

# COMPENDIUM OF **BEST PRACTICES** OF CHILD FRIENDLY CITIES

2017







# Compendium of Best Practices of Child Friendly Cities 2017



National Institute of Urban Affairs

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with support from  
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Research Team

Sabina Suri, Jyoti Dash, Divya Jindal

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Divya Jindal

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Divya Jindal

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Contact

National Institute of Urban Affairs  
1st and 2nd floor Core 4B,  
India Habitat Centre,  
Lodhi Road, New Delhi 110003  
India

Website: [www.niua.org](http://www.niua.org), [www.cfsc.niua.org](http://www.cfsc.niua.org)

Write to us: [cfsc@niua.org](mailto:cfsc@niua.org)

# Abbreviations

BvLF	Bernard van Leer Foundation
CCC	Christchurch City Council
CFCs	Child Friendly Cities
CFCI	Child Friendly City Initiative
CFSC	Child Friendly Smart Cities
CINI	Child in Need Initiatives
CPBC	Children's Participatory Budget Council
CRC	Children Rights Council
CWFC	Children and Women Friendly Community
ENCFC	European Network Child Friendly Cities
GLA	Greater London Authority
HRBAP	Human Rights Based Approach to Programming
NGO	Non-Government Organisations
NIUA	National Institute of Urban Affairs
ULBs	Urban Local Bodies
UNCRC	United Nations Convention on the Rights of the Child
UMP-LAC	Urban Management Programme for Latin America and the Caribbean
UNICEF	United Nations Children's Emergency Fund

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# Preface

Children are a universal indicator of the status of human development and the level of well-being in a society. As such, the efforts of our society to improve the living conditions and overall welfare of its children can be easily understood by another society, although not easily reproduced. In our endeavor to promote and produce more child friendly cities, we find different practices from around the world as either mirrors of our own or as a stark contrast to our practices— both cases, there is immense learning. It is this learning that we wish to share and celebrate through the present publication.

The good practices have been collated from a variety of sources, including recommendations from the community of stakeholders working towards our common goal of making the world a better place for children, as well as readings, references from the internet and other leads provided by professionals and scholars working in the fields of urban planning and design.

We hope that readers of this compendium will find it a vital resource book on innovative practices and approaches undertaken at national and city level in different countries. By documenting the learning from the international arena and examining planning policies and design practices that actively engage children in the decision-making processes of a city, the compendium intends to contribute to an inclusive approach to young children in cities. The compendium shares these learnings and experiences by presenting key findings on how cities are achieving the sustainable goal of building happier, healthier and inclusive cities for young children.

We are thankful to the Bernard van Leer Foundation for supporting this study. The research was conducted by Divya Jindal, Jyoti Dash, Sabina Suri, Paramita Datta. We are thankful to Razia Grover for her painstaking editing of the text.

Prof. Jagan Shah  
Director  
National Institute of Urban Affairs





## “A Good City

is one in which children can grow and develop to the extent of their powers; where they can build their confidence and become actively engaged in the world; yet be autonomous and capable of managing their own affairs.”

Kevin Lynch, *Growing Up in Cities*, 1977





Indian girls participating in a classroom activity.  
Source: <http://mywholechild.in>

## Background: Child Friendly Cities (CFC) Initiative

The Child Friendly Cities Initiative is a global enterprise to make cities more livable and inclusive for children and youth. A global secretariat for child-friendly cities was established at the UNICEF Innocenti Research Centre (IRC) in Florence (Italy) by UNICEF, UNCHS/Habitat, the Italian Committee for UNICEF and the Instituto Degli Innocenti (a local Italian NGO). The secretariat intends to provide services and support to interested municipalities with the key objective of maintaining channels for sharing experiences and encouraging networking among cities committed to improving the quality of life for their children.

The Earth Summit in Rio de Janeiro (1992) and the Habitat II Conference in Istanbul (1996) provided the conceptual framework for sustainable urban development that takes into greater consideration the needs of all citizens, including the most vulnerable. Since 1992, many local administrations both nationally and globally have responded to Agenda 21 (the document prepared as a result of the United Nations Conference on Environment

and Development). It is an action agenda for the UN, other multilateral organisations and individual governments around the world that can be executed at local, national, and global levels. Section III of the agenda highlights the role of children and youth in sustainable development. This resulted in various organisations globally launching programmes and projects to improve the urban quality of life specifically for children and youth. Creating child-friendly cities became an important agenda in various parts of the world as a result and attempts have been made to address the complex set of cross sectoral challenges and issues that concern this initiative.

India has various policies to improve lives of children including National Policy for Children, since 1974 and has adopted the National Charter for Children, 2003. The concept of child-friendly cities is still in its nascent stage. However, recognising the need for partnership and action at various levels, many sectors and actors are joining hands for positive action and change. The last few years have seen



several initiatives undertaken by civil society (including NGOs) in addressing the idea of child-friendly cities in India. In the review of national urban development missions Prime Minister Narendra Modi, has emphasised the need to make our cities friendly for children.

For a better understanding of this diverse and globally relevant concern, the compendium of Best Practices of Child Friendly Cities has been prepared. The compendium intends to be a knowledge resource for the national and global goal as well as for the Child Friendly Smart Cities project by showcasing examples and projects from other cities on comprehensive and active ways of making cities friendlier for children and youth.

The document comprises of three parts:

Part I focuses on the aim and research methodology. This part forms the basis of the study of selected cities and individual city level initiatives towards making cities child friendly.

Part II highlights successful initiatives in the international arena, strengthened by concrete recognition from the governments at various levels. These case studies have been collated from various research studies, award lists and newspaper articles.

Part III of the compendium formulates a set of conclusions and recommendations based on findings from the selected case studies.

