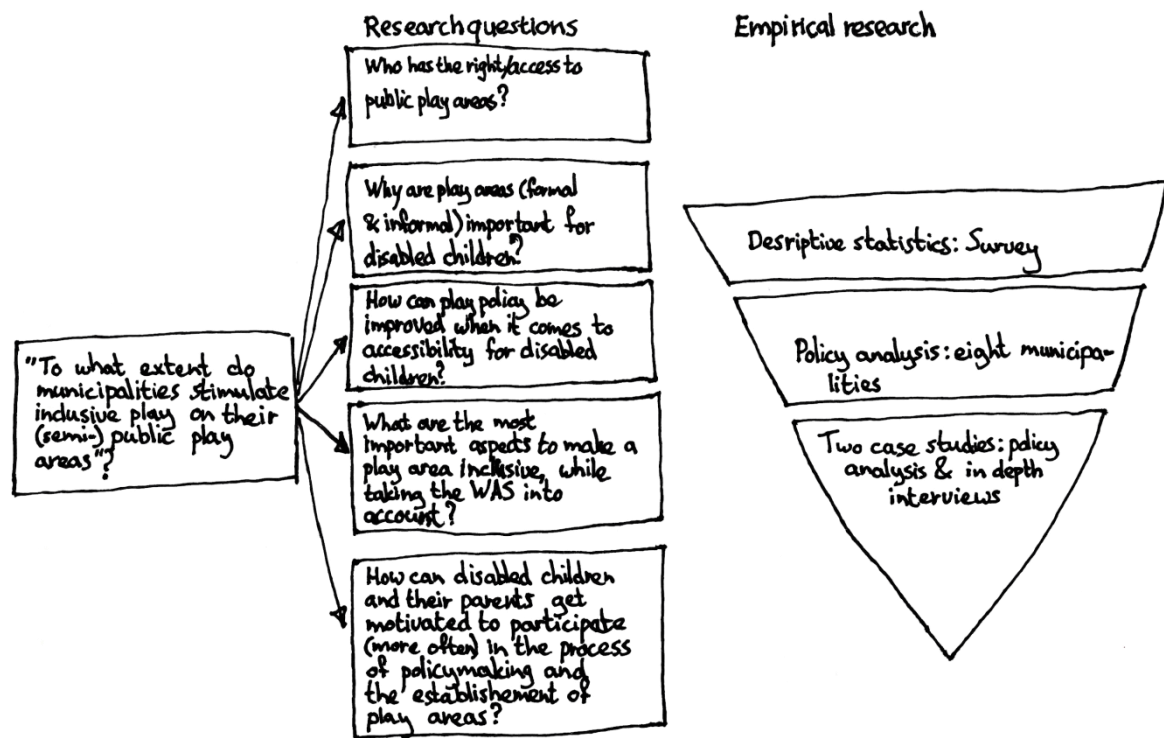


Figure 3.1: Schematic view empirical research

3.1.1. Descriptive statistics

Because there is no clear data on how many municipalities have a play-policy, how this policy looks like, the presence of inclusive play and handicap accessibility and how the policy is used in the creation and maintenance of the play areas of the municipality, a survey was held - among all 393 municipalities in the Netherlands - to measure this status. Reaching the right employee or the right department of the municipalities was a big concern in the beginning. These municipalities have a lot of employees and the questions can easily end up at the wrong person, what can result in no response. To prevent this as much as possible, the contacts database of OBB was used and when this

did not provide the right contacts, this was clarified by personal contact to ensure an as large response as possible. The invitation to participate was sent by email to 383 general mail addresses and to 677 direct contacts at these municipalities. The direct contacts were informed about this research up front, to make sure the response was as high as possible and to make people aware of the subject. This way of approaching was necessary because the chance of mail 'getting lost on the way to the right person', is quite high in an organisation the size of a municipality. In the end, though more started, 166 people filled in the complete survey.

Because at the most municipalities there was a large chance multiple people got the survey, there was a chance more people from the same organisation would fill it in. When municipalities entered the survey more than once, their answers were analysed one by one and combined to the most chosen answer. When this was not possible, the best argued answer, or the answer from the most knowledgeable department (like 'Public space' or specifically 'Public play areas') was chosen. By removing the municipalities which entered the survey more than once, 151 participants remained. This is 38% of the Dutch municipalities and a high and reliable response rate. Next to answering the questions on the play-policy, handicap accessibility and inclusive play, they were also asked to send in the play-policy for analysis. The results of the survey can be found in chapter four. Instead of by name, the participating municipalities are mentioned by number, because to them anonymity was promised.

3.1.2. Policy analysis

Out of all policy documents that were sent in with the survey, eight documents were chosen for further analysis. This selection was done with the goal to have a decent representation of the Dutch municipalities, looking at the number of inhabitants, province, a decent length (necessary for the analysis) and if it was made by the municipality or with help from a consultancy agency. The comparison of these eight documents was used to give a decent representation of the differences and comparisons in Dutch play-policies. Two or three would not be enough, because of the depth of this analysis and more would be too much. On the other hand, the case study was done to collect more in depth information. The content of the eight policy documents is used to give examples for the results of the descriptive statistics or to demonstrate differences between policy and execution. This because it is possible that the participant of the survey had an own interpretation of the policy, or though they were not written down, actions did get carried out.

3.1.3. Case study

The case study is carried out according to the hierarchical two-stage method (Verschuren & Doorewaard, 2007). In the first phase, each case is examined individually. This involves the analysis of the cases which is tried to do as much as possible in an independent analysis by a fixed pattern,

submitted by applying the theoretical framework, so a decent comparison can be made afterwards. The comparison of these cases is the second phase of the research. In this phase the comparing of the differences is just as important as there is the need to shape the most complete picture on the subject of dealing with handicap accessibility and inclusive play. At this stage there is opted for a policy analysis, followed by in-depth interviews, in which there are two cases, which will be analysed in depth by a mix of top-down and bottom-up coding. In these case studies the goal is to get an answer on the earlier formulated research questions.

The choice of cases

When doing the policy analysis, at first the policy documents related to outdoor play and the ones about the provided facilities for disabled, are researched. Because a thorough case study in this case contains various policy documents and respondents, two case studies should provide enough information to give an answer to all research questions. Though one would also provide a lot of information, the choice is made to go for one bigger and one smaller municipality. A smaller municipality often has fewer resources, what causes differences in their way of handling. Therefore, the choice is made to analyse the municipalities of Nijmegen and Lingewaard. Both good projects to use as a case, because both have a play-policy and they value handicap accessibility and inclusive play. They made adjustments to improve the situation and in the survey they valued their current status of handicap accessibility and inclusive play with a 7 (Lingewaard) and 7,5 (Nijmegen). Nijmegen and Lingewaard are both municipalities in Gelderland and located really close to each other, but it are two completely different cases. Nijmegen for instance is a bigger city and Lingewaard is a combination of three bigger village centres and their surroundings. Because of the size and the differences in their internal culture, the differences in results can strengthen or complement each other and highlight the more important aspects. Both are not used in the eight policies that were analysed during the policy analysis described in 3.1.2.

Policy analysis

Qualitative research in this case is necessary because it connects the active policies in the municipalities of the cases, with the actors or respondents. This is important because policy does not only show up in the relevant documents, but also during implementation and among the people who are talking about it. The choice is made to not only look at the play-policy documents, but also to other policies with an overlap on the subjects 'outdoor play' and 'disabled children'. Therefore, analysing the status and implementation of play-policy in the chosen municipalities seems like a good first step. This was reviewed and supplemented by analysing the results from the in depth interviews.

In-depth interviews

For this in-depth analysis, fourteen stakeholders are interviewed about the play-policy and its implementation in the above mentioned cities. This mix consists out of two consultants on play areas and play-policy, seven stakeholders for the case Nijmegen and five for the case Lingewaard. A mix of policy makers, people that take care of the implementation and stakeholders like a neighbourhood platform, playground administrators and parents from children with a disability are interviewed.

During the case study, finding contacts at the municipalities seemed less of a problem, considering the cases of choice already are contacts of de Speeltuinbende or OBB and because they already filled in the survey. Though reaching the right civil servant and making the appointment, was harder than expected. Consultants on the other were easily reached and motivated to help, because they see an opportunity to learn from. Also the families with a disabled child were happy to share their experiences.

This are the respondents used for this research (full list see appendix 3):

Mrs. Maas:	Consultant on play-policy and citizen participation (general);
Mr. Vermeulen:	Consultant on play-policy (general);
Mrs. El Gamal:	Mother of a mental and physical disabled son (Nijmegen);
Mrs. Herbers:	Mother of a son in a wheelchair with a slight mental disability (Nijmegen);
Mrs. van Kan:	Civil servant, accessibility playability public space (Nijmegen);
Mrs. Fleer:	Civil servant, public space (Nijmegen);
Mr. Hebben:	Civil servant, senior administrator recreation Brakkefort & De Leemkuil (Nijmegen);
Mr. van Nieuwehuizen:	Civil servant, policy advisor play areas (Nijmegen);
Mr. van Neerbosch:	Civil servant, execution en maintenance public space (Nijmegen);
Mrs. Oost-Mulder:	Consultant on the play-policy of Lingewaard;
Mrs. Maaskant:	Civil servant, policy advisor social policy (Lingewaard);
Mr. Niels:	Formal president of a neighbourhood platform (Lingewaard);
Mr. Claassen:	Voluntary secretary at Playground Association Doornenburg (Lingewaard);
Mr. Schmitz:	Civil servant, policy advisor public space (Lingewaard).

3.2. Operationalisation

The interviews held in this research were in Dutch and they were literally transcribed with the use of Express Scribe Transcription Software. After transcription these semi-structured interviews were

analysed bottom up and top down. Top down using the four functions of framing by Entman (1993) combined with more detailed coding based on the theoretical subjects 'right to play', 'play for disabled', 'play-policymaking' and 'citizen participation', expanded bottom up with more detailed descriptions. The four functions of framing were not used in the analysis afterwards, because this only made it vaguer than necessary. In this empirical analysis, when focussing on citizen participation, it is important to know the concepts and the perspectives they are linked to. This can be examined by asking yourself the following questions: who, why and where are they participating? These questions are of concern to (Bifulco, 2013, p. 183):

1. *The subjects;*
2. *The freedoms and the powers;*
3. *The spaces of participation and the level of acknowledgement, visibility and stability they are given.*

The interviews are necessary to analyse how and why things are emerged in the policy documents of interest and to see how civil servants use these policies. These documents give a lot of information on the frames that a city has built up around a subject, though differences can be seen between the policy document and the way civil servants bring this policy into practice. The quotes used in this report were translated into English by the researcher, after the analysis.

3.3. Ethics

In this research, empirical research is done to gain practical experience and knowledge through first-hand observations. When doing empirical research, it was necessary to adapt to the situation, be flexible and sensitive. It was important to reflect on the situation and to have the courage to adjust the research and writing when circumstances changed. Some ethical or organizational risks were already clear before the field research started. Others came to the attention while doing the research.

The literature research and the policy analysis are two important parts of this mainly qualitative research. In qualitative research the understanding of linguistic and the meaning within textual material like reports, articles and policies, is very important. The explication of meaning requires a certain level of knowledge of reading and the subject. This makes that qualitative approaches can be criticized for the freedom of interpretation they allow the subjectivity of the researcher (Madill, Jordan, & Shirley, 2000, p. 1). This is because the habitus of a researcher can influence the results. Though, in this case qualitative research is still seen as a good method, because it is the goal to produce a description of the current situation of handicap accessibility and inclusive play on Dutch play areas, with a description of how this is experienced and how this can be improved. Nevertheless, the choice is made to do a combination or 'mixed method' approach, which

is proven to be very effective in several situations and seems to help solve many of the problems that can arise when using a single methodological approach (LSE Media and Communications, N.D.). A survey was used to gain information about the current situation, which was not available yet and add value to the research.

The field in its broadest sense can be described as the public play areas in the Netherlands, with all organisations and actors participating in it. In this you can immediately make the distinction between the creators or advisors and the users. The parts of the empirical research, descriptive statistics and the case study each have their own dilemmas and ethical obstacles. Given the fact that the researcher also works at a company in playground equipment, communication was sent from the university mail address at all times. This because the professional actors in this research were more likely to respond to the survey when it comes from a university. Also the ethical discussion around mixing research and work is less high, especially in order to the participating professionals. It was important to advocate the research and not the work background of the researcher.

Accessing parents of children with disabilities was easily done in Nijmegen, mainly through the municipality and de Speeltoinbende. In Lingewaard it did not work, because there were no direct contacts known at the municipality or de Speeltoinbende. When it was necessary to have a conversation with a child, this was done with parental supervision and after consulting with one of the supervisors. This was done to act ethical and political because it is the right thing to do (Clifford, French, & Valentine, 2010, p. 35). On the other hand, the children approached in this research also have a mental disability, what made the presence of a parent necessary. A pitfall might be that the opinion of the parent pressured the outcomes of the child. When this is the case there should be a check whether the results are still reliable. So far there was no need to do a check like this.

By using a mixed method there was tried to fill the gap between the research questions and the available information, so the results would be most optimal and reliable. There was started with descriptive statistics to gather the missing information after which the qualitative research started by doing a policy analysis and a case study, a methodology that seemed most logical in this case. Throughout the entire research, ethical dilemmas were kept to a minimum by carefully consideration and consultation when needed. The analysis of the empirical research, can be read in the following three chapters.

4. Handicap accessible play areas and inclusive play in the Netherlands

Handicap accessibility and inclusive play were already explained in the theoretical framework. These concepts are not new in general, but maybe they are in play-policy. This chapter contains the descriptive statistics of the earlier mentioned survey (questions in appendix 1) held among the Dutch municipalities (results in appendix 2) and the analysis of eight semi-random chosen play-policies (table 4.2, 4.3 and 4.4). The information described in the following paragraphs of this chapter will paint a picture of the current situation on handicap accessible play areas and inclusive play in Dutch municipalities, because so far no or almost none research is done on the subject of play-policy. Chapter four starts with describing the recent status of existing policy, looking at the availability of play-policy, integral policy, the content, and reviewing the policymaking. In paragraph 4.2 we elaborate on the status of handicap accessibility and inclusive play in the Dutch municipalities and their policy and in paragraph 4.3 we talk about the current role of citizen participation. The municipalities with a number are the ones from the survey, the eight municipalities of whom the policies are analysed are mentioned by name.

4.1. Play-policy in general

4.1.1. Available policy

Because previous research indicated that a lot of the Dutch municipalities do not completely understand play-policy and do not know how to create a play-policy of good quality (Rietveld, 2013 b), the expectation was that a lot of them would not have a play-policy or comparable document. However, 82% of them do have a play-policy, 10% says they do not have one and 8% is planning to design one (table 4.1). There are two reasons why Rietveld her prediction does not correspond with the results of the survey (appendix 2, p. 5, 6). First, often municipalities have a different name for their document. Municipality 45 for instance calls it a 'play-area-play', municipality 72 an 'Implementation plan play facilities' and municipality 87 says they have a 'maintenance plan'. The second reason is that the content of these play-policies can vary by a wide degree. For instance, municipality 87 says: *There is a management plan which should be upgraded to a policy plan, but we already know that there are no financial resources. This is still tricky.* Therefore, they are not sure what the outcome of the new policy will be. Municipality 109 says: *"We have guidelines which a play area should meet"*. One has a general document with a prescribed standard, for instance the number of play areas for each predetermined number of children (municipality 131) and others (like municipality 188) only have a replacement schedule for the playground equipment. On the other hand, a lot of the municipalities say they are currently updating their play-policy, the most recent policy still has to be accepted by the city council. But as mentioned, these policies are varying a lot. A

large number is also older than their normal period of validity, on average four or ten years after implementation (appendix 2, pg. 7).

Question	% Yes	% No	% No, but planning to	% No answer
Does your municipality have a play-policy or comparable document?	82	10	8	N.a.
Is handicap accessibility included in this play-policy/document?	28	49	N.a.	23
Do you have ambitions to renew your play-policy in the near future?	40	32	N.a.	28
Are there play areas adjusted for handicap accessibility and 'inclusive play' in your municipality?	54	30	N.a.	16
Do companies you select for the realization of play-policy/play areas need to take disabled children in account?	36,5	27	N.a.	36,5

Table 4.1: Survey results handicap accessibility and inclusive play in Dutch municipalities (Althuisen, 2015).

4.1.2. Integral policy

Play-policy is used to structure and secure (semi-)public play space, but play-policy is not the only policy used to achieve this goal. For instance, the municipality of Almelo (2007) says: the play-policy is not a document functioning on its own. Other policies like sports-, integral youth policy and greenery have a clear relationship with outdoor play as well. This highlights why it is necessary to further look into types of policy to get a decent insight on how play is captured in the policy of a municipality. Integral linked policy in a municipality can help to establish better cooperation between the relevant sectors. Krimpen aan den IJssel (2011) supports this and according to its play-policy, play-policy has a larger impact on the play space than determining how many play areas are necessary. In addition to play, we are also talking about exercising and meeting up in public space, what immediately includes Public Space policy and Greenery. Using play-policy to stimulate inclusive play also involves WMO, education and Health, because these policies also include learning and disabled facilities. Figure 4.3 shows that the eight analysed play-policies in the policy analysis all have linked their play-policy to other relevant policies. Those other policies vary in every municipality, though most of the time the fields of interest are comparable.

4.1.3. Content of the policy

Some of the documents contain only a brief diagram of the depreciation and expected replacement costs for the playground equipment in the municipality, so only a financial policy. Others have a comprehensive vision on play in its broadest meaning, followed by policy, financial support and an implementation plan, for example the play-policies from the municipality of Almelo, Arnhem, Goes, Haarlem and Tilburg (table 4.3 and 4.4). Various Dutch play-policies feature similar topics, but there is no integrated play-policy for the Netherlands, which can cause large differences in these documents (Ketwich, 2015). Ketwich states that a clear description of the basic content of play-policy

can help to improve the quality of public playgrounds. These help municipalities to formulate their own policy, containing all the necessary basics. Because municipalities vary a lot (figure 4.2), tailor-made regulations and solutions will be necessary. Municipality 222 of the survey mentions that the answer on the question whether they have a play-policy depends on what is meant by the play-policy. They only possess an implementation plan for replacement and maintenance combined with the age range of the target group of the play area. This can insinuate clear guidelines can help getting all play-policies at a basic level. Still, because not all municipalities are the same, some tailor-made regulations and solutions will be necessary, for example to bring back the quality of the public playgrounds at the required level, when this is lacking in a specific case.

Making budget cuts in both the survey as policy analysis is an important topic. This makes it sometimes necessary to create larger central play areas and eliminate some of the smaller ones. As respondent 1 and 10 experienced, these actions can cause a lot of resistance. However, it is certainly not a reduction in quality of the play space. On the contrary: *“the range of a children's play area used to be around 100 up to 150 meter. But back then there were around 100 up to 150 houses with an average of two up to three children per home and playgrounds were always busy. Now, people have fewer children (0.3 per household), so the chances for children to meet others of the same age are smaller. Therefore, it is important to create larger integral play areas”* (municipality 2).

Some of the more general subjects in the examined play-policies are almost similar (table 4.4). The following subjects are more common in play-policies: including publicly accessible play areas at schools in the play-policy of their districts, making green strips playable (informal play areas), involving citizens in decision making, creation and maintenance of play areas, hangouts for the youth and the amount of space that is available for play areas. Some of these subjects like the last one are brought to the attention of municipalities by the national government or by leading market parties like in the Netherlands Jantje Beton or NUSO. For instance, the 3% rule is a good example, a guideline that says that 3% of the living area should be used for (formal and informal) play areas. Although they might want to, not all municipalities are able to reach this standard. For example, the municipality of Krimpen aan den IJssel. They have, measured with the NUSO standards, a large shortage of play areas for youth from 12-17 years. This is such a large percentage according to its play-policy, that it is impossible to meet these standards without drastically reducing the public space for other target groups. Krimpen aan den IJssel (2011) in this case aims at the improvement of the quality of existing places. Other municipalities have less trouble reaching this standard of 3%. One of the most mentioned subjects in newer play-policies is the necessary budget cuts and how to establish these. The financial paragraph in these policies is often an import topic (though these numbers are often not guaranteed). This motivated municipalities to take action. Another important event, found when studying the play-policies, is the adoption of a certain, such as the WAS, which

was established in 1997 and was updated a couple of times since. For instance, the municipality of Arnhem (Oost., 2010) mentions the WAS in the intro of its policy.

Municipality	Inhabitants	Province	Length of policy	Written by	Date/year	First policy
Almelo	72.300	Overijssel	19 pg.	Municipality of Almelo	29-10-2007	No
Arnhem	152.506	Gelderland	28 pg.	OBB Ingenieurs	Unknown	No
Goes	37.190	Zeeland	22 pg.	Bureau Speelruimte	13-1-2011	No, first protocol
Haarlem	157.058	Noord-Holland	28 pg.	Municipality of Haarlem	Unknown	No
Krimpen aan de IJssel	28.930	Zuid-Holland	21 pg.	Municipality of Krimpen aan de IJssel	dec-11	Yes
Tilburg	211.726	Noord-Brabant	57 pg.	Municipality of Tilburg	mrt-03	No
Tytsjerksteradiel	31.955	Friesland	28 pg.	Municipality of Tytsjerksteradiel	sep-12	No
Uden	41.145	Noord-Brabant	25 pg.	Municipality of Uden	mrt-09	Yes

Table 4.2: Comparison of eight play-policy documents (Althuisen, 2016).

Municipality	Period	Evaluation moment	Integral policy	Handicap accessibility	Play for disabled
Almelo	2008 - 2018	10 years	Yes: Sports, Youth and greenery	Not in policy	Not in policy
Arnhem	2010 - 2020	5 years	Yes: Sports, Youth, greenery and infrastructure	Not clear	1 par. play for disabled & in policy principles
Goes	Unknown	Unknown	Advise: Health and Sports	Not clear	1 sentence & the recommendation to include in execution paragraph
Haarlem	2013 - 2020	Yes, unstructured	Yes: execution by several departments in policy	Not in policy	Not in policy
Krimpen aan de IJssel	Unknown	10 years	Yes, Sports, Youth & Education, Health and umbrella policies	Clear in a couple of sentences	1 paragraph & the execution paragraph
Tilburg	Financial up to 2006	Yes, unstructured	Yes: Youth, investment and development	Clear in a couple of sentences	1 paragraph & in addition to other topics
Tytsjerksteradiel	Unknown	Unknown	Yes: link WMO and internal departments	Not in policy	Not in policy
Uden	Unknown	Unknown	Yes: WMO, Youth, public greenery and General local regulation	Clear in one sentence	1 par. play for disabled

Table 4.3: Comparison of eight play-policy documents (Althuisen, 2016).

Municipality	Financial paragraph	Citizen participation	Head subjects	Grade inclusive play
Almelo	Yes: 1 small paragraph / table	Yes, youth participation	Quantity and quality, budgets, integral policy, informal play areas, facilitating play initiatives	1
Arnhem	Yes: 1 paragraph of 1 pg.	Yes, citizen and youth participation	Quantity and quality, budgets, integral policy, central playgrounds, administration and maintenance, enactment	6

Goes	Yes: 1 paragraph of 1 pg.	Involving residents in execution paragraph	Quantity and quality, budgets, integral policy, integrating school playgrounds, move appliances for elderly, informal play areas, communication	7
Haarlem	Yes: Comprehensive financial statement	Link to Public Participation Policy	Quantity and quality, increasing lifetime, budgets, district approach, Playground Associations	3
Krimpen aan de IJssel	No	Yes, citizen participation	Quantity and quality, integral policy, formal / informal play areas, integrating special target groups, JOBs, integrating school playgrounds	3
Tilburg	Yes: Comprehensive financial statement	Yes, citizen and youth participation	Quantity and quality, budgets, special target groups, administration and maintenance, enactment	5
Tytsjerksteradiel	Concrete budget not made available	Not in policy	Quantity and quality, risks and insurance, administration and maintenance, new developments (natural play, integrating school playgrounds)	6
Uden	Concrete budget not made available	Yes, citizen participation	Quantity and quality, special target groups, finance, administration and maintenance, enactment, communication	8

Table 4.4: Comparison of eight play-policy documents (Althuizen, 2016).

4.1.4. Reviewing the policymaking

When municipalities experience difficulties with designing play-policies, it would be an obvious outcome that a lot of them use play-policy designed with or by a specialized external organisation. Despite this expectation, only 28% indicated they did, 54% designed their play-policy on their own and 18% told the question was not applicable for them (appendix 2, pg. 7). These numbers seem contradictory, because 10% indicates they do not have a play-policy and 18% answers the question is not applicable for them (table 4.1). This can be explained through the absence of standard for play-policies and what it should contain (Ketwisch, 2015). Using the help of a consultancy agency with the expertise to design a play-policy can help to get a policy with a decent quality. Though, as seen in the comparison of the eight policies (table 4.2, 4.3 and 4.4), this does not guarantee that all of the in this research compared subjects are included. The policies are adjusted to the circumstance in that specific municipality and therefore other subjects can be prioritised.

Though a lot of the municipalities have a play-policy, 40% of them want to renew the policy in the near future (table 4.1). Most of them want to renew the policy because its relatively old and an update is necessary to stay up to date. The most common validity of a play-policy is 10 years, with an evaluation after five years (appendix 2, pg. 7, 8). New developments and trends in the area of outdoor play are often the reason, like natural play areas (municipality 159), others want to *“combine play areas and the public space”* (municipality 29) and some even want to *“pay attention to play for children with a disability”* (municipality 79). Another reason that was mentioned a couple of times was the need to make budget cuts. Often in these cases they need to lower the amount of play areas and playground equipment, in order to lower the maintenance costs. In play-policies, this is

often promoted as improvements of the physical space, through (improved) policies and programmes (Sanderson, 2002). Though *“play-policy is seen as a guide and not as a rigid document”* (municipality 83). This does not always result in an execution compliant with play-policies.

4.2. Accessibility and inclusive play in play-policy

4.2.1. Current status of play for disabled in play-policy

In the survey 28% of the municipalities say they already take disabled children in account, 49% still does not pay attention to this group in its play-policy and 23% does not answer the question whether in the play-policy, attention is being paid to children with disabilities (table 4.1). Some municipalities did not pay attention to children with a handicap in their play-policy. Some mention that this is because *“the number of disabled children is limited”* (municipality 263), or *“Handicap accessibility was not that much of an issue at the time the play-policy was created”* (municipality 10). Others say there was no need, because nobody asked about accessible inclusive play areas (municipality 267). On the other hand, municipality 2 said that they *“don’t mention these criteria because all play areas should be accessible for all target groups”*. Even though nobody requested adjustments for these children, this does not have to mean children with a handicap are not taken into account in the design of play areas (municipality 215). Municipality 9 says, *“When play areas are created or redesigned, they chose for equipment which is suitable for both children with and without a disability”*. So even though they do not mention this in the policy, they do design their play areas in a way they are accessible for children with a handicap.

4.2.2. Current status of accessible play areas

Not all play areas are accessible for children with a handicap and even less play areas stimulate inclusive play. Municipality 10 said: *“What could be better is the attention for the accessibility of play areas. So far this is not taken into account sufficiently, when playgrounds are realised”*. Municipality 79 said: *“we do not have that many play areas that are accessible for someone with a disability”*. Others have the same argument about accessibility, with the note they do not have (many) accessible or inclusive playground equipment (appendix 2, pg. 30-35). Though not all have to stimulate inclusive play for all different handicaps, at least a decent number of them should be accessible by all children and there should be some opportunities to play within a reasonable distance. This should be the standard if you relate it to Art. 31 of the Rights of the Child, which says every child, also the ones with a disability, have the right to relax and play (Unicef, N.D.). For instance, the Municipality of Uden (2009) refers to this right in its play-policy. But according to the survey (table 4.1), not all municipalities have play areas accessible for children with a handicap. 54% of the Dutch municipalities state to have play areas which are accessible for children with a handicap and sometimes even with special playground equipment, 30% indicated not to have play areas

accessible for handicapped children and 16% did not answer this question. When looking at the eight analysed play-policies, not many of them pay special attention to children with a handicap whilst most of the policy is on outdoor play in general.

4.2.3. (Self) measuring play for disabled

The municipalities of Almelo and Haarlem did not mention disabled children in their policy. In the survey Almelo graded itself with a one (on a scale from 0 to 10) on handicap accessibility and inclusive play. They mentioned that it is up to the administrator of every specific playground to decide if they do anything to improve this, though it has to be within budget. Haarlem graded itself a three and responded that this was because the accessible playground equipment that they have, was not chosen intentionally. The average grade municipalities gave their play areas concerning handicap accessibility and inclusive play is 5,5 out of ten (appendix 2, pg. 30). 52 municipalities out of 138 who graded themselves, gave this a six, 32 graded itself a seven and 20 gave a five. So most municipalities rate themselves between a five and a seven. The motivations for respondent ten to grade itself with a six was as follows: *"We have a couple kinds of popular playground equipment, like a bird nest swing, that are already accessible for children with a handicap. This way you automatically create a play area where they can play. What we can do better is the accessibility of play areas; this is not done enough in the beginning of the process"*. Respondent number 42 graded themselves with a one on a scale from zero to ten. Their motivation was that they do not take disabled children into account in the play areas. The other eight municipalities did take disabled children into account, although this only included only a small remark. For instance, the municipality of Goes (2011) said: at the redesigning of play areas, there is also attention paid at 'new' target groups. While drafting the implementation paragraph there should be attention for how much and which adjustments should be carried out to playground equipment for disabled children. The municipality of Goes responded they do make an effort, but there still is room for improvement and this made them grade themselves with a seven. When analysing the eight play-policies, not much of them had more detailed information on how to improve the handicap accessibility and how to stimulate inclusive play. The municipality of Goes did mention accessibility as something that should be good for all children (and their supervising adults), but nothing is said on inclusive play and play for disabled was mentioned only briefly. However, it was said that this should be elaborated more extensively in the execution paragraph.

4.3. Citizen participation for handicap accessible play areas that stimulate inclusive play

4.3.1. Citizen participation in policymaking

When designing the play-policy, citizen participation was often used to make sure this fits the needs of the people concerned. As elaborated in figure 4.5, 31% of the municipalities asked children to participate in the process, 27% responded that they worked together with parents, 11% of them also included children with a handicap, 7% the parents of children with a handicap participated, 7% municipalities said teachers were included and in 25% of the municipalities others helped out. Others can be defined as consultants or other professionals. 34% of the municipalities indicated they did not use citizen participation at all, 14% of them indicated this question was not applicable, because they did not have a play-policy or comparable document. This survey did not include a question about in which of the seven steps in policymaking citizens were included.

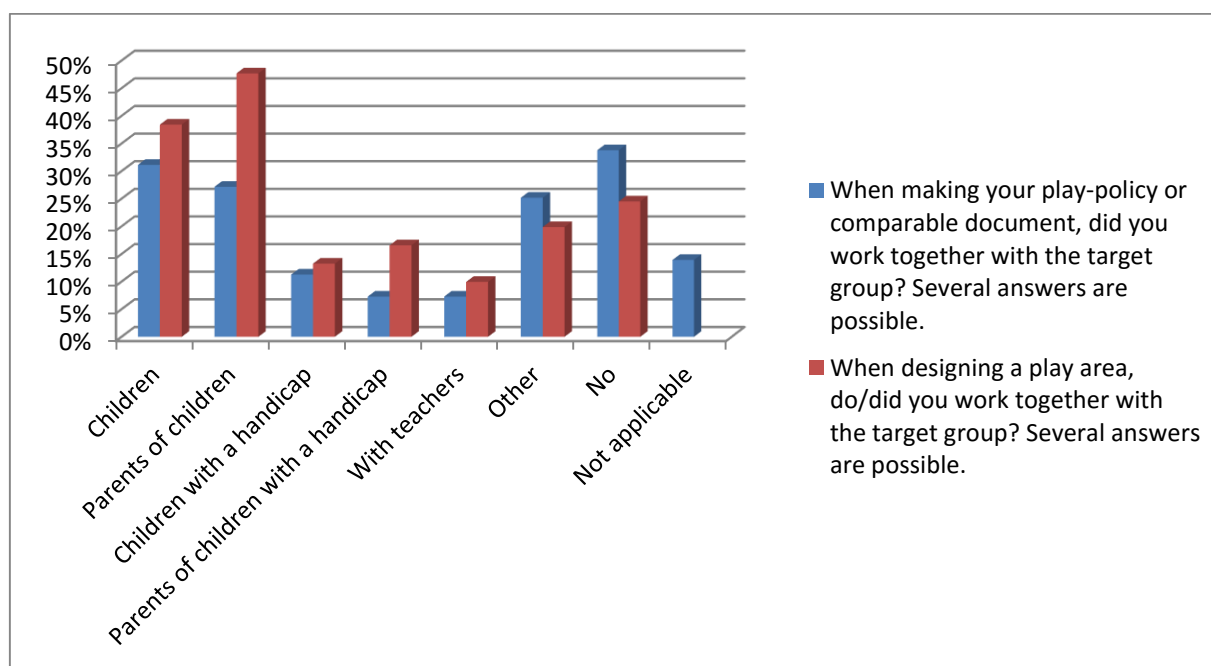


Figure 4.5: Citizen Participation in play-policy making and play area design (Althuizen, 2016).

4.3.2. Citizen participation in play area creation

As shown in table 4.4, seven of the eight studied policies describe that they include citizen participation in the realisation of play areas. Compared to the results of the survey, this is a high number. When creating a play area, municipalities increasingly make use of citizen participation to make sure an end product fits the needs of the end users. The participation of children in particular is beneficial to the child friendliness of public space (Kober Groep, 2013). According to the survey (figure 4.5) 38% worked together with children to design a play area, 13% with the help of children with a handicap, 48% with parents of children and 17% with parents of children with a handicap. Also other participants were used to design these play areas. As an example, 10% of the municipalities

had teachers participate in the designing process and 20% questioned other participants such as neighbours, foundations and consultancy agencies. 25% of the people stated to have never used citizen participation to create play areas. Most of the municipalities were very positive about this way of working. For instance, municipality 110 said their experience was *“good, playground equipment matched the wishes. Attention was asked for an equal ground entrance and front banks near the waterside”*. Also respondent 166 was positive. *“If you realise something of which the end users were involved, then you try to establish that these play areas will be used by them and not get demolished. Next to that you try to prevent annoyance from rising in the neighbourhood by the choice of equipment”*.

Though most of the municipalities were positive, some were a little sceptic. Municipality 210 said, *“some things went well, but there was some discussion about who in the end was responsible for maintenance and repairs”*. In their opinion they handled it well and things worked out fine. Municipality 246 said their experience was varying as well. *“Parents saw other play experiences than the children”*. Some municipalities just invited children with a disability to participate in the designing process (municipalities 49 and 123) and others like municipality 86 even ask them to test the play areas. Municipality 168 asked people to fill out a survey, which was also completed by parents of children with a disability, though so far they did not ask for specific adjustments. It can be argued that there is no need for this, when the accessibility is already sufficient and there is regular playground equipment, which is suitable for the disabled children living near these play areas. For instance, municipality 186 (who had a consultancy agency specialized on the subject), was advised to place as much regular equipment as possible, which is suitable for disabled children. The municipality did not place special equipment just for disabled children. The coordinator of sports for disabled from municipality 187 supports this. According to him, making existing play areas accessible and inclusive stimulates the cohesion between these target groups. This is an important aspect because by playing together with and without the help of their abilities, handicapped children learn to build relationships and friendships (Innemeer, 2014) (Richardson, 2002)).