This Compendium of Best Practices of Child Friendly Cities, 2017 has been put together by the National Institute of Urban Affairs (NIUA) as a part of its programme on Building Child Friendly Smart Cities (CFSC) to promote policies and practices which can make Indian cities child friendly within the urban agenda of building smart cities. NIUA has partnered with the Bernard van Leer Foundation to develop a programme of activities under a three year engagement that started in November 2014 upto November 2017. The CFSC initiative focuses on interventions and advocacy related to urban planning and management in India to better address the needs of small children. The initiative looks at children's needs in a comprehensive manner through the perspective of urban planning and design across four key theme areas of Public Health, Safety and Security, Transportation and Mobility and Living Conditions. Aspects of governance, advocacy and finance mechanisms across the key theme areas are also considered for better understanding of how projects addressing children's needs can be implemented.





Image 1.1: A neighbourhood park in Rotterdam, promoting a more child and family-friendly approach.

## Chapter 1: Introduction

### 1.1 Policy framework in the Indian context

Urbanisation has become an imperative force across the world as the populations of many cities grow larger than the total population of many small nations. A major problem with these cities is that their growth has been so rapid and uncontrolled, particularly in recent decades, that it has outstripped the capacity of urban administrations and their infrastructure services to meet the physical and social needs of people who live in them. Children form an important part and large category of people who live in cities—yet they are a demographic group that is often ignored in planning our cities. Urbanisation has significant implications on the growth and development of children especially in a country like India, which has 472 million children (0–18 years) comprising of 39% of the country's total population.

While India is home to the world's largest population of children, the overall health of children in the country is a matter of great concern; out of the 27 million children born each year in India, nearly 2 million do not live to the age of 5. Over 40% of the

children who do live till 5 are malnourished.

According to a report by the World Bank on the prevalence of anaemia among children, 59% of Indian children under 5 years of age have anaemia. Half the children have reduced learning capacity because of iodine deficiency. Diarrhoea alone kills one child every minute in India—more than 1000 children under 5 years of age die each day in India due to diarrhoea caused by lack of proper sanitation facilities. 63 million adolescent girls in India live in homes without proper toilet facilities—this means they are forced to defecate in the open at risk to their safety and lives.

One in every eight children in urban India stays in slums where infrastructure is insufficient and living

*Children form an important part and large category of people who live in cities—yet they are a demographic group that is often ignored in planning our cities.*

conditions are poor. Official figures indicate that there are over 12.66 million child workers in India, but many NGOs reckon the real figure is up to 60 million—this translates to 1 in 8 (12%) children between 5–14 years who work. India has the largest number of child labourers in the world under 14 years of age. Two-thirds of children are victims of physical abuse and half face emotional abuse. Over 50% have faced some kind of sexual abuse and over 20% of them severe abuse.

Although the statistics are daunting, progress has been made in improving children's health in various areas and in addressing their rights. The Constitution of India guarantees Fundamental Rights to all children in the country and empowers the state to make special provisions for children. The Directive Principles of State Policy specifically guide the state in securing children from abuse and ensuring that they are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity; and that childhood and youth are protected against exploitation and moral and material abandonment.

Declaring children as the nation's "supremely important asset" the Government of India drafted the National Policy for Children, 1974, to reiterate its commitment to securing rights of children. The policy recognises that programmes for children should find prominent place in national plans for the development of human resources, so that children grow up to become robust citizens, physically fit, mentally alert and morally healthy; endowed with the skills and motivations provided by society. The policy also lays emphasis on equal opportunities for the development of all children during the period of growth. To affirm the government's commitment in continuing to address the challenges faced by children, it adopted The National Charter for Children, 2003, with the intent to secure a healthy and happy childhood for every child and to address the root causes that negate the healthy growth and development of children; also to awaken the conscience of the community in the wider societal context to protect children from all forms of abuse, while strengthening the family, society and the nation.

However, the status of children in India leaves a lot to be desired. While policy frameworks exist to address the needs of children in cities, children's requirements are often neglected within the urban planning processes and mainstream discussions about urbanism. For children growing up in cities there are both a unique mix of advantages as well as disadvantages—access to better schools, sports facilities and health care is often in contrast to disadvantages like pollution, lack of independent mobility, inadequate play spaces, lack of recreational public spaces and breakdown of community support structures. It is a well-known fact that issues that make urban life difficult for children also make it

difficult for other sections of society, such as women, elderly and disabled people. Thus, making cities more child friendly is an objective that cuts across many overlapping problems and doesn't only benefit children. Given that India is set to be the youngest nation by 2020 with 64% of its population in the working age group with an expected average age of 29 years it is imperative that we plan and build sustainable and inclusive cities from the perspective of young children—ultimately making cities better for everyone.

As children spend a majority of their time within the home, school and recreational spaces—their needs have to be locally provided and easily accessible. For a city to be inclusive and child friendly, it must provide a physical environment that ensures children's health, develops their facilities, and fosters their love for community and for nature. If cities and towns are poorly planned, children are the first to suffer—while the urban poor get hit the hardest, all children get affected nevertheless. The effect of the built environment on children's health is immediate.

Today, due to modern zoning practices, planning for the car and uncontrolled growth, children are growing up unhealthy and burdened with 'lifestyle' diseases at one end of the spectrum, while at the other end children are affected by 'chronic' diseases due to lack of access to basic facilities. Urban planning and integration of urban design, landscape, architecture, transportation and land-use development all play essential roles in ensuring a sustainable physical and built environment. Understanding the importance of cities as fundamental to growth and development of all citizens and especially children and youth, the Compendium of Best Practices tries to learn from various practices and methods of child-friendly planning and design adopted globally.

*Declaring children as the nation's "supremely important asset" the Government of India drafted the National Policy for Children, 1974, to reiterate its commitment to securing the rights of its children.*

#### **The National Policy for Children, 2013**

Recognises that:

- a child is any person below the age of 18 years.
- childhood is an integral part of life with a value of its own.
- children are not a homogenous group and their different needs require different responses, especially the multi-dimensional vulnerabilities experienced by those in different circumstances.
- a long-term, sustainable, multi-sectoral, integrated and inclusive approach is necessary for the overall and harmonious development and protection of children.