When you want to create cohesion or inclusive play, next to accessibility, suitable playground equipment is necessary too. Figure 4.1 shows Tytsjerksteradiel rated themselves a six on accessibility and inclusive play, though they do not include this subject in their policy. They commented that not all play areas are easily accessible, but because the citizens design their own play areas the areas with disabled children do have accessible playgrounds. Also municipality 168 chooses tailor made solutions to enable handicapped children to play as much outside as possible. However, there still are a lot of existing play areas that probably are to a lesser extent suitable for children with disabilities. Therefore, municipality 168 has included in its policy that in favour of disabled children, people can send a request for suitable playground equipment. In collaboration they review how the

play area can be made more suitable for the child. Depending on the adjustments, the implementation starts sooner or later. This municipality opts for customized solutions because of the effects of the specific disability on the necessary adjustments. This choice for customization can be justified by the earlier emerged limitations and possibilities of play for children with disabilities, as stated in paragraph 2.2.1 'Different disabilities'.

The role of suppliers

When municipalities select their participants and suppliers for the designing and construction of their play areas, 36,5% demands to take the disabled child into account, 27% does not ask anything about this subject and 36,5% did not answer the question (table 4.1). As highlighted before, when a municipality does not have the expertise to make its play areas accessible and inclusive, the help of a supplier can be helpful. Professionals in the playground business should have sufficient expertise to create play areas for all children, which can possibly help them to lower the boundaries by making it easier (and hopefully not more expensive) to design an inclusive play area. For instance, municipality 176 selects their suppliers only if they explicitly mention play for disabled in their company vision and catalogues, with the possibility for tailor made solutions. Though municipality 222 remarks it is difficult finding the right equipment because of the large variety in disabilities. This indicates not all catalogues are clear on the (im-)possibilities of the playground equipment.

4.4. Inclusive play in the Netherlands in short

83% of the responding municipalities do have a play-policy or comparable document, in contrary with the statement of Ketwich (2015) who stated that most municipalities do not have play-policy. As this research indicated, a lot of these policies are outdated and vary in length and content. The lack of budget and knowledge on how to construct a play-policy are the main reasons to not have a decent policy. Also the content of the policies and the execution varies to a high degree. A little more than half of Dutch municipalities state to have accessible playgrounds, though only 28% included this in their policy. This indicates that more subjects are taken into account than the ones in the play-policy. For instance, by citizen participation (see also chapter seven), new subjects are brought up to live up to the demand of the environment. The next chapter will first elaborate on how play-policy can help to secure the right to play.

5. Play-policies to secure the right to play

The creation of public policy has a large impact on individual citizens, which makes the relation between social science and this public policy undeniable (Sanderson, 2002, p. 2). Experts in outdoor play, play-policy and citizen participation Maas and Vermeulen say: because the accessibility of play areas and the possibility for inclusive play are social issues, play-policy can be a catalyser or demotivator for the inclusion of these or other issues. To elaborate on the subject 'play-policies to secure the right to play', first the cases Nijmegen and Lingewaard are introduced (paragraph 5.1.). General geographical information is mentioned, though the number of disabled children among both cases could not be found. The analysis of these cases consists of a policy analysis, interviews with stakeholders and two individual experts on play in public space. The criteria, on which the cases and the respondents are selected, are elaborated in paragraph 3.2.3, together with a small background description of the respondents. Afterwards, the making of play-policy in both cases is evaluated (paragraph 5.2), guided by the steps of policymaking as mentioned by Leyenaar in paragraph 2.3.1, a model used by Leyenaar to explain the importance of citizen participation, a subject that will be highlighted in chapter seven.

5.1. Introducing the cases

5.1.1. Introducing: play-policy in Nijmegen

Nijmegen is a municipality and city in the province Gelderland with 170.681 citizens of which 34.884 are younger than 20 years old (Centraal Bureau voor de Statistiek, 2015). To analyse the case in Nijmegen, two kinds of sources are used, namely policy documents and respondents. The analysis of policy documents is completed on the current play, public space and the WMO and Youth policy. The respondents contained a mixed group as explained in chapter three. Play in the case of Nijmegen is enrolled in the (at the time of research) most current play-policy "*Policy framework Play supply 2011-2014: Outdoor play and movements in the public space*" (Municipality of Nijmegen, 2011). In Nijmegen three civil servants are working to coordinate the sports and play facilities in the municipality. Civil servants Kan and Nieuwehuizen create the policy and do most of the work on a strategic level, Neerbosch coordinates the management and maintenance of the play areas and Fleer creates the policy for public space and coordinates this on a strategic level.

The policy in Nijmegen includes the municipal play areas in public spaces as well as the two supervised play areas. In 2010 in total there were 264 neighbourhood play spaces, six district playgrounds and two supervised playgrounds (Municipality of Nijmegen, 2011, p. 4). Next to the regular neighbourhood playgrounds, the municipality of Nijmegen owns supervised playgrounds which are supervised by civil servants. Quite unique according to Hebben, the manager of these supervised playgrounds, because these type of playgrounds are normally owned by playground

associations. The municipality of Nijmegen writes their own policy and at the moment of writing this research, the municipality of Nijmegen is rewriting its play-policy, as they do every four years. Though according to Kan and Nieuwehuizen, this policy might be valid for ten years, with an evaluation in between. This validity of ten years is remarkably long for Nijmegen, but rather common in comparison to other municipalities (see paragraph 4.1.4.).

5.1.2. Introducing: play-policy in Lingewaard

Lingewaard is a municipality that consists out of the three village centres Bemmelen, Gendt and Huissen, in the province Gelderland, with 45.788 citizens of which 10.921 are below the age of 20 (Centraal Bureau voor de Statistiek, 2015). To analyse the case Lingewaard, two kinds of sources are used, namely policy documents and respondents. For the policy documents the analysis is done on the current play-policy, the evaluation of the play-policy and the implementation plan WMO. The respondents are a mixed group as explained in chapter three. Play in the case of Lingewaard is enrolled in the (at the time of research) most current (evaluation of the) play-policy “*Evaluation Play-Policy 2007 – 2012 - 2017*” (Oost-Mulder, 2013). In Lingewaard Schmitz and a colleague coordinate the public space, sports and play facilities. OBB made the play-policy (with their help) and Schmitz and his colleague also do the work on a strategic level for public space, outdoor sports and play and they coordinate the management and maintenance of this. Maaskant is the civil servant who makes the policy for WMO and coordinates this on a strategic level. She was not involved in making the play-policy, but she did use the play-policy and information from Schmitz to make the WMO-policy. After the concept version of the play-policy was made, this was evaluated with the community platforms in Lingewaard. Niels used to be the chairman of the platform Bemmelen centre, though his platform stopped recently. Both Niels and Schmitz told that these platforms are allowed to make decisions for their district (after approval from the city council), with a budget provided by the municipality.

The policy of Lingewaard includes the municipal play spaces and playgrounds in public spaces. The bigger city playground De Doornenburg is managed by a playground association. In 2012 the municipality of Lingewaard had 128 play spaces in total with 535 pieces of playground equipment and 19 playgrounds which also have 126 pieces of equipment (Oost-Mulder, 2013, p. 6).

5.2. Play-policy in Nijmegen and Lingewaard

The ongoing process of policymaking consists of planning, executing, and evaluating. Interventions are done by the different levels of governments and institutions are established, all to define the rules and steer society (Lombardo, Meier, & Verloo, 2013, p. 1). The making of play-policy does not differ in this from other policies. The seven steps of policymaking according to Leyenaar (2009) are used to make a good comparison of Nijmegen and Lingewaard (see figure 2.4) and these results are

used to show how an (inclusive) play-policy can be made. First when policy (re)making is initiated there is 'policy agenda' and 'policy prioritising'. When the policy is created there is the 'formulating of policy questions' and 'policymaking', followed by 'policy implementation' combined with the 'policy communication'. Afterwards the policy and process are evaluated, the feedback is collected and the process starts all over again (after a couple of years). Not all steps are equally highlighted. The steps linked to inclusive play areas and citizen participation are elaborated on more extensively in chapter six and seven.

5.2.1. Policy agenda

The first phase in policymaking is making the policy agenda, the moment when the priorities of citizens can be granted (Leyenaar, 2009). The municipality of Lingewaard has the desire to offer varied play facilities for all young people in each district, to fulfil the demand. The objective is to achieve a practical and widely supported policy, which paints a picture of the necessary changes to the public space in order to meet the needs of the target group and to live up to the laws and regulations for the play areas in the municipality (Oost-Mulder, 2007, p. 7). This vision is formulated to create safe play possibilities in public space. The municipality of Nijmegen wrote its play-policy based on the premise that outdoor play and sports are of great importance for the development of the younger inhabitants (Municipality of Nijmegen, 2011, p. 2). The general rule for the amount of play space is 3% of the total space (see paragraph 2.3.1). This is derived from the positive effect of this outdoor play on the social-emotional, cognitive and motor development of children, on the family, the quality of life in the neighbourhood and, in the longer term also on health, proved by various studies (Municipality of Nijmegen, 2011, p. 2). Aforementioned reasons for play-policymaking that are in a direct line with the theory on the advantages on play as mentioned in the introduction and paragraph 2.2 by Richardson (2002), Vries & Veenendaal (2012) and Wendel-Vos (2014). The play-policy, in its turn, is the basis for improving the living environments for the youth.

Political lobby and events

Kan and Nieuwehuizen say the play-policy in Nijmegen is initiated by a change in Dutch national policy, namely the implementation of the WAS which was announced in September 1996 (overheid.nl, 1996). Still, according to Neerbosch the first play-policy was implemented around 2000. Vermeulen recognises this as a moment when more municipalities started to pay more attention to their play areas and started to structure this in policy. The national policy was an event causing the need for policy on a municipal level, an event or series of events to put a social subject on the policy agenda (Surel, 2000, pp. 503, 504). Oost-Mulder (consultant for the municipality Lingewaard) and Schmitz said the first extensive play-policy in Lingewaard was formulated in 2007. According to

Schmitz, the document previous to this one was just a brief description with some agreements on one page. Lingewaard was relatively late in formulating a play-policy. In their case they did not mention the implementation of the WAS as a causal event.

According to Neerbosch, handicap accessibility and inclusive play were not in the first play-policies of Nijmegen, simply because it was not brought to their attention at that time. Kan says they recently admitted this subject to their play-policy and adds: *“it also took a while before we knew how to deal with this subject”*. This is plausible behaviour, considering the large differences between disabled children. When explored which actor in Nijmegen initiated handicap accessibility and inclusive play, GroenLinks is the causal agent, according to Kan and Nieuwehuizen., is GroenLinks the causal agent. GroenLinks considered inclusive play a desirable top on the policy agenda after attending a talk of El Gamal, who is parent of a disabled child. They used their political face to put these topics on the agenda (Dahrendorf, 1981, pp. 59, 60), which also helped to raise awareness on the topic (awareness see paragraph 6.2). After the current play-policy of Lingewaard was created, the subject on disabled children became a conventional subject in OBB their policies, according to Oost-Mulder. She remains unclear about the event causing the inclusion of this subject, despite the wish to include all children in play. Disabled children are not always able to participate in a normal society (see paragraph 2.1), taking them in account in play-policy can help improving their current situation.

5.2.2. Policy prioritising

Regarding to Oost Mulder, inclusive play was never a priority until now. She elaborates *“when writing a play-policy, you have to think about around 100 subjects that can be important. The plan will be valid for 10 years and the execution paragraph for five, so you focus on the for that moment biggest problems”*. According to Schmitz, in Lingewaard only one request was received for adjusting a play area for handicap accessibility and inclusive play. Niels requested playground equipment suitable for disabled children, because he got this request from a parent in the neighbourhood. In Nijmegen the request from some parents and the earlier mentioned event, lead to a higher priority for inclusive play. Still, according to Kan, the number of applications for accessibility and inclusion adjustments to play areas remains low, which can indicate that most disabled children have sufficient possibilities to play close to their home. So far Kan can honour most requests, however the low number of requests does not eliminate situations where improvement is necessary. Both Niels and Kan agree that there are more disabled children than they know of. Niels: *“I know two children with a disability in my block and a little further away there live a couple more”*. According to Senczuk (2011), care takers do not always ask for adjustments, because of the overload they are dealing with. This fact does not stop El Gamal and Herbers, however El Gamal does know that some parents have more problems handling all the extra care. Maas mentioned that a majority of the children with a heavier (multiple) handicap

go to schools further away from home, which means they do not have much time left to play after school. The sons of El Gamal and Herbers also go to these special schools, but they still like to play in the neighbourhood. Kan also mentioned that possibly these children feel less attracted to play outside, or their disability makes it too difficult to play outside, which can strengthen the urgency to adjust more public play areas. Aforementioned reasons not to play outside for disabled children seem valid, however we cannot give an explicit answer to why no more requests for adjustments were done in the cases. Maaskant, civil servant for WMO in Lingewaard, offers the use of the WMO customer file as a solution in analysing how children with disabilities are spread within the municipality. This can be used to choose the most suitable locations for adjustments to play areas and it is easier to prioritise specific areas and include this in the play-policy.

Citizen participation is a subject that got prioritized before, probably because of events that created the awareness around that subject back then. Accessibility and inclusion at this moment are subjects on the policy agenda in Nijmegen, and therefore they get a higher priority (Leyenaar, 2009). At the moment there are only a few small notations about accessibility and inclusion in the play-policy of Nijmegen (Municipality of Nijmegen, 2011, pp. 5, 9, 13). In Lingewaard, these topics are not prioritised on the policy agenda. Still, there is a small notation about it in the play-policy (Oost-Mulder, 2007, pp. 31, 32) and the evaluation (Oost-Mulder, 2013, p. 11). The same policies are committed to cut back the budgets for outdoor play in Lingewaard (Oost-Mulder, 2007, p. 110) (Oost-Mulder, 2013, pp. 10, 19, 38)). Claassen says that *'these budget cuts cause the fact that the municipality for now does not invest much in the play areas'*. This makes investing in inclusive play even less obvious.

5.2.3. Formulating policy questions

According to outdoor play consultant Oost-Mulder and civil servant Schmitz who (among others) made the play-policy of Lingewaard, the community platforms can give feedback on the play-policy concept, as representatives of the citizens. Neerbosch mentions that when they start with the formulation of the policy questions in Nijmegen, they use feedback and information from citizens who protested to a change or did an application to change something. This involved citizens indirectly, although it is not proper citizen participation. (see also chapter 7). The input Neerbosch discussed (see also paragraph 5.2.7) is used to tightening the policy questions, after which the policy can be made (step 4) and creative ideas and solutions can be implemented. The importance of socially important subjects being written down can be underlined by Niels as formal chair of a community platform, who talks about the high degree of change among civil servants. Every civil servant has other priorities, which makes it very dependable on that person if the subject really gets

attention. When written down, the vision and broader policy of the municipality, can more easily be transferred to the new civil servants.

The vision of the municipalities

As mentioned in paragraph 2.3.1 and supported by Maas and Vermeulen, policy on one hand is the part written down, on the other hand it is depending on the civil servants implementing and executing it. One can argue that the way policy is communicated and interpreted is as important as the policymaking itself (Rijnja & Meuleman, 2004, p. 28). Therefore, both the municipality and the civil servant are important for the end result of policy execution. According to Kan, Nieuwehuizen, Neerbosch and Hebben, the vision of the municipality of Nijmegen on inclusive play is as follows: All children with or without a disability, or with different ethnic backgrounds, should be able to play outside together. Therefore, it is important that the accessibility of the play areas is good and there should be some pieces of equipment that enable inclusive play. These are pieces of equipment that are accessible for all children. But all citizens should be able to move around, sport and recreate, which makes outdoor play important also after they reach the target group up to 18 years old. This is similar to the vision of the civil servants cited in this research. Kan does add that she prefers to make play explicit. She stipulates that creating awareness on the subjects of play, both internal and external of the governmental body, is important.

Schmitz: *“We do not really have a vision on handicap accessibility and inclusive play. It is more that everyone should have equal opportunities. Not just in play, but to be able to move around in public space. Play areas for children should enable them at least to use some of the equipment. There is no playground special made for disabled children and that is not the policy. They should integrate with other children and therefore we have a number of equipment, disabled children are able to use”*. According to Schmitz, the municipality of Lingewaard does not have a clear vision on handicap accessibility and inclusive play, though they do describe this in their play-policy. Contradictory, they do point out that all children should be able to play and participate. This is also inclusion. Maaskant adds that accessibility is an important aspect of a play area. Play areas should be accessible for all children and according to her and Schmitz it would be best if every play area offers some inclusive elements. Because of low budgets, one inclusive playground within reasonable distance would be an acceptable solution. Schmitz and Maaskant have the same vision as the municipality, though Maaskant her vision is focussed on accessibility in general.

The visions of Nijmegen and Lingewaard do not differ that much, though one can argue that Nijmegen is more proactive in their vision, which also can be noticed in the implementation and execution of its policy (see also paragraph 5.2.5).

5.2.4. Policymaking

Stegelin (2005) mentioned play-policy as a statement of the vision and aspirations for change and development of an organisation. This corresponds with the statements from Nijmegen and Lingewaard. The municipality of Nijmegen (2011) says in its policy: *“playing together and moving around should be possible for everyone, regardless of age or limitation. By creating a significant infrastructure of both formal and informal play areas, that offer multiple safe opportunities for children to develop themselves physical and social”*. Stimulating play for every child, by means of recreational sports- and meeting places in public space, gives youth the opportunity to develop themselves in a sportive way, into healthy citizens who keep moving their entire life. Play-policy and the execution of this policy, are used as instruments to establish this. The municipality of Lingewaard gives their vision on public playing facilities in the report "Buitenspelen, ja leuk!". In this policy the municipality describes: *“the relevant directives, an analysis of the current situation and the play area, the desirable and current level of play facilities, the measures that should be taken, the pursued policy and vision of management”* (Oost-Mulder, 2007, p. 7). Oost-Mulder adds that *“before Lingewaard had a play-policy, they lacked standards for the quantity and quality of play facilities and a vision of policy and management. By capturing this, a policy vision is formulated and by linking a management vision, more clarity is created on how this is maintained”*. In both cases policy is used to align the vision of the municipality (and their public servants) and to create a tool to support executing this vision. Using policy to improve a current situation is one of the main evidences of governmental effectiveness as mentioned by Sanderson (2002). For instance, for making cities less unequal for disabled, or by helping with the effective use of budgets.

Policy as substantiation for budget

Neerbosch told that usually a smaller neighbourhood playgrounds costs around €15.000,- and a bigger one €30.000,-. As told by Jager (2009) and confirmed by the respondents of the municipalities of Nijmegen and Lingewaard, the expenses on public play areas are being cut, which makes the need for information on social problems even higher, to ensure the budget available is spend wisely. Schmitz: *“policy is used as substantiation for your budget and without this financial coverage, the budget available for outdoor play can change every year”*. The policy can be used to substantiate the vision of the municipality and the changes and development they aspire. Nijmegen for instance reserved a part of their budget to make play areas more inclusive and Lingewaard did not specify their financial paragraph in the play-policy into detail. According to Schmitz, the execution policy in Lingewaard is based on the available budget. When the argumentation is right, they can secure a reasonable amount of money to at least maintain the current quality. Oost-Mulder: *“a lot can be done when you at least have the replacement budget”*. She does add that when greenery and the

surrounding surfaces have to be created and maintained out of the same budget, often there is a shortage of a third of the budget and concessions have to be made. It is unclear what the total budget is for outdoor play (investments and maintenance) in Lingewaard. According to Kan and Nieuwehuizen, in Nijmegen they for instance also allocated budget from other departments which are involved in offering facilities for disabled children, to complete the budget for the realisation of inclusive play facilities. These overlaps in interests also add an argument in favour of integral policy, which shows the importance of including civil servants from different departments in the making of play-policy, done in both Nijmegen and Lingewaard.

Civil servants (knowledge/time)	Externals (knowledge)	Sources (knowledge)	Sources (financial/ voluntary work)
Play-Policy	De Speeltuinbende	Internet	Budget: investments
Public Space	Suppliers of playground equipment	Magazine: BuitenSpelen	Budget: maintenance
Sports	Consultancy agencies	Seminars / courses	Funding and subsidies
Social domain (WMO)	Other municipalities	Observations	Funding (local businesses)
Management and maintenance department	NUSO	Research from universities/Jantje Beton	Citizen participation
District managers	Community Platforms	Newsletters	Budget: Community Platforms (when possible)
District coordinators			Housing Corporations
Recreation department			
Youth Work			
Civil and infrastructure			

Figure 5.1: The combined sources of knowledge/budget in Nijmegen and Lingewaard (Althuizen, 2016).

Not only the allocation of budgets in a direct financial way is done in the policy. Policy can also be used to describe which non-monetary sources are available and how municipalities are planning on attracting these. In table 5.1 you can see the sources which Nijmegen and Lingewaard have available. The financial budget which is reserved is a part of this, however, financial capital can also come from external parties. For instance, Lingewaard is planning to let housing corporations provide financial capital when they are involved in the neighbourhood and Nijmegen has local businesses sponsor projects in public space. Another possibility is citizen participation through funding events (see chapter 7). But also social/cultural capital like knowledge from participating internal and external stakeholders and material sources like reports, websites and books are necessary to make a policy. According to the civil servants this helps to make sure the policy is of a decent quality.

A more integral policy

According to Maas, we are more and more evolving into a 'participation society', which results in the need to make sure that neighbourhoods are designed in a way this can be accomplished. This is both an internal and external process and therefore it is important that municipalities shape the context, to make the participation society work. Complementing policies is a way to make municipality divisions which have an overlap in interests, work together rather than against each other.

If you look at the policies researched in the cases of Nijmegen and Lingewaard, you'll see there already is an overlap between several departments and policies. In the play-policy of Nijmegen (2011) it is highlighted that play-policy is related to other policies. Lingewaard does not mention to work integral in both their play-policy and the evaluation. Still the involved civil servants made the policy in an integral way. Nijmegen aims for a more integral policy, which Maas and Vermeulen mention as necessary and is supported by the analysis of the eight play-policies (chapter four). Nijmegen relates to the programs for Youth, Sports, Health, Education, Neighbourhoods and Green & Water. Lingewaard first of all links to Public Space and Greenery, but secondly also to WMO, according to Maaskant because *"there is an overlap in interest, like for instance play areas at schools"*. These playgrounds are, when publicly accessible, a part of the public space and can help in the development of children. The most common links are made to the policies of Well fair, WMO, Youth, Public space (which often contains greenery and water) and Sports. Though as seen in the eight policies in chapter four, sports in public space often is a part of the public space or play-policy. In Nijmegen and Lingewaard, the most direct links to play-policy were found in WMO (& Youth) and Public Space. Therefore, these policies were also taken into account in this case study.

The link to WMO (& Youth) policy

Nijmegen stipulates that their biggest motivation to change their organization about care and welfare is to offer support for the more vulnerable people in our society, such as disabled children. They highlight this by saying they *"are committed to a city without divisions, a city where everybody feels at home and can be themselves"* (Municipality of Nijmegen, 2015). The WMO-policy of Lingewaard says: *"the play-policy of 2007 contains starting-points to stimulate outdoor play in line of the social relations in the neighbourhood. This way there is attention for the use of play areas by youth with a disability"* (Municipality of Lingewaard Division Policy- and Projectdevelopment, 2013, p. 18). Everybody has the same right to the city (Tonkiss, 2013). In this policy Nijmegen offers both, solutions for a broader target group and individual solutions. Nijmegen (2015) says they offer a great diversity of facilities for children, youth and elders, so called WMO-facilities that are accessible for everybody. For people with a disability they use the method 'Just participate' to help participating in neighbourhood activities. Maaskant says they *"have neighbourhood sports coaches who promote*

sports adapted to disabled and they promote sports clubs to be open to people (young and old) with disabilities” and also the combination of day-care facilities and facilities for disabled and regular children. The collaboration of playgrounds with guidance from the day care organisations can help stimulating inclusive play, because disabled children often need help from adults to play with other children (Nabors, Willoughby, Leff, & McMenamin, 2001), though this development can also happen when children learn from each other (Richardson, 2002), a good example of inclusive thinking.

The link to Public Space policy

Nijmegen (2013) wrote in their public space policy that they want to connect this policy to social goals. According to Fleer, *“accessibility is a priority for the alderman of neighbourhoods, Public Space, Education, Sports and Accommodations in Nijmegen”*. Partly because of the implementation of the new WMO, he now aims at a sustainable and accessible city, which shows that next to the WMO, public space policy is also important when it comes to play areas. Play areas are a part of public space and to reach a play area, roads and sidewalks are important. *“For a city where everybody feels at home and themselves, an inclusive society that will not exclude the social weaker people, it is important that people are able to meet each other, that they can participate and are connected to each other”* (Municipality of Nijmegen, 2015, p. 5). Vermeulen highlights the importance of meeting and interacting, which is important everywhere in public space, but in particular when it comes to outdoor play. Creating inclusive public space can be a goal on itself, but it is also a way to prevent problems that are more difficult to solve, like in healthcare. Therefore, both Nijmegen and Lingewaard consider children as an important group in society, who should have the opportunity to develop in the best possible way.

5.2.5. Policy implementation

By validating its play-policy, a municipality can prevent children from being neglected in their future development opportunities. It contributes to an equal distribution of play areas over the children and neighbourhoods of Lingewaard (Oost-Mulder, 2007, p. 10). In both Nijmegen and Lingewaard, the civil servants who designed (or helped designing) the policy, are the ones responsible for the implementation. In the case of the play-policy in Lingewaard, that is the department of Public Space. Schmitz says that in bigger municipalities, the policy will probably be written by a department dedicated to making policies, who thereafter hand it over to the department which will take care of the execution.

Nijmegen has their own department for outdoor play and one department for the maintenance of public space and play areas, just as Schmitz mentioned. In their case civil servants Kan and Nieuwehuizen moderate the policy, after they wrote it with the help of others. Neerbosch

and his colleagues are the ones who maintain the public space and he also does part of the moderating. In Lingewaard, Schmitz and his colleague are responsible for both the policy, as well as the implementation and execution. He thinks it is an advantage they both design and execute the policy, because they know the subjects of interest. After the designing, the city council adopts the policy. After that point it is up to the civil servants to abide by the policy or the council will have to correct them., Oost-Mulder says *"it is important that it does not stop with the implementation of a play-policy. There should be an execution policy to make sure that what is written in the play-policy, gets executed"*. This to ensure the policy is carried out in the right way.

5.2.6. Policy communication

The sixth step in policy creation is communication. Better information and more effective communication can help create support and understanding for the policy and informing people about the (new) guidelines (Rijnja & Meuleman, 2004). A municipality is obliged to communicate changes in policy externally through some standard lines, allowing interested citizens to stay up to date. Normally this is done through media like local newspapers and the website of the municipality. Neerbosch says that when the changes in policy have a direct effect on a specific group of citizens, they are informed by direct mail.

The municipality of Nijmegen, at this moment, does not inform citizens about the introduction of a new policy. Nieuwehuizen is interested in improvements in this area, especially in communicating more often with citizens. This way they can more easily communicate changes to the citizens, for instance with help from the neighbourhood councils. This can also help create awareness on the subjects of interest, such as inclusive play. Good information and more effective communication are crucial in policymaking, partly because of the stronger voice of the citizens (Dikec, 2005). Though not only before implementing the policy communication is important. Also during the process, this can help strengthen the policy and the position towards citizens and citizen participation (Rijnja & Meuleman, 2004, p. 28). Therefore, Oost-Mulder advises to engage a communication employee from the beginning and agree on how the process is supposed to take form. This is also important during the execution of the management plan.

The importance of communicating new policy is not a recent idea, but in the case of play for disabled this might even be more important than usually. Maas says it is important to adapt the communication strategy to your target group and to have a good representation of the neighbourhood, including parents of disabled children. *"It does not help when you say: If you do not help, then there will be no facilities for children with disabilities ... the parents already have a lot of pressure and the children are spread through the municipality. Plus, they are already used that they*

are not taken in account". Therefore, Maas advises for instance to take the local culture and daily activities into account.

External communication around projects

Kan told about when supervised playground Brakkefort in Nijmegen was tested on accessibility and inclusive play, to see what could be done to improve the situation. De Speeltuinbende made a report with suggested adjustments. In the municipality they deployed some extra internal communication afterwards which lead to more internal support, which in turn made it easier to get the necessary finances for the project.

When de Speeltuinbende came to test a playground in 2013, the municipality did communicate this in the local media. Kan did mention the external communication could have been better. Another project was the adjustment of some neighbourhood playgrounds in the neighbourhood of El Gamal and Herbers, also in 2013. El Gamal, in consultation with the municipality, did the communication to the neighbourhood for this project, to prevent other residents from offering resistance to the work. She sent a letter with pictures to explain what was going to happen, to inform the residents. In other cases, the municipality of Nijmegen did the communication on its own and El Gamal was really satisfied about the information and the contact with the civil servants.

The civil servants of Nijmegen told that when adjustments are done to playgrounds, they also communicate this through their local media like 'RTV Nijmegen 1' and the newspaper 'De Brug'. When the adjustments in Brakkefort are finished, they will publish another topic on this to promote this, just like they did after some of the first adjustments were finished. Kan mentioned she expected more disabled children to go to these play areas to play, though she did not hear anything about this. Herbers and El Gamal are pleased they can now go and play outside, because this was almost not possible before the adjustments to Brakkefort and the playgrounds in their neighbourhood. Neerbosch is satisfied with these positive reactions on the adjustments of the play areas.

5.2.7. Policy evaluation

Policy evaluations are done to get more clarity on the desired role of the Government (Leyenaar, 2009). Nijmegen now has its third play-policy, which will almost be replaced. Their recent replacement term for the play-policy is four years. According to Kan and Nieuwehuizen, they are discussing to change this to 10 years, with an evaluation around 5 years after the implementation. A common period among the municipalities who participated in the survey and one that makes it less subject to change, because now the policy changes with the term of office of the city council. In Lingewaard, the scheduled evaluation is after five years, the most common period for municipalities.

In addition, signals from residents and the observations of the management activities of the municipality are reviewed during the evaluation. A regular question that arises is whether there are sufficient play locations and whether these are matching the current needs (Oost-Mulder, 2013, p. 4). This evaluation is done to get more clarity on the desired role of the municipality (Leyenaar, 2009).

The municipality of Nijmegen only evaluates its play-policy internally and not with citizens, which does not mean the feedback from citizens is not taken into account. Nieuwehuizen explains they work with a management system, in which complaints from citizens and notes about the use and abuse, are saved. This information is gathered and discussed once a year or more often when there are serious complaints. The rest of the information is from observations by Neerbosch (which is not administrated) and the real analysis on the policy is done once every four years. This way, indirect information from citizens is used in the evaluation of the current play-policy. According to Neerbosch the changes to the valid policy are nil, which can indicate time and money can be saved by stretching the period of validity. The adjustments made to increase inclusive play, are in the case of Nijmegen more practical and casual in the execution of the policy.

In Lingewaard the evaluation took a little longer than planned, approximately a year, because of more and bigger changes on the thoughts about policy. This was mainly because of unexpected changes in the demographics of Lingewaard. According to Niels, not everybody was satisfied with how Lingewaard dealt with feedback given by the community platforms (see 7.2.1). His, and other platforms did not agree on the removal of some play areas. According to Oost-Mulder, the municipality was the one communicating with the platforms and as mentioned in paragraph 5.2.6, the communication could have been better to prevent these citizens from complaining.

5.3 Play-policies in short

The cases Nijmegen and Lingewaard are both municipalities located in the province Gelderland in the Netherlands. Nijmegen is a municipality consisting mainly out of one city and Lingewaard consists out of three village centres. Though Nijmegen is four times bigger than Lingewaard, they only have two times as much play spaces, they both have a play-policy, only Nijmegen wrote it themselves and Lingewaard had help from OBB Ingenieurs. The seven steps of policymaking according to Leyenaar (2009) are used to show how an (inclusive) play-policy can be made. It starts with making the 'policy agenda', where the political lobby and events can help create enough awareness around the subject to finish the agenda. Then 'policy gets prioritised', 'the policy questions are formulated' and the vision of the municipality is described. When the actual 'policymaking' starts, policy is used as a substantiation for budget, but also the link is made with other departments and policies, to create an integral policy. WMO (& Youth) and Public Space are the policies found with the most direct links to

play-policy. After the policy is created the 'policy implementation' starts together with 'policy communication'. Afterwards the 'evaluation' is done to improve the next policy and the current situation. This evaluation usually takes places after five years and will be renewed after 10 years.

Still, play-policy is made to improve the public playgrounds and maintain a decent quality. I will elaborate further on the creation of inclusive playgrounds in the next chapter.

6. Creating inclusive play areas

In the past the fast growing expenses on public services made the demand for information on social problems and their nature rise. To get to know more about their effect and impact on public policies (Sanderson, 2002). Maas, an expert in outdoor play, highlights that outdoor play for disabled children is a social problem. For many people finding adequate locations for outdoor play is still a problem. These issues need to be taken into account during the play-policy-making process (see chapter 5) and when making inclusive play areas. El Gamal and Herbers, parents of a disabled child, agree that this is a problem and they say that it used to be hard to find an inclusive play area in their neighbourhood. More than 85% of the families with a disabled child have the same problems in finding a place to play outside (NSGK De Speeltuinbende, 2009). This shows the need for adjustments in municipality play areas, to enable disabled children to play outside within a reasonable distance from home.

In the beginning of this chapter, the measures taken on inclusive play by Nijmegen and Lingewaard are discussed. After that the following subjects of interest are highlighted in chronological order, to give a good overview of the social problems around inclusive play: awareness, expectations, accessibility and inclusive playground equipment. This is done to provide information on how inclusive play can be improved on public playgrounds.

6.1. Measures on inclusive play in the cases

6.1.1. Measures on inclusive play in the play-policies of the cases

Nijmegen and Lingewaard both included handicap accessibility and inclusive play in a different way in their play-policy. Lingewaard says *“every human being is unique and has its own pattern of development. This is also depending on for example culture or disabilities. Therefore, it is important to take these differences and possibilities regarding play into account, in the available play functions. To create a balanced range in play functions, it is important to ensure that there are enough play possibilities (by design, appliances, play incentives and space) and that there is enough variation in playground equipment and features”* (Oost-Mulder E., 2007, p. 20). OBB, at that time wrote this part of the play-policy from Lingewaard in all policies they wrote, unless municipalities told them not to. Around 2011, as told in paragraph 5.2.1, Nijmegen was asked to pay more attention to children with disabilities. Nijmegen did not formulate a broad vision on play for disabled in their policy, like Lingewaard did, though they did mention concrete measures to improve inclusive play in their municipality.