## 1.2 About the CFSC project

Given that children formulate a large and crucial part of this growing population in cities, it becomes relevant to look at their needs in a holistic manner through urban planning and design. To advocate child-friendly practices it is imperative to look at issues such as appropriate safety standards, guidelines on the quality of the built and spatial environment, equal opportunities for the differently-abled, children's participation in decision making, allocation of special children's budgets and convergence of various city agencies.

National Institute of Urban Affairs (NIUA) is undertaking a programme on building Child Friendly Smart Cities to promote policies and practices to make Indian cities child friendly within the urban agenda of building smart cities. NIUA has partnered with the Bernard van Leer Foundation, a Dutch grant making foundation, to develop a programme of activities over the next three years, focusing on interventions and advocacy related to addressing children's needs in cities in India. It is intended that through this project, the needs of children and youth are actively addressed within the urban framework.

It is the first time an initiative like this, which looks at children's needs in a comprehensive manner through the lens of urban planning and design across four key theme areas (**Public Health, Safety and Security, Transportation/Mobility and Living Conditions**) is being taken up in the country. Governance aspects across the key theme areas are the underlying factor for greater convergence of various agencies to address children's needs.

The key purpose of the project is to mainstream the needs of young children in Indian cities by addressing the gaps in urban planning. The main objective of the project is to bring greater awareness amongst urban planners and policy makers about the interrelationship between a child's health, built environment and living conditions. The project further aims to stimulate innovation and partnerships between urban policy makers, urban planners, architects, business leaders and NGOs to better address and prioritise children's needs around issues such as housing, sanitation, education, health, transportation, mobility, environment, leisure and play etc, through practical and impactful interventions.

Initiatives under the Child Friendly Smart Cities project include:

- 1) Defining child friendly cities within the Indian context and determining the scope of the project;
- 2) A detailed status of children in India report, describing the state of children within India over past decades across the key focus areas;
- 3) A comprehensive compilation of best practices globally within the scope of child-friendly cities, to learn from innovative practices;
- 4) Development of active tools for intervention at neighbourhood, municipality and city level for a more practical and impactful spatial and urban planning, urban design and policy framework.

The compendium has been prepared under the Child Friendly Smart Cities Initiative using a predefined set of criteria based on a varied range of international practices of cities and country level initiatives making cities more friendly for children and youth through innovative and active methods. Although the report focuses on initiatives on scales of country level programmes, city or municipality level initiatives and community or private enterprises led smaller initiatives, the document places an emphasis on city level or municipality level led actions and relevance on active engagement of children in making cities a livable place.

*Shri Venkaiah Naidu, Minister of Urban Development, Government of India reinforced that urban planning and development must enhance talent, creativity and aspiration of children. He emphasised that children need to be made the focus in urban planning and development. Speaking at a national conference on building smart child-friendly cities for 21st-century India, he said, "41 million people live in urban areas out of which 8 million live in slums. There is no equality of opportunity in healthcare, education and creative fields for the children of the poor."*



Image 1.2: Young girls waiting for the school bus.

Source: <https://www.pinterest.com/pin/463096774154366988>

## Chapter 2: Research methodology

### 2.1 Aims, objectives and methodology

The compendium aims to better understand the need for engaging with children in the decision making process in cities through the various initiatives at multiple levels. The analysis complements existing knowledge on the subject and helps provide empirical learning of various stakeholders at the urban and national level for making successful programming and policy decisions.

Recognising that children living in urban areas are at risk on various fronts due to inadequate support and lack of protection is crucial. The compendium therefore builds on the ample evidence from various global best practices, that if children and young people are actively informed and involved in responding to the challenges in the urban environment they are a part of, it yields benefits not only for their own learning and development, but also for the energy, resourcefulness and knowledge that they can bring on local issues.

The compendium addresses the need for community based organisations, urban local bodies and other public and private sector organisations that work with children-focused urban development, with an expectation that the findings will strengthen the effectiveness of programming around making cities more child friendly. The findings are also expected to enable organisations to engage more appropriately and effectively with children and young people. An underlying focus throughout the compendium has been on the role that local government institutions play in shaping and effectively implementing these initiatives in urban areas.

The intention of the compendium is to contribute to the development of more appropriate plans and policies that reduce the risks that children face in urban areas. Further, as all the study cases operate within political, financial and economic systems at various scales—municipal, urban, national and global—the compendium highlights priority areas for action within their respective policy and planning frameworks.

The compendium intends to develop empirical evidence and a knowledge base on active participation and involvement of children in urban areas which CFSC project can use to inform the development of urban planning programmes and building capacities of urban local bodies. To achieve the above, it has been divided into three main scales comprising country level initiatives, city level initiatives and urban design initiatives globally. In addition it looks into Indian initiatives and programmes to better evaluate and learn from these practices. For selecting the city level initiatives, a set of criteria were established for selecting case

studies and evaluated within that pre-set spectrum.

As these case studies represent various cultural, political and social contexts, the set criteria helps to investigate various aspects related to achieving a child-friendly city in a structured way. It further helped in evaluating various cities on how they engage with children actively and most effectively within their local contexts. This also made it easier to evaluate all the diverse studies under the four key theme areas of, Public Health, Safety and Security, Transportation/Mobility and Living Conditions.

The selection of criteria is based on the UN convention's framework for action towards building child-friendly cities. The process identifies the steps taken to build a local system of governance committed to fulfilling children's rights. The framework translates the process of implementation of the UN Convention on the Rights of the Child from the national government to the local process. In the following study of cities with global good practices towards building child-friendly cities, all cities are discussed from the perspective of translation of their national goals and programmes to local governance and initiatives. The criteria is translated into spatial and urban criteria that corresponds with the scope of cities to deliver a compendium of best practices.

The UN Convention on the Rights of the Child in a local governance setting includes nine aspects:

1. **Children's participation:** promoting children's active involvement in issues that affect them; listening to their views and taking them into consideration in decision-making processes.
2. **A child-friendly legal framework:** ensuring legislation, regulatory frameworks and procedures which consistently promote and protect the rights of all children.
3. **A city-wide children's rights strategy:** developing a detailed, comprehensive strategy or agenda for building a child-friendly city, based on the convention.
4. **A children's rights unit or coordinating mechanism:** developing permanent structures in local government to ensure priority consideration of children's perspectives.
5. **Child impact assessment and evaluation:** ensuring that there is a systematic process to assess the impact of law, policy and practice on children—in advance, during and after implementation.
6. **A children's budget:** ensuring adequate resource commitment and budget analysis for children.
7. **A regular State of the City's Children Report:**



ensuring sufficient monitoring and data collection on the state of children and their rights.

8. **Making children's rights known:** ensuring awareness of children's rights among adults and children.
9. **Independent advocacy for children:** supporting non-governmental organisations and developing independent human rights institutions—child leaders or commissioners for children—to promote children's rights.

According to the international guidelines on urban and territorial planning, a document is prepared by the UN Habitat, addressing the three main components for successful implementation of the above aspects:

1. Enforceable and transparent legal framework
2. Sound and flexible urban planning and design
3. A financial plan for affordability and cost effectiveness.

The document clearly mentions that the three components cited above should be balanced to ensure positive and achievable urban outcomes. These should lead to increased cross-sectoral synergies, delivery-focused partnerships and streamlined and effective outcomes.

Based on the above cited studies a list of criteria were designed which could be easily translated both towards developing a child-friendly city in India, as well as one which could fit into the spatial aspects and frameworks of the research.

To add to the research, the select criteria also reflected aspects of the National Policy for Children, India, and various other national missions in India: Smart Cities Mission, Amrut Guidelines, Hriday Mission, Rajiv Awaas Yojna—Housing for all, Swachh Bharat Mission. That particularly helped to contextualise the set of criteria within the present national agenda and helped align the research within the city level vision and projects.

It was intended to set a broad spectrum of various aspects concerning children and youth in cities, and ways to engage them into the process through urban planning and design initiatives. These criteria are not the only parameters to making cities safer and inclusive for children, although they help the study and the large discourse within the present context to become more focused.

All the selected cities discussed in the document have been actively involved in making their cities friendlier, safer and healthier places for children and youth. Although all the cities belong to different political, social, economical and cultural backgrounds they have been evaluated on this set of pre-formulated criteria to make the study more comprehensive and help it connect better to the Indian context: This makes the compendium a helpful tool to understand innovative methods of project structuring and financing mechanisms in order to make Indian cities child friendly.

## 2.2 List of criteria

<p>1.</p> <p>Cities that have physical design interventions as an integral part of the approach for making them child friendly</p>	<p>2.</p> <p>Cities that have implemented a participatory approach to include children and youth as important stakeholders in the urban planning process</p>	<p>3.</p> <p>Cities which have allocated specific budgets to accommodate children's needs in the design of their financing</p>
<p>4.</p> <p>Cities that have promoted holistic communities that are compact and have a mix of uses and promote walkability</p>	<p>5.</p> <p>Cities that include safety as a parameter in designing streetscapes and the public realm</p>	<p>6.</p> <p>Cities that have promoted an inclusive approach specifically for children and youth from a social perspective</p>
<p>7.</p> <p>Cities that have brought together diverse concerned/ interested agencies and partners to collectively support child friendliness</p>	<p>8.</p> <p>Cities that have shown innovative ideas and project structuring practices and financing mechanisms for addressing the needs of children and youth</p>	<p>9.</p> <p>Cities that have implemented projects at various scales (neighbourhood, ward level, municipality)</p>