According to the play-policy of Nijmegen (2011) the following activities are executed to improve the accessibility and inclusive play. *“Nijmegen has 6 supervised neighbourhood playgrounds; 5 of them are located in the districts of Wolfskuil, Heseveld and Willemskwartier. In the past period*

the municipality has invested in attractive playground equipment. In addition, 2 administrative buildings have been renovated: The Liguster and Beetsplein. Both playgrounds had equipment placed for children with disabilities". In the policy memorandum from 2007 it was announced that in 10 play areas custom playground equipment (also usable for disabled children) would be placed. Ultimately the choice was made to place this playground equipment in the supervised and managed playgrounds, because in these larger protected play areas, children and their care takers will often stay for a longer period of time. In the coming period the municipality of Nijmegen (2011) also wants to build play possibilities for children with disabilities at (at least) 5 play areas scattered throughout the city, including the bigger municipality playgrounds. One or more pieces of inclusive playground equipment are placed on these play areas.

The natural play areas, Nijmegen talks about in its policy, are often less accessible. This does not have to mean these play areas cannot be suitable for disabled children. When the possibilities and impossibilities are taken in account, natural play areas can very well be used by disabled children (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012). This is because each disability has its own characteristics, and they can all use different aspects of the natural play area. Also, children without a disability often love these play areas, like for instance the daughter of El Gamal. Therefore, determining these playgrounds would be disadvantaged.

6.1.2. Inclusive play areas in the cases

Both Nijmegen and Lingewaard included disabled children in their policy, in their own way. But how do they make sure children with a disability can play? What adjustments are already done to enable disabled children to play with other children? All children are unique and they often prefer different kind of games, this is the same for children with a disability. For a part their characteristics are defined by their (dis)abilities, which enable them to enjoy different types of play (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012). For instance, the children from El Gamal and Herbers both have completely different characteristics and they enjoy different types of play. As Vermeulen says that all children need to have a place to play, within reasonable distances, this does not have to mean that municipalities need to include all disabilities. According to all respondents, this is simply impossible and unnecessary.

Two children with disabilities

The son of El Gamal has an intellectual and development disability. He is almost ten years old at the moment of conducting the interview and at that moment he functions like a child at the age of one. Like more often the case, he has a mental retardation combined with a motor skill disability. In play it

is harder for him to get a hold on the environment and he has troubles expressing him selves. For him it is also harder to handle multiple incentives, what causes him to play alone more often and crowded places are harder to handle. El Gamal told her son loves to play by touching different structures or by using a bird nest swing or carrousel. He mainly enjoys sensory play and playing in a carrousel also stimulates his vesicular system, which is an extra positive effect. Most of the time he plays with structures that are already available, like for instance by walking next to a building and feeling the change in structure when crossing windows and fences. On the playgrounds, equipment like a Tic-Tac-Toe or comparable equipment works out fine.

The son of Herbers is ten years old (at the moment of conducting the interview) and was born with Spina bifida (an open back), which caused him being paralysed from the middle and having a light intellectual disability. He is in an active wheelchair and this mobility impairment makes accessibility of great importance and not all equipment is suitable for him to play with, because he is not able to get out of his wheelchair on his own. Therefore, it is necessary to get help while playing with equipment like a bird nest swing. The son of Herbers likes to play with swings, water play areas and traffic squares, though when playing in a swing he likes both being in the swing and pushing his mom who is in it. In both cases the surface is of great importance. When playing at traffic square he loves the traffic lights and playing with other children. Others can participate by using a skelter or scooter for instance, but also children in an EPW can easily be included.

Both municipalities are pretty satisfied about the possibilities for inclusive play in their municipality. Nieuwehuizen mentioned that most play areas are accessible and the few that are not will likely be adjusted when maintenance has to be done. Civil servants Kan, Neerbosch and Nieuwehuizen say that when new play areas are created in Nijmegen, the newer ones are always accessible. Schmitz, civil servant in Lingewaard, thinks there are only a few play areas (3 or 4) that are not accessible. He said that the fences placed around play areas in the past, were mostly demanded by citizens, to secure the safety near a busy road or water. According to Vermeulen, this is caused by the fear culture which can be seen the last few years.

Herbers mentioned that a couple of years ago it was difficult for her and her son to go to a play area and play together. *"We almost never went to playgrounds, simply because my son could not play there. After we joined de Speeltuinbende this got a lot better. Now we know where we can go and play"*. In her case accessibility and suitable equipment were often the deal breakers, but now there are suitable options in the neighbourhood. For El Gamal this was different. Her son cannot play

alone, so someone needs to be with him all the time and his play is mainly sensory. Therefore, accessible and inclusive equipment is less necessary, though it can help. For instance, to oscillate in a swing what is not possible in a regular swing. In Lingewaard they did not have a direct contact with parents from disabled children. As told, only one community platform had a request from a parent for inclusive playground equipment. Niels, the chairman of the platform, helped arranging a bird nest swing to enable them to play.

Nijmegen already placed some bird nest swings and hammocks, but after they came in contact with De Speeltuinbende and the parents with disabled children, they started to pay even more attention to accessibility and inclusive play. According to Kan and Nieuwehuizen, it all started when Fort Brakkefort got tested by De Speeltuinbende on handicap accessibility and inclusive play. After this the process of adjusting started, which is almost finished at the time of writing. The civil servants of Nijmegen say that the tips from De Speeltuinbende really helped in giving insights on inclusive play, but it also made it more natural to make playgrounds inclusive. A little later, Nijmegen tested several neighbourhood playgrounds with El Gamal, Herbers and their sons. Afterwards some adjustments were done, but more on citizen participation in chapter seven. The adjustments that were carried out are mainly improving the accessibility and placing some inclusive equipment. The most recent example is the traffic square in Nijmegen North (figure 6.1), where children can ride around on bikes, scooters and skelters, but which is also perfect for disabled children.



Figure 6.1: Children and an adult playing at the new created traffic square in Nijmegen North (Facebook page from Francis Herbers, 2015).

“Spread across Lingewaard there live several young people with different bigger or smaller disabilities” (Oost-Mulder E. , 2007, p. 31). For them the importance to play is just as high as for other children. Small adjustments in the design of a play area, can often avoid that a play area is not appropriate for someone with a disability. In these cases, accessibility and the choice of playground

equipment are important to make a play area inclusive. For example, by applying a bird nest swing instead of a traditional one can be a great play value for children with and without a disability. For example, the carousel and hammock (figure 6.2) at playground De Doornenburg. As you see, some children without a disability can play with it, but it is also suitable for a disabled child and it can stimulate inclusive play. Though it has to be possible to reach it (see paragraph 6.4) to enable a disabled child to play with it.



Figure 6.2: Children playing in the hammock in De Doornenburg (Playground Association De Doornenburg, 2015).

Most inclusive equipment in Lingewaard was not chosen on purpose, though Claassen from De Doornenburg thinks that in their case, the original design (made by Jantje Beton) had inclusive elements on purpose. According to Schmitz, until recently Lingewaard did not include accessibility and inclusive play, when they designed or renovated a play area. Lately they did place some bird nest swings, a while after Niels asked for one in his district. Still Lingewaard is not proactive in making accessible and inclusive play areas, though this is mentioned explicit in its policy. Niels said the argumentation is because Lingewaard does not know where adjustments are necessary. Maaskant said this is simply because *“there was never any attention for accessibility and inclusive play in the policy and it was not a topic of conversation”*. Not being proactive is not necessarily bad, as long as measures are taken when necessary. In Nijmegen they try to be more proactive and make as much inclusive play areas as possible (with the available budget), but also here the requested adjustments get more priority. Two completely different ways of dealing with accessibility and inclusive play, but remarks can be made. When looking at both play-policies, Lingewaard describes a more inclusive

approach, though they mainly work on request. Nijmegen had a pretty specific description in its policy, but they have a more general approach on accessibility and inclusive play.

6.2. Awareness

Hebben: *"The municipality is a big governmental body ... which makes outdoor play a subject that is not in the heads of all civil servants"*. Maaskant confirmed this in the previous paragraph, when she told about how topical the subject is in Lingewaard. Still, when the civil servants working on and with public play areas talk about accessibility and inclusive play, everybody gets enthusiast and agrees it is important to facilitate this. Looking at accessibility and inclusive play, 'awareness' is probably the most important aspect. Hebben playground manager in Nijmegen, said that the civil servant who decides about the budgets, almost never sees the (use of the) play areas. Therefore, awareness around subjects like accessibility and inclusive play are very important. Maas does add that awareness should be combined with knowledge and a solid basis of regulations, to make the effect as big as possible.

6.2.1. Knowledge

Earlier this research mentioned that there still is not enough awareness on inclusive play. Maas thinks knowledge is the start of creating "positive awareness" on the subject and afterwards you can start creating support for the creation of inclusive play areas. This knowledge should be spread among all civil servants who participate in the creation of play-policy and play areas. Thinking in limitations should be prevented, because it does not have to be expensive and special equipment is not always necessary. Herbers: *"Often it is much more fun to keep it simple"*, and there is plenty of regular playground equipment that can be used for inclusive play. These expectations on what is necessary and preferred vary a lot between families with a disabled child and municipalities (see paragraph 6.3).

The role of suppliers

In Nijmegen the knowledge on inclusive play rose a lot, when De Speeltuinbende had tested playground Brakkefort. According to Nieuwehuizen this was necessary because of all the different disabilities and the lack of information from suppliers. The pictograms used by suppliers even created confusion, because used this for all equipment suitable for disabled children, despite their disability. One thing that all respondents agree on is the importance of different elements of play, so as more different children will be satisfied while playing. Suppliers have the designers to help creating a diverse playground and they also have plenty playground equipment to stimulate inclusive play. The biggest problem is that it is unclear for a lot of the customers, which equipment stimulates inclusive play for which disability and also combining the right elements in play can be difficult.

Testing the playgrounds

In Lingewaard playground association De Doornenburg had their playground tested by De Speeltuinbende. Claassen said that they learned from this, but they did not have the money to do most of the adjustments. So far there were no complaints about the possibility to play for disabled, partly because they already had some inclusive playground equipment. But this does not mean the testing was ineffective. On the contrary! Claassen mentioned they keep the suggestions in mind for when budget is available or when equipment has to be replaced. The testing of the playgrounds helped to get knowledge on the subject and both Maas and Oost-Mulder advise municipalities to test at least some bigger playgrounds. Maas mentioned that this knowledge is necessary to create awareness and understanding. Also, Hebben suggested lecturers to inform the civil servants and transfer the 'necessary knowledge' as Maas mentioned it.

6.2.2. Awareness

When knowledge is transferred, the first awareness is created among those who are already involved. To make awareness rise, Maas says that it is important to *“brand it in the minds of people”*, because this makes it more natural to think about the subject (in this case accessibility and inclusive play). She also said that you cannot expect citizens to always take disabled children in account naturally. This is supported by Mullick (2013) who says that society still needs to adopt a more inclusive attitude towards safety and access so all children can use and enjoy it independently. To prevent these children from being excluded, Maas said it is important that a municipality has an inclusive attitude and helps to create awareness among citizens, so not only among civil servants and professionals.

As told in paragraph 5.2.1, GroenLinks submitted a motion for more and better play opportunities for disabled children and in Nijmegen, what created a lot of awareness on inclusive play. In Lingewaard, so far there is not much awareness around accessibility and inclusive play. Maaskant said the topics 'accessibility at play areas' and 'inclusive play' are not discussed in their municipality. Schmitz said they *“do look at it, only not that conscious. Though I should lie if I said that a disabled child has a more prominent role than every other child. Every child, playground and piece of equipment has the same value”*. Though according to Maas and Neerbosch, a regular child does not need adjustments to play together with other children, so you can say that more attention can help enabling them to play outside. Vermeulen does highlight that what differences we come up to, we should not forget that *“children in a wheelchair are also normal children”*. Not only children in a wheelchair, but all children with a disability are children who just like normal children should be able to play and develop themselves.

Maaskant, Schmitz and Niels say they in Lingewaard did not pay that much attention to accessibility so far. In Nijmegen they started to take accessibility in account because Kan added more value to the subject (partly because of her background with disabled children) and after the presentation from El Gamal. This shows that the experiences and priorities of a civil servant and the noise citizens make, are both important to raise awareness. Also the lack of awareness in Lingewaard made them less proactive, according to Maaskant.

The NSGK Speeltuinbende Inspiration Event during the Leisure Business Days in Venray (figure 6.3), was an event which is used to create awareness on inclusive play. Here a couple of speakers told about their measure to improve accessibility and inclusive play on their play areas. The public contained among others playground developers, suppliers and owners of playgrounds.



Figure 6.3: NSGK Speeltuinbende Inspiration Event during the Leisure Business Days in Venray (Althuizen, 2015).

The municipality is one target group, but because of the rising use of citizen participation, the citizens participate in this process are another. Maas thinks that the meetings for these projects are ideal to give a short presentation on accessibility and inclusive play. This because nobody responded if the subject 'play for disabled children' was brought up in a meeting. People are not aware of disabled children, neither in their neighbourhood nor the municipality they work for. According to Oost-Mulder said, it is important to market awareness in the right direction, like by courses and magazines. Kan adds that the communicating of success stories on inclusive play is a good way to contribute the communication process. In Nijmegen, she thinks this is not done enough so far. After

completing the adjustments in Brakkefort will be a good moment to start doing this and reach more citizens. More on citizen participation in chapter seven.

6.2.3. A solid basis

How much emphasis there is on accessibility and inclusive play, very much depends on the civil servants which are responsible for the play areas in the municipality. So far there is no or not much enforcing policy on this, though this does not mean disabled children are not taken in account at all. Kan and Maas say, the execution of adjustments on accessibility and inclusive play depend more in the involved civil servants and how much attention is drawn to the subject. Still Herbers said that inclusive play should in basics be a part of the play-policy, because it can help a great deal in ensuring it to be executed. Policy is a good way to measure and improve actions on equality and to raise attention on the subject ((Sanderson, 2002, p. 3) (Dahrendorf, 1981, p. 59)). According to Vermeulen, *“Policy can be used to create awareness among policy officers”* but this is not enough. *“A management plan helps with the implementation and applying of methods to improve handicap accessibility and inclusive play, though these plans should stay as compact as possible”*. Through monitoring and measuring, continuity can be created and awareness will automatically rise among new civil servants. Both Maas and Vermeulen think these are important aspects.

Niels says *“the civil servants in the municipality change every once in a while, what makes it difficult if nothing of the agreements is written down”*. Only a brief comment on the subject is not enough, but it has to be in the execution policy too, to make sure the agreements in the play-policy are carried out in the right way. Oost-Mulder says: *“I think execution policies become more important. This way the vision and policy can get more concise and to the point. They aim at a couple main subjects and in the execution policy you say how normal administration and maintenance are done”*. In the ‘execution policy’ also called ‘management plan’ you can add the subject inclusive play and how the design of the play area can stimulate this. The management plan becomes a guideline for the management and maintenance of the play areas, unlike the more financial calculation that it is now. Oost-Mulder says they so far often lack practical aspects.

6.3. Expectations about inclusive play

When talking about accessible and inclusive play areas people in different positions appear to have different expectations and insights. When analysing these expectations, two main subjects can be recognised. The first is the request for special equipment for disabled and the second is about the costs of making adjustments.

6.3.1. Expectations around the request of special equipment for disabled

To make a play area inclusive, a lot of people immediately think about expensive equipment like a wheelchair swing or -carrousel. According to Herbers, civil servants often think that the parents of

disabled children expect them to buy these expensive pieces of equipment. This was also the case in Nijmegen when they offered El Gamal to place a wheelchair swing as a solution for enabling her child to participate in outdoor play. Schmitz from the municipality of Lingewaard also expects the preference for this special equipment, *“why else would manufacturers of playground equipment make them?”*

Both Herbers and El Gamal prefer ‘regular’ inclusive equipment, which can be used by all children. Isolating children in their play with expensive specialised equipment does not enable them to play together with other children. A wheelchair swing for instance can only be used by one child at the time, usage without a wheelchair is not safe and these swings are heavy and hard to use for some disabled children. Playing in these, these children will not be included in the outdoor play activities and there a separation will still be visible. Enabling them to play with other children make the switch from a concept of integration towards inclusion (Casey, Understanding Inclusive Play, 2010 (b)). Only then can inclusive play happen on a play area, because the playing together is the most important aspect!

The wishes from the families with a disabled child are completely different from civil servant from Lingewaard and the ones from Nijmegen, before knew more about play for disabled. Now Neerbosch advises to keep it simple and multifunctional in use. Kan and Nieuwehuizen say that disabled children should every once in a while be confronted with possibilities and impossibilities in outdoor play, just like other children, to challenged and develop their mental and physical capabilities. The parents support this vision and they say that most of the time the simple (and less expensive) adjustments are the most effective ones. El Gamal and Herbers say that special equipment is not necessary and they prefer the money being used to improve the accessibility.

Nieuwehuizen does not only want to use inclusive playground equipment, because the different disabilities and their way of play (see also paragraph 2.2.1) already show a great variety, which makes it hard to take them all in account at one play area. Parents also do not expect this. El Gamal said: *“I do not think you should expect that every play area can be used by all children”*. As Kan says: *“Diversity is the key, because 100% accessible and inclusive for one child can be only 10% for the other”*. Also normal equipment can be perfect for some disabled children. For instance, a child with a mental retardation often enjoys playing at playgrounds for the smaller children. Claassen once had a disabled child on their playground who really enjoyed playing by himself and he did not need others or special equipment. Also, when you take away all sandboxes, this will enable children in a wheelchair to reach more playground equipment, though it will limit the possibilities to play for instance for children with autism. Kan adds to this that the sand can also offer a challenge for children with a walking impairment. Still this should not be mixed up with the accessibility of the play area.

6.3.2. Expectations on the costs of making a play area inclusive

Even without going for the 'normal' equipment, suitable for inclusive play, adjustments are still expensive when done to an existing play area. Costs that most people really underestimate according to Neerbosch and Hebben. Even the making of a sidewalk costs a lot of money. Parents of disabled children do not ask for too drastic measures according to Nieuwehuizen. They do not expect that everything will be changed and the requested measures were quite simple. This differs from what Hebben mentioned: *"off course these parents hope everything is adjusted right away, though I think they understand that we do not have the money to do so"*. The two mothers El Gamal and Herbers know what the costs are and as Nieuwehuizen said, they do not expect too much. This shows that some civil servants are afraid of higher expectations among citizen than necessary. The parents spoken to are aware of the costs for adjustments for accessibility and inclusive play and they consider themselves lucky that Nijmegen is very helpful in thinking about solutions. Also the choice to make just two locations inclusive was accepted, because the budget was insufficient to do more. Herbers said that you should be realistic and not try to change everything at once. El Gamal does note that there are plenty of simple (and cheap) adjustments to make play areas more accessible and inclusive. Hebben and Neerbosch said they try to do so when maintenance has to be done.

After playground De Doornenburg in Lingewaard was tested by De Speeltoerbende, they did not have the resources to do much with the given proposals. Claassen told that *"when some really enthusiastic people are trying to help you in that way, it feels a bit like a burden"*. But although they were not able to execute most of the proposals, they do keep these in mind for when there is budget. Also when maintenance has to be done, they try to do it in a way it improves accessibility and inclusive play.

6.4. Accessibility

Schmitz emphasizes that *"the accessibility of a play area is something you always have to keep in mind"*! Still, though this is the vision off all respondents, the actual actions do not always cooperate. There can be several reasons for this. For instance, it could be because a municipality recently gained knowledge on accessibility, like in the case of Nijmegen, because more attention is brought to the subject and because doing the adjustments takes more budget than often is available.

Nijmegen (2013) said this about the accessibility of public space in general: *"Design and management with attention to the accessibility of the public space so that people can use public space independently for a longer time"*. When this vision is carried out in the design of the city, it can help preventing inequalities in a city (Tonkiss, 2013). Nijmegen did not describe concrete actions on how to do so, though Fleer said that they do consult with citizens and interest groups WIG (Working group for the Integration of Disabled) and STIP (an organization that helps when you have disease,

disability and independent living problems) on which actions are necessary. The three major bottlenecks that were raised:

1. Improving the connection of on- and off-ramps on the street;
2. Fixing loose sidewalk tiles (already in the reporting system of the municipality, and the 'call-and set-line' [bel- en stel-lijn]);
3. Removing overhanging branches (can be reported by the 'hotline supervision' [meldpunt toezicht]).

Accessibility often is not a common thought for those without a disability. Therefore, it is important to keep the available checklists up to date (e.g. the Speeltuinbewijzer). Fler for instance mentioned that the use of contrasting colours can be an added value to improve accessibility. Nijmegen aims on being (or becoming) a 'director commune' on the improvement of public space and they handle a more integral approach. A basic level will be the starting-point and citizens can upgrade their public space by participating. This is in line with the new role of a municipality Maas, as described in paragraph 5.1.3. Neerbosch highlight that this does not work for all citizens and neighbourhoods and as a municipality they have to take this into account. Otherwise it is possible that some neighbourhoods lag behind. Not all citizens are the same and you cannot expect the same capacity from all of them.

6.4.1. Accessible surfaces

Disabled children already experience the city with a lot of physical inaccessibility's and exclusion, and also inaccessible play areas can place them at risk of personal injury and social exclusion (Gleeson, 2001). Those people still run into barriers when they try to cope with urban life (Hubbard, 2006, pp. 115, 116). El Gamal and Herbers said that they experience that play areas, like other parts of the city, are mainly designed in the advantage of able bodied children. This means that disabled children have to cope with (unaware created) multilevel layouts with, for instance, stairs, narrow gates, steps, steep slopes and loose ground materials. These create problems for children that are less mobile, like their sons, but also for disabled parents and elderly people. Participating in play or for parents or grandparents to see their (grand) children play can therefore be a lot more difficult.

Having access to a play area is the first and most important aspect to enable inclusive play. Maaskant said: *"A child has to be able to access (a part of) the play area and walk or ride around, so also children in a wheelchair or someone with a walker can play"*. All civil servants, who participated in this research, agree that accessible surfaces are the first step in enabling inclusive play. It all starts with looking critical to the choice of surface that is used, something what according to Kan, was not always done in the past. Still Nieuwehuizen thinks that at this point 90/95% of their play areas in Nijmegen are accessible for children with a disability, based on the surfaces they use. Those who are

not accessible jet, will be made accessible when adjustments have to be done. In Lingewaard they did not pay that much attention to handicap accessibility and inclusive play (see paragraph 6.2.2), though they do acknowledge the importance. Also the board of playground association De Doornenburg says they try to make their playgrounds as accessible as possible, though the playground has to pay off as much as possible for everybody. Claassen said there so far were no requests for adjustments, except for the report from De Speeltuinbende. Still they did create extra sidewalks, to enable children in a wheelchair to reach the inclusive playground equipment, though not everywhere. The reason not all advises were carried out, was because there was not enough space or budget to do these adjustments. The measures for a child in a wheelchair to ride around are paths of at least 90cm wide and 120cm when they need to be able to turn (Haug, 2007, p. 9). Combined with the by the WAS required safety zones around an object, can cause the lack of space. With new created play areas this is less often an issue.

An aspect that worries Oost-Mulder, are the budget cuts that were made recently. These occur more often at municipalities, which makes it harder to do all necessary maintenance and replacements (Jager, 2009). The budget cuts on the choices of material that are used for surfaces worry Oost-Mulder the most. *“Everything has to be done as cheap as possible, which stimulates the choice for surfaces made of for instance sand, tree bark or wood chips. Those are more difficult to access for some children, especially for those in a wheelchair”.*

6.4.2. Limiting accessibility with fences, gates and differences in heights

It is logical that fencing a play area can limit the accessibility for people with a pram or in a wheelchair. Still Schmitz said that this sometimes is necessary to prevent youth with motorcycles from causing trouble at these areas. He said that *“placing fences immediately creates disabilities to a play area”!* Lingewaard has the policy to not place fences around play areas, though when citizens demand these from the community platforms, it is hard for the municipality to stop them from placing them. In Nijmegen, one park nearby Herbers is fenced to prevent motorcycles from getting in. They had the solution to enable people to get a key to open the gate, but because only a few people know where to get the key, this area is still inaccessible to most. A solution according to Herbers is the commitment of Young Work to keep the youth under control and Schmitz adds that instead of placing fences, parents should watch their children play to secure their safety. He thinks too many parents (two earners) want to watch their children play from out of the house, while doing other things and that is not normal outdoor play according to him.

Another problem that occurs is the differences in heights. For instance, at De Doornenburg, there was a boy who loves to play basketball, but the basketball field (figure 6.4) was at a lower level than the sidewalks. Therefore, ramps were made, to enable him to enter the field. Also the gradient

of ramps can be a problem (figure 6.4), so these should be shallow enough ((Haug, 2007) (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012)). This are classic examples of inequalities in cities and inaccessible situations disabled run into ((Hubbard, 2006) (Tonkiss, 2013)). El Gamal and Herbers acknowledge these problems and though these seem logical, these problems still occur at new created playgrounds like for instance the ones near the WADIs in their neighbourhood.



Figure 6.4: To steep hills near the castle, the accessible basketball field and a telephone that is too far from the sidewalk (Put, 2012).

6.5. Inclusion and exclusion

In play there should be no place for discrimination or exclusion. Vermeulen said: *“discriminate is a natural and ancient feature of mankind. Long time ago it was already normal for the strongest people to work together and gather their strength. But there also was a division between different kinds of people. This is not only the case between natives, but also immigrants make these divisions”*. This shows exclusion is as old as mankind and nowadays this, consciously or unconsciously is still the case, also at play areas. This again is an example of how cities produce inequalities (Tonkiss, 2013) Innemee (2014) stated that a disability is caused by the interactions between health conditions, environmental and personal factors. So when the personal and environmental factors are good, a health condition does not have to cause exclusion. First the personal factor is discussed in a way of how an inclusive mind-set helps inclusive play, then playing together is elaborated and afterwards the environmental factor ‘inclusive playground equipment is discussed more elaborately.

6.5.1. An inclusive mind-set

At a play area the equipment is not the only aspect of importance to only make it inclusive. As Maas says: *“it is also the feeling of being accepted and fitting in”*. With or without a disability, the personal factors like the network of a person are always important. For a disabled child it is important to what extent people are open to include him or her. Vermeulen says a change is necessary and awareness (see also paragraph 6.2) should be created among parents with and without a disabled child. They should know the benefits when their children play together, because these children can help each other out and learn to take care of one another (Richardson, 2002). Also for instance the weight and

power of an electrical wheelchair can offer advantages in play. Children can learn how to use these when they are playing together (Innemee, 2014). This shows that the health condition does not always have to be an issue, when the personal factors are right. Maas noticed in a project in Soest, that when someone fits in and is a part of “the group”, thinking of adjustments to make a play area inclusive is more natural in that case. In Beuningen, another project of hers, thinking about inclusive play was not natural at all. Therefore, Vermeulen kept highlighting that *“it is above all important to create awareness”*! Maas thinks that the reasons it worked so well in Soest, was because the plans there were executed on a citizen level and not carried out by the municipality and of course because there were disabled children, living in a socially strong neighbourhood. These children were already included in the society, which made awareness less of an issue.

Both Vermeulen and Maas said that play should be accessible to, and possible between all children, without a distinction. They do not pay extra attention to disabled children, but inclusive play, in their opinion, is playing together between children of all ethnic backgrounds, big and small and with or without a disability. This is a vision municipalities can relate to, but how this should be formulated in a play-policy or how it should be executed, is still a problem according to Maas. Accessibility (see paragraph 6.4) and inclusive playground equipment (see paragraph 6.5.3) are mainly environmental factors, that according to Herbers not always have to be adjusted. She said that after accessibility, *“inclusive playground equipment is the next step, though these do not always have to be accessible for all disabled children”*.

6.5.2. Playing together

All respondents agree that when you pick playground equipment, these should be for all children (see also paragraph 6.3.2). Herbers said: *“a wheelchair swing is fun at a school where many children are in a wheelchair, but not on a neighbourhood play area”*. Enabling inclusive play cannot happen when you exclude, separate or only integrate a specific target group. It has to enable all children to use and enjoy it independently (Mullick, 2013, p. 7). It is important that children can act and interact with each other, to offer the opportunity for inclusive play. Playing together is something that even for children without a disability, is not always aphoristic. Vermeulen makes a clear distinction between playing solo, at the same time and together. It would be easier if playing together would be something that happens automatically, what can occur when it is necessary to play with each other. For example, like on a Seesaw, a Queens-swing or several rotating playground equipment. Playing together works best when children can affect each other’s movements and interaction makes. It makes it easier to meet others, especially when *“you have a shared game”* according to Vermeulen. Suppliers can help in advising which equipment stimulates playing together.

Children often play together with others of their age, but interaction in play can also happen among different ages. For disabled children this is often the case, because they more often need an adult to play, but also because of possible mental disabilities ((Richardson, 2002) (Nabors, Willoughby, Leff, & McMenamin, 2001)). Maas mentioned the example of a project where they combined an elderly play area with one for young children at a day-care centre. In that case the equipment had a therapeutic function for the elders and it also had a handicap accessible function, what made it therapeutic and fun to play for both the elderly and the children. This is a different way of inclusion, but a good example when playground equipment for a broader target group is preferred.

6.5.3. Inclusive playground equipment

In figure 6.4 you see some inclusive playground equipment, though this is not always usable with every disability. Stevens (2007) stated that among others, play takes shape according the physical setting (environmental factors), which means both accessibility and the play functions of available playground equipment are important aspects. Accessibility is important in both the surfaces around the equipment and the equipment on its own. All respondents agree that accessibility of the playground is the first and most important environmental factor and the other is the available playground equipment. Schmitz adds that the accessibility of the equipment is also linked to which equipment you choose, because of the regulations of the WAS. When it is too high to enter by someone with a physical disability, it does not need an accessible surface. Though Kan and Hebben said that when elements to play are added below ground surface, children can play together even though they are not able to go up. In these cases, both shock pads and accessibility are of importance.

The following examples of inclusive equipment were mentioned by the respondents:

- Sensory play elements (figure 6.4 right on the top and 6.6 left);
- Accessible playhouse or fort and/or with elements for play, reachable from the outside (figure 6.4 the 2 top pictures);
- Rotating playground equipment;
- Trampolines and inflatable's (figure 2.3);
- Seesaws and crazy scramblers.
- A sandbox (figure 6.6 right);
- A sheltered place to play;
- Bird nest swing (see figure 6.5);

- Traffic square and/or racing track/paths, with or without structure (figure 6.4 right on the bottom);
- Accessible water- and sand tables (figure 6.4 left on the bottom).



Figure 6.4: Inclusive playground equipment at Brakkefort Nijmegen (accessible fort, sensory play in the fort, a sand- and water table with pump and a racing track) (Althuisen, 2015).

Accessing the equipment

Children with a physical disability have problems in moving around in the world, and a part of them relies on a wheelchair to do so (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012). The earlier mentioned topic accessibility is of great importance for them because according to Herbers, *“when everything is placed sand without a decent path, it is almost impossible for children to play together”*. For instance, when a water and sand unit with pump (figure 6.4 left on the bottom) are placed in a sandbox or too low from the ground, these normally inclusive equipment will exclude some children from playing with it. A path towards the pump and a placing them high enough for someone in a wheelchair makes them inclusive again. Still, according to Herbers and Kan, even a sandbox can offer a challenge for a child in a wheelchair, because they can practice in keeping their balance. Nijmegen has some traffic squares and in playground Fort Brakkefort there is an accessible castle and games at the side of some paths. El Gamal and Maaskant say that for children with a physical and visual impairment, playground equipment should enable them to play without climbing into anything. In these pieces of equipment this is possible.

Sensory play

For children with a visual impairment, feeling structures would or equipment with sound effects like the xylophone in de Doornenburg (figure 6.6 left), can offer great joy in playing. These are pieces of equipment that are not seen often at the regular play areas in



Figure 6.5: An example of a child having fun in a bird nest swing (Speeltuinbende, 2015).

Nijmegen. When looking at sensory play, the municipality of Lingewaard mainly has some bird nest swings at their public playgrounds. De Doornenburg also has a hammock, the earlier mentioned xylophone and other games near the paths. According to Hebben and Fleer, adding contrast colours to the playground can help some visual disabled children to see obstacles and equipment to play with. This for instance is done at playground Brakkefort in Nijmegen. The most mentioned piece of equipment for inclusive play is the bird nest swing. This can be used by a couple of children at the same time, or a child with a physical impairment can lay in it and enjoy the speed and movement of swinging around. According to Schmitz, *"this is ideal playground equipment for younger children or one with a disability. Both can use it without creating disadvantages for the other"*. In figure 6.5 you see a girl in a move from De Speeltuinbende with Buzzy the Bear, while she asks to be pushed even harder, that much she enjoys it. The bird nest swing is probably the most popular inclusive playground equipment and Schmitz for instance mentions they mainly place these to stimulate inclusive play.

Children with an intellectual or developmental disability are characterized by significant limitations in intelligence, behaviour, social and practical skills. Often they do not only have a mental retardation, but this can be combined with disabilities in motor skills, a visual handicap or epilepsy (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012). An example is the son of El Gamal, who as told in paragraph 6.1.2 has a mental retardation, with the additional restrictions. He prefers sensory play, and though he has difficulties with crowded places, he can play at a regular play area when the surfaces are accessible. Schmitz adds that *"when these children are older they can still play at a playground for younger children, as long as they fit the equipment, though this might seem a little strange sometimes"*. So when these children are able to handle the impulses, they can play together with younger children or as Richardson (2002) mentioned with adults.



Figure 6.65: (left) A girl playing with the xylophone in De Doornenburg (Playground Association De Doornenburg, 2015), (right) Sheltered sandbox in De Doornenburg (Playground Association De Doornenburg, 2014).

Places of retreat and fantasy play

Children with a behaviour disability are children that are more withdrawn who need more security and children with impulsive and hyperactive behaviour (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, p. 25). Kan was surprised that even places for retreat, which can be unreachable for someone in a wheelchair, can be an important facility to play for a child with a different disability. For instance, children with a behaviour disability can really enjoy these places and a dreamier type can prefer to withdraw and stick in one activity (Wagenaar, Lier, Put, Vonder, & Wijnja, 2012, p. 25). These places offer space for more creative types of play where children use their fantasy and create their own (role-)play (Prellwitz & Skär, 2007, pp. 149, 150).

Kan said that *“even sand which is not desirable as a surface, for a particular group of children can offer a great opportunity to play, this because there they can sit and play on their own”*. Furthermore, not much attention was brought to the inclusion of children with a behaviour disability in both Nijmegen and Lingewaard. Kan said this is because these children can play with regular equipment like the sandbox and places where they can take shelter. Lingewaard did not mention anything directly about adjustments for these children.