# Chapter 3: Case studies

## 3.1.1 Status of children across the world–I

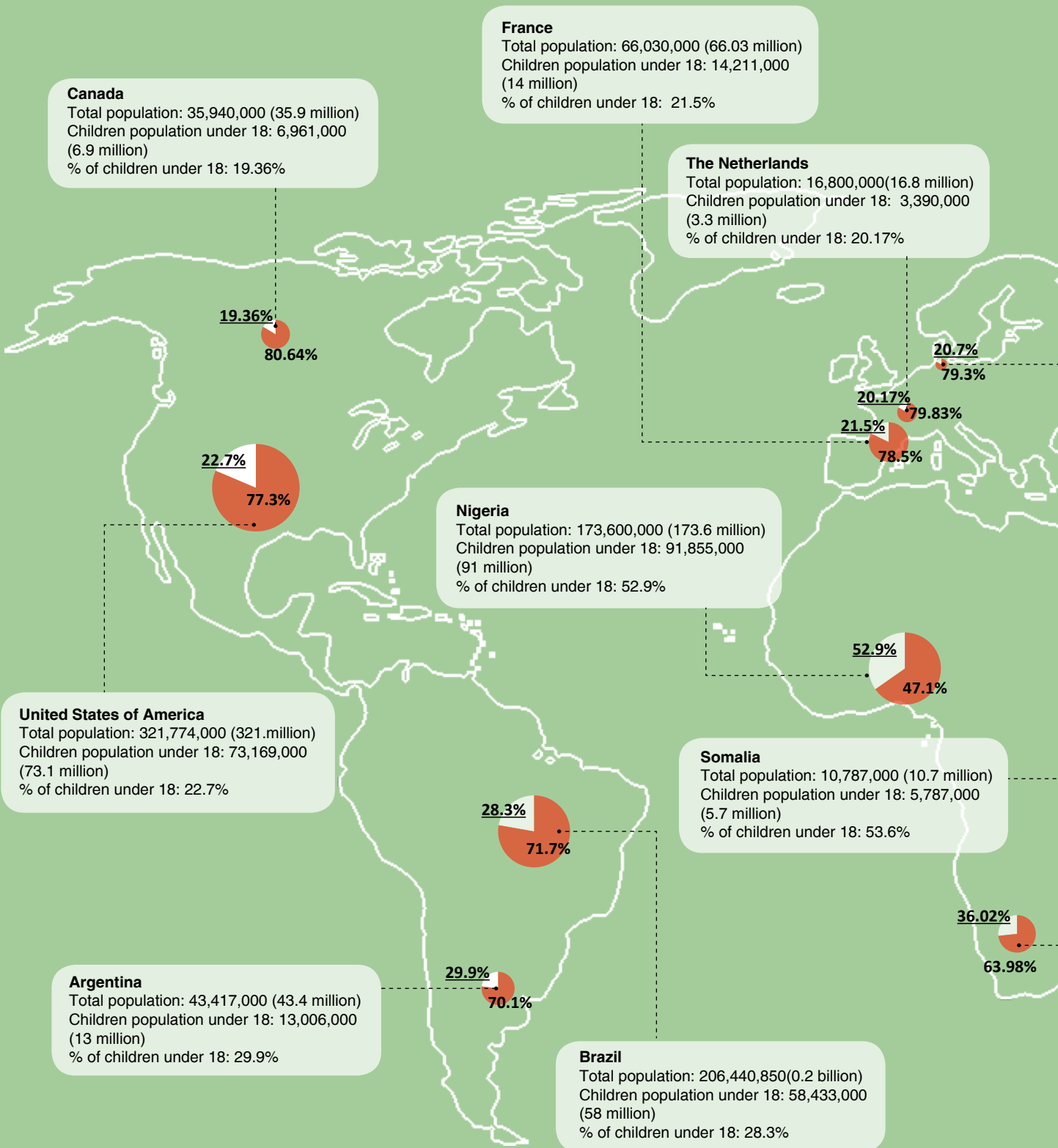
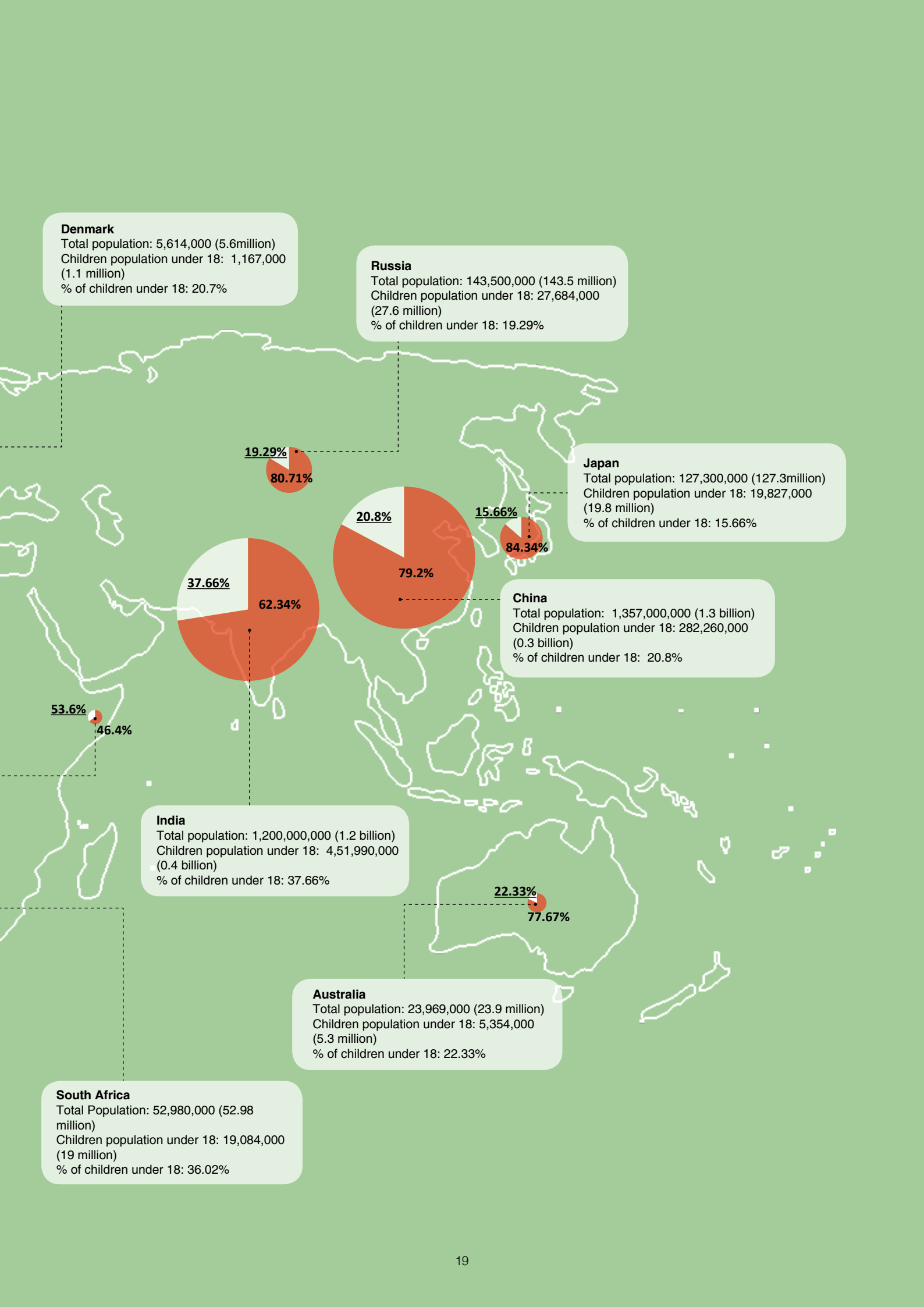
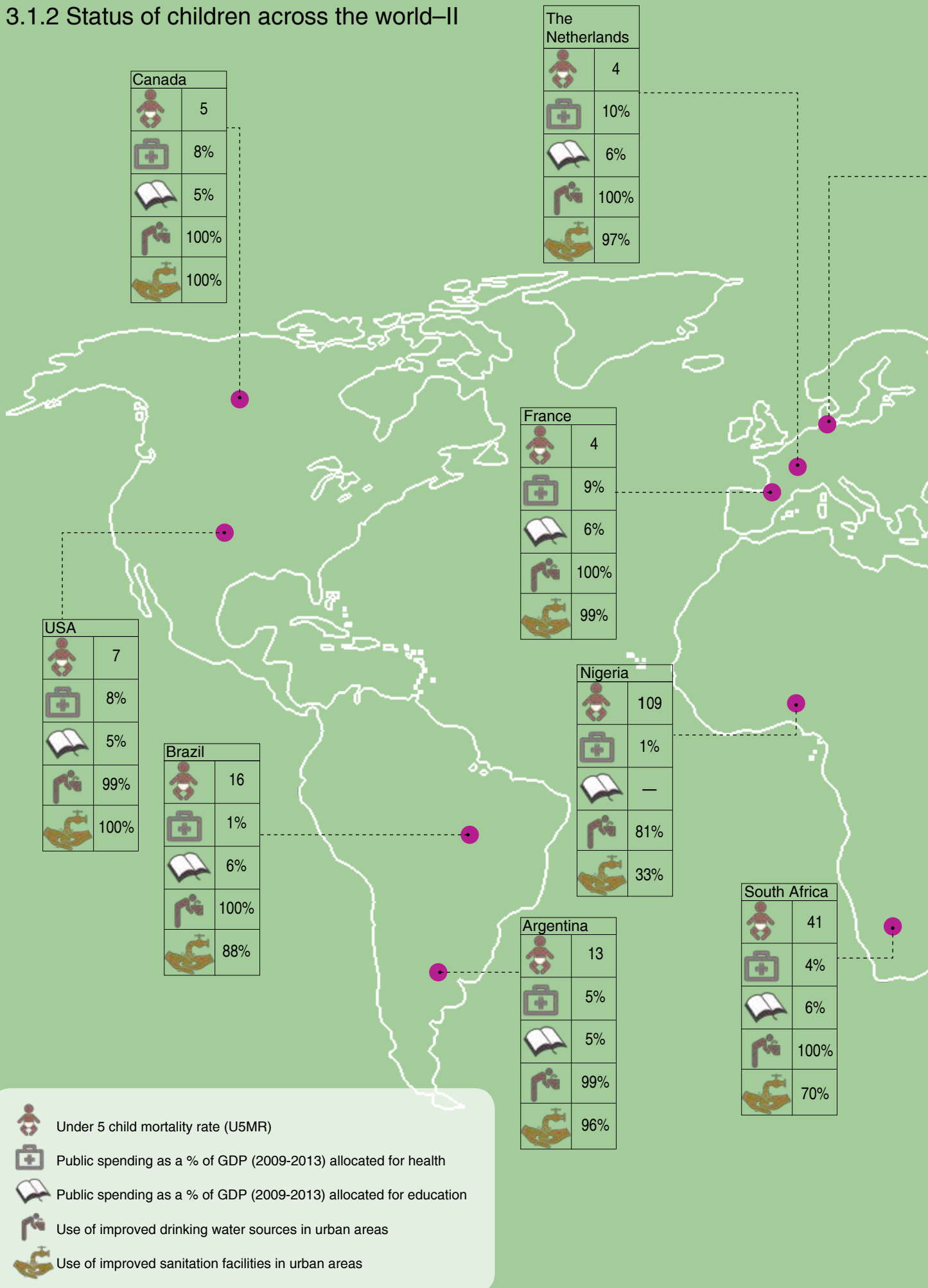