7. Citizen participation and inclusive play

Citizens become more informed and are more likely to speak up when they do not agree with decisions or actions made by their municipality. Roles are changing and more responsibilities are shifted from municipalities to citizens. Paragraph 7.1 is elaborating on the changes and why. In policymaking, where citizen participation is less common, Nijmegen and Lingewaard deal with these changes in their own way (paragraph 7.2). As mentioned in paragraph 4.3, more municipalities use citizen participation when creating the play areas (paragraph 7.3), an important aspect for the making of inclusive playgrounds.

7.1. A new role for municipalities

As mentioned in chapter 2.3.2, citizen participation is not a new phenomenon, but already seen in policymaking since the seventies. Though the way it is shown shifted throughout time with the changes in politics and society. Previously, it was the case that the municipality had all roles in the game of designing, constructing and maintaining public space. As citizen participation expert Maas has put this in football terms: *"they had set the rules of the game, own the fields, gave the kick-off, are the coach, the game distributor, the linesman, the club doctor and yes they are also the main sponsor"*. In the future, the municipality will more likely have the role of coach, talent scout and supervisor. They shift to a role of facilitating, have to loosen up some of their rules, which means that things sometimes go different than planned. As Maas says, new situations make it necessary to experiment and things can go wrong. Not directly a bad thing, as long as they learn from their mistakes. By taking on a role of facilitation the municipality still has to make decisions and shape the framework of conditions. This can be confusing for citizens, like the example in Lingewaard, where a part of the playgrounds would be demolished (see also paragraph 5.2.6). These people often do not see the reason why, which highlights the importance of a good framework of conditions (policy), but also the earlier mentioned communication of this policy and the execution.

7.2. Citizen participation in policymaking

If you look at the play-policies of the two cases, it is easily shown that citizen participation is an important ideal nowadays, just like Bifulco (2013) already mentioned. In Nijmegen civil servant Kan mentioned that citizen participation recently became more an attitude in the municipality organization and this is also an important aspect of the college agreement. The municipality of Nijmegen (2013) is developing district management plans for years, in which they involve citizens in the maintenance of public space. Nijmegen chooses to include citizens when creating the playgrounds and not in policymaking. In Lingewaard it is clear that central places are going to have an important role in order to fulfill the changes in the demand for outdoor play. But that is not enough. It is important that the strategy for these central places will be developed and tested further so a basic

network of sufficient and attractive play areas remains. This is something the municipality cannot do on their own. On consultation evenings, the community platforms indicated they want to help accomplishing this. A process in which also the input of users and local residents is appreciated. It has to be noticed that play areas are and remain the task of the municipality of Lingewaard and with the help from the youth, their parents and community platforms, the municipality wants to shape their play areas in a way they do justice to the wishes of citizens, on the one hand, and the possibilities on the other (Oost-Mulder, 2013, p. 3).

When you look at the policies of the cases, only Lingewaard directly involves their citizens into policymaking. Lingewaard mentions they want to accomplish their aimed level of public play areas with the help of the youth, their parents and community platforms, but according to civil servant Schmitz, they so far only worked with the community platforms (7.2.1.). Nijmegen does not include their citizens in a direct way, but they do use the input of citizens, by collecting data (7.2.2.). So in both cases input from citizens is used to make the play policy, to make sure their interests are taken into account.

Involving community platforms in policymaking

Schmitz remarks the following: *“the municipality of Lingewaard works with community platforms, a club with voluntary citizens who want to have control in the municipality”*. He does not know who introduced it, but it works this way for a long time. According to him, these community platforms have almost as much power as the city council, because they even have their own budget to carry out their decisions. Therefore, their wishes will mostly be executed.

Lingewaard always involves the community platforms in the making of policy which is of their interest. Schmitz said: *“in the case of policymaking it comes in handy when you have a sparring partner”* and the community platforms really are an added value. He does add that these platforms are not always a good representation of the neighbourhood, and often try to advocate their personal interests, despite the opinion of the neighbourhood. *“Ideally they would be a representation of the neighbourhood, though when is this the case in citizen participation?”* A community platform should be backed up by their inhabitants, something Lingewaard tries to check. Only sometimes citizens start to complain after realisation. According to outdoor play consultant Oost-Mulder, a big problem of citizen participation is that citizens not always come forward at the start of a project, what can cause that the results will not match the needs of most citizens. Civil servant Nieuwehuizen also say this happened in Nijmegen, *“the ones who raise their voice the most are the ones who most of the time get what they want”*. If you want to prevent this from happening, Maas advises to approach the citizens direct and try to sympathize for them (more see paragraph 7.3.3).

Indirect participation by collected data

Kan, Neerbosch and Nieuwehuizen tell that Nijmegen does not work with citizens in the policymaking process. They do work with them in the creation of playgrounds, but they did not think about involving them in policymaking. As told before they evaluate their current policy every four years and this input they use to update their policy. Neerbosch has a system to manage and administrate the public space (and also playgrounds) in the municipality. In this system all information about complaints, taken measurements and information are gathered. They use this information during the evaluation of the policy and therefore citizens indirect gave input to the play-policy. Though this might not be real citizen participation, it is a way to make sure their interests are taken in account.

7.3. Citizen participation in the creation of playgrounds

As elaborated on before, citizen participation is more important during the creation of playground than the policymaking process. Nijmegen involves its citizens by inviting citizens to participate in the creation of the playgrounds and Lingewaard as a municipality, so far does not do this. Playground association De Doornenburg in Lingewaard does, to maintain its playground and also some people from the community platforms take some maintenance in their own hand. Still, this is not organised by the municipality as an organisation.

7.3.1. Conditions and resources for citizen participation

According to Schmitz citizen participation is *“making plans with citizens, not citizens ask and municipalities execute these requests”*. In this process it is important to include the citizens from the very beginning to the end. The final stage can be the execution of the plans or the maintenance after realisation, depending on the project. Maas thinks an important question is: does the situation allow the subject to be let loose and can the choices/responsibilities be taken by others? To ensure this, the municipality has to shape the conditions and supervise this, instead of controlling and executing the entire process. The City Management Department shall review the extent to which new plans for public spaces meet the preconditions and developed cost key figures to calculate the expected maintenance costs. This fits in perfectly with the vision of Vermeulen and Maas on citizen participation (see paragraph 5.1).

Budgets and resources for citizen participation

In Nijmegen the projects with citizen participation get realised out of the regular budgets, though Nieuwehuizen also mentions they have someone within the municipality who brings in subsidies if possible. An example is the realisation of a disabled toilet at playground Brakkefort. Hebben said that they try to do as much as possible within the available budget and the rest of the adjustments are done when new budget is available. In Lingewaard every district gets around €10.000,- a year,

depending on the number of citizens living there. With this amount they have to pay for all the improvements they want to do as a community platform. According to Schmitz, in reality, this amount most of the time goes to the playgrounds in the neighbourhood, because *“Almost everyone likes playground equipment and no one will say: dammit, again they spend the money on a crazy scrambler or other playground equipment!”* This can be a downside for the municipality, because they are the ones who have to pay for the maintenance.

Claassen says that De Doornenburg in Lingewaard also has some funding from the municipality, they have their incomes from members and visitors who pay for a ticket and citizens help with the maintenance. At De Doornenburg, they usually also get a report with the required reparations and maintenance, something they execute themselves with the help of volunteers. To do so, they plan one day every spring to do a large part of the maintenance. In the summer they do an extra round and last year they also participated in ‘NL doet’, a national citizen participation project (figure 7.1). According to Claassen this can still be a lot more efficient when they promote this more among their members, because they *“are an association and should be able to rely on their members!”* This is different in Nijmegen, where Brakkefort and De Leemkuil are fully paid for by admissions and the municipality. According to Hebben do not use citizen participation and even the people working there are fully paid for by the municipality. So the available amount of money for maintenance and purchasing new (inclusive) playground equipment, differs in both cases.

7.3.2. Inauguration of citizen participation

When you look at the inauguration of citizen participation in a municipality, this can go two ways. The first way is inauguration by the municipality and the second is by citizens. Three reasons for citizen participation can be recognised: making budget cuts, creating support, gathering extra knowledge and gaining insights into the wishes of residents. Creating support is linked to the freedom of people, as mentioned by Bifulco. By giving them a voice and listening, they will more likely be supportive to the project. Bifulco (2013) also writes about desire, which will come forward in the wishes of citizens during the participation process.

Inauguration by the municipality

Schmitz tells that in Lingewaard the municipality usually shows new plans to the community platforms, before execution. In their turn, they discuss these with their inhabitants. Kan, Neerbosch and Nieuwehuizen say that Nijmegen informs the people living next to the planned playground and invites them to an information/participation evening.

According to Maas, Kennisplatform CROW (2014) and Jager (2009) is citizen participation often used in the maintenance of public space, to make the required budget cuts and maintain the

quality-level. Both Nijmegen and Lingewaard have mentioned this as a reason. Most often you see municipalities make citizens participate in maintenance to maintain a place that is nominated to be demolished. Neerbosch stresses the following: *“when people participate, they often feel a bit responsible for the place”*. Still, you can not only reward the neighbourhoods active in participation. Neerbosch and Nieuwehuizen state that for instance some ‘lower class neighbourhoods’ would get a lot fewer facilities than the other ones, because in their experience, these more often think the municipality should facilitate the public space. Still if people notice that their places disappear when they do not participate, Maas thinks they will take responsibility in the end. Though there will be a lot of preliminary resistance. But on the bottom line, people will more likely participate if they think this helps to get their wishes granted. This can also be the wish to have a more inclusive playground.

Inauguration by citizens

Nijmegen sees many initiatives from citizens who actively participate in the maintenance of public space. As a municipality, one of their goals is to encourage participation, because *“a clean, whole and safe public space is a shared responsibility and they municipality should offer space for citizen to participate in this”* (Municipality of Nijmegen, 2013). For instance, earlier mentioned adjustments for inclusive play in Nijmegen North and Brakkefort were originally initiated by El Gamal and Herbers. In Lingewaard an initiative first has to go to a community platform, which in its turn presents a proposal to the municipality. When agreed by the municipality, the proposal can be executed out of the budget from the community platform. Niels, as chairman of a community platform, initiated adjustments for inclusive play, out of the request from a woman with a disabled child in the neighbourhood.

These are examples of so called ‘active citizenship’, in which the municipality is less settling and caring and citizens are given the possibility to take on their responsibilities. The municipality takes a more facilitating role, as Maas would say. Nieuwehuizen from the municipality of Nijmegen and Schmitz from Lingewaard both say that it is a lot easier to let citizens make the first move, so you know there is a need for adjustments. Though, also in these cases it is important that the municipality facilitates the possibility to do requests. For municipalities it, according to Maas, is a challenge to let loose on the subject when choices and responsibilities can be taken by others, like by the people in the neighbourhood. On the other hand, it is important to facilitate a decent framework of conditions to minimise problems. They should think about what to do when things go wrong and how active citizenship in the public space is promoted (also see paragraph 7.2.3). It cannot be the case that municipalities stop their activities and says, ‘from now on you just do it by yourselves’. Also, Maas adds that the municipality will still be responsible for the safety of its public play areas.



Figure 7.1: Citizens participating in the maintenance of Playground De Doornenburg (Playground Association De Doornenburg, 2015).

7.3.3. Contact and communication

Contacting civil servants and short lines

In the process of citizen participation, as told, the first step can be made by the municipality or the citizens. Nieuwehuizen prefers when citizens approach them, though this is not very common. When they do so, this is mostly done through the district administrator and for smaller requests they use the 'call-and set-line'. An example is the traffic square in Nijmegen-Oost, initiated by Herbers in collaboration with the municipality, a contractor and some volunteers (see figure 7.2).

How people El Gamal was contacted by GroenLinks, afterwards by the district administrator and now she directly contacts the maintenance department for public space. Herbers was approached by the district administrator too, though she also contacted the municipality on her own. But El Gamal and Herbers both had good contacts and short lines with contact persons at the municipality. Herbers said: *"To them I am Koen his mom."* According to the civil servants, they contact each other by email or call by phone, while the municipality normally just sends out letters to all citizens in a certain distance from the project. This way they ask people to participate in the design of a public playground.



Figure 7.2: Volunteers participating in the creation of a traffic square as an inclusive play area (Facebook page from Francis Herbers, 2015).

An important part of Maas her task is helping municipalities to cope with the (for a lot of them still) new way of working with citizens participating in policymaking. A lot of them still do not know how to handle this. In Lingewaard for instance, formal chairman from a community platform Niels complained about problems in reaching the right civil servant. Claassen did not have this problem. Maas says the difficulty in contact between the civil servants and the citizens is a common problem, because civil servants do not know how to approach the citizens. She said *“they are mainly sitting behind their desks and do not know how to get in touch with the citizens”*. She helps them by going into the neighbourhoods and forces them in contacting citizens, by taking surveys and going door-to-door and talk with these citizens. This method proved it selves, because civil servants came to new insights and more citizens participated in the survey. Another advantage was that citizens more easily accepted the, now and then, drastic changes that were going to be implemented. According to Maas, they liked being listened to and think: *“we are really allowed to think and have influence.”*

Reaching citizens with disabled children

Making people participate in citizen participation projects is not always easy, even without them having a disabled child. Maas says that when you are organizing a citizen participation meeting, it is important to reach everybody in the neighbourhood. So not only the so called “neighbourhood mayors”, but, like in this research, also the parents with a disabled child and the children themselves.

Both Nijmegen and Lingewaard only use the standard local media to communicate with citizens (see also paragraph 5.2.6). In Nijmegen they also contact the applicant directly to inform them and in Lingewaard they communicate through the community platforms.

Families with a disabled child are usually chattered through the neighbourhood. There are less of them, which, according to Maas, can make it harder to organize a group to fight for their wishes and needs. Vermeulen thinks an organisation or platform like De Speeltuinbende is important, because they do have the ability to do so. They gather people from all over the country and help them to make a difference in their region. During the day they often spend their time at a special school or day-care, like the sons of El Gamal and Herbers do. This according to Kan can be a reason they are less visible in their neighbourhoods and that there is less awareness among other people in the neighbourhood and the municipality. These families often also experience large pressure from taking care of their child (Senczuk, 2011). Therefore, Maas thinks municipalities should not fully trust on the families with a disabled child to organize themselves and bring the needs of their child(ren) to the attention. But to know where families with a disabled child live, it is, according to Maaskant, important to have an integral approach and the WMO department at a municipality should be able to tell where these people live. Though consultant Oost-Mulder mentioned that this are only the ones who are registered with a personal budget [persoonsgebonden budget] (PGB), so there will still be children who are undetectable.

A municipality should already take disabled children into account at the very basics of play-policy and they should make an effort to realize inclusive play areas. To make sure this happens in the right way, Maas says two things should be done. The first and probably easiest way is bringing the subject to the attention of other citizens, for instance by using a citizen participation meeting to give a short lecture or show a video about inclusive play. The second is to use an active approach towards the families with a disabled child and visit them to measure their needs. So far Nijmegen already did this after the requests from El Gamal and Herbers. Maas does mention the second approach is a little more difficult, because most of insufficient time and budget, though *“the success of reaching people is adaption towards them”*. She mentioned an example in Goes, with citizens who had mainly a Turkish background. A lot did not speak proper Dutch, so she used pictures on her posters and flyers to inform them about what the project was about. The meetings took place in their living environment, at a time both parents and children were available. The local Turkish baker catered them. Maas states these actions made these citizens initiatives bigger, more active and more varied than usual. For parents with a disabled child, the schools of these children can be a central actor, but also information from WMO and De Speeltuinbende. Vermeulen advises to use policy to help secure the process of citizen participation.

7.3.4. Evaluation

As told before, Lingewaard evaluates its play-policy after five years. Because citizen participation in Lingewaard takes form in community platforms, they evaluate with them instead of directly with citizens. They evaluate the play-policy, the collaboration and the outcomes, what is sufficient according to Schmitz. He states the following: *“the biggest conclusion was that the plan succeeded on almost all aspects.”* Nijmegen evaluates their policy every four years, without citizens, because they do not use citizen participation in play-policy making.

Lingewaard does not evaluate their citizen participation, outside their cooperation with the district platforms. This because they so far do not use direct citizen participation. When citizens participate in the creation or adjusting of a play area in Nijmegen, Neerbosch evaluates in an informal way during the process and according to Kan and Hebben, the official evaluation is done after the end of the process. Kan wants to do an evaluation by inviting active mothers and show the earlier mentioned changes to stimulate inclusive play at Brakkefort, when these are finished. In her eyes, the communication during the project can be a point of critique, though El Gamal is very positive about the communication in general. Planning these moments of communication can create improvement according to Kan, because mostly during the project, this is easily forgotten. An earlier evaluation in the shape of a survey and the filming of a conversation with Herbers was a little too much for one project. El Gamal thought that *“all the costs spend on this movie and evaluation, can better be use to adjust a complete play area”*. This shows an evaluation is appreciated to learn about the process and also the quality of the adjustments (on inclusive play) that are made, though do not do this to exaggerated. People rather see the money spend on the creation of inclusive play areas, instead of (too much) evaluating.

8. Conclusions & reflections

8.1. Conclusions

In the Netherlands, there has recently been a growing interest for the importance of (semi-) public play areas for children and for the importance of including disabled people in our nowadays society, and also the inclusion of disabled children in outdoor play (or inclusive play). Similar to a significant number of public spaces and buildings, not all playgrounds are accessible for all children. This is confirmed by earlier research by NSGK and two respondents in this research with a disabled child. Because of these tendencies, the following main question was formulated: *“to what extent do municipalities stimulate inclusive play on their public and semi-public play areas?”* To answer this question a survey was held among Dutch municipalities, followed by a policy analysis on the play-policies of eight municipalities and a case study on the play-policy and the execution of it in Lingewaard and Nijmegen. The results of this research will contribute to the criteria of accessibility, which can be used to establish better conditions for inclusive play. Municipalities can use this to improve their play-policy and do simple adjustments to the play areas to stimulate inclusive play.

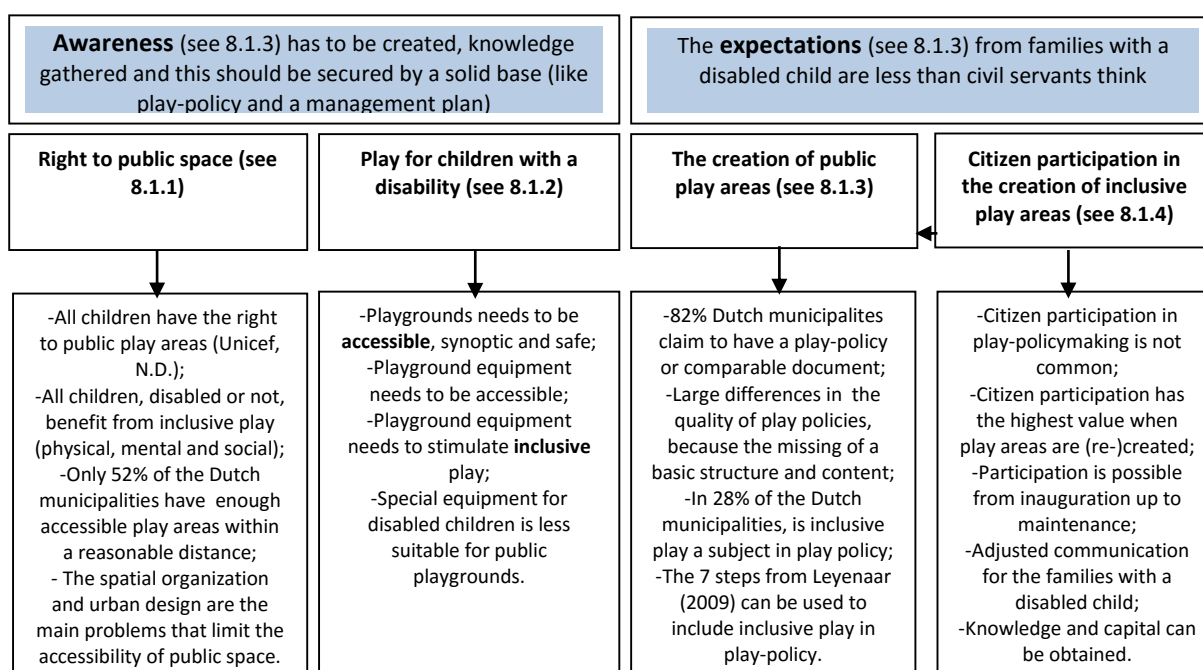


Figure 8.1: Overview of the concluded themes.

The conclusions will be used to elaborate on main themes (see figure 8.1): ‘the right to public space’, ‘play for children with a disability’, ‘play policy and inclusive play’ and ‘citizen participation in the creation of inclusive play areas’. On the contrary to the preliminary research themes (figure 2.5), ‘Citizen participation in the creation of inclusive play areas’ was discussed separately, because nowadays this is too important. ‘Awareness’ and ‘expectations’ are two findings that rise above the other themes.

8.1.1. Right to public space

To answer the main question of this research, it is important to know if municipalities are even responsible for enabling everybody to play outside. So *“who has the right/access to public play areas?”* (sub-question 1). Article 31 of the Children’s Rights says *“Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities”* (Unicef, N.D.). The current situation where not all children are able to play at a public play area nearby, is a way of denying children access to some of these activities, and can be seen as a way of violating this article.

The importance of outdoor play for children (see paragraph 8.1.2), among others, has to do with their development. Something all children have an equal right to. Playing outside together, is a good way to stimulate social cohesion, between different ethnic groups, or children with and without a handicap (Innemee, 2014) (Richardson, 2002)). This way, the learning achievements of all types of children can be stimulated. Children who play outside more often tend to perform better at school, learn to deal with losses, are better at working together and the physical activity helps them stay healthy. This also has financial benefits, because better performances can help them get better jobs. As a consequence, these children are healthier, leading to financial savings on health care (Vries & Veenendaal, 2012). These benefits are similar for children with and without a disability. According to previous research of NSGK De Speeltuinbende (2009), the survey and interviewed mothers of a disabled child, accessible inclusive play areas sometimes are not available in the neighbourhood. This causes that families with a disabled child often have to travel further to reach an inclusive playground, and the children more often play at home. As a consequence, the benefits (social, health related and financial) mentioned before cannot materialize.

The spatial organisation and urban design are the main problems for disabled people to claim their access to public space. The city brings disabled people a higher risk for injuries and social exclusion, because of its design with multilevel layouts, different underpasses, overpasses, ramps and stairs (Gleeson, 2001) (Hubbard, 2006) (Tonkiss, 2013)). Whether a city can facilitate all human body types and capabilities completely, is still up for debate, but it can be improved a lot. Respondents confirmed these struggles and the need for a more inclusive living environment. Also, possible solutions (for play areas) are offered in the following paragraphs.

8.1.2. Play for children with a disability

The third sub-question is: *“what are the most important aspects to make a play area inclusive, while taking the safety requirements of the WAS into account?”*. To enable disabled children to play, the accessibility of (formal and informal) playgrounds is of great importance, next to suitable playground equipment. When these children are able to access the playground and use the equipment, inclusive play is possible and will more likely occur.

Accessibility

In both Nijmegen and Lingewaard playgrounds exist that are accessible for children with a disability. Nijmegen is more active on making playgrounds accessible. They intention to, step by step, make all the playgrounds accessible for children with a walking impairment. Lingewaard on the other hand is not proactive in making adjustments, but they rely on requests from citizens. At the time of the research only one request came in and executed.

The accessibility of a play area is the most important aspect to enable disabled children to play outside. Being able to access the area without limitations, the use of guiding structures on the playground and warning them for dangerous situations are key ingredients for good accessibility. To access the area without limitations, the surfaces should be firm enough for less mobile people to walk or ride and there should not be fences or ramps constructing boundaries to enter or move around. For the routing and warning signs it is important that contrasting colours are used, to enable children with reduced visibility to safely play on the play area. These are adjustments that can be done, without being inconsistent with the WAS.

Inclusive playground equipment

Good accessibility is the first step to a more inclusive playground, but this is not enough to stimulate inclusive play. Respondents mention the need for equipment which can be used by both able bodied as disabled children. The preference is going to equipment which stimulates children to play together, though this is not a suitable solution for all disabilities. Respondents mention that special equipment for disabled children, like a wheelchair swing, will not stimulate inclusive play. These often expensive pieces of equipment most likely will not be used by regular children to play. For inclusive play, it is necessary for children with and without a disability to play together. Some equipment is more suitable than others. Adding to the theory of Wagenaar, et al. (2012), a decent mix of (regular) inclusive equipment will most often be the best solution. Still, this depends on the ability of the child. Earlier in this research, distinctions are made between four disabilities with their own abilities (see paragraph 2.2.1): sensory, physical, behavioural and intellectual/developmental disabilities. The respondents added to this by mentioning specific kinds of equipment that enable different disabled children to play (see paragraph 6.5.3). This equipment can be used to offer a good variety of play elements at a inclusive play area.

Nijmegen and Lingewaard both have a different way of handling the (re-)creation of inclusive play areas. Nijmegen facilitates inclusive play by its own initiative and Lingewaard acts mainly when citizens request adjustments. This immediately shows the difficulty in how municipalities should handle this subject. To ensure a best possible stimulation of inclusive play, the following aspects should be added to the basic content for play-policies. A large part of the playgrounds in a

municipality should be at least accessible for all children. Because of the differences in the abilities of disabled children, the offered inclusive equipment is something that should be distributed well throughout the city. Which kind of equipment will be placed is best decided by citizen participation (see paragraph 8.1.4.). When you look at the bigger (often supervised) playgrounds in a municipality, these should have a high level of accessibility and offer a decent mix of inclusive equipment. To determine the design, already 36,5% of the municipalities in the survey select their suppliers based on whether these take disabled children in account. These parties can more often be used in the creation of inclusive playgrounds, because of their knowledge of inclusive play.

8.1.3. The creation of public play areas

In the Netherlands 82% of the municipalities participating in the survey claim to have a play-policy. Of the remaining 18%, 8% is planning to design a play-policy. This is a lot more than expected after reading articles from Ketwitsch (2015) and Koning (2012), that stated that a lot of the Dutch municipalities have problems designing a play-policy, because for them it was not clear how these should be composed. This unclarity is shown in the policies that were made available for this research. They vary in size and quality and because of this, the statement can be made that the number of municipalities with a play-policy of decent quality, is lower than the outcomes of the survey.

To maintain or improve the quality of public playgrounds, a play-policy can create a steady base in a several ways:

1. Policy can be used to share the vision of the municipality with the involved civil servants and engaged citizens. By securing the subjects of importance, structure can be created which can guide the civil servants who execute the policy.
2. Financial capital is necessary to do maintenance, replace equipment and create new playgrounds. Policy is an important way of securing financial capital in the budgets of the municipality, but also capital as resources of information, citizen participation and collaborations.

28% Of the Dutch municipalities who participated in this research and both Nijmegen and Lingewaard cases have included handicap accessibility in their play-policy. Policy is not an ultimate solution, but it does help to structure the creation of inclusive playgrounds. Still, when a municipality does not include accessibility and inclusive play in its play-policy, it can still be possible that they do stimulate inclusive play. Most of the time this depends on the civil servant in charge. They can do adjustments to stimulate inclusive play, without an inherent policy telling them to do so (e.g.

because of their own vision or because citizens requested this). This can explain why 54% of the municipalities do have inclusive playgrounds, without a policy instructing them to create these. The opposite is also possible. In Lingewaard they did include accessibility and inclusive play in its play-policy, but they are not actively executing the policy. The fifth sub question is: *“how can play-policy be improved when it comes to accessibility for disabled children?”*. According to respondents, it will be helpful if there is not just a play-policy with an inclusive vision like in Lingewaard, but also a management- or execution plan to make sure the policy is executed correct. The use of both a play-policy and management plan, can help carrying out the full vision and plans of the municipality, with less troubles because of different visions among civil servants, or them regularly switching positions. The making of a management plan therefore should be added to the theory of Leyenaar (2009), as a sidestep after the policy is made.

Awareness

Why is ‘inclusive play’ not a basic criterion in a play-policy? Handicap accessibility and inclusive play are not seen as problems by a lot of the civil servants, because the subject was not, or just recently brought to their attention. Therefore, the subject is often not covered in policy documents. This can be explained because there is not much awareness on the subject. Parents of a disabled child do highlight this as a problem. Therefore, it is important to create awareness on the topic inclusive play.

The process of policymaking

The seven steps of Leyenaar (2009) (see paragraph 2.3.1) are used to get a clear perspective on the current situation in Nijmegen and Lingewaard. The following steps can be added to the steps of Leyenaar, to make a more inclusive policy.

- The first step is making the **Policy agenda**; this is the moment when a subject like inclusive play can best be brought to the attention of the respective civil servant(s) or members of the city council. They can start a political lobby to raise attention for the subject and put it on the policy agenda. Another way can be an event or series of events.
- The second step, the **policy prioritising**, can be used to make accessibility and inclusion ascent on the policy agenda. Still, this does not guarantee that the subject gets more attention.
- Step three **‘formulating of the policy questions’** and four **‘policymaking’**. Both cases did not have citizens participate in these steps of the process. The general vision on outdoor play is that every child should be able to play outside with other children (despite a possible disability). Therefore, accessibility and inclusive play should be an important subject in this phase. The respondents are convinced that integral policymaking, helps gathering

information from other divisions linked to outdoor play (for disabled) and can help saving money by a collaborative execution. In this case, integral policymaking works better than regular policymaking, because of the different divisions linked to outdoor play or the development of (disabled) children. Adding a reference to include families with a disabled child during the (re-)creation of playgrounds, will be a good adjustment to the policy to fulfill the needs of the inhabitants.

- The sixth step, **policy communication**, is an important aspect during both, the process of policymaking and implementation. This communication is normally done through local media and direct mailing, but more frequent and direct communication can help raising awareness. During the communication process, it is important to secure the subjects of social importance, in this case inclusive play. This can be done by making citizens participate in the process or by **evaluating** the concept version of the policy (step seven). When the policy is going to be implemented, it is necessary to inform the surrounding citizens well, because when people were not informed or not completely, problems can rise.

Expectations

What is expected when people talk about making a playground inclusive? In the empirical research could be noticed that when the knowledge on inclusive play among civil servants was rising, the gap between the vision of the municipality and the users is getting smaller and they realised that families with a disabled child do not have unreasonably high expectations. Looking at the expectations of stakeholders from public play areas, two main subjects can be recognised. First is the expectations around the choices of equipment and second the cost of the adjustments.

- Municipalities often think disabled children need special equipment like a wheelchair swing or other equipment to be able to play. This in the first place is not necessary, because there are multiple pieces of inclusive playground equipment that can be used by abled and disabled children. The preference is going to equipment that stimulates playing together. Municipalities often think that families with a disabled child will ask for a lot of expensive adjustments. This however was not the case in Nijmegen and Lingewaard.
- Families with a disabled child want their child to be able to play outside with other children. Still, they do not expect all playgrounds to be inclusive, though it would be preferred if this was possible. An aspect which is often underestimated by this group is the cost of paths and other accessible surfaces and especially adjustments to an existing play area are a lot more expensive. These families often know the prices of inclusive equipment and in the cases often chose for the less expensive adjustments.

When a new play area is created, the costs of making this inclusive are often similar or not much higher than the creation of a regular playground. Therefore, it is important to start thinking about this at the moment of (re)creation. This is also the right moment to involve citizens in the designing process.

8.1.4. Citizen participation in the creation of inclusive play areas

Some of the respondents and Lombardo, et al. (2013) say the municipalities in the Netherlands control the creation process for public play areas: from creation of the plans, to executing them and maintaining the play areas. Society changed, citizens got easier access to information and demanded power and these new conditions changed the role of municipalities (Deth & Vis, 2011) (Slabbekoorn, 2013)). As some respondents mentioned, municipalities become more a facilitator than the actual creator, but they still have to set the rules to enable citizens to participate. The municipalities spoken to, still do most of the creation of play areas by their selves.

Citizen participation in the process of policymaking

Often it is hard to stimulate citizens in participating (Ossewaarde, et al., 2007), especially in the process of play-policymaking. In Nijmegen they think participation can add value, but they so far do not use it. In Lingewaard they already use citizens to evaluate the policy, by letting the community platforms give feedback to the concept version and by involving them in the evaluation of the policy. Nijmegen only uses indirect input of citizens to improve the policy, gathered by their management system throughout the years. This information is used for updating the play-policy. Looking at the sub question - *“How can disabled children and their parents get motivated to participate (more often) in the process of the play-policymaking and the establishment of ‘their’ play areas?”* – this highlights the difficulty of including more vulnerable citizens in a participation process (Ossewaarde, et al., 2007). When inclusive play is included in the play-policy and management plan, citizen participation can be used to decide when and where specific inclusive playground equipment should be applied. According to respondents, citizens are more likely to participate when they know how they profit in the end. Therefore, participation in the (re-)creation of in this case inclusive playgrounds will more likely trigger them to participate.

Citizen participation as a subject in play-policy

In the analysis of the policies of Nijmegen and Lingewaard and the policies of the eight analysed municipalities, citizen participation is a subject with great importance. According to the officials of Nijmegen and Maas, the reason this is so important, is because it can be used to create support among citizens, help gathering knowledge and save money. The creation of support more often is

necessary, because through the changes in demographics and necessary budget cuts, playgrounds are demolished and replaced by fewer bigger playgrounds.

Citizen participation in the creation of playgrounds

The survey and case study showed that it is more common to involve citizens in the creation of playgrounds, than in the making of policy. In their policy, Nijmegen and Lingewaard both said they want to work with citizen participation in the (re)creation of playgrounds. Nijmegen does this with a proactive approach, involving citizens in the designing process as well as the execution of the plans. To which extent depends on the involvement of the neighbourhood. In Lingewaard they only work with community platforms in the designing and decision phase, and occasionally someone participates in maintenance.

Citizen participation in public playgrounds can occur at all stages in the creation of playgrounds. Citizens can suggest the (re-)creation of a playground, they can help in the design, have a vote when decisions are made and they can even help in the physical creation and maintenance of them. To create more inclusive playgrounds, participation in the suggestion, designing and decision making phase are most important. When creating inclusive playgrounds, citizen participation is a good way to gather knowledge on necessary adjustments, though the families with a disabled child can also help in the design of the playground. A difficulty in involving families with a disabled child is getting them involved and present at the meetings. Most civil servants working in outdoor play do not know where disabled children live. Working together with WMO - who have the addresses of the people registered with a PGB - and with schools for disabled children, can solve this. Also platforms for (disabled) citizens can help gathering information and connect municipalities to the end-users. Another difficulty is the high pressure that a lot of parents/caretakers of disabled children experience in the taking care of their child. Therefore, a direct and more personal approach will be more effective to motivate these people in participating in the design of a play area.

Communication in citizen participation

When a new play-policy is going to be implemented, this is communicated through the local media like the municipality website, local television and local newspapers. This is seen as sufficient and people who are interested in this, most often know where to find the information.

The informing on the (re)creation of a playground is the job of the municipality and this is mostly done by local media and a briefing to the surrounding inhabitants. Approaching citizens more direct and in a more personal way, will make more people get motivated to participate, especially when you deal with minority groups or more vulnerable citizens like families with a disabled child.