Fig.3.1.1.a: Map showing children population status in selected countries across the globe.

Disclaimer: This map is for reference only and is not to scale. All population and % of children and youth is subject to change.



### 3.1.2 Status of children across the world-II



-  Under 5 child mortality rate (U5MR)
-  Public spending as a % of GDP (2009-2013) allocated for health
-  Public spending as a % of GDP (2009-2013) allocated for education
-  Use of improved drinking water sources in urban areas
-  Use of improved sanitation facilities in urban areas

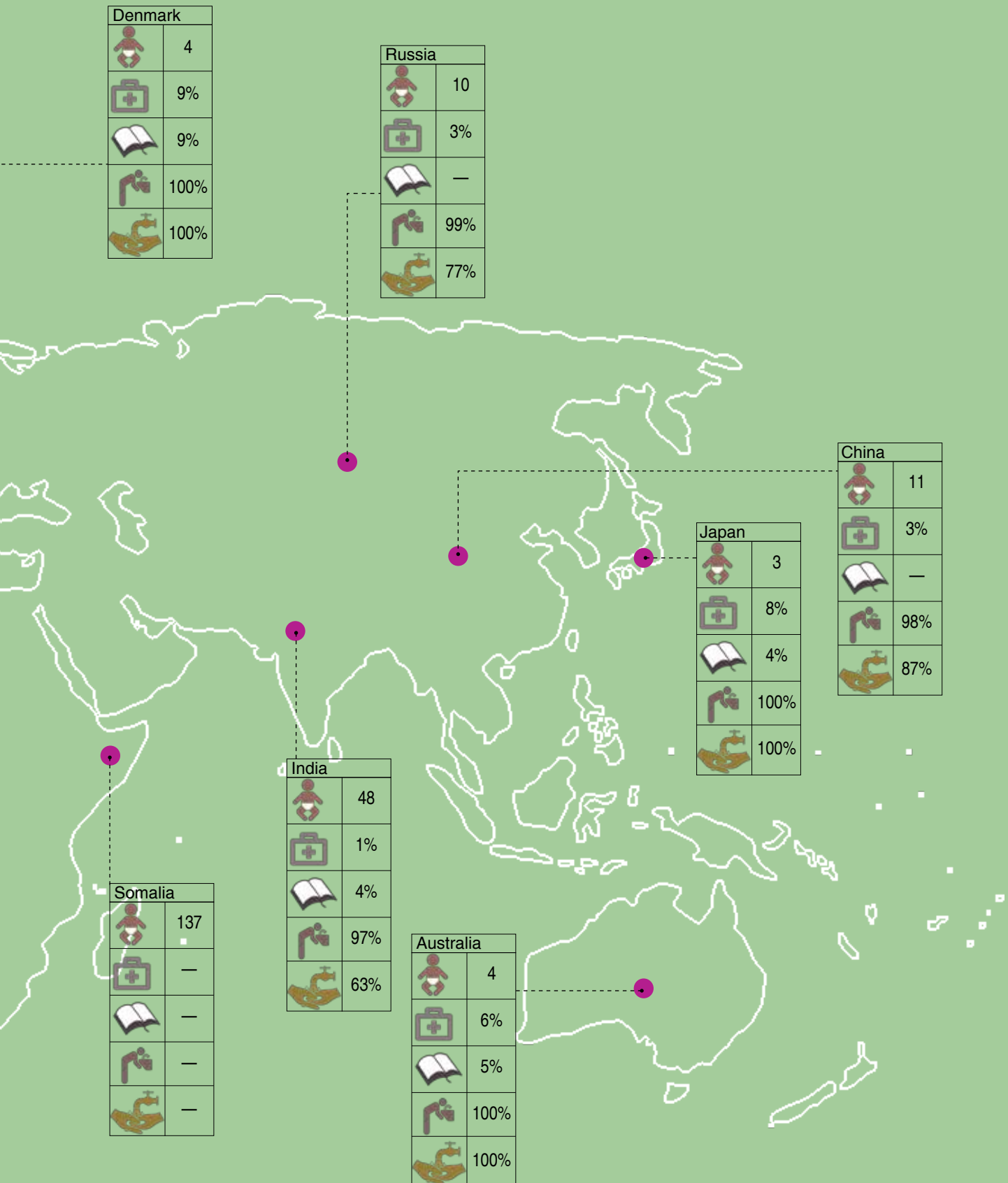


Fig.3.1.2.b: Map showing status of children in selected countries under certain criterias

Disclaimer: This map is for reference only and is not to scale. All population and % of children and youth is subject to change.