Adding this direct customised approach to the theory of Ossewaarde, et al. (2007) can help in making more people participate.

Stimulating inclusive play

The main question of this research - *“to what extent do municipalities stimulate inclusive play on their public and semi-public play areas?”* – is answered more in depth in the previous paragraphs. Though in general they only grade their facilities barely sufficient, so far 54% of the Dutch municipalities does take some measure to stimulate inclusive play by enabling disabled children to play at their public play areas with other children. To enable this, decent accessibility and a well-chosen variety of playground equipment is necessary. So far 28% of the municipalities has a play-policy that contains inclusive play, though not all use this to structure the making of inclusive play areas. When done so, more public play areas will hopefully meet the criteria of an inclusive playground, so they too can get a green sign (figure 8.2) and help stimulating inclusive play. A more proactive approach by municipalities has the preference, this because this will help more playgrounds get a decent basic level of accessibility and inclusiveness. More specific adjustments can be done on request.



Figure 8.2: A green sign from De Speeltuinbende, to show the playground is approved as being an inclusive playground (Althuisen 2015).

8.2. Recommendations

Based on this research, several recommendations can be given to play-policy makers, playground designers, playground managers, and other stakeholders in public play areas, to help them in stimulating inclusive play on public play areas.

A child, disabled or not, should be able to play outside with other children to profit the benefits of outdoor play, just like any other child. Still, not all Dutch municipalities offer this possibility within reasonable distance, but more municipalities do adopt an inclusive mind-set when it comes to play areas. To improve the situation in the Netherlands, it would be recommended for all municipalities to enable all children, despite their (dis)abilities, to play outside with other children within walking distance from their home. Not all have to be accessible for all children, but every child should be able to play outside with other children in their neighbourhood.

Paragraph 8.2.1 is about the social recommendations. These will give the best results when taken in account while making the play policy. Paragraph 8.2.2 elaborates on the physical recommendations. To make sure these are executed well, these can be included in the execution or management plan.

8.2.1. Social recommendations

To make inclusive play become a part of play-policy, it first has to end up on the policy agenda. Events are a good way to do so. In the past, the introduction of the WAS, was an event that stimulated municipalities to structure their measures for outdoor play through play policy. At this moment The Netherlands ratified the UN convention on rights of people with disabilities, an event that could help getting Inclusive play on the policy agenda. This event can be used to shape the vision of a municipality and to build argumentation for budget. In the case of outdoor play. it is often necessary because of budget cuts in the past years. A play-policy can immediately be used to secure the creation of sufficient inclusive play areas, though the combination with a management plan will be preferred. Awareness is created among civil servants working on policy, the ones doing the realisation and maintenance will all know the vision of the municipality and it will be clear which measures should be taken.

Awareness

As mentioned in the conclusion (see paragraph 8.1.3) it is important to create awareness among civil servants, but because of citizen participation also among citizens.

1. First this can be done by spreading knowledge to civil servants, professionals and citizens, about outdoor play for disabled, the way they play and the advantages. Foundations or platforms for disabled children, like for instance De Speeltuinbende and STIP, are organisations with the right knowledge to spread. According to respondents, they almost automatically took disabled children in account after they knew more about how to design an inclusive playground.

2. After spreading knowledge, awareness has to be created. It has to become natural to include disabled children. Good ways to create awareness can be accomplished by giving lectures on the topic (for instance during the policymaking or at a citizen participation meeting) and by letting certain ‘ambassadors’ (municipalities or professionals who can set an example) talk about the measures they have taken. This can also be done by the previous mentioned organisations, political- and other public figures/role models like Paralympic athletes. Also when a new policy is implemented, this moment can be used to raise awareness for a social sensitive subject like inclusive play, to get more support from citizens.
3. Because civil servants often switch positions and responsibilities change, a solid basis like a play-policy and management plan is important to secure the gathered knowledge and created awareness.

Citizen participation

The use of citizen participation will be most helpful when designing the inclusive playgrounds. When the surrounding citizens are approached, it is best to ask help at the WMO department to get information on where disabled children live. When you approach them direct, they are more likely to participate and help with the selection of inclusive playground equipment.

8.2.2. Physical recommendations

Not all playgrounds have to be adjusted for inclusive play. To what extent this should be done, is hard to express in concrete numbers or measures, but you can say that all play areas should at least be accessible for all children (people) that are less mobile. To do so, there are some important aspects:

- The most important aspect to make a play area inclusive is the surface. The material has to be firm enough for a wheelchair to not get stuck and ramps should not be too steep to enable less mobile people to access it too.
- Another aspect of importance for accessibility is the clarity of a playground. Children have to be able to recognise playground equipment, but also more dangerous parts like stairs or the end of a path. This can be done by using contrast colours to mark equipment, dangerous spots and make a routing.
- It is not advised to use special playground equipment for disabled, but regular inclusive equipment. When equipment has to be chosen, it is important that there is a broad variety of play elements, because of the different abilities of (disabled) children. In a bigger playground a well arranged mix can offer elements to play for all children, which is recommendable, but in smaller playgrounds choices have to be made because of the available space and budget.

Therefore, citizen participation is a good way to include families with a disabled child in the design process.

- Budgets for playground development are tight, which makes it important to prevent the need to do adjustments. Creating a new play area, maintenance and reparations therefore are perfect for making a playground inclusive.

8.2.3. Recommendations for further research

Every research has its limits. Based on the results emerged out of this research, some recommendations can be done for future research. To start with, the social relevance of this research was a little higher than the scientific relevance. This is not unexpected at a subject of a high social importance. The importance of inclusive play is highlighted, but this can still be researched more on a scientific level. In this research some values of inclusive play already came forward, though exact numbers on how this can improve the development of children can help substantiate the importance of inclusive play, what can be used in creating awareness.

Several respondents highlighted the difficulties in making inclusive playgrounds, because of the different abilities disabled children have. This adds to the discussion on the possibility to design a public space that is attractive and accessible for everyone ((Gleeson, 2001) (Hubbard, 2006) (Tonkiss, 2013)). This research already showed that accessibility is the basics and a decent mix of play elements makes the inclusive playability of a playground higher. But is it possible to include some basic elements to create a minimum level of inclusiveness. What this basic level be, is a question more suitable for a research in the design of public space, playgrounds or playground equipment.

An interesting difference between America and The Netherlands is that inclusive play or an inclusive society in general is more normal in America. It would be interesting to see what the actual differences are and why these differences occur. An interesting idea that popped up when talking about this, was the status of (disabled) soldiers and war veterans in America and the status of these people in the Netherlands. Possibly the link can be made that more adjustments are made to enable these veterans to participate in the everyday society.

The results on how many municipalities have an (inclusive) play-policy and how many municipalities facilitate inclusive play are a snapshot. To see how this evolves in the next years, it would be recommended to research this again after a couple of years. This can show whether the creation of awareness around the subject helped out and if municipalities started to include inclusive play in their policies and the execution of it.

8.3. Reflections

8.3.1. Reflecting on the content

At the start of this research I was afraid that my background as employee of a playground developer would make ethical barriers rise during this research. As far as I experienced, this was not the case, though another barrier did occur. Because my (in comparison to this research) broader interest in outdoor play and playground development, it was often hard to focus just on inclusive play and the supporting subjects, which made 'killing my darlings' a hard job.

When I started this research, not many actors were active on the subject inclusive play in the Netherlands besides NSGK. At the time the survey was sent out, a lot of the municipalities did not pay that much attention to outdoor play for disabled, probably because these children are less visible in society. While doing my empirical research I started to notice that the more people I contacted (through my survey or by direct contact), the more awareness started to rise on the subject and the more people were willing to help or interested in the results. The importance of awareness was something I underestimated before doing my analysis. Bringing the subject to the attention already helped in creating this awareness and so was the attention that was rising around De Speeltuinbende. Looking at the social relevance, this research already helped out in stimulating municipalities (and citizens) to start thinking about inclusive play. Hopefully this research helps making an important step towards more inclusive public play areas, but also to create more awareness around this subject in a scientific way, so this will not be the last around this subject.

When speaking to Oost-Mulder recently, she explained that they from OBB already started to include accessibility and inclusive play in all their play-policies, with the advice for municipalities to test their playgrounds on inclusive play. An already small victory, which hopefully can be expanded by the use of the insights from this research as input for play-policies and the management plans, to ensure the making of more inclusive play areas.

8.3.2. Reflecting on the research method

At the start of this research I noticed that there was no or not much data on play-policy and play for disabled children in the Netherlands. Data on how many municipalities have a play-policy and how many facilitate inclusive play was missing, which made it necessary to start with a survey to formulate descriptive statistics. Different terms for play-policy were used and the content varied a lot, what made it difficult to get an in depth overview on the status of play-policies in the Netherlands. Therefore, all these documents were accepted as a play-policy or comparable, with the notation that the quality and content varied a lot. Still, the data collected from the survey was sufficient for this research.

When doing the survey and selecting the cases, the contacts of both OBB and De Speeltuinbende were a big help, because I got in touch with the right person straight away, what

caused the high response rate for the survey. During the case study, the respondents who had a disabled child requested for adjustments to play areas to make these inclusive. Therefore, they are probably more open for citizen participation and it was harder to get a direct confirmation about why families with a disabled child are less open for participation. Though because they are active at platforms for families with a disabled child, they were able to tell the thresholds for other families. When more parents were interviewed, this could have given more insights from their point of view. Because the research is more on play-policy and citizen participation is still not common in this process, I do not think this will be a problem. During the interview with one of these parents, the child was there too. Because of the too long attention span, it was hard to get answers from the child and therefore the parent mainly did the talking.

Qualitative research does not have real strict guidelines, what makes it more difficult to do the coding in a proper way. The coding was done top down with the four functions of framing, combined with a bottom up perspective expanding these codes. It was hard to define the relevant codes without losing the empirical point of view, though in the end they appeared to really help clustering the information.

By holding on too much to the structure I created upfront, I followed my results that did not always fit into this structure. This made my report hard to read and wordy what made it necessary to restructure my research several times. Positive was that I saw more details because of this. Negative was that this made my report too long with too much repetition. Still I think I provide a rich overview of results on how play-policy can help improving inclusive play in the Netherlands, showing the importance of awareness and a solid structure to accomplish this. Trustworthiness was created by a transparent research strategy and analysis.

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Appendix: Inclusive play, awareness and action through play-policy



Master thesis Human Geography
Nick Althuisen
04-07-2016
Version 1.0

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Appendix 1: Enquete

Handicap toegankelijkheid in gemeentelijk speelbeleid en de realisatie van speelplekken.

Het betreft een enquête bestaande uit gesloten en open vragen, wat ca. 5 tot 10 minuten in beslag zal nemen. Het is het gemakkelijkste om (wanneer mogelijk) uw speelbeleidsplan of vergelijkbaar document erbij te houden. De vragen zijn zo opgesteld om een goed beeld te krijgen van de huidige situatie in Nederland. Mocht u wat toe willen voegen, doe dit gerust en wanneer u vragen heeft kunt u deze aan het einde bijvoegen. Ook wil ik u vragen het speelbeleidsdocument van uw gemeente of eventueel het document wat dit onderwerp omvat beschikbaar te stellen voor latere analyse. Deze kan u gedurende de enquête uploaden.

Mijn naam is Nick Althuizen afstuderend master student Urban en Economic Geography aan de Radboud Universiteit in Nijmegen. Voor mijn master scriptie bij NSGK (Nederlandse Stichting van het Gehandicapte Kind) afdeling Speeltuinbende doe ik onderzoek naar de status van speelbeleidsplannen bij Nederlandse gemeenten, met daarbij de nadruk op in hoeverre 'samen spelen' en handicapt toegankelijkheid is opgenomen in hun beleid. Belangrijk hiervoor zijn ook de redenen waarom er voor gekozen is iets wel of niet vast te leggen in beleid.

Er zitten 24 vragen in deze enquête.

Vragen Enquete

De inhoudelijke vragen van de enquête.

[V1] Is er in uw gemeente een speelbeleidsplan aanwezig? Wanneer een ander document dit onderwerp omvat, vul de naam hiervan in bij 'opmerkingen'.

Kies één van de volgende mogelijkheden:

Ja

Nee

Nee, maar we zijn wel van plan een speelbeleidsplan/document op te stellen

Geef hier een toelichting op uw antwoord:

[V2] Door welke organisatie is dit speelbeleidsplan/document opgesteld? Bij samenwerking of uitbesteding vermeld dit bij 'opmerkingen'.

Vul alleen een opmerking in als u een antwoord kiest.

Selecteer alle mogelijke antwoorden en geef een toelichting:

De gemeente

Externe organisatie, namelijk

Niet van toepassing

[V3] Van welke datum is dit speelbeleidsplan/document?

Vul een datum in:

[V4] Tot welke datum is dit speelbeleid/document geldig?

Vul een datum in:

[V5] Is er een evaluatiemoment van dit speelbeleidsplan/document en na hoeveel jaar is dat?

In dit veld mogen alleen cijfers ingevoerd worden.

Vul uw antwoord hier in:

[V6]Is handicap toegankelijkheid opgenomen in dit speelbeleidsplan/document?

Kies één van de volgende mogelijkheden:

Ja

Nee

[V7]Waarom en hoe is handicap toegankelijkheid wel of niet opgenomen in het speelbeleid/document?

Vul uw antwoord hier in:

[V8]Is er bij het maken van uw speelbeleidsplan/document met de doelgroep samen gewerkt? Hierbij zijn meerdere antwoorden mogelijk.

Selecteer alle mogelijkheden:

Ja, met kinderen

Ja, met de ouders van kinderen

Ja, met kinderen met een handicap

Ja, met de ouders van kinderen met een handicap

Ja, met leraren

Ja, met andere dan vermeld

Nee

Niet van toepassing

[V9]Wanneer 'Ja' bij vraag 8, hoe is dit verlopen en wat zijn uw ervaringen hiermee?

Vul uw antwoord hier in:

[V10]Heeft u ambities uw speelbeleidsplan in de nabije toekomst te wijzigen/verbeteren?

Kies één van de volgende mogelijkheden:

Ja

Nee

[V11]Wanneer ja bij vraag 10, wat is daarvoor de reden?

Vul uw antwoord hier in:

[V12]Hoe wordt in uw gemeente het speelbeleidsplan/document uitgevoerd in de praktijk en hoe wordt hierop toegezien dat dit ook daadwerkelijk zo gebeurt?

Vul uw antwoord hier in:

[V13]Zijn er speelplekken aangepast op handicap toegankelijkheid en 'samen spelen' onder kinderen met en zonder een handicap in uw gemeente aanwezig? Geef eventueel het aantal aan bij 'opmerkingen'.

Kies één van de volgende mogelijkheden:

Ja

Nee

Geef hier een toelichting op uw antwoord:

[V14]Wie heeft deze speelplek(ken) of aanpassingen geïnitieerd? Hierbij zijn meerdere antwoorden mogelijk. Voer eventueel de betreffende stichting of organisatie in bij 'opmerkingen'.

Vul alleen een opmerking in als u een antwoord kiest.

Selecteer alle mogelijke antwoorden en geef een toelichting:

De gemeente

Kinderen

Kinderen met een handicap

De ouders van een kind(eren)
met een handicap

Een stichting of belangen
behartigende organisatie

Niet van toepassing

[V15] Is er bij het ontwerp van een speelplek met de doelgroep samen gewerkt? Hierbij zijn meerdere antwoorden mogelijk.

Selecteer alle mogelijkheden:

Ja, met kinderen

Ja, met de ouders van kinderen

Ja, met kinderen met een handicap

Ja, met de ouders van kinderen met een handicap

Ja, met leraren

Ja, met andere dan vermeld

Nee

[V16] Wanneer 'Ja' bij vraag 15, hoe is dit verlopen en wat zijn uw ervaringen hiermee?

Vul uw antwoord hier in:

[V17] Is het voor de selectie van participanten/leveranciers voor de realisatie van uw beleid en uitvoering hiervan, van belang dat deze rekening houden met het gehandicapte kind? Vul eventueel bij 'opmerkingen' kort in hoe u dat doet.

Kies één van de volgende mogelijkheden:

Ja

Nee

Geef hier een toelichting op uw antwoord:

[V18] Hoe zou u de status van de handicaptogankelijkheid en 'samen spelen' onder kinderen met en zonder een handicap bij de speelplekken in uw gemeente omschrijven? Geef een reëel cijfer van 0 tot 10 en licht dit toe bij de volgende vraag.

Kies één van de volgende mogelijkheden:

1

2

3

4

5

6

7

8

9

10

[V19] Waarom heeft u gekozen voor deze beoordeling bij vraag 18?

Vul uw antwoord hier in:

[V20] Wilt u eventueel benaderd worden voor een reflectie?

Kies één van de volgende mogelijkheden:

Ja

Nee

[V21] Wilt u op de hoogte worden gehouden van de resultaten van het onderzoek?

Kies één van de volgende mogelijkheden:

Ja

Nee

[V22]

Vul hieronder de volgende persoonlijke gegevens in: naam, gemeente waarvoor u werkt, de afdeling waar u werkt en uw emailadres voor eventueel

contact of het toezenden van de resultaten.

Vul uw antwoord(en) hier in:

Naam:

Gemeente:

Afdeling:

Emailadres:

[V23]Wilt u het bij uw gemeente geldende speelbeleidspan of vergelijkbaar document voor dit onderzoek ter beschikking stellen? Voeg dit dan via onderstaande 'invoeg optie' toe.

Upload maximaal één bestand

Kindly attach the aforementioned documents along with the survey

[V24]Heeft u nog iets toe te voegen of te vragen?

Vul uw antwoord hier in:

Hartelijk dank voor uw hulp bij mijn onderzoek. Wanneer u dat heeft aangegeven houd ik u op de hoogte van de resultaten en eventuele producten die hier uit volgen.

Met vriendelijke groet,
Nick Althuisen

Verstuur uw enquête

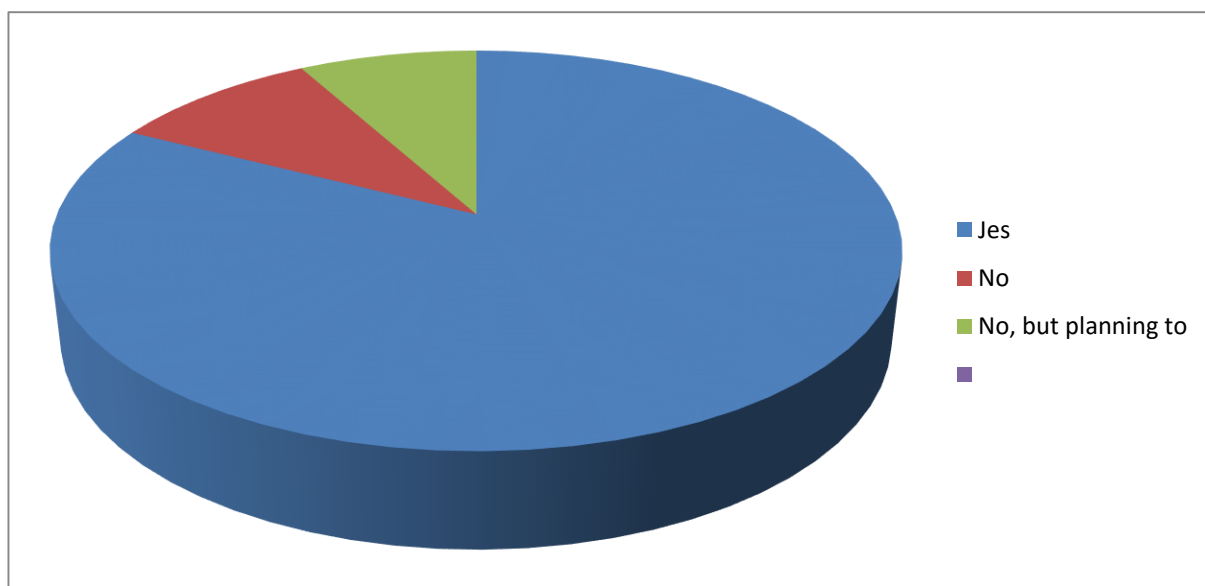
Bedankt voor uw deelname aan deze enquête.

Appendix 2: Results survey

Question 1

Does your municipality have a play policy or comparable document? When this is another document fill in the name in the comments box.

Yes	123	83%
No	14	9%
No, but planning to	12	8%



Comments

ID Respons

9 Er is een speelruimtenotitie 'Geef jeugd de ruimte'.

10 we hebben een kadernotitie integraal meerjarenplan spelen en speelnota's waarin de kadernotitie is uitgewerkt voor de verschillende stadsdelen.

19 Wordt komend jaar geactualiseerd, is namelijk erg verouderd.

22 Er is een oud speelbeleid dat momenteel niet meer van toepassing is, maar in het verleden wel werd gebruikt door de samenvoeging van 2 gemeentes dient het oude beleid te worden geactualiseerd. Hier zijn we momenteel mee bezig.

26 Stadsdeel West speelt verder 'Nota actualisatie speelbeleid voor stadsdeel West'

29 speelbeleidsplan 2012-2017

42 In 2015 wordt een vervangingsplan opgesteld.

45 Speelruimteplan

Beleid- en Beheerplan Spelen 2015-2018

56 bij het invullen heb ik alleen rekening gehouden met de openbare speelruimte. Ik zal het formulier doorsturen aan een collega die zich met speeltuinen bezig houdt.

61 Het Speelbeleidsplan moet nog afgerond en officieel vastgesteld worden.

62 Is nu nog een richtlijn. Wordt t.z.t. vastgesteld.

66 Geen actueel beleid op spelen vanuit de afdeling Welzijn. Wel inrichtingseisen voor de openbare ruimte. Vastgesteld sinds 2014 is de Leidraad Inrichting Openbare Ruimte

71 beleid: 'Integraal speelruimtebeleid Cuijk' maart 2008

beheer en onderhoudsplan: 'Speelruimteplan Cuijk 2015 - 2019' november 2014

72 Uitvoeringsplan speelvoorzieningen

74 Maar het meest recente is niet vastgesteld door de Raad

84 Met onderstaande vragen kan ik niet zo veel omdat we nog aan de slag moeten.

87 Er is op zich een beheerplan wat opgewaardeerd moet worden tot beleidsplan. Maar we weten op voorhand dat financiële middelen er niet zijn. Is nog lastig.

101 Nota Spelen 2013-2016

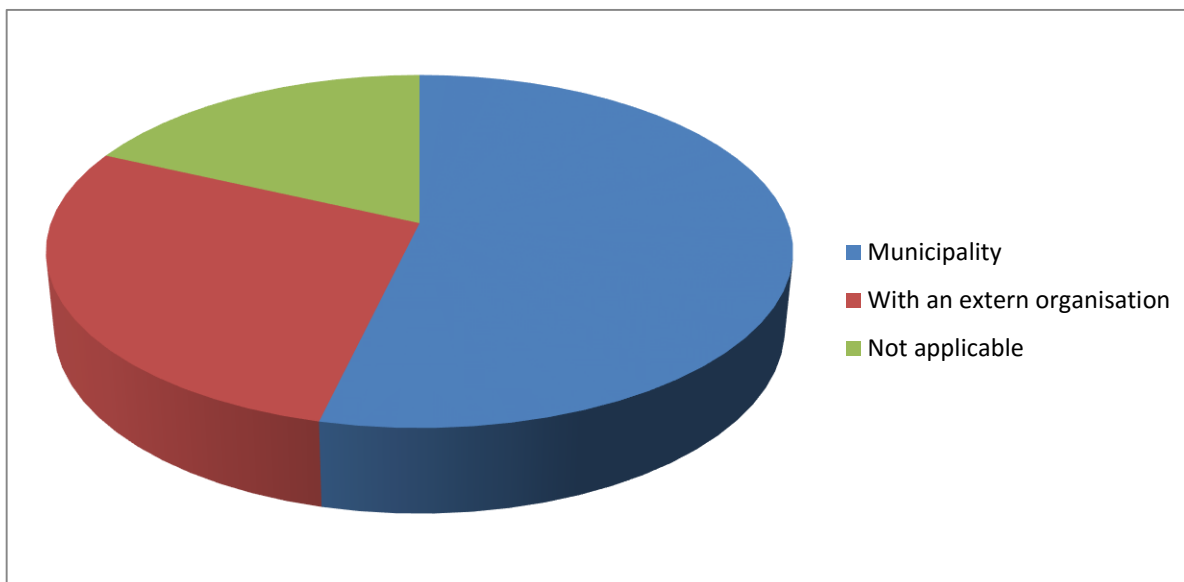
109 We hebben richtlijnen waaraan een speelplek moet voldoen

116 Visie op spelen
 122 Er is een beleidsplan dat gold t/m 2014, dus we werken nu weer aan een nieuwe.
 128 Beleid inzake speeltuinen is zaak van bewoners zelf. Het realiseren / in stand houden van een buurtspeelplaats worden geregeld door de direct omwonenden van deze buurtspeelplaats. Immers zij hebben er belang bij dat hun kinderen veilig kunnen spelen. De gemeente heeft jaarlijks een budget van waaruit de diverse buurtspeeltuinen een aanvraag kunnen doen. Voor het aanschaffen van een nieuw speeltoestel of het onderhoud van speeltoestellen.
 130 Kom Buitenspelen Speelruimteplan, Beleidsplan voor en analyse van speelruimte
 131 ja maar deze is heel algemeen. worden alleen de normen in beschreven (aantal speelplekken o.b.v. aantal kinderen). daarom zijn wij nu bezig met een uitvoeringsplan waarin wij beschrijven wat we met welke speelplek willen.
 136 Het vorige speelbeleid liep van 2011-2014.
 147 Het document heet Actieplan spelen 2012-2017
 150 Speelruimteplan uit 2006. Nu speelruimtebeheersplan, wordt dit jaar voltooid.
 162 Speelruimteplan Gemeente Venray
 164 het speelruimteplan wordt momenteel herschreven.
 165 Deze is inmiddels al wel ruim 10 jaar oud. Deze moet worden vernieuwd naar de wensen/eisen/ideeën
 176 speelvoorzieningen
 182 beheerplan opgesteld door O.B.B. ingenieurs
 187 2009 vastgesteld door raad
 188 we hebben een vervangingsschema, niet meer.
 194 Deze wordt op dit moment geactualiseerd
 196 Beleid en beheerplan
 200 speelplanbeleid is oud namelijk van 2003.
 207 Uitvoeringsplan Speelplaatsen
 210 we zijn bezig om een nieuw speel beleidsplan te schrijven en uit te werken.
 219 OBB
 222 het ligt er een beetje aan wat er bedoeld wordt met een speelplanbeleid. er is een uitvoeringsplan. waar alle plekken in staan en wanneer deze vervangen moeten worden en voor welke leeftijd die geschikt moet zijn.
 232 Er is wel een plan van aanpak natuurlijke speelplekken
 241 Dient geactualiseerd te worden.
 250 Het beleidsplan wordt momenteel opgesteld en zal naar verwachting 2e kwartaal 2015 gereed zijn.
 252 actieplan spelen 2012-2017
 253 Notitie inrichting speelruimten
 255 Beleidsnota speelruimte en speelvoorzieningen (1993)
 Handleiding toegankelijkheid (niet specifiek voor speelvoorzieningen, wel toegankelijke openbare ruimte) - 2012
 259 we zijn hiermee bezig
 263 vastgesteld plan uit 2006. herijking heeft in 2012/2013 plaatsgevonden. is voorlopig vastgesteld
 265 ruimte om te spelen
 266 Speelruimtebeleidsplan 'Buitenspelen,ja leuk!' 2004
 Speelruimteplan 2014-2024
 268 We zijn momenteel het beleid aan het herzien/actualiseren.

Question 2

Which organization constructed this play-policy or comparable document? When this is done with an extern organisation, fill in the name in the comments box.

Municipality	80	54%
With an extern organisation	42	28%
Not applicable	27	18%



Question 5

Is there a moment for the evaluation of the policy and after how many years is this?

<u>Years</u>	<u>Number</u>
1	4
2	1
3	5
4	20
5	39
6	3
7	2
8	0
9	0
10	4

Difference question 3 and 4

What was the total validity of the play policy?

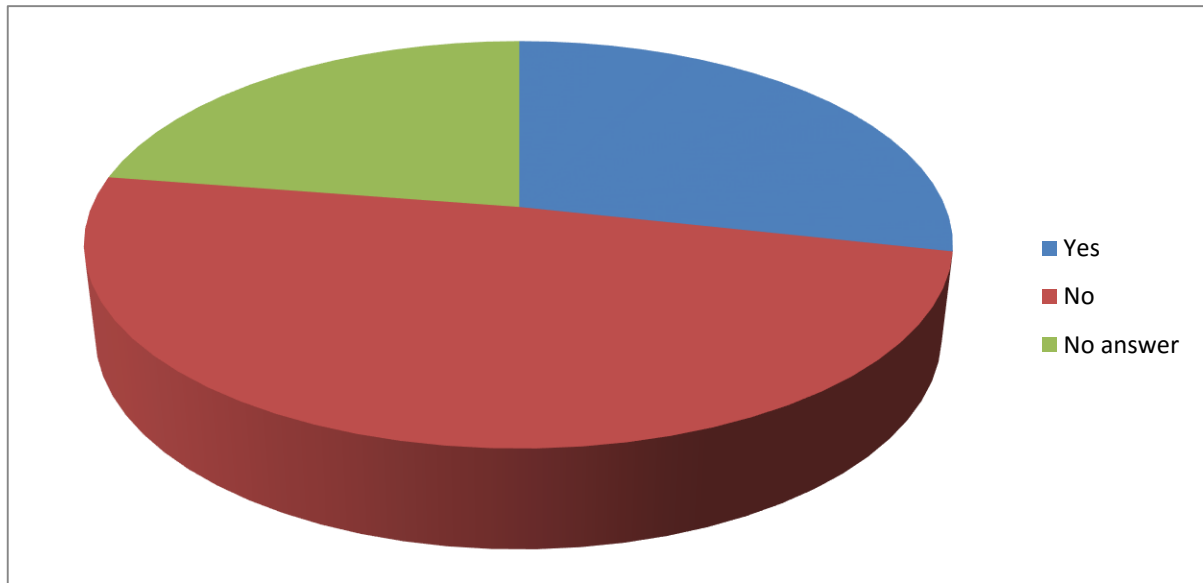
<u>Years</u>	<u>Number</u>
2	3
3	2
4	16
5	9
6	4
7	6
8	2
9	1
10	34
11	3
12	1
15	2

16	2
17	1
20	1
22	1

Question 6

Is handicap accessibility included in this play-policy/document?

Yes	43	28%
No	74	49%
No answer	34	23%



Question 7

Why and how is or isn't handicap accessibility incorporated in the play-policy documents?

ID Respons

- 2 Niet specifiek genoemd....speelterreinen moeten toegankelijk zijn voor alle doelgroepen
- 9 Bij de (her)inrichting van speelplekken worden speeltoestellen geplaatst die zowel door kinderen met en zonder beperking toegankelijk zijn.
- 10 In de kadernotitie is het niet specifiek opgenomen omdat het een document is met globale richtlijnen. Daarnaast was in 2002 handicap toegankelijkheid nog niet zo'n issue als nu.
- 19 Waren ze destijds minder mee bekend denk ik.
- 22 Dit is niet opgenomen in het oude beleid, maar ook niet in het nieuwe.
- 26 Was geen behoefte vanuit de bewoners en vanuit de gemeenteraad
- 31 Voorzieningen moeten goed toegankelijk zijn voor mensen met een beperking.
- 34 Toegankelijkheid
- Integratie
- 38 Als een gehandicapt kind bij een speelplek woont, dan kunnen zij zelf wensen aangeven bij de gemeente. De gemeente houdt niet automatisch rekening met de eisen. Deze wensen kunnen bijvoorbeeld aangegeven worden wanneer de gemeente aangeeft dat er iets gaat wijzigen bij een speelplek.
- 40 Hoofddoelstelling
- Geef het spelende kind voldoende, veilige, bereikbare en herkenbare buitenspeelruimte.
- 41 speelde toen nog geen echte rol
- 42 N.v.t.
- 45 De toegankelijkheid van speelplekken voor kinderen met een beperkingen komt op meerdere plaatsen terug in het speelruimteplan. De reden hiervan is omdat het een kwetsbare groep betreft die extra aandacht verdient. Op deze manier wil de gemeente laten zien dat het deze kinderen niet vergeet.

47 niet

49 Kwaliteitsslag waarin duidelijk is meegenomen de gehandicapte medemens

56 wordt niet genoemd

57 Alle voorzieningen zijn sowieso handicap toegankelijk

59 Speel- en beweegplaatsen zijn voor het door dorp door het dorp. Burgers richten de speelplaatsen zelf in om de reden dat zij de buurt het beste kennen. Dus zijn er kinderen/mensen met een handicap dan zal daar vanzelfsprekend rekening worden gehouden.

60 Niet opgenomen. Alle speelplekken zijn ook toegankelijk voor mensen met een handicap

61 Opgenomen als ambitie 'ruimte voor speciale doelgroepen' met de gedachte dat gehandicapte kinderen de kans krijgen om niet gehandicapte kinderen te ontmoeten. Integratie door middel van spelen.

62 In het beleidsplan is daar niets specifiek over opgenomen. Wel dat we afstemmen op de gebruikers die vooraf worden betrokken. Uit de praktijk blijkt dat we lokaal desgewenst het ontwerp handicaptoegankelijk maken.

65 niet bekend

66 Het is van belang dat iedereen zoveel als mogelijk van de openbare ruimte en voorzieningen gebruik kunnen maken. Wij toetsen op de mogelijke inrichting.

67 Wordt niet speciaal genoemd aangezien er bij inrichting met diverse groepen rekening gehouden wordt.

69 Zeer belangrijk thema

71 kaders uit speelruimtebeleid, punt 5: aanbod zoveel mogelijk afstemmen op leeftijdsamenstelling waarbij ook oog is voor kinderen met functiebeperking.

72 beperkt, er is in dit document 1 hierover opgenomen. 'Speelruimte voor kinderen met beperkingen verdient meer aandacht'.

73 Alle speelterreinen zijn goed toegankelijk, ook voor gehandicapten. In sommige gevallen zijn er op speciaal verzoek van initiatiefnemers speeltoestellen speciaal voor gehandicapten geplaatst.

74 Bij aanschaf voorzieningen letten op het gebruik. Ook voor mensen met een handicap.

78 Het beleid is heel algemeen geformuleerd. Er is niet gekeken naar verschillende doelgroepen. Hieraan is wel aandacht besteed in het sportbeleid.

79 Deze is niet terug te vinden in het speelruimteplan maar hier wordt wel degelijk rekening mee gehouden met het inrichten van nieuwe plekken en met het vervangen van oude toestellen.

80 geen vraag naar

83 Ondanks dat het niet letterlijk is opgenomen in de tekst houdt de gemeente Boxmeer wel rekening met de toegankelijkheid voor deze groep gebruikers.

85 Vinden het belangrijk dat speeltoestellen en speelgelegenheden toegankelijk zijn voor kinderen met een handicap.

86 Wij vinden het belangrijk dat gehandicapte kinderen ook kunnen spelen.

87 Bestaande speelterreinen zijn niet geheel toegankelijk. Wel is er steeds meer aandacht voor het gehandicapte kind en worden nadrukkelijk meer toestellen hiervoor geplaatst.

90 is opgenomen in de nota op 2 plaatsen: Speelruimtes moeten ook goed bereikbaar en bespeelbaar zijn voor kinderen met een lichamelijke beperking.

Één van de kerndoelen richt zich op Vrije Tijd: "er op toezien dat alle kinderen voldoende rust en vrije tijd hebben en dat er voldoende vrijetijdsvoorzieningen beschikbaar zijn en dat deze ook toegankelijk zijn en in voldoende mate beschikbaar zijn voor kwetsbare kinderen, zoals kinderen met een handicap.

97 We zijn volop bezig met het maken van het beleidsplan van de speelruimte. Er komt zeker een onderdeel voor de toegankelijkheid van mensen met een handicap

98 voornamelijk project matig wordt dit opgepakt, bijvoorbeeld een woongemeenschap met allemaal mensen met beperking dan wordt samen gewerkt met die woongemeenschap om dat plangebied in te richten. Dus het is wel maatwerk, niet in elke wijk.

99 In het beleidsplan is opgenomen dat het wenselijk is om in een aantal speeltuinen bijzondere speeltoestellen moeten worden geplaatst voor o.a. kinderen met een handicap. Verder is ook aandacht besteed aan de toegankelijkheid van de voorzieningen.

102 We benaderen de huishoudens met kinderen of ze mee willen denken voor een herinrichtingsplan. Als hieruit blijkt dat er kinderen met een handicap wonen kunnen we hier rekening mee houden bij het inrichten. Dit is nog nooit voorgevallen.

109 Waarom: Omdat we vinden dat alle kinderen buiten moeten kunnen spelen.

Hoe: Bij het ontwerp moet er rekening worden gehouden met de toegankelijkheid

110 Bij het ontwerpen en realiseren van speelplekken wordt rekening gehouden met medegebruik van de doelgroep met een beperking.

111 We willen in voldoende veilige, aantrekkelijke en gevarieerde buitenruimte investeren en de betrokkenheid van inwoners bij speelruimte stimuleren en faciliteren. We denken hierin ruimte voor iedereen te bieden en niet voor specifieke doelgroepen.

116 in zijn algemeenheid is benoemd dat een speelplek geschikt moet zijn voor een grote doelgroep. definitie hiervan is niet gegeven

121 Speeltuinen zijn ook toegankelijk voor mensen met een handicap

122 Handicap is opgenomen in het speelbeleid, omdat ongeveer 10% van de kinderen een zichtbare of onzichtbare handicap heeft, veel kinderen dus.

123 Het is niet opgenomen maar als er iets veranderd in een speeltuin (renovatie)

Dan wordt met de bewoners een plan gemaakt, de bewoners kiezen ook wat er komt en hoe het wordt aangelegd.

dus als er een Handicap in de buurt is zal hier rekening mee gehouden worden in het ontwerp.

124 De focus lag meer op een nieuwere manier van inrichten van de speeltuinen, zoals natuurlijk spelen.

125 N.a.v. inspraakreactie op concept door iemand van het platform gehandicapten Waddinxveen heeft dit meer aandacht gekregen.

Daarna zijn overigens aanvullende afspraken gemaakt over advies ronde dor dit platform bij concept ontwerpen herinrichtingen speeltuinen.

127 Ik neem aan dat het er bij ingeschoten is

128 de beheerders weten of er in de buurt een kind(eren) zijn die vanwege een handicap een aangepast toestel behoeven. Zij dienen hier in de subsidie aanvraag rekening mee te houden.

130 niet bekend

131 alleen dat het toegankelijk moet zijn voor iedereen. (dus ook kinderen met handicap)

136 In een aparte paragraaf

141 geen item toentertijd. Met het nieuw op te stellen beleid mogelijk wel.

142 het staat er wel in, maar summier. Er staat dat er niet specifiek rekening wordt gehouden met gehandicapten (en mensen met een kinderwagen).

147 Er zijn geen aparte doelgroepen onderscheiden in het aanbod van speelplekken in de stad. Wel streven we naar diversiteit in ons aanbod, waarbij de toegankelijkheid, ook voor kinderen met een handicap een aandachtspunt is. Er worden geen speciale plekken voor kinderen met een handicap aangelegd, wel zijn er speelplekken die voor hen te gebruiken zijn.

159 Toegankelijkheid

160 Handicap is pas later toegevoegd in het uitvoeringsplan

161 Omdat dit een belangrijk onderdeel is om mee te nemen.

162 Geen reden bekend waarom dit niet is meegenomen. Toegankelijkheid van de openbare ruimte wordt in het algemeen afgestemd met het gehandicaptenplatform Venray

164 Van belang mede i.v.m. toegankelijkheid speeltoestellen maar ook ter bevordering van sociale contacten

165 Niet specifiek opgenomen. Bij het ontwerpen wordt er bij specifieke vragen/wensen rekening mee gehouden.

In de regel zijn onze speelplekken voorzien van valondergronden van rubbertegels. Hierdoor is de speelplek/toestellen al beter bereikbaar. Door ook als schommel een vogelnestschommel toe te passen kunnen kinderen met een handicap ook schommelen.

166 Het is niet specifiek opgenomen in het speelruimtebeleid. Aangezien we bezig zijn dit beleid te actualiseren zouden we dit hierin mee kunnen nemen.

168 De gemeente wil ervoor zorgen dat kinderen met een beperking zoveel mogelijk gewoon buiten kunnen spelen. Wij hebben echter te maken met bestaande speelplekken die waarschijnlijk in mindere mate geschikt zijn voor kinderen met een handicap. Wij hebben daarom in ons beleid opgenomen dat kinderen met een beperking een voorziening (speeltoestel of iets dergelijks) kunnen aanvragen. Wij gaan dan met het kind(eren) in overleg hoe we de speelplek beter geschikt kunnen maken. Afhankelijk van de maatregelen die hiervoor nodig zijn wordt dat direct opgepakt of ingepland voor een update van de speelplek. Wij kiezen voor deze maatwerk oplossing omdat 'een handicap' van alles kan betekenen voor de aanpassingen die nodig zijn op een speelplek.

172 Het aanbieden van speelruimte voor speciale doelgroepen, zoveel mogelijk gecombineerd met 'normale' speelruimte: de nadruk ligt op ontmoeten is één van de 9 doelstellingen

175 Geen apart beleidspunt

176 in iedere wijk speelvoorzieningen die ook geschikt zijn voor kinderen met een beperking

182 Het beleidsplan met dit onderwerp is nog niet gereed. Uiteraard wordt dit onderdeel meegenomen.

178 Niet dan in algemene termen

180 niet in het beleidsplan. wordt bij de inrichting van elke speelplek wel in meer of mindere mate mee rekening gehouden

186 tekst uit Speelruimteplan:
 Voor minder valide kinderen zijn er in de gemeente geen voorzieningen (in 2009). Geadviseerd wordt om op enkele goed toegankelijke speelplekken voorzieningen voor deze doelgroep bij te plaatsen. Geschikte locaties zijn speelplek [15], [46] en [96]. Het advies is om deze locaties geschikt te maken voor kinderen met een beperking, door geschikte toestellen aan het bestaande aanbod toe te voegen. Een vogelnestschommel is een goed voorbeeld.

187 bij het ontwerp en realiseren van speelplekken wordt rekening gehouden met medegebruik van de doelgroep met een beperking.

190 was tot heden niet echt van toepassing

191 wordt in het algemeen geprobeerd er rekening mee te houden, zeker daar waar de behoefte is....

192 ambitie is om rekening te houden met medegebruik kinderen met een beperking bij ontwerp van speelplekken

194 Dit is in de tijd niet meegenomen

195 Speelplaatsen zijn altijd toegankelijk voor gehandicapten. Dat geldt niet voor alle speelwerktuigen.

196 punt 3.2.4 van het beleidsplan: Ook voor deze doelgroep is het belangrijk om samen met anderen te kunnen spelen. Meestal kan door kleine aanpassingen bij het ontwerp al voorkomen worden dat een speelplek voor hen niet geschikt is. Daarbij kan gedacht worden aan de toegankelijkheid van de plek, of de keuze van een bepaald toestel.

197 De meeste speelplaatsen zijn klein en gelegen op grasveldjes in gemeentelandschappen. Deze veldjes zijn over gazon goed bereikbaar. Er zijn geen aanvullende maatregelen genomen t.b.v. kinderen met een handicap. De gemeente heeft geen inzicht in de behoefte aan speelvoorzieningen voor kinderen met een handicap. Er zijn ook geen vragen vanuit de burgerij. Daarom is het lastig om hier op een goede en kosten efficiënte manier invulling aan te geven.

200 oude nota nog niet opgenomen. Men is hier wel mee bezig

202 wij hebben geen specifiek onderscheid gemaakt in doelgroepen gehandicapt niet gehandicapt

207 Dit is een vanzelfsprekendheid. Toegankelijkheid wordt zoveel mogelijk rekening gehouden. Hierbij gebruiken wij het boekwerk "Praktijkboek toegankelijkheid openbare ruimte" van het CROW.

210 Dit is niet opgenomen. In het nieuw op toestellen beleid zal dit wel worden meegenomen.

212 ?

214 Verder zij opgemerkt dat onder 'aantal kinderen' ook de kinderen met een handicap vallen. Bij het ontwerpen van speelplekken moet dan ook in kleine en grote dingen rekening gehouden worden met mogelijkheden voor medegebruik door kinderen met een beperking. Daarbij moet gedacht worden aan toegankelijkheid, type toestel en soort verharding.

215 was destijds geen specifiek vraagstuk of aandachtsgebied. Bij de inspraak is dit ook niet naar voren gekomen. Dat wil niet zeggen dat er bij de inrichting van speelplekken geen rekening mee wordt gehouden.

216 sociaalbeleid, doelgroepverbreding opgenomen in de beleidsnota

217 niet specifiek opgenomen

219 niet toegankelijk

221 Tot 2009 werd weinig rekening gehouden met het gebruik van speelvoorzieningen door kinderen met een beperking. Opgenomen om te stimuleren dat bij de inrichting van speelplekken hiermee meer rekening gehouden zou worden.

222 wel benoemd maar niet concreet gemaakt.

228 geen idee.

229 De speelplaatsen zijn dusdanig aangelegd dat iedereen ook met een handicap vrije toegang heeft

230 speelplekken zijn goed toegankelijk, alleen speeltoestellen zijn niet afgestemd op

gehandicapten.

231 Niet aan gedacht.

234 Niet expliciet opgenomen. We willen wel dat er voldoende voorzieningen zijn waar ook kinderen met een beperking gebruik van kunnen maken.

236 Zeer belangrijk

238 Het is niet opgenomen in het document. Bij renovatie van een speeltuin in 2015 zijn wel nieuwe uitgangspunten, waarin ook toegankelijkheid voor kinderen met een handicap en speelvoorzieningen voor kinderen met een handicap zijn vastgesteld. Zie vraag v8 bij de renovatie is wel met samengewerkt. Bij beleidsplan niet

241 De gemeente beschouwt de gehele bevolking als doelgroep van speelruimte (niet specifiek de doelgroep kinderen met een handicap)

243 Daar waar gewenst proberen toe te passen. Er dient een afweging plaats te vinden.

244 Het is niet opgenomen

246 Inrichting speelplekken wordt altijd in overleg met aanwonenden uitgevoerd

247 Om ook kinderen met een handicap gelegenheid te bieden tot spelen (met andere kinderen).

Bij de aanleg van speelplekken wordt rekening gehouden met toegankelijkheid (Convenant naar een toegankelijk Zederik).

248 Dit is niet opgenomen, maar hier wordt wel rekening mee gehouden.

250 in de analyse zijn de speelplaatsen ook beoordeeld op toegankelijkheid gehandicapten. In het nieuwe beleid wordt er naar gestreefd dat kinderen met en zonder handicap samen kunnen spelen, met extra aandacht op de centrale buurtspeelplekken.

252 Hier is niet specifiek aandacht aan besteed.

253 Bij de inrichting rekening houden met bereikbaarheid en toegankelijkheid.

255 Onbekend - waarschijnlijk in die tijd nog geen agendapunt voor de gemeente. Tegenwoordig houden we hier wel rekening mee bij aanleg nieuwe speelvoorzieningen (bijv. plaatsen toestellen die ook voor kinderen met handicap te gebruiken zijn), maar hierover is niets vastgelegd.

256 Speelruimteplan is een plan over voldoende spreiding, aanbod en veiligheid van speelplekken. Daarbij wordt ook ingegaan op het belang van spelen voor kinderen. Hierbij wordt niet ingegaan op de concrete invulling van de speelplek, dus ook niet over toegankelijkheid voor mindervalide.

259 we kijken het nu per speellocatie

260 Daar is destijds te weinig aandacht aan geschonken

261 het is een doelgroep die ook moet worden aangeboden, met opnamen in het speelplan wordt deze niet vergeten.

263 omdat de groep relatief beperkt is.

264 We zijn nu bezig met de herijking van het speelruimtebeleid.

Handicap toegankelijkheid was geen expliciet onderdeel van het beleid uit 1991. Speelvoorzieningen kwamen vooral tot stand op basis van initiatieven van bewoners.

Indien het initiatief voorzag in speeltoestellen, etc. geschikt voor kinderen met een handicap werd hier door de gemeente in voorzien.

265 document is opgesteld omdat het onderhoudsbudget onvoldoende is voor de aanwezige speelvoorzieningen

266 De speelvoorzieningen in Hendrik-Ido-Ambacht worden de komende jaren heringericht op basis van de behoefte van kinderen en de andere bewoners. Daarbij wordt uitgegaan van medeverantwoordelijkheid en zelfredzaamheid. Als bij herinrichtingprocessen samen met bewoners blijkt dat rondom de speelplek meerdere gehandicapte kinderen wonen kan de speelplek hierop afgestemd worden.

267 Was geen vraag naar, dus is er niet ingekomen.

268 Voor zover ik weet, is dit niet opgenomen.

269 Bij aanleg nieuwe veldjes en renovatie bestaande veldjes dient rekening gehouden te worden met de eventuele behoefte aan toegankelijkheid voor gehandicapten.

270 Niet aan gedacht.

Stond ook niet opgenomen in de voorbeelden uit andere gemeenten die gebruikt zijn.

Question 8

When making your play-policy or comparable document, did you work together with the target group? You can fill in multiple answers.

Yes, with children

46 31%

Yes, with the parents of children

40 27%

Yes, with children with a handicap	17	11%
Yes, with the parents of children with a handicap	11	7%
Yes, with teachers	10	7%
Yes, with other	37	25%
No	51	34%
Not applicable	20	13%

Question 9

When yes at question 8, how did this go and what are your experiences with this?

ID Respons

2 Bijeenkomsten georganiseerd met scholen. Zeer goed verlopen

9 We hebben breed de informatie opgehaald en de ervaringen zijn heel goed. Er zijn zelfs speelplekken ingericht n.a.v. plannen van kinderen zelf, die ze op school hebben mogen maken.

17 wisselend, afhankelijk van aard van betrokkenheid. van passief tot meewerkend.

19 De jeugdgemeenteraad is er destijds bij betrokken, is in een bijlage aan het beleidsplan toegevoegd.

22 Over het algemeen positief.

31 1. Alle kinderen hebben een enquête ingevuld.

2. Alle enquêtes zijn verwerkt in zeven plannen van aanpak (per week/kern een plan)

3. Deze conceptplannen zijn voor inspraak voorgelegd aan bewoners/verenigingen.

4. Gemeente(raad) heeft de plannen goedgekeurd.

33 goed

38 Klein gedeelte komt opdagen. waarvan de helft ouders met kinderen en kinderen komen maar af en toe.

42 N.v.t.

45 In het algemeen zijn mijn ervaringen positief. Omdat kinderen heel erg met de actualiteit bezig zijn krijgen ze het idee dat er niets met hun opmerkingen wordt gedaan. Dit vormt een valkuil in het proces. Het beste zou je een combinatie kunnen maken van input verzamelen voor het beleidsplan en een speelactiviteit.

49 Bij de ontwikkeling van een aantal speelplekken zijn gehandicapten uitgenodigd mee te denken.

57 Samengewerkt met dorps- en wijkraden. Prima voor het draagvlak.

59 Burgers doen het in deze gemeente zelf en de notitie is dus indirect door hen geschreven.

62 Door middel van een ronde tafelgesprek met kinderen. Hun gebruik en beleving heeft ons geholpen en bevestigd in het uitschrijven van het beleid.

65 Jongeren hebben speelbehoefte kenbaar gemaakt

67 goed

69 Prima ervaringen

71 N.v.t.

74 Zeer beperkte info vanuit de partijen waarmee is samengewerkt

79 Dit is in het jaar 2000 geweest dus dat is helaas gebeurd voor mijn tijd.

Ik kan daar geen antwoord op geven.

80 ik was nog niet werkzaam

83 Er is intern en extern (dorps en wijkraden)overleg gevoerd.

Door voldoende overleg wordt het een breed gedragen beleidstuk.

85 Heel goed en aanpassingen gedaan n.a.v. het overleg.

86 Kinderen met een handicap konden de toestellen keuren.

87 Werken met kinderen is super leuk. Ouders ook maar dan moet je nog weleens aangeven dat het om hun kinderen gaat en niet om wat ze er zelf van vinden.

98 goed, zolang je het doel voor ogen hebt en de leeftijd, dat je inricht op de gebruiker

99 Stichting Speeltuinen Kerkrade (overkoepelende stichting)

102 Prima, dit doen wij altijd. Indien van toepassing betrekken we uiteraard ook scholen erbij.

109 Mijn ervaringen zijn goed. Hoe kun je een beleid maken zonder dat je de betrokkenen.

110 Voor zover ik weet zijn er geen kinderen / ouders geweest. Wel hebben diverse bijeenkomsten met de buurt plaatsgevonden waarbij alle inwoners / kinderen zijn uitgenodigd.

111 Dorpsraden en wijkplatforms hebben bij de analyse van de kwaliteit van toenmalige speelvoorzieningen ene belangrijke rol vervuld. Profielschetsen zijn later ook met hen

besproken. Kinderen zijn later betrokken bij de inrichting van concrete speelplekken, niet bij
 123 wij hebben het zo breed mogelijk opgepakt om zo een mooi plan te krijgen waar iedereen
 zich in kan vinden.
 met voldoende draagkracht van de burger.
 wij hebben niet speciaal mensen met een handicap uitgenodigd maar deze doelgroep zit er
 wel tussen.
 125 toelichting op antwoord hier boven: slecht bij inspraak, dit noem ik geen 'samenwerking'
 vandaar Nee
 127 scholen bewonerscommissies en raadsleden zijn geconsulteerd hetgeen goed is verlopen
 128 Kinderen en ouders worden te allen tijden bij de inrichting van een buurtspeelplaats
 betrokken
 130 Goed. Bij de totstandkoming zijn externen betrokken: (school)kinderen, scholen, wijkteams
 (politie, jongerenwerkers e.d.), maar ook intern zijn verschillende afdelingen betrokken
 geweest.
 131 de huidige situatie wordt voorgelegd op basis waarvan de ouders en kinderen de keuzes
 maken (dit natuurlijk binnen door ons opgestelde kaders)
 Positieve ervaringen.
 134 positief
 139 heel goed, een gehandicapte jongen kan vanuit zijn woning nu de speelplaats bereiken
 141 wel met het uitwerkingsplan waarbij de speelplekken ingevuld werden. 4 avonden met
 buurtbewoners. soms rumoerig.
 144 goed verlopen met goede inbreng
 147 De inbreng bij het actieplan is vooral gekomen vanuit discussiebijeenkomsten en interviews
 met betrokkenen vanuit het jeugdbeleid, waarin goede voorzieningen om buiten te spelen een
 van de doelstellingen is. Daarnaast is gesproken met vele organisaties uit het netwerk
 rondom jeugd, onderwijs, sport, natuur, enz. Deze gesprekken waren inspirerend.
 149 Geen idee
 152 goed
 159 Participatie met inwoners
 160 Prima
 161 De ervaring zijn goed. Neemt wel veel meer tijd in beslag.
 162 Belangrijk om draagvlak bij politiek te verkrijgen
 168 Ons beleidsplan is opgesteld in samenwerking met dorpsbelangenorganisaties. Daarnaast
 zijn er vragenlijsten online gezet voor kinderen en ouders van kinderen. Deze werden
 uiteraard ook ingevuld door kinderen (en ouders van kinderen) met een handicap. Daarnaast
 hebben we in de grotere dorpen gesprekken en rondwandelingen met kinderen gehad om er
 achter te komen welke routes naar en invulling van een speelplek zij het meest
 gebruiken/waarderen. Wij zijn een krimpgemeente en in het speelbeleid is hier rekening mee
 gehouden, dus er verdwijnen speelplekken. Dan is communicatie en vooraf meedenken
 cruciaal. De speelplekken die verdwijnen kunnen worden geadopteerd door buurten. Dat is
 een idee waar burgers zelf mee kwamen. Wij hadden vooraf meer ingevulde vragenlijsten en
 meer bezoekers tijdens de avonden verwacht. Nu zijn we iets meer dan een jaar aan het
 uitvoeren met het plan en dat is tot op heden positief. In de dorpen weet men van de plannen
 en is nagedacht over de toekomst. Verzoeken voor aanpassingen van een speelplek omdat
 er een kind met een handicap woont hebben wij nog niet ontvangen.
 171 goed
 172 Er zijn gesprekken geweest met kinderen op verschillende basisscholen (met een wandeling
 langs de speelplaatsen), jongeren, jongerenwerk, een inspraak avond voor ouders. Er werd
 enthousiast gereageerd en we hebben er nog steeds veel aan.
 176 was heel positief en leerzaam
 182 Deze communicatie is goed verlopen. Het laat een ander licht schijnen op de inrichting van de
 speelplekken.
 178 goed
 180 goed, we doen niet anders
 186 Adviesgroep adviseerde met name dat kinderen met een beperking 'gewone' toestellen
 willen. In het ontwerp wel graag rekening houden met kinderen met beperking.
 187 gesprek met coördinator gehandicaptensport Arnhem over toegankelijkheid van
 speelplekken. Beter bestaande speelplekken aanpakken voor alle doelgroepen, dan een
 speciale plek voor doelgroep met beperking inrichten. Zorgt voor meer cohesie tussen
 doelgroepen.

190 goed
 191 Erg goed verlopen
 192 niet bij het beleidsplan. De inzet is juist om bij de uitwerking van een speelplek zoveel mogelijk omwonenden te betrekken.
 196 OBB Ingenieurs heeft een ruime ervaring in het ontwikkelen van soortgelijke locaties. Hiervoor is in het verleden daar al het nodige over kort gesloten
 202 participatie inwoners staat bij gemeente Zwolle zeer hoog op agenda. Gebruikers bepalen mee en beslissen bij keuze toestellen en helpen tegenwoordig ook mee bij realisatie in situaties waar dat mogelijk is
 210 Dit is op zich goed verlopen, het kost veel tijd en geduld.
 212 prima
 215 Ik heb dit zelf niet gedaan. Er zijn bijeenkomsten per wijk georganiseerd
 216 In wijktenten en inloop avonden.
 goede ervaringen soms weinig opkomst
 221 Goede ervaringen.
 224 Kinderen zijn bevraagd naar wat hun bevindingen en wensen zijn. Dit is een leuk traject. Uiteindelijk richt je de ook voor hun in.
 228 Goed, kinderen weten heel goed wat ze willen
 229 Inspraak verloopt vrij soepel, al kun je niet iedereen naar de zin maken. Maar dan geldt de stem van de meerderheid.
 230 In goed overleg wordt de speelplek ingericht. Meestal wordt de speelplek in buurtbeheer gegeven.
 231 Er is weinig reactie gekomen uit de enquête die is uitgezet en het conceptplan dat ter inzage is gelegd.
 232 Bij de aanleg van speelplekken wordt wel samengewerkt met buurtbewoners, buurtplatforms, leerlingen. Vooral samenwerking met leerlingen is positief.
 234 Het speeltuinbeleid is opgesteld in nauwe samenwerking met de speeltuinverenigingen in de gemeente Borsele.
 236 Prima
 238 Er is voor de renovatie van de speeltuin een kinderinspraak geweest.
 243 Heel wisselend. De betrokkenheid varieert sterk tot opkomsten van 30 personen tot maar 2 personen.
 248 dit is prima verlopen, goede ervaringen
 250 Met de Jongeren Advies Raad.
 255 Niet voor de beleidsnota speelruimte en speelvoorzieningen, wel voor de handleiding toegankelijkheid mensen uit de doelgroep betrokken.
 256 N.v.t.
 259 dit is als zeer prettige ervaren
 261 geen idee, van voor onze tijd.
 264 Het beleid uit 1991 wordt herijkt. Bij deze herijking werken we via een DOPsgewijze aanpak. Dit betekent dat we per dorp/kern in gesprek zijn met inwoners over het speelruimtebeleid en de keuzes die gemaakt worden. Hiertoe zijn per kern werkgroepen actief.
 265 bewonersorganisaties zijn betrokken voordat het document is opgesteld. Op dit moment worden bewonersorganisaties betrokken om zoveel mogelijk voorzieningen in stand te houden
 266 Positief, zie bevindingen in bijlage speelruimteplan 2014-2024

Question 10

Do you have ambitions to renew your play-policy in the near future?

Yes	60	40%
No	47	32%
No answer	42	28%

Question 11

When yes at question 10, what is the reason for this?

ID Respons

10 De uit de kadernotitie afgeleide speelnota's van de stadsdelen worden elke 5 jaar herschreven.
 13 Gebeurt op dit moment. Elke 5 jaar up tot date maken a.d.h.v. kinderaantallen en andere

ontwikkelingen.

19 Dit jaar want het is verouderd en dient geoptimaliseerd te worden. Een collega gaat dit hoogst waarschijnlijk maken.

22 Zie vraag 1

26 -Bezuinigingen op spelen

-Nieuwe ontwikkelingen op het gebied van spelen

29 spelen meer te richten op de openbare ruimte en niet alleen op de speelplekken.

31 Oude plannen zijn uitgevoerd.

Nieuwe plannen van aanpak zijn in de maak.

33 up date, ontwikkelingen sport- en beweeggebruik locaties meer openbare ruimte

34 Actualisatie van het plan.

36 Fusie 3 gemeenten

40 We evalueren na vier jaar en dat is nu aangebroken.

41 plan is inmiddels 10 jaar

45 In principe pas over 4 jaar.

47 wordt eens in de vier jaar geëvalueerd en geactualiseerd

56 Er zal uitvoeringsbeleid gemaakt worden en als uit de monitoring blijkt dat bijstelling nodig is zullen we dat doen.

60 Bij uitvoering wordt overleg gepleegd met buurtgenoten, ouders en buurtschappen

61 Het beleidsplan is nog niet volledig en met name opgesteld vanuit de 'theorie'. Zo zal er bijvoorbeeld een vertaling gemaakt moeten worden naar de praktijk. Belangrijkste vraag daarbij is 'past het streefbeeld zoals omschreven in het Speelruimteplan op de desbetreffende speelplaats?'

65 Actualisatie is gewenst

71 we kunnen op de huidige voet door tot 2019

72 Er zal een overkoepelend beleidsplan recreatie / vrije tijds economie worden opgesteld.

Hierin zal spelen ook worden opgenomen.

73 Het is altijd goed om met een frisse blik een beleidsplan voor de komende jaren op te stellen.

74 Bezuinigingen

78 2015 omdat het beleidsplan bijna 15 jaar oud is.

79 De nieuwe dingen betreft speelplekken volgen en zeker rekening houden met kinderen met een handicap.

80 verouderd plan, bezuinigingen en nieuwe inzichten

83 Wij zien het speelbeleidsplan als een leidraad en niet als een star document.

85 Gewijzigde inzichten en oude plan is verlopen.

87 B&W moet duidelijke keuzes gaan maken mede vanwege het ontbreken van voldoende fin. middelen.

98 wij blijven altijd mee gaan met de tijd.. dus altijd ambitie om weer te verbeteren.

102 Het document is inmiddels wel wat gedateerd, maar het beleidsdeel is nog actueel. Het uitvoeringsdeel is afgerond. Maar momenteel is er geen geld om nieuwe locaties aan te leggen. Dus is er ook niet direct aanleiding om het document te vervangen. Als de raad aangeeft dat hier behoefte voor is dan kan dit veranderen.

122 Het speelruimtebeleid is verlopen, we werken nu aan de evaluatie hiervan en aan nieuw speelruimtebeleid.

127 er is nu een globaal beleidsplan en er moet een meer gedetailleerd uitvoeringsplan worden opgesteld

131 het beleid moet verder uitgewerkt worden. daarom wordt er een uitvoeringsplan opgesteld.

136 voor 2015 ligt er momenteel een uitvoeringsprogramma uitlopend op het beleid van 2011-2014. Voor 2016-2018 wordt een nieuw speelbeleid geschreven

141 budget sluit niet meer aan bij de ambitie. En we willen de normen her-eiken

149 Er zijn veel speeltoestellen voor de jongste doelgroep en te weinig voor de kinderen in de leeftijd 9-12 jaar

159 Ontwikkeling op gebied natuurlijk spelen

160 Het plan is verouderd er moeten verbeteringen worden aangebracht. Er moet gekeken worden naar samenwerkingsverbanden.

Regels opgenomen om uitvoering te geven aan plannen voor kinderen met handicap enz.....

161 Actualisatie en inspelen op gewijzigde visie

162 Update van het speelruimteplan staat nog niet op de planning

164 Het speelruimteplan wordt momenteel herzien.

165 Verouderd beleidsstuk. Huidige wensen en ideeën kunnen gewijzigd zijn. Hiervoor moeten

we in overleg met de samenleving. Dit om wensen en behoeften te peilen en proberen de gemeenschappelijk deler(s) boven water te krijgen.

166 Het speelbeleidsplan zal worden geëvalueerd (zijn we mee bezig) en zal waar nodig worden aangepast. Daarnaast zij we bezig ons streefbeeld te actualiseren door verschuivingen in leeftijd en het aantal kinderen in de wijk. Hierin wordt ook het meerjaren onderhoud en vervanging meegenomen.

168 Aanvulling op vraag 10: wij hebben ons speelbeleid in 2013 verbeterd en met de uitvoering zijn we nu hard aan het werk.

172 I.v.m. met de herhaalde vraag bij de jeugd om een kunstgrasveld wordt een nieuw onderzoek gedaan dat mogelijk weer input geeft aan het beleidsplan

175 wanneer de politiek het wil

178 algemene actualisatie is gewenst

180 reeds gestart, gedateerd

190 Document is oud en nodig aan herziening toe. Inmiddels heeft er een verregaande privatisering plaatsgevonden en mogen wijken/ dorpen/ verenigingen steeds meer hun eigen beleid bepalen.

194 Actualisatie is noodzakelijk wegens teruggelopen budgetten en wensen van gebruikers

195 Het plan is vijf jaar oud en moet geactualiseerd worden.

196 Restaureren van bestaande speellocaties.

200 ik heb geen idee. Ligt bij een andere afdeling

202 de raad gaat dit jaar al een besluit nemen over nieuwe kaders en visie op beheer openbare ruimte. Dat is overkoepelend op bestaande speelruimte beleid. Bij toekomstige (her)inrichting van speelplekken blijven we open staan voor toegankelijkheid en toestellen die geschikt zijn voor gehandicapten

210 Bezuinigingen en steven naar meer participatie

212 cyclisch beleid

214 Vraaggericht Participatie

215 Dit jaar wordt gestart met het herzien van het Speelruimteplan

217 het huidige beleidsplan loopt tot 2016

228 Andere visie,en is verlopen

229 Veroudering speeltoestellen. Het oude beleidsplan stamt nog van 2006. Een beleidsplan moet in feite om de 4 jaar worden herschreven.

231 Elke nieuwe versie zal weer beter en passender zijn dan de oude.

238 2016: geprobeerd wordt om in dat jaar het speelruimtebeleid te herzien. Dit moet nog door het management en college onderschreven worden.

241 Actualisatie huidig beleidsplan, geldig sinds juni 2003

243 geen behoefte. Het plan is vooral pragmatisch ingestoken

246 Helaas wordt de bezuinigingsdruk van grote invloed op het beleid. Van bewoners wordt een grotere inspanning gevraagd.

256 Huidige plan liep t/m 2012 en veel projecten hieruit zitten in afrondende fase, doelstellingen worden binnenkort geëvalueerd en dan nieuw plan gemaakt.

261 vervangend beleidskader, verloopt.

264 Minder kinderen

Veel speelvoorzieningen voor jonge kinderen

Minder gebruik speelvoorzieningen

Vrijwillige beheer van speelvoorzieningen onder druk

Minder budget

Veel kwaliteitsverschillen tussen speelvoorzieningen

268 --> gedateerdheid beleid

--> gewijzigde behoefte

--> grote bezuinigingsopgave

269 mogelijke bezuinigingsmaatregelen

270 De planning was om in 2015 te evalueren en vanaf 2016 met een nieuwe/aangepast beleidsstuk te komen. Vanwege een aankomende gemeentelijke fusie is dit uitgesteld. wanneer er een nieuw (van drie gemeentes)beleidsplan komt is nog onbekend

Question 12

How does your municipality make sure the play-policy is executed in the right way and how is this monitored?

2 Uitvoeringsplan openbare speelgelegenheden wordt opgesteld.

9 De uitvoering ligt bij de afdeling openbare werken. Sowieso wordt per speelplek gewerkt met een logboek en worden alle speelplekken een keer per jaar gekeurd. De speelplekken liggen vast in een document en daarbij is rekening gehouden met de actieradius van de kinderen. Bij vervanging van speeltoestellen wordt rekening gehouden met de wens van de kinderen en de ontwikkelingen van de speeltoestellen.

10 De projectmedewerkers van de stadsdelen hebben deze verantwoordelijkheid. Hierop wordt toegezien door het afdelingshoofd.

13 Uitvoering doet de gemeente zelf.

15 Het is aan de beheerder om het uit te voeren binnen het beschikbare beheerbudget

17 beleid en uitvoering bij 1 afdeling

22 Gezien de omvang van de gemeente (ca. 35.000 inwoners) en het aantal personen dat hiermee bezig is (3), is het toezien op beleid geen probleem.

Daarnaast worden de inspecties digitaal verwerkt in het beheersysteem, en is er een jaarlijkse planning die wordt getoetst aan beleid.

26 De afdeling stadsdeelbeheer is verantwoordelijk voor de uitvoering van het speelbeleidsplan. In samenwerking met wijk en dorpsraden en andere bewoners wordt de nota uitgevoerd. De gemeenteraad (stadsdeelcommissies) controleert dit.

29 ambtenaar is belast met de uitvoering en vermeldt de gang van zaken in de jaarrekening. de gemeenteraad ziet erop toe dat het uitgevoerd wordt.

31 Elke wijk/kern heeft een plan van aanpak met een uitvoeringsjaar.

Afdeling Openbare Ruimte van de gemeente Nunspeet heeft de opdracht om dit uit te voeren.

33 Opdracht naar uitvoeringsorganisatie

34 Middels een spreidingskaart speelvoorzieningen, gerelateerd aan de leeftijdsopbouw in de wijken.

De beleidsmedewerker ziet hierop toe.

38 door een projectleider.

40 De beleidsmakers voeren ook zelf uit en hebben eigen inspecteurs in dienst.

41 aan het plan en op basis van inspecties is een uitvoeringsplan gekoppeld. toezicht gebeurt in eigen beheer.

42 N.v.t.

45 Het speelbeleidsplan wordt uitgevoerd aan de hand van een daarin opgenomen planning. Er wordt op toegezien dat dit ook daadwerkelijk gebeurt door middel van resultaatsafspraken met leidinggevenden.

47 low profile

49 Verantwoordelijkheid van ambtenaar Welzijn

56 Nu nog vooral ad hoc en op vragen van burgers uit de stad.

57 Gemeente draagt zorg voor de uitvoering.

59 Door burgers. Via jaarlijkse inspecties en kwartaalrapportage die de commissie zelf verplicht moeten aanleveren.

60 Er wordt overleg gepleegd met buurtgenoten, ouders, buurtverenigingen en andere belangorganen in de buurt.

Daarop worden door deze aangesproken

61 Nieuwe (gebieds-)ontwerpen worden getoetst aan de uitgangspunten en streefbeelden vanuit het Speelruimteplan. Daarnaast is er dit jaar extra budget beschikbaar om speeltoestellen en valondergronden te vervangen. Hierbij wordt bij de keuze van de speeltoestellen rekening gehouden met de streefbeelden uit het Speelruimteplan.

62 Het beleidsplan wordt gezien als een behulpzaam document. Het is een richtlijn (geen strak principe) voor het maken afwegingen en gebiedsgerichte keuzes.

65 Speelplekken goed onderhouden zodat ze veilig en toegankelijk zijn. Op gemeentewebsite is een kaartje geplaatst met alle speelplekken. Ook is aangegeven welke plekken toegankelijk zijn voor kinderen met een handicap.

66 Bij elke nieuwe of herinrichting

67 Beleidsplan wordt als leidraad gebruikt

69 Onder verantwoordelijkheid van de kwaliteitsbeheerder en in samenspraak met belanghebbende

71 vertaling beleid naar speelruimteplan, het beheer en onderhoudsplan waarin per wijk en dorp omschreven staat welke richting we de komende jaren uitgaan. Ik houd de uitgangspunten erbij en probeer er invulling aan te geven. Bij actualisatie van het beheerplan vindt een evaluatie plaats.

73 Afstemming vindt plaats binnen de afdeling Beheer en Beleid.

74 Alleen de zorgplicht wordt ingevuld. Dit in verband met bezuinigingen

78 Dit wordt samen met de wijken en dorpen opgepakt. De beleidsmedewerker houdt hier toezicht op.

79 Er wordt altijd rekening gehouden met het speelruimteplan en daar wordt ook in de praktijk naar gehandeld.

Bij een nieuwe speelplek wordt ook gekeken naar het speelruimteplan.

80 het beleid wordt gevolgd. We zijn een kleine organisatie.

83 Wij zien het speelbeleidsplan als een leidraad en niet als een star document.

Bij aanpassingen gaan wij altijd opnieuw in overleg met dorps- en wijkraden.

85 Betrokken ambtenaren, wethouder, raadsleden, ouders, kinderen en organisatie.

86 Door de afspraken na te komen en verantwoording af te leggen.

87 Onderhoud wordt zo goed als mogelijk uitgevoerd. Verder ad-hoc omdat een duidelijke besluitvorming nog ontbreekt.

90 Bij verzoeken om uitbreiding wordt het document nagelezen en gekeken hoe te handelen.

94 Aan de hand van het beleidsplan wordt gewerkt.

97 Het speelbeleidsplan wordt uitgevoerd volgens plan. Medewerkers van de gemeente zien er op toe dat het daadwerkelijk volgens plan uitgevoerd wordt

98 wij hebben een eigen buitendienst en de opdrachten zijn ook in eigen beheer, dus zien daar zelf op toe. bovendien maakt de beheerder spelen ook controle rondes .

99 In de periode 2013 - 2015 wordt 1,3 miljoen euro geïnvesteerd in speelvoorzieningen voor openbare speelplekken en in 9 speeltuinen.

101 Aansturing door beleidsadviseur Welzijn. Toezien op uitvoering via P&C-cyclus (planning & control).

102 Alle herinrichtingen worden bij het college voorgelegd. Verzoeken van bewoners worden in een periodiek overleg met de wethouder besproken.

104 Het is een verouderd plan. In 2012 is een beheerplan opgesteld en wordt uitgegaan van behoud van het aantal speelplekken. Wanneer er onvoldoende kinderen rondom een speelplek wonen wordt dit omgevormd naar informele speelruimte

109 Het is een van de uitgangspunten bij een renovatie van een speelplek

110 Is bij opstellen van renovatieplan een ontwerpuitgangspunt. Gemeente stuurt van te voren enquêtes met vragen / opmerkingen formulier. Tevens wordt het ontwerp ter inspraak voorgelegd aan de buurt.

111 Er is een kalender ontwikkeld waardoor duidelijk is welke kern of wijk tot 2020 aan de beurt is om te renoveren, aanpassen. Daarbij volgen we de afspraken die we in de nota hebben gemaakt.

Door participatietrajecten is er ook van buiten af een toezienend oog.

116 speelbeheerder houdt de kaders in de gaten. bij grootschalige plekken wordt toegankelijkheid voor mindervalide meegenomen in de opdracht. ondanks dat dit niet specifiek benoemd is in het voorgenoemde plan

121 Jaarlijkse controle toestellen.

Nieuwe verzoek worden behandeld op basis van plan.

Per jaar is bekeken welke speelterreinen een aanpassing nodig hebben. Dit aan de hand van het beschikbare budget.

122 nieuwe speelplekken worden aangelegd volgens de richtlijnen van het beleid. verzoeken voor speelruimte worden getoetst aan het beleid.

123 wij hebben er een planning aangekoppeld, wanneer wat moet gebeuren en daar zit een stappenplan aan vast.

124 Er vinden periodiek veiligheidscontroles plaats.

125 We maken een uitvoeringsplan voor 4 jaar.

Bij elke herinrichting consulteren we belanghebbenden waaronder nu dus ook het platform gehandicapten Waddinxveen.

Wordt er op toegezien? na 4 jaar kijken we terug wat er wel/ niet gelukt is en maken we nieuw uitvoeringsplan voor weer 4 jaar.

128 de gemeentelijke subsidie wordt verdeeld door een welzijnsorganisatie over de diverse buurtspeelplaatsen op basis van een ingediende begroting.

Deze welzijnsorganisatie schrijft jaarlijks een inhoudelijk- en een financieel verslag.

131 D.m.v. het online programma Playmapping.

134 de uitvoering is losgelaten, omdat de uitvoering te veel geld kost.

137 Indeling is gemaakt waar wel en waar geen speellocaties. Momenteel ligt accent alleen op in stand houden huidige speeltoestellen en bij nieuwbouw evt. wat nieuwe speeltoestellen.

Aangezien dit kleinschalig is geen speciaal toezicht.

139 Wij vergadering maandelijks waarin alle aanvragen kritisch afgewogen worden.

141 We werken volgens het uitwerkingsplan. Maar er is geen harde controle dat we dat ook halen.

142 Het wordt zoveel mogelijk meegenomen in projecten. Het is aan de projectleider en landschapsarchitect om ervoor te zorgen dat de het goed in het plan zit (soms vraag de wethouder er ook naar).

147 Alle acties uit het actieplan zijn of worden opgepakt. Er is goede en continue afstemming tussen de beleidsafdeling en beheer en uitvoerende afdeling.

149 Er is eer Werkgroep Speelplaatsenbeleid ingesteld.

150 Door medewerkers van de gemeente

153 Speelplan wordt niet uitgevoerd, omdat de uitvoering te veel geld kost.

159 Regie vanuit 1 afdeling

160 Elk jaar maken wij een uitvoeringsplan voor. Herinrichting van verouderde plekken.

161 Verzoeken worden altijd getoetst aan de beleidsuitgangspunten van het speelruimteplan.

162 Door beheerder en beleidsmedewerker wordt nauw samengewerkt om uitvoering speelruimteplan ook in goede banen te leiden

164 Gemeente Oss werkt wijkgericht. Het speelruimteplan is besproken met dorps-/wijkcoördinatoren, gebiedsbeheerders en toezichthouders en de dorps- en wijkraden.

165 Het beleidsplan vertaald zich naar een uitvoeringsprogramma voor een bepaalde periode. De controlerende

166 het speelbeleidsplan sluit aan bij het streefbeeld, meerjaren onderhoudsplanning, vervangingsplan enz.

168 Dit is een verantwoordelijkheid van de ambtenaar, dit wordt gecontroleerd door de manager. Daarnaast zijn er in het beleidsplan voortgang/evaluatiemomenten afgesproken om de 6 jaar. Deze worden aan het college aangeboden.

171 er is een uitvoeringsprogramma opgesteld en meteen budget eraan gekoppeld

172 In samenwerking van de afdeling buitenruimte en de afdeling beleidsontwikkeling mbv protocollen.

182 speelbeleid en -beheer werken nauw samen bij ons in de gemeente. Hierdoor is bijstellen van de plannen mogelijk.

Beide disciplines zien er op toe dat het gestelde gehaald wordt. Evaluatie trajecten na de uitvoering geven aan of doelstellingen gehaald worden.

178 er is een uitvoeringsprotocol

180 elke aanleg c.q. uitbreiding c.q. opheffing van een speelplek wordt getoetst aan het beleidsplan

186 bij elke herinrichting, vervanging etc wordt het speelruimteplan bekeken

187 Beheer stuurt jaarlijks met het vervangingsplan speeltoestellen.

En er wordt jaarlijks een grote natuurlijke speelruimte aangelegd in een wijk (daar waar dat mogelijk is) door de speelplekken voor doelgroep 7 - 12 jaar te concentreren op deze plek en aan te vullen met speelruimte voor de andere doelgroepen(indicator MJPB).

189 door toetsing tijdens de ontwerpfase

190 er wordt nauwelijks nog gewerkt conform het beleidsplan.

191 bij aanvragen voor aanleg of reconstructie van speelplekken wordt het beleidstuk geraadpleegd.

192 In de enquête worden ouders/ kinderen met een beperking specifiek uitgenodigd om mee te denken.

194 Deze wordt omgezet in projecten en een beheerplan.

195 Alle speelplaatsen worden conform uitgangspunten aangelegd. Toezicht door beleidsmedewerker spelen

196 Inspectie, dan wel meldingen van ouders en jongeren worden hierover bevraagd.

200 in het verleden werd daar wel naar gekeken

202 In Zwolle is een team spelen (speelteam) ambtelijk verantwoordelijk voor het speelbeleid, en de uitvoering van dat beleid.

207 Dat gebeurt door onze uitvoerende diensten. Bij vervanging wordt in overleg met directe omgeving gezocht naar de gewenste toestellen en hierbij is handboek toegankelijkheid een aandachtspunt.

212 vervangen van bestaande toestellen

214 Praktisch/ Interne evaluaties

215 Per jaar worden er een aantal speelplekken gerenoveerd/aangelegd.
 De coördinator van het Speelruimteplan is opdrachtgever en ziet er op toe dat in de opdrachten de randvoorwaarden uit het beleidsplan zijn gewaarborgd

216 er worden planmatig projecten uit gevoerd. De beheerder en de inspecteur zijn er op toe dat alles volgens wetgeving en plan verloopt

217 het onderhoud, renovatie en nieuw aanleg worden bijna altijd door de gemeente zelf verzorgt.

221 Inspraak met burgers wordt getoetst aan de procedure zoals vermeld in het Speelruimtebeleidsplan. Teven meer aandacht voor kinderen met een beperking.

222 belegd bij de verschillende beheerders. jaarlijkse schoon heel en veilig meting

225 organisatie is zelf betrokken bij realisatie van plekken, samen met bewoners en andere belanghebbenden wordt een projectgroep opgericht.

228 toezicht door de afdeling beheer

229 De afdeling Maatschappelijke Ontwikkeling schrijft in samenspraak met het Ingenieursbureau van de gemeente Noordoostpolder. Het Ingenieursbureau heeft het beheer van de speelplaatsen, Wijkbeheer heeft toezicht op de uitvoering. De speelplaatsen + toestellen worden twee keer per door een extern bureau gecontroleerd. De bevindingen van het bureau zijn bindend voor de gemeente.

230 Afwijkingen komen voor als de buurt het anders wil. Dan wordt het plan hierop aangepast.

231 Vage vraag.....
 Het speelruimtebeleid geeft aan waar speelplaatsjes moeten/kunnen komen, hoeveel speelwaarden een speelplaatsje moet hebben en voor welke doelgroep. Dit wordt aangehouden. Controle is niet nodig.

232 n.v.t.

234 Uitvoering van het beleid vindt voornamelijk plaats door de speeltuinverenigingen. Met hen vindt twee keer per jaar overleg plaats.

236 Hiervoor heeft de kwaliteitbeheerder die verantwoordelijk is voor sporten en spelen opdracht. Door per 3 maanden te evalueren.

238 Inmiddels is de praktijk anders dan het speelruimtebeleidsplan. Dit komt omdat er tussentijds ook beleidsregels opgesteld zijn en ook zijn de budgetten voor speelvoorzieningen bijgesteld.

239 De gemeenteraad heeft twee jaar geleden het besluit genomen om al de speeltuinen in onze gemeente over te dragen aan inwoners. De grond blijft van de gemeente maar de speeltoestellen worden/zijn overgedragen. Een langdurig traject dat bijna is afgerond. Gemeente voert nog wel 2 x per jaar de inspecties uit.

241 Pragmatisch, college.

243 Het plan wordt meegenomen in de voorbereiding van het werk. Voor de uitvoering wordt de beoogde speellocatie nogmaals tegen het licht gehouden.

244 Het document wordt zo letterlijk mogelijk uitgevoerd.

246 Er is daadwerkelijk veel betrokkenheid van bewoners. Soms adopteren ze de volledige speelplaats. Veiligheidsonderhoud doet de gemeente nog wel.

247 Uitvoering wordt integraal opgepakt en in samenspraak met buurtbewoners.

248 Zoals het is vastgesteld wordt het uitgevoerd en anders beargumenteerd afgeweken.

250 N.v.t. beleid wordt nu opgesteld. Hiervoor was er geen vastgesteld beleid.

253 De richtlijnen worden nagestreefd

255 -

256 Bij beleidsplan zit een uitvoeringsplan en budget, dit wordt uitgevoerd. Met evaluatie wordt bekeken of alles dan uitgevoerd is.

259 we kijken wat er uit de speeltuig keuring.
 We zijn met burgerparticipatie bezig de bewoners worden hier in betrokken.
 Bij het verwijderen van speeltoestellen worden bordjes geplaatst met de vraag wat willen we terug.

260 Het gevolg van een speelbeleidsplan zijn de Wijkspiegelplannen. Deze worden vanuit de afdeling aangehouden

261 nauwgezet aan het beleidskader, maar met een motivatie is het mogelijk af te wijken

263 beleidsplan is zodanig uitgewerkt dat er heldere normen resp. kaders zijn voor aanleg/opheffing, investeringsbedragen, speelvariatie

264 Deze vraag is wel erg breed geformuleerd.

266 De speelvoorzieningen in Hendrik-Ido-Ambacht worden de komende jaren heringericht op basis van de behoefte van kinderen en de andere bewoners. Door middel van speelsessies met kinderen worden deze behoeften blootgelegd. Hiervoor is een speelplekkenspel ontwikkeld en een procesbeschrijving opgesteld.

267 Het speelruimteplan is uitgevoerd door de gemeente zelf.

268 Het speelbeleidsplan is één van de beleidsvelden die aan bod komt bij projecten (integrale afweging).

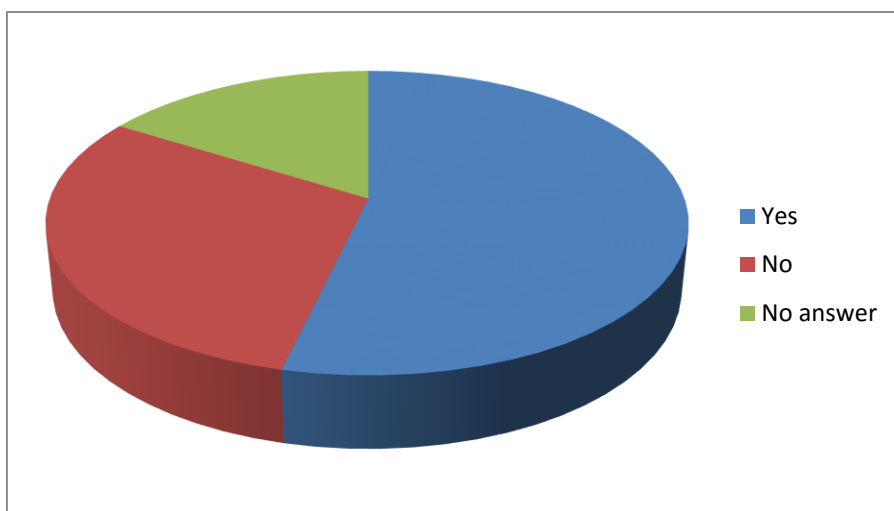
269 middels overleg met buurtbewoners/gebruikers betreffende speeltuintje

270 het beheer wordt uitgevoerd volgens het beheerplan dat is opgesteld n.a.v. het speelruimtebeleid. Dit gebeurt door de afdeling Beheer Openbare Ruimtes (BOR)

Question 13

Are there play areas adjusted on handicap accessibility and 'inclusive play' present in your municipality? Optionally, fill in the number in the comments box.

Yes	80	54%
No	45	30%
No answer	24	16%



ID Respons

10 In stadsdeel zuid zijn het er 2. Van de overige stadsdelen heb ik geen informatie.

17 op verzoek een aantal toestellen die geschikt zijn voor doelgroep. 1 speeltuin op initiatief van speeltuinvereniging volledig aangepast

19 Meerder vogelnest schommels in de gemeente, echter bij 1 locatie ook echt toegankelijk voor gehandicapten middels de rubbertegels.

21 De meeste speelplekken zijn voor eenieder toegankelijk, er zijn echter geen specifieke speeltoestellen voor kinderen met een handicap

22 , echter deze zijn geschikt maar niet gericht ontworpen.

26 Alle openbare voorzieningen in Enschede moeten toegankelijk zijn voor mensen met een handicap, dus de meeste speelplekken in Enschede zijn wel toegankelijk voor kinderen met een handicap. De meeste speeltoestellen zijn niet goed te gebruiken door kinderen met een handicap, afhankelijk van het type handicap.

31 Er wordt in de realisatie van nieuwe of renovatie van bestaande voorzieningen zoveel mogelijk rekening gehouden met een goede bereikbaarheid.

33 minimaal 3

36 Speeltuin Heikant

38 er was recent het plan om een speelplek te verwijderen dit is niet gedaan nadat bleek dat er een gehandicapt kind woonde die er graag speelde.

40 Nestschommels

41 1

49 In 5 speeltuinen

60 Alle speelplekken zijn toegankelijk voor alle kinderen, met of zonder handicap

61 Er zijn geen speciale speeltoestellen voor gehandicapte kinderen. Wel proberen we de speelplekken zo in te richten dat deze toegankelijk zijn voor gehandicapte kinderen.

67 Minimaal 3 speelplekken, daarnaast plaatsen we veel speeltoestellen die ook door kinderen met een handicap te gebruiken zijn.

71 hier is geen bijzondere aandacht voor geweest en ook nog geen vraag /verzoek voor

gekomen.

72 niet specifiek, een enkele locatie is het toeval dat met name de ondergrond geschikt is voor gehandicapte kinderen.

78 Er zijn plekken waar ook kinderen met een handicap kunnen spelen.

83 Wij proberen een aantal toestellen te plaatsen die door beide doelgroepen gebruikt kunnen worden.

85 Diverse speelplekken en speeltuinen.

87 Het is mooi om te zien dat buurtbewoners meer rekening houden met het gehandicapte kind in de buurt en veelal om een zgn. vogelnestschommel vragen.

90 In het verleden was er wel een speelplek maar die is als zodanig nooit gebruikt. Wij krijgen ook geen verzoeken om aan passing van een speelplek. Zouden wij die wel krijgen dan zouden we hier serieus naar kijken.

99 Voor zo ver mogelijk is in een aantal speeltuinen de toegankelijkheid verbeterd middels aanleg van paden. Voorts is bij 1 speeltuin specifiek geïnvesteerd in speelvoorzieningen voor mindervalide kinderen. Voorts ook bij een aantal speeltuinen toiletten geschikt gemaakt voor gehandicapten.

100 Speeltuin 't Kreil is volledig geschikt voor gehandicapte kinderen.

104 Bij vervangingen van speeltoestellen, wordt hier waar mogelijk rekening mee gehouden. Er worden niet specifiek toestellen voor gehandicapten geplaatst, maar toestellen waar gehandicapten kinderen ook op kunnen spelen.

110 Bij 1 speelplek in de gemeente. Bij het opstellen van een nieuwe plek.

123 is nog geen vraag naar geweest.

124 Bij enkele speeltuinrenovaties zijn gehandicaptentoegankelijke speelvoorzieningen aangebracht zoals vogelnestswingers.

127 bij de keuze van speeltoestellen wordt in de voorbereiding gezien of er voldoende toegankelijkheid is voor de diverse handicaps. Indien mogelijk worden toestellen gekozen die ook voor gehandicapten bruikbaar zijn.

136 Meerdere toestellen die gebruikt kunnen worden voor zowel kinderen met een handicap als kinderen zonder handicap.

141 niet specifiek hiervoor ingericht.

142 niet wat mij bekend is

147 Wij hebben niet specifiek speelplekken aangepast, maar verschillende plekken zijn wel toegankelijk en te gebruiken voor kinderen met een handicap, zodat ze samen kunnen spelen met kinderen zonder een handicap.

150 -1-

159 bijv. diverse vogelnestschommels, stabiele kunstgrasondergronden en brede toegangspoorten

160 Bij herinrichting wordt tijdens de bewonersavond aan de aanwezigen gevraagd.

166 Bij de vervanging van sommige speeltoestellen is hier wel rekening mee gehouden.

168 Wij hebben voor de speelplekken die tot op heden op initiatief van de gemeente anders zijn ingericht nog geen verzoeken van kinderen met een handicap ontvangen. Ook nog niet voor speelplekken waar wij als gemeente zelf nog geen plannen voor hebben. Wij besteden hier echter geen speciale aandacht aan. Als een speelplek anders (moet) worden ingericht nodigen wij alle kinderen en ouders in de buurt uit om mee te denken. Daarmee gaan we ervan uit dat de kinderen die een handicap hebben ook komen en we die dus ook bereiken.

169 Ik weet het niet precies.

172 3

176 ongeveer 50 locaties mede geschikt gemaakt voor kinderen met en zonder beperking om samen spelen te bevorderen

182 50

186 alleen los enkele toestellen op een paar plekken

187 er zijn op een aantal speelplekken ook toestellen die ook voor de doelgroep met een een beperking gebruik kunnen worden.

192 met name door zijn veel ondergronden vaak goed toegankelijk. Ook zijn er in grotere speeltuinen toestellen die specifiek voor die doelgroep zijn aangelegd.

195 Alle (vrijwel alle) speelplaatsen zijn toegankelijk voor gehandicapten

196 Ja zie hiervoor speelveld Mayersloot.

197 Zie antwoord vraag 7. Wij staan er voor open om in een omgeving waar meerdere kinderen met een handicap wonen, aanvullende maatregelen te nemen. Maar er is nooit om gevraagd en het is ons ook niet bekend.

Het is een goed idee om in het volgende speelbeleidsplan contact te zoeken met afdelingen en/of organisaties binnen de gemeente, die de belangen van kinderen met een handicap behartigen en kunnen meepraten m.b.t. specifieke situaties.

202 op sommige speellocaties is hierover in het verleden een verzoek geweest. veelal zijn die verzoeken gehonoreerd en hebben er aanpassingen geweest

207 Deze speelplaatsen zijn niet specifiek benoemd. Zie verder antwoord vraag 7

210 Er is één speelplek (op Helmkruid)waar een vogelnestschommel is geplaatst met dit doel . elders in de staat staan meerdere vogelnestschommels

212 1 een rolstoelwip. Verder zijn er op een aanpassingen zodat er medegebruik kan zijn

216 Toegankelijk voor gehandicapten is goed al kan er wel beter op gebruik van en door gehandicapten gelet worden bij de aanschaf van toestellen. hier valt nog veel te verbeteren

222 voor mij onbekend. volgens mij zijn er een aantal plekken die ook toegankelijk zijn voor mensen met een handicap

224 Er is 1 speelplek die is inricht voor rolstoel gebruikers, maar in praktijk wordt dit niet gebruikt.

225 de laatste jaren zijn zeker drie plekken aangelegd.

229 De speelplaatsen worden in samenspraak met de buurtbewoners aangelegd. Indien iemand met een handicap in de buurt wordt hier zoveel mogelijk rekening meegehouden.

230 2 stuks

234 Er is in 2014 een beweegtuin gerealiseerd in Heinkenszand. Deze is gerealiseerd in samenwerking met uiteenlopende organisaties, waaronder ook een organisatie op het gebied van opvang voor gehandicapte kinderen.

236 We houden rekening met deze doelgroep bij het inrichten van speelplaatsen en het kopen van speeltoestellen.

238 Nu nog niet, maar dat komt dus vanaf 2015 in speel- en buurttuin De Kouwenaar in Vaassen.

248 Op diverse plekken is dit gebeurt.

256 Bij renovatie van een speelplek doen we altijd participatie met kinderen in die buurt. Als daarbij de vraag vanuit de buurt en/of gehandicapte kinderen of ouders van kinderen komt om rekening te houden met mindervalide, nemen we dit mee in de ontwerpen.

260 Er is hier geen speciale aandacht naar uitgegaan. Incidenteel zijn er wel speelplekken c.q. toestellen aanwezig voor het samen spelen.

262 2

263 Er is op 1 grote speelplaats een inrichting gemaakt t.b.v. gehandicapten.

264 Er zijn weel enkele aangepaste toestellen, maar een structureel beleid ontbreekt.

265 In de meeste speelvoorzieningen wordt valzand gebruikt waardoor er geen toegang voor rolstoelen is.

266 Bestrating is aangepast tussen de woning van een visueel gehandicapt kindje en een speelplek, zodat dit kindje zelfstandig naar de speeltuin kan lopen

267 één speelplek

268 1 centrale plek

269 tijdens de overleggen wordt deze behoefte niet kenbaar gemaakt

Question 14

Who has initiated this/these playground(s) or modifications? Here are several answers possible. Optionally, enter the appropriate Foundation or organization in the comments box.

Children	29	19%
Parents of children	4	3%
Children with a handicap	6	4%
Parents of children with a handicap	17	11%
A foundation	20	13%
Not applicable	3	2%

Question 15

When designing a play area, do/did you work together with the target group? Here several answers are possible.

Children	57	38%
Parents of children	71	48%
Children with a handicap	20	13%
Parents of children with a handicap	25	17%

With teachers	15	10%
Other	29	19%
No	37	25%

Question 16

When yes at question 15, how did this go and what are your experiences with this?

ID Respons

- 7 Samenwerken zorgt voor draagvlak
- 10 Alle speelplekken die wij wijzigen/ aanpassen/ vernieuwen doen wij door middel van bewonersparticipatie. Dit gaat prima en levert mooie input op voor de inrichting zodat de speelplek enthousiast door de bewoners ontvangen wordt.
- 19 Positieve ervaringen mee.
- 22 Over het algemeen positief.
- 26 Het gaat niet om handicap toegankelijke speelplekken. Het maken van ontwerpen met ouders van kinderen werkt vaak niet goed. Het maken van ontwerpen met de kinderen werkt heel erg goed.
- 29 zeer positief
- 33 goed, wij doen dit al vanaf 2004
- 34 De kinderen hebben hun wensen kenbaar gemaakt en deze hebben we gehonoreerd.
- 36 Met name het managen van de verwachtingen verliep moeizaam
- 40 Verloopt heel goed. Positieve ervaringen.
- 41 goed
- 42 Bij herinrichting speelterrein, kunnen buurtbewoners zich aanmelden voor 'werkgroep' om nieuwe speeltoestellen te kiezen. Er is nog niet gevraagd om toestellen voor gehandicapte kinderen.
- 45 Wisselend. Spelen is een gevoelig onderwerp. Op het moment dat er plannen zijn voor verandering grijpen met het aan om anderen dwars te zitten.
- 47 via buurtteams
- 49 Dit betekent betrokkenheid, draagvlak en zorgt voor sociale controle
- 59 De gemeente faciliteert. Wij staan dus op afstand. Buurtgenoten werken samen met buurtgenoten en indien noodzakelijk ander buurtorganisaties en uiteraard de kinderen.
- 60 goede ervaringen.
- 61 Onze ervaring is dat ouders en kinderen met leuke ideeën komen, soms goed uitvoerbaar en beheersbaar, soms ook niet. Participatie zorgt voor meer betrokkenheid in de buurt of bij de speelplek. Anderzijds moet voorkomen worden dat verwachtingen worden geschept, die niet nagekomen kunnen worden. Bij participatie is het daarom belangrijk om vooraf duidelijke kaders neer te zetten.
- 62 Inhoudelijk ben ik met de gang van zaken niet bekend omdat dit slechts een paar plekken betreft uit 2010 van mijn voorganger, die met pensioen is.
- 65 Kinderen in de buurt van de speelplek kunnen uit 3 alternatieven kiezen.
- 66 Het gebeurt zelden maar de ervaringen zijn positief.
- 67 Goed, voor ons lastig om in te schatten wat het betreffende kind kan.
- 69 Prima ervaringen en goed verlopen tot ieders tevredenheid
- 71 N.v.t.
- 73 Prima verlopen met prettige ervaringen
- 78 Dit is positief verlopen. Er is veel inbreng van bewoners.
- 80 Goed, ouders en kinderen weten zelf het beste wat ze leuk vinden.
- 83 Door voldoende overleg wordt het een speelplek die past bij de buurt en de leeftijdsopbouw.
- 85 Prima samenwerking
- 86 gesprekken met Leraren en leveranciers/ontwerpers.
- 87 Samenwerken geeft doorgaans prettige resultaten. Het wordt de "eigen" speelplaats van de buurt dan pst men er doorgaans ook goed op.
- 90 Er is toen samengewerkt met kinderen van de jeugdgemeenteraad.
- 94 je moet de doelgroep niet vergeten wanneer je ergens aan begint. zij zijn de gebruikers
- 98 prima
- 99 Voor hebt ontwerp van een skatebaan was ook een rolstoelgebruiker (kind ca. 12 jaar) betrokken. Positieve ervaringen hiermee.
- 100 Weet ik niet, si door de speeltuinvereniging gedaan
- 101 Dit is goed verlopen. De gemeente Beek voert aanpassingen in de inrichting van speeltuinen (of de aanleg van nieuwe speeltuinen) altijd door in samenspraak met de buurtbewoners.

109 goed

110 Goed, speelaanbod stemde overeen met de wensen. Aandacht gevraagd voor gelijkvloerse ingang en vooroever langs watergang.

111 Op deze manier ontstaan speelplekken die door de gebruikers gewenst zijn, of acceptabel zijn omdat er een inspraakmogelijkheid was.

Dat is prettiger voor alle partijen.

116 speeltuinvereniging, getest door NSGK

121 Initiatief van uit doelgroep. Samen opgetrokken. Deel toestellen gefinancierd door gemeente en deel door initiatiefnemers (buurt)

Zelfwerkzaamheid van ouders en participatie.

Goede ervaringen

123 bij een samenkomst kun je de gedachten van de kinderen en de bewoners samen voegen en dan krijg je een speeltuin waar iedereen blij van wordt en waar de bewoners en kinderen ook meer verantwoordelijk voor zijn.

124 Positief

125 positief, bij goede inspraak is er draagvlak voor ontwerp en worden keuzes gedragen

127 voorbereiding gebeurt altijd met participatie van omwonenden en indien er een of meer gehandicapte kinderen wonen kan de keuze van de toestellen daar op worden aangepast indien mogelijk hetgeen een warm gevoel geeft indien het lukt

128 Prima, kinderen met of zonder handicap worden betrokken bij het ontwerpplan voor een buurtspeelplaats

131 zie V9

139 wij laten hun kiezen uit meerdere ontwerpen. Het ontwerp met de meeste stemmen wordt uitgevoerd

141 via enquête de vraag welk type spelen gewenst is. Daarna buurtavond of brief met keuze uit verschillende ontwerpen. Verloop soms goed.

142 Ja, dat gebeurt. Afhankelijk van het plan en de betrokkenheid van de wijk.

147 Wij maken geen onderscheid onder mensen met of zonder handicap. Bij het ontwerp van een speelplek worden de gebruikers altijd betrokken. Dit kunnen kinderen uit de buurt zijn en hun ouders, leraren en kinderen van een school, jongerenwerkers, buurtsportcoaches, enz. Onze ervaringen zijn hier heel goed mee. Bij het aanleggen van een speelplek moeten de gebruikers altijd betrokken worden. Dit kan op verschillende manieren, afhankelijk van de plek, de omgeving en de beschikbare middelen.

150 soepel, goede ervaring

153 positief

159 Veel betrokkenheid van bewoners, buurtkinderen en scholen bij speelplaatsinrichting

160 Prima samenwerking

161 Goede ervaringen

164 Gehandicapten vragen terecht om aandacht i.v.m. toegankelijkheid speeltoestellen en kindcontacten.

166 Positief. Als je iets realiseert waar de gebruikers bij betrokken zijn geweest probeer je te bereiken dat deze speelplekken ook echt door de doelgroep worden gebruikt en dat de speelvoorzieningen niet worden vernield. Daarnaast probeer je te voorkomen dat er problemen ontstaan in de buurt door het aanwezigheid van bepaalde speeltoestellen die eventueel voor overlast kunnen gaan zorgen.

168 Zeer positief. Als er een enkel toestel wordt vervangen nodigen we kinderen uit en mogen ze een toestel kiezen uit een selectie. Als de heel speelplekinrichting wordt gewijzigd nodigen we kinderen en ouders uit.

171 goed

172 Dit gebeurt op inspraakavonden

175 goed

176 genoemde organisaties

182 Deze trajecten zijn goed verlopen. Dit komt omdat er gewerkt wordt met enthousiaste initiatiefnemers.

178 gen bijzonderheden

180 prima, er wordt geen speelplek aangelegd zonder hierover in overleg te gaan met omwonende bewoners en kinderen

187 Bij het realiseren van grote natuurlijke speelruimte wordt de wijk / buurt betrokken. Soms zijn zelfs de bewoners van de buurt initiator. Dit geeft draagvlak in de wijk, waardoor de ruimte ook gebruikt gaat worden.

188 In samenwerking met een Stichting. De rol van de gemeente was zeer beperkt.

189 goede inzichten vanuit gebruiker

190 positieve ervaringen

191 prima

192 Ontwerp wordt een samenspel tussen mogelijkheden. Voor ons is dit onderdeel van de standaard planvorming.

195 Altijd positief met een goede inbreng bij de participatie.

196 Goed en zowel kind als ouder blij met deze afstemming.

202 altijd positief

207 Goede ervaringen met participatie.

210 Een en ander is goed verlopen , wel was er discussie over wie is verantwoordelijk voor het onderhoud en reparaties. Dit is door de gemeente op gepakt.

215 goed

216 Weinig op komst bij inspraak avonden

217 D.m.v. een VO inspraak mogelijk. Daarna vertaling naar DO. Over het algemeen verloopt dit prima.

221 Prima verlopen. Goede ervaringen opgedaan

222 wordt niet altijd gedaan. maar regelmatig word in samenwerking met de buurt de nieuwe inrichting bepaald. daar wordt iedereen voor uitgenodigd dus ook mensen met een beperking als die daar wonen.

224 Zijn erg leuke trajecten

225 prima

228 ouders denken wel vaak in het belang van eigen kinderen, leeftijd.

229 De gemeente heeft hele goede ervaringen met de inspraak. Nu is de ene buurt niet de andere, bij de ene buurt verlopen de gesprekken vlot en bij de andere wat moeizamer, maar tot nu toe zijn wij er met zijn allen nog uitgekomen.

231 Zie antwoord op vraag 9

234 Met onder andere Stichting KIO. Samenwerking is prima verlopen.

236 Prima

238 Goed. Door NUSO (adviesbureau) is er kinderinspraak georganiseerd.

239

Ervaringen zijn goed. Bij aanleg in het verleden (wij leggen nu geen nieuwe speeltuinen meer aan) zijn de bewoners betrokken geweest. De verantwoordelijkheid is dan ook groter.

244 Erg positief. Het levert veel enthousiasme op.

246 Wisselend. Ouders zien een andere speelbeleving voor zich dan kinderen.

247 Ervaringen met participatie zijn goed, wel is de ervaring dat het goed is om vanuit de gemeente begrenzing (qua budget en qua mogelijkheden) aan te geven.

248 wij werken veel met wijk- en dorpsverenigingen, dit verloopt positief.

250 Bij de herinrichting betrekken we gebruikers en omwonenden zoveel mogelijk. Het is wisselend hoeveel respons we ontvangen en hoe groot de betrokkenheid is van de omwonenden en doelgroep.

252 Kinderen mogen meedenken met de inrichting van speelplekken. Eerst dromen en dan steeds concreter.

253 Goed

255 We hebben een klankbordgroep samengesteld waarin bewoners / ouders van kinderen zaten. Samen met deze groep hebben we keuze gemaakt voor de inrichting van de speelvoorzieningen en voor de speeltoestellen.

256 n.v.t.

259 Deze aanpak is als zeer prettige ervaren

260 Prima, goede inbreng

263 is goed verlopen.

264 Bij de herijking van het speelruimtebeleid worden inwoners en kinderen ook betrokken bij het ontwerp.

Zie voor het beleid vanaf 1991 de eerdere gemaakte opmerkingen.

265 Goede ervaring met een school waar een natuurlijke speelplek is aangelegd. Meestal wordt de buurt via de bewonersorganisatie betrokken bij het veranderen van een speelvoorziening. Vaak zijn bewoners/bewonersverenigingen initiator van een verandering. Ook omdat er op dit moment geen nieuwe speelvoorzieningen door de gemeente geplaatst worden.

266 Tijdens speeltuinsessies mogen kinderen zelf hun speeltuin ontwerpen. Net als de gemeente

moeten ook de kinderen rekening houden met de kosten en de speelruimte die beschikbaar is, een speelplekkenspel helpt de kinderen hierbij. Kinderen en buurtbewoners zijn enthousiast over deze aanpak.

267 we hebben samen een toestel uitgekozen.

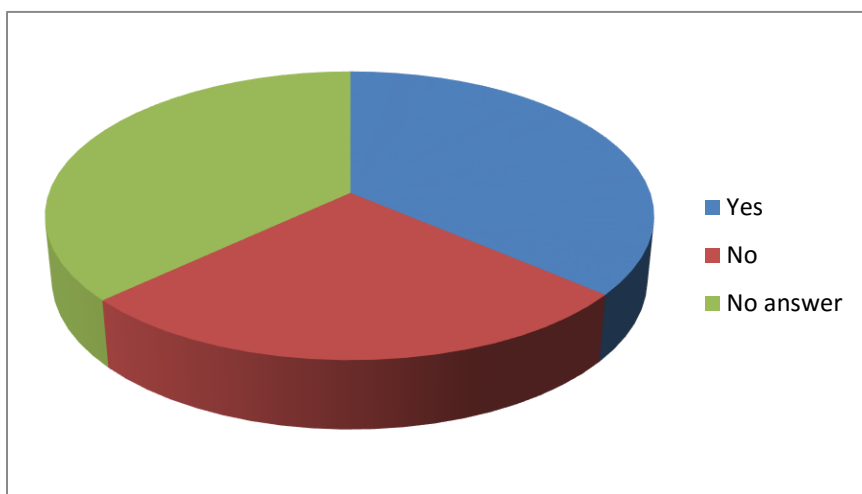
269 goed, al is de opkomst vaak gering

270 als er een aanvraag wordt gedaan wordt er rekening mee gehouden. We krijgen weinig vragen of klachten. Het is geen criteria geweest bij de keuze van de leveranciers. Het aantal plekken dat geschikt is is niet bekend. De afgelopen jaren zijn er in ieder geval 4 aangelegd

Question 17

When selecting participants or suppliers for the realisation of your play-policy or the creation of play areas, do these organisations have to take the disabled child into account?

Yes	54	36%
No	40	27%
No answer	55	37%



ID Respons

9 Wij kijken naar het aanbod van de leverancier en bestellen dan speeltoestellen die voldoen aan de toegankelijkheid van gehandicapte kinderen.

10 Niet specifiek. De belangrijkste informatie komt vanuit het gehandicapte kind of zijn/haar ouders.

17 als zij ook ontwerp maken moeten ze wel dit als uitgangspunten weten.

19 Een vogelnestschommel geplaatst met rubberen tegels om de toegankelijkheid te vergroten.

26 Alle openbare voorzieningen in Enschede moeten toegankelijk zijn voor mensen met een handicap, dus de meeste speelplekken in Enschede zijn wel toegankelijk voor kinderen met een handicap. We maken speelplekken op basis van de behoefte van de kinderen. Is er behoefte in de stad voor speeltoestellen speciaal voor gehandicapten? Dan gaan we zeker met deze bewoners in overleg. Hier zijn ook wijdbudgetten voor beschikbaar zie jijmaaktdebuurt.nl

31 Niet direct, wel kan het zijn dat in het pakket van eisen aan de leverancier een voorwaarde wordt opgenomen dat een voorziening goed bereikbaar is voor mensen/kinderen met een beperking.

38 Daar houden de ambtenaren zelf rekening mee wanneer dit blijkt.

40 Wij werken met aanbestedingen. Dus de leveranciers zijn al geselecteerd.

45 Het beleidsplan wordt uitgevoerd samen met onze inwoners. Op het moment dat er kinderen wonen met een beperking dan laten we ook hen en hun ouders meedenken over de inrichting. Dan wordt er bijvoorbeeld een toestel gekozen waarop zij wel kunnen spelen, eventueel samen met anderen. Ook houden we rekening met het toepassen van materialen als valondergrond die toegankelijk zijn voor bijvoorbeeld kinderen in een rolstoel.

In het kort: maatwerk

56 hier wordt niet op geselecteerd.

62 het komt maar incidenteel voor

65 speelplek moet voldoen voor een zo breed mogelijke doelgroep

71 wanneer hier specifiek vraag naar is wordt het in het programma van eisen voor het

ontwerpen van de locatie opgenomen, voor alsnog is dit nooit aan de orde geweest.

72 is van belang maar er is te weinig aandacht hiervoor.

73 Het initiatief hiervoor ligt voornamelijk bij de opdrachtgever, in veel gevallen de gemeente

79 Wij proberen hier zeker rekening mee te houden, alleen ons budget is heel laag en dus blijft het een uitdaging.

Waar wij zeker ons best voor doen.

85 In de aanbesteding meegenomen

86 Zie opmerking bij V16

98 wij werken met aanbesteding, het is los onderdeel in de aanbesteding.

99 Altijd goed om meerdere partijen te betrekken bij realisatie.(adviesfunctie)

100 wat wordt hier nou gevraagd?

101 indien van toepassing voor betreffende speellocatie.

110 Gemeente heeft contacten gesloten met enkele leveranciers. Bij het afsluiten is dit niet een criterium geweest. De gekozen leveranciers hebben dit overigens wel in hun programma.

116 voor een ontwerper is de ervaring vereist. een aannemer moet het werk maken zoals hem dat opgedragen wordt. als toegankelijkheid voor mindervalide een eis is dient hier aan voldaan te worden.

123 een speeltuin moet voor iedereen te gebruiken zijn.

127 er wordt op toestelniveau gekeken en niet op leveranciersniveau

139 soms wel/soms niet

142 niet dat ik weet.

162 opnemen in de aanbestedingseisen is een vorm waarin dit meegenomen kan worden

164 Nadrukkelijk aandacht hiervoor op aangeven van gemeente als opdrachtgever.

166 Op dit moment nog niet.

168 Wij nodigen geen leveranciers uit. De inventarisatie van wensen doen we zelf. Daarvoor nodigen we ouders en hun kinderen uit. We gaan er dan vanuit dat kinderen met een handicap ook komen.

176 kijk wat zij in hun visie en catalogus weergeven op dit gebied en de bereidheid om toestellen aan te passen indien nodig.

182 Speelplekken zijn toegankelijk voor mindervalide en bij de keuze van speeltoestellen wordt hier ook zoveel mogelijk rekening mee gehouden.

180 indien van toepassing wel

186 keuze ligt nog voor het moment dat leverancier wordt uitgekozen

189 afhankelijk inrichtingseis van de plek

192 Vaak zie je toestellen voor de iets oudere kinderen die heel moeilijk toegankelijk zijn. Als gemeente zetten we zoveel mogelijk toestellen neer die gewone trapjes of plateaus hebben, zodat meer kinderen die kunnen gebruiken.

194 In het komende beleidsplan zal dit worden meegenomen

196 Er is over gewaakt dat alle toestellen zoveel als mogelijk toegankelijk zijn voor zoveel mogelijk doelgroepen.

207 Handboek "Praktijkboek toegankelijkheid openbare ruimte" en andere normen voor speelplaatsen zijn leidend.

214 Wens buurt

215 iedereen is welkom en heeft inspraakmogelijkheden, ook gehandicapte kinderen.

221 Leveren zij ook toestellen die geschikt zijn voor kinderen met een handicap.

222 lastig, afhankelijk van wat voor handicap je het oer hebt wel. maar dan gaat het altijd om toestellen die ook geschikt zijn voor andere mensen. toestellen speciaal voor mensen met een handicap word niet echt op ingezet omdat we het belangrijk vinden dat er gezamenlijk gespeeld kan worden tussen mensen met en zonder een beperking.

229 De buurt kiest de speeltoestellen en de leverancier moet gecertificeerd zijn. Toestellen die niet gecertificeerd zijn worden niet geplaatst. (Attractiebesluit).

230 Dit regelen we als gemeente zelf. Als een speelplek wordt ingericht wordt gekeken/gevraagd of er mindervalide zijn.

234 Niet expliciet vermeld in beleid, uiteraard wel wenselijk.

236 Hoog gewaardeerd in punten bij de aanbesteding

238 Het is van belang dat ze de materialen geschikt voor kinderen kunnen leveren en voldoende bekend zijn met wat nodig is om het voor kinderen met een handicap aantrekkelijk te maken.

247 Heb de indruk dat eigenlijk alle leveranciers rekening houden met het gehandicapte kind (als het gaat om aanbod speeltoestellen en bij inrichting van een speelplek).

248 als ik weet dat hier behoefte aan is, dient hier rekening mee gehouden te worden

250 afhankelijk van de intentie van de speelplaats
 252 Geen ervaringen mee.
 256 je kiest leverancier die hier iets mee kan natuurlijk.
 259 We vragen aan de kinderen en ouders wat hun wensen zijn. We zorgen dat de speelplekken goed begaanbaar is voor het gehandicapte kind.
 263 in speelruimteplan is geen speciale aandacht/taak opgenomen t.a.v. gehandicapten.

Question 18

What grade would you give the play areas in you municipality, grading them on handicap accessibility and the level of 'inclusive play'?

Grade	Number		
1	6	total	750
2	4	number	136
3	11	Average	5,5
4	5		
5	20		
5,5	1		
6	51		
7	32		
7,5	1		
8	5		
9	0		
10	0		

Question 19

Why did you chose this grading at question 17

ID Respons

2 veel speeltoestellen zijn op dit moment niet bruikbaar voor gehandicapten
 7 Onze gemeente schenkt er momenteel nog weinig aandacht aan. Er komen daarentegen ook weinig vragen / reacties uit de samenleving.
 9 Het kan altijd beter. We moeten blijven investeren in de toegankelijkheid van speelplekken.
 10 Een aantal populaire speeltoestellen, zoals bijvoorbeeld vogelnestschommels zijn al toegankelijk voor gehandicapte kinderen. Zo krijg je automatisch' een inrichting die geschikt is voor het gehandicapte kind. Wat beter zou kunnen is de specifieke aandacht voor toegankelijkheid van speelplekken voor het gehandicapte kind. Daar wordt aan de voorkant onvoldoende rekening mee gehouden en kan dus beter.
 13 Het betreft hier een plattelandsgemeente van 11.000 inwoners. De specifieke doelgroep is te klein om rekening mee te houden. Kinderen met/zonder beperking (en hun ouders/verzorgers) kunnen allemaal hun mening geven over speelplekken.
 15 Er is in het beleid geen rekeningen gehouden met toegankelijkheid voor gehandicapten
 17 maar een klein deel werkelijk afgestemd op doelgroep.
 19 Er is op 1 locatie enkele jaren geleden een vogelnestschommel geplaatst voor gehandicapte kinderen met rubberen tegels. Rubberen tegels worden hier niet gebruikt vanwege de hoge aanlegkosten. Het is minimale beoordeling. Komen ook zelden tot nooit vragen over binnen. Dit was toen de eerste keer.
 21 Zie antwoord bij vraag 13
 22 Dit onderwerp is nog niet aan bod geweest bij deze gemeente. Er zijn hiervoor geen verzoeken geweest, maar ook bij ontwerp is hiervoor nooit behoefte uitgesproken. Maatwerk willen we graag leveren, maar vooral gericht op de kinderen in de wijk. Het verzoek tot een aangepast speelterrein hebben we tot nu toe niet ontvangen.
 26 Bijna alle speelplekken in Enschede zijn toegankelijk voor kinderen met een handicap.
 29 er wordt niet specifiek naar gevraagd, maar zeker naar gekeken indien er een vraag komt.
 31 Kan altijd beter.
 34 We houden rekening met het gehandicapte kind door zowel keuze van toestellen als die van valdempende ondergronden. Niet al onze speelplekken zijn goed toegankelijk met een rolstoel.
 36 Bij de inrichting van de huidige speelplekken wordt geen rekening gehouden met

handicapt toegankelijkheid

38 We gaan niet actief op zoek naar gehandicapte kinderen. Er zijn echter diverse instanties actief voor gehandicapte kinderen. Ik denk dat het initiatief vanuit de samenleving of vanuit die instanties moet komen. Gaat anders te veel communicatie in zitten voor ons en dat is dan niet meer in verhouding tot hetgeen uitgevoerd wordt. Als er concrete vragen komen, kunnen wij daar op in spelen.

40 Omdat niet overal ook gespeeld kan worden door kinderen met een handicap. Soms is dat lastig te combineren.

41 slechts beperkt toegankelijk voor bijv. rolstoelen

42 Er is geen rekening gehouden met gehandicapte kinderen.

45 Ik vind het lastig om hier een oordeel over te geven omdat ik mij onvoldoende kan plaatsen in een kind met een rolstoel. In de gemeente hebben we redelijk wat ondergronden van boomschors en zand wat voor kinderen in een rolstoel moeilijker toegankelijk is en ook hebben we te maken met verzakkingen wat de toegankelijkheid ook niet ten goede komt.

49 Er was weinig tot geen aandacht totdat het nieuwe speeltuinbeleid werd vastgesteld

56 Er wordt geen rekening mee gehouden. Het kan zijn dat een gehandicapt kind om de toestellen kan spelen maar dat is geen bewuste keuze van de gemeente.

59 Niet alle speelplaatsen zijn goed toegankelijk voor kinderen met een handicap. Hierbij is vooral de ondergrond niet toereikend.

60 omdat het altijd beter kan

61 Omdat we zorgen voor een goede toegankelijkheid van de speelplekken, zodat de gehandicapten kinderen mee kunnen doen met de andere kinderen. Anderzijds bieden we geen speciale voorzieningen voor deze doelgroep, zoals speelvoorzieningen voor het gehandicapte kind.

62 Vanuit de gemeente is er wel het inzicht om samen te spelen. Maar de bewoners roepen vanuit eigen behoefte en dat reikt in de meeste gevallen niet verder dan de voordeur.

65 Veel speelplekken zijn toegankelijk voor gehandicapten en geschikt voor samen spelen. En er zijn verbeteringen mogelijk.

66 Tot nu is tijdens participatie weinig input vanuit die hoek gekomen. Per buurt/wijk blijken niet veel gehandicapten die tot de doelgroep 'spelen' horen. Wel zijn we bewuster gaan kijken naar bereikbaarheid van de plek en uitdaging voor hen.

67 Veel toestellen zijn ook voor kinderen met een handicap te gebruiken. Niet alle kinderen met een handicap hebben de zelfde vaardigheden. Daardoor blijft het een basis.

69 Veel mogelijkheden maar kan nog beter

71 als deze doelgroepen al samenspelen op een speelplek dan is niet bewust zo voor ze aangelegd. We zouden hier nadrukkelijker naar kunnen en misschien moeten kijken.

72 Veelal bestaat de ondergrond uit zand, dit is niet geschikt voor bijvoorbeeld een rolstoel. Er is gewoon te weinig aandacht hiervoor. Wanneer er uit de buurt specifiek de vraag komt wordt er wel rekening mee gehouden.

73 De huidige speelterreinen zijn goed toegankelijk, maar de inrichting is nog voor verbetering vatbaar.

74 nog niet veel voorzieningen aanwezig

78 Bij de inrichting van een aantal speelplekken is er bewust voor gekozen om speeltoestellen te plaatsen waarmee ook door kinderen met een handicap gespeeld kan worden. Het is echter niet een onderwerp welke bij de inrichting van alle speelplekken ter sprake komt.

79 Wij hebben in de gemeente niet zoveel speelplekken die goed handicap toegankelijk zijn.

80 er zijn geen speciale voorzieningen bijna alle speelplekken zijn op gazon in zand dus slecht toegankelijk met een rolstoel.

83 De gemeente houdt rekening met deze doelgroep maar de speelmogelijkheden zijn vaak toch beperkt.

85 Omdat we er nog niet zijn en we de nodige speelplekken onder de loep willen nemen.

86 Niet overal zijn toestellen die toegankelijk zijn voor gehandicapten.

87 Er is een goede positieve ontwikkeling van iets wat er eerst nauwelijks was. Komt ook omdat vanuit de markt er meer aandacht voorkomt en er ook meer geschikte toestellen enz. voorhanden zijn/komen.

90 Vooral speeltoestellen die in gras staan zijn voor kinderen met een lichamelijke beperking goed te bereiken, en die hebben wij veel staan. De speeltoestellen die in zand staan zijn met een rolstoel slecht te bereiken.

97 binnen de gemeente zijn er verschillende plekken die bereikbaar zijn voor kinderen met een handicap

98 het is precies genoeg

99 Situatie is verbeterd, maar kan altijd beter.

100 Een kleine voldoende omdat één tuin het helemaal voor elkaar heeft en de openbare speelplekken ook voldoende toegankelijk zijn.

101 Wij doen dit voldoende, maar staan ook altijd open om verdere verbetering door te voeren.

102 Ze zijn er niet. Dit betekent dat als er gehandicapte kinderen komen van elders dat we ze niet kunnen bedienen. Echter als er ergens een gehandicapt kind komt te wonen dan zijn wij bereid hier de locatie op aan te passen.

104 Enkel op grotere plekken waar een speellandschap wordt gecreëerd is samenspel voor alle kinderen (incl. gehandicapten) mogelijk. Op de traditionele speelplekken is hier nauwelijks aandacht voor

109 Een groot deel van de speelplekken is toegankelijk maar lang nog niet alles.

110 Kan altijd beter, proactiever.

116 maakt geen expliciet onderdeel uit van beleid. wordt alleen op aanvraag of bij grote centrale speelvoorzieningen rekening mee gehouden

121 Het is voldoende, maar kan altijd beter.

122 niet op alle speelplekken is gedacht aan kinderen met een handicap.

123 volgens mij hebben wij als gemeente alles onder controle maar het zal altijd beter kunnen maar dit is wel iets wat je met samenwerking uit de omgeving van de speeltuin moet doen.

124 Een aantal speeltuinen heeft wel toegankelijke toestellen en een aantal niet.

125 een 6 omdat ik verwacht dat alle speelplekken redelijk toegankelijk zijn maar altijd wel beter kunnen ook qua toepassing speeltoestellen.

127 Veel toestellen / plekken zijn gedeeltelijk toegankelijk voor de diverse varianten van handicaps waarbij het wordt overgelaten aan de betrokken ambtenaar en de direct omwonenden hetgeen tot een redelijk goed resultaat leidt

128 Ruim voldoende

129 De gemeente hanteert een agenda 22 beleid over toegankelijkheid van voorzieningen. Bij veel nieuwe voorzieningen is de toegankelijkheid voor mensen met een beperking een randvoorwaarde in het PVE. Bestaande plekken zijn nog niet integraal ingericht.

130 Vanuit beleid is hier geen richting aan gegeven. Vanuit de samenleving is de vraag ook (nog) nooit concreet gekomen. Dat neemt niet weg dat een deel van de speelplaatsen niet geschikt is voor gehandicapten. Vandaar de score van een 5.

131 meeste speelplekken zijn toegankelijk voor gehandicapten maar er is te weinig kennis over de wensen en behoeften van deze doelgroep, en welke speelplekken er op deze doelgroep afgestemd moeten worden.

136 We hebben speelterreinen waarbij een aantal toestellen specifiek voor het gehandicapten kind zijn geplaatst. Ook is er een speelterrein waarbij meerdere toestellen gericht zijn op kinderen met een handicap en rolstoelen.

137 Er wordt niet speciaal rekening mee gehouden. Veel valondergronden zijn van zand, dit lijkt me met een rolstoel niet ideaal. Waar we er met dezelfde middelen rekening mee kunnen houden doen we het wel.

139 Wij realiseren e.e.a. op aanvraag

141 Tot op heden weinig aandacht voor. maar dat wil niet zeggen dat er geen speelplaatsen zijn waar gehandicapte kinderen kunnen spelen. Die zijn er zeker wel.

142 Als er specifieke vragen komen vanuit de bewoners wordt hier wel geprobeerd aan te voldoen.

144 De speelplekken zijn bereikbaar en een beperkt aantal toestellen is door hen te gebruiken

147 Ik denk dat er in onze gemeente voldoende kwalitatief goede speelplekken zijn waar kinderen samen kunnen spelen.

149 De gemeente heeft geen speeltoestellen die zijn gericht op het gehandicapte kind.

150 Is eigenlijk niet in ons beleid opgenomen

153 In Hoogeveen zijn we niet actief bezig met het handicap-toegankelijk maken of hebben van speelplekken.

156 Er zijn toestellen aanwezig die toegankelijk zijn voor het gehandicapte kind. Maar deze toestellen zijn niet speciaal met deze doelstelling geplaatst.

159 kan altijd beter, maar zijn redelijk toegankelijk

160 Omdat het nog in de kinderschoenen staat, er is nog wel wat te verbeteren

161 Er kan nog veel meer aandacht aan dit onderdeel gegeven worden. Het is nu voornamelijk op de individuele vraag afgestemd. Wel worden steeds meer toestellen geplaatst die ook door kinderen met een handicap gebruikt kunnen worden.

162 De inrichting van de openbare ruimte als geheel wordt afgestemd met het gehandicaptenplatform Venray. Toegankelijkheid van speelvoorzieningen vallen hier dus ook onder.

164 Kan wel beter.

166 Ondanks dat het niet specifiek opgenomen is in het speelruimtebeleid zijn er speelplekken die goed toegankelijk zijn. Daarnaast zijn er speeltoestellen die ook te gebruiken zijn door gehandicapten. Denk hier aan vogelnestschommels en bepaalde speelhuisjes.

168 Wij gebruiken speelzand als ondergrond of gazon bij kleinere toestellen. Dat is niet altijd geschikt voor kinderen met een handicap. Daarnaast zijn wij een krimpgemeente en verdwijnen er dus speelplekken en daarbij behorend budget.

169 Ik denk niet dat we hierin goed scoren op dit moment. Dit is zeker een aandachtspunt voor het nieuwe beleidsplan.

171 het aantal gehandicapte kinderen die buiten willen is zeer beperkt

172 Er zijn maar een paar speelplekken geschikt. In de loop der jaren moeten ook de rest van de plekken geschikt worden maar er is geen budget voor vrij gemaakt dus de aanpassing zal met name bij vervanging van toestellen plaatsvinden.

175 Veel werktuigen voor "gewone" kinderen zijn ook te gebruiken door gehandicapten, en de speelruimte zeker

176 omdat het altijd beter kan maar we naar vermogen er voor gezorgd hebben dat in iedere wijk of dorp speelplekken voor ook deze kinderen aanwezig zijn zonder dat de speelplek een etiket krijgt opgeplakt,.

182 omdat het altijd beter kan.

178 We doen weinig bewust op dit vlak

180 gebeurt niet standaard. lopende het proces wordt deze afweging gemaakt

186 Kan beter, wordt wel bij ontwerp over nagedacht. maar zoals in speelruimteplan aangegeven is gekozen om enkele plekken toegankelijk te maken.

187 Kunnen we meer aandacht aan geven. Wordt nu niet standaard meegenomen in het proces.

188 Ik vind dat de stichting de infrastructuur matig heeft afgestemd op de toegankelijkheid van de speeltoestellen

189 het algemeen belang geldt en niet specifiek de gehandicapte kinderen

190 Er zijn maar weinig speelplekken toegankelijk voor gehandicapten

191 wordt te weinig rekening mee gehouden....

192 Ik denk dat onze speelplekken goed toegankelijk zijn. Er staan een aantal specifieke speeltoestellen. Verder sluiten we aan bij de behoefte van de omgeving. Of dit altijd het meest optimaal is voor kinderen met een beperking is niet altijd duidelijk.

194 Is op dit moment nog niet aan de orde. Zoals gemeld bij vraag 17 wordt dit in de het komende beleidsplan meegenomen.

195 Alle speelplaatsen zijn toegankelijk voor gehandicapten.

196 Omdat het in mijn ogen altijd nog beter kan en zou budget geen rol hebben gespeeld er waarschijnlijk wel voor andere toestellen gekozen zou worden.

197 Omdat er weinig verharde speelplekken zijn en geen toestellen specifiek geschikt voor de doelgroep, geef ik op dit moment een onvoldoende

202 Er is (voldoende) aandacht voor maar kan altijd beter. 7 is dan passend cijfer

207 Over het algemeen zorgen we voor goede toegankelijkheid maar er zijn geen speelplaatsen specifiek voor deze doelgroep.

210 Omdat wij in Oldenzaal weinig speelplekken hebben voor het gehandicapte kind. Er is ook nooit echt vraag naar geweest. Uiteraard is het wel zo dat op een aantal speelplekken wel toestellen staan die mogelijk ook wel toegankelijk zijn voor gehandicapte kinderen.

212 inclusief spelen is beperkt mogelijk

214 Afhankelijk van toestelkeuzes

215 we betrekken niet bewust kinderen met een handicap bij speelplekken. Als er echter verzoeken binnenkomen zullen we die meenemen.

216 Er valt nog veel te verbeteren

217 sommige speeltoestellen zijn zowel geschikt voor kinderen zonder handicap maar kunnen zonder aanpassingen ook gebruikt worden voor gehandicapte kinderen.

221 In nieuwe situaties wordt daar zoveel mogelijk rekening mee gehouden. In bestaande situaties is aanpassing moeilijk vanwege beperkt budget.

222 Er wordt niet actief op gestuurd.

224 Er is geen vraag naar handicap toegankelijkheid binnen de gemeente Doesburg

225 niet alle plekken zijn even toegankelijk, maar er zijn er wel plekken aanwezig in de gemeente.

228 Zijn wel toegankelijk

229 Het is niet altijd duidelijk of er kinderen met een handicap in de buurt woont. De gemeente laat de keuze aan de buurtbewoners en de gemeente neemt aan dat e.e.a. in overleg gaat. Alle buurtbewoners worden aangeschreven.

230 Het kan altijd nog beter. Alle speelplekken zijn niet altijd toegankelijk voor het gehandicapte kind.

231 Ik heb met name gelet op de toegankelijkheid en bereikbaarheid. Toestellen zelf zijn niet aangepast aan minder validen.

232 Een deel van de toestellen is toegankelijk voor kinderen met een handicap, maar hier niet speciaal op gericht.

234 Er zijn heel veel speelplekken in de gemeente Borsele. Veel van deze plekken bieden ook speelmogelijkheden voor kinderen met een handicap.

236 We doen het goed maar het kan altijd beter

238 Nu nog een 6, omdat het niet over de hele gemeente gerealiseerd wordt.

239 Omdat de speeltuinen in onze gemeente vrij goed te bereiken zijn. Alleen hebben wij niet aangepaste speeltoestellen voor kinderen met een handicap.

241 Niet van toepassing

242 Er zijn vogelnestschommels aangebracht op verschillende plaatsen.

243 op verschillende speelplekken staan speeltoestellen die 'ook' toegankelijk zijn met kinderen met een handicap. Het plaatsen van speeltoestellen t.b.v. kinderen met een handicap is vaak geen uitgangspunt

244 Gezien het geringe aantal kinderen met een handicap in onze gemeente en de ruime mogelijkheid om buiten te spelen, is er geen vraag naar aangepaste speel mogelijkheden.

246 er zijn maar enkele plekken waar er doelbewust rekening mee is gehouden

247 Bij de realisatie van nieuwe speelplekken wordt zeker rekening gehouden met gehandicapte kinderen (bij inrichting en bij keuze speeltoestellen). Bij de herinrichting van bestaande speelplekken is dit minder het geval, dat zou nog beter kunnen.

248 We houden hier zeker wel rekening mee, maar het kan zeker nog beter

250 Kinderen met en zonder handicap kunnen goed samen spelen in Zoeterwoude. Vrijwel alle speelplaatsen zijn toegankelijk voor rolstoelen. Ook zijn ze overzichtelijk ingericht. Aandachtspunt zijn toestellen waar ook kinderen met beperking op kunnen spelen (zoals een vogelnest). Bij de realisatie van nieuwe speelplaatsen komt hier meer aandacht voor.

252 Er wordt momenteel geen rekening gehouden met het gehandicapte kind. Deze spelen wel beperkt op de traditionele of natuurlijke plekken.

253 Wij krijgen bijna nooit verzoeken of opmerkingen betreffende speeltoestellen voor gehandicapte kinderen.

255 gevoel

256 Lastige vraag, antwoord daarom ook. Wij hebben het idee dat de vraag niet heel breed leeft in de gemeente. Door het speelruimteplan hebben wij de afgelopen 3 jaar ongeveer 45 speelplekken gerenoveerd, allen met participatie, en bij slechts 2 plekken is toegankelijkheid van mindervalide aan de orde geweest.

259 De burger participatie staat nog in de kinderschoenen. We hebben het laatste jaar wel al een hele slag gemaakt.

260 Persoonlijk denk ik dat het onder de maat is, echter vanuit de burgers komen er geen reacties. Dus doen we het dan toch niet zo slecht?

261 tamelijk neutraal aangezien iedere locatie weer anders is, wel wordt veel aan communicatie gedaan, veel gehandicapten zie ik persoonlijk niet gebruik maken van toestellen.

262 Onvoldoende aandacht voor deze doelgroep, het percentage gehandicapte kinderen ligt gelukkig dan wel laag ten opzicht van kinderen die wel met het speeltoestel kunnen spelen

263 er is rekening gehouden met deze doelgroep door op 1 centrale locatie voorzieningen voor deze doelgroep aan te brengen

264 Toegankelijkheid voor kinderen met een handicap maakt geen structureel onderdeel uit van het beleid. Aan de andere kant werken we als gemeente met initiatieven van inwoners. Binnen de initiatieven is ook ruimte voor spelen van kinderen met een handicap.

265 Vanwege budget is het al lastig om bestaande speelvoorzieningen in stand te houden.

266 De speelvoorzieningen in Hendrik-Ido-Ambacht worden de komende jaren heringericht op basis van de behoefte van kinderen en andere bewoners, hierin hebben ook kinderen met een handicap een stem.

267 Het onderwerp leeft niet binnen de gemeentelijke organisatie.

268 Er wordt nog niet bewust bij stil gestaan. Er ligt hier nog een opgave.

269 tot nu toe wordt er weinig rekening gehouden met gehandicapten. dit betekent dat niet alle speeltoestellen optimaal te gebruiken zijn voor alle gehandicapten

270 omdat er in beleid en beheer niet structureel rekening mee wordt gehouden (dus geen heel hoog cijfer). Op ad hoc vragen wordt wel positief gereageerd en er zijn ook enkele plekken geschikt (dus ook geen onvoldoende)

Appendix 3: Personal communication

Claassen, M. (2015, June 12). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

El Gamal, C. (2015, May 19). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

Fleer, M. (2015, May 7). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

Hebben, R. (2015, June 4). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

Herbers, F. (2015, May 14). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

Kan, M. v. (2015, May 7). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

Maas, A. (2015, May 21). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

Maaskant, J. (2015, June 22). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

Neerbosch, W. v. (2015, May 6). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

Niels, M. (2015, May 18). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

Nieuwehuizen, T. v. (2015, May 19). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

Oost-Mulder, E. (2015, June 10). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

Oost-Mulder, E. (2016, Januari 12). Email response to question about the removal of playgrounds. Deventer.

Schmitz, R. (2015, May 29). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)

Vermeulen, D. (2015, June 8). Interview about handicap accessibility and inclusive play on public playgrounds. (N. Althuisen, Interviewer)