### 3.1.3 Location map of select cities that have undertaken Child Friendly Initiative

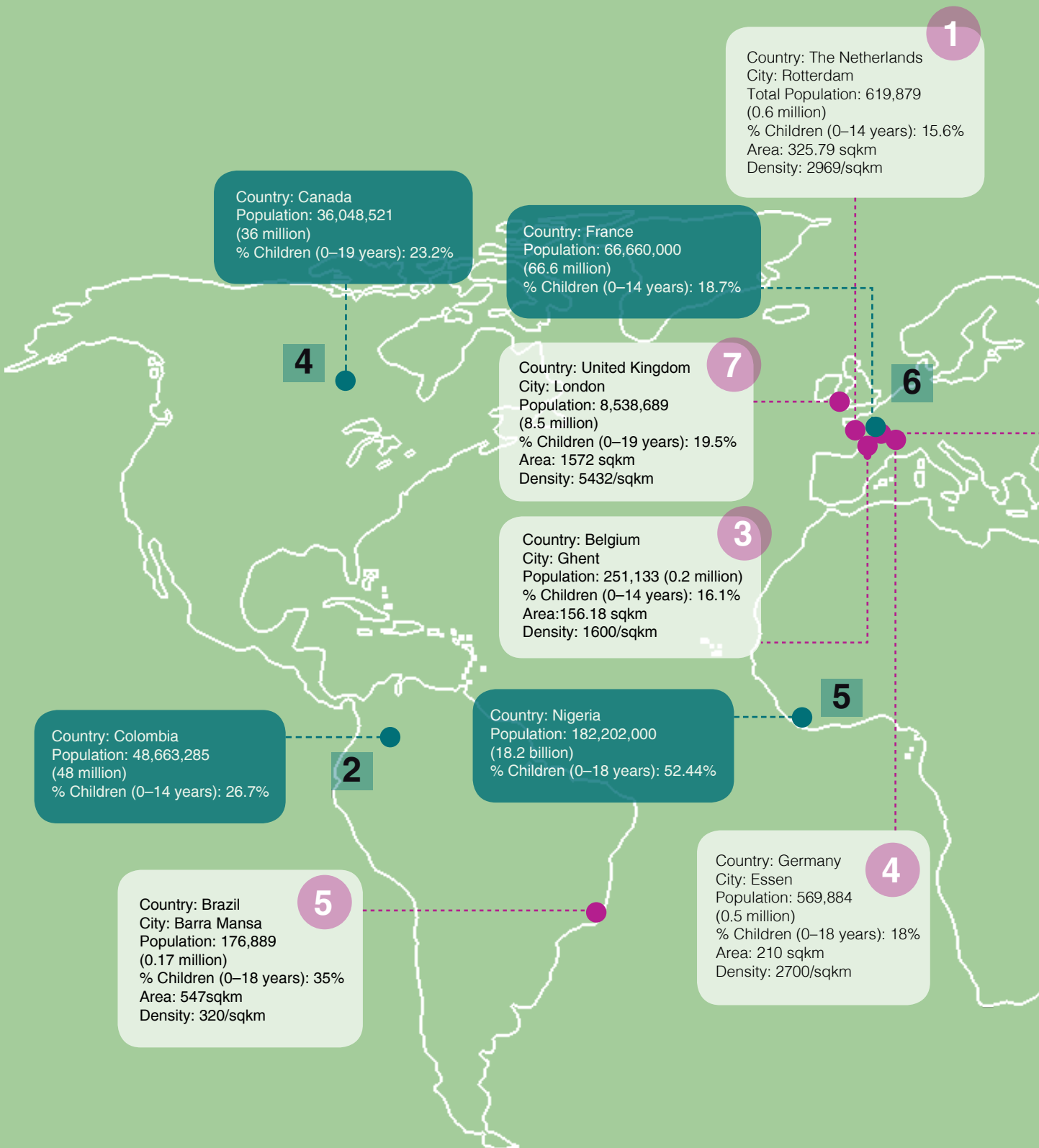
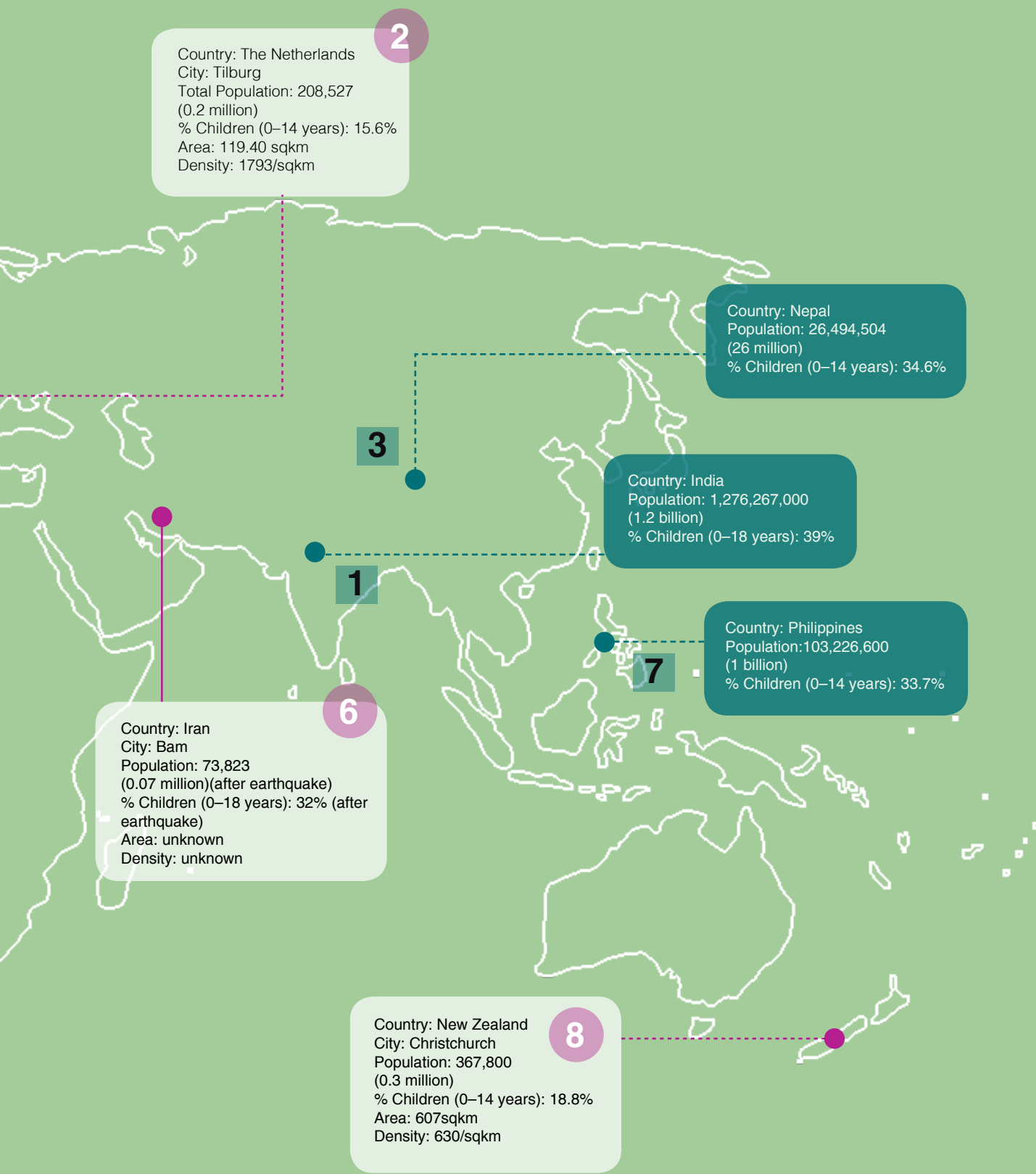


Fig. 3.1.3.c: Map shows selected international country and city scale initiatives that have been covered in the Best Practices Compendium.

Disclaimer: This map is for reference only and is not to scale. All population and % of children and youth is subject to change.



**2**  
 Country: The Netherlands  
 City: Tilburg  
 Total Population: 208,527  
 (0.2 million)  
 % Children (0–14 years): 15.6%  
 Area: 119.40 sqkm  
 Density: 1793/sqkm

Country: Nepal  
 Population: 26,494,504  
 (26 million)  
 % Children (0–14 years): 34.6%

**3**

Country: India  
 Population: 1,276,267,000  
 (1.2 billion)  
 % Children (0–18 years): 39%

**1**

Country: Philippines  
 Population: 103,226,600  
 (1 billion)  
 % Children (0–14 years): 33.7%

**7**

**6**  
 Country: Iran  
 City: Bam  
 Population: 73,823  
 (0.07 million)(after earthquake)  
 % Children (0–18 years): 32% (after earthquake)  
 Area: unknown  
 Density: unknown

**8**  
 Country: New Zealand  
 City: Christchurch  
 Population: 367,800  
 (0.3 million)  
 % Children (0–14 years): 18.8%  
 Area: 607sqkm  
 Density: 630/sqkm

## 3.2 Country level best practices



Image 3.2: School children enjoying their break for play and other activities.  
Source: <http://nebula.wsimg.com>





Image 3.2.1: Children excited after an interactive session with Mr. Venkaiah Naidu, Honorable Minister of Urban Development, India.

Source: Big cities, small children workshop held in India by NIUA in partnership with BVLF

## 3.2.1 India

To affirm the government's commitment to the rights based approach in addressing the continuing and emerging challenges and needs of children, Government of India adopted the National Policy for Children, 2013, in continuation of the National Policy for Children, 1974, 2003, and the National Plan of Action for Children, 1992. The 2013 policy reaffirms the government's commitment to the realisation of the rights of all children in the country. It recognises every person below the age of 18 years as a child and that childhood is an integral part of life with a value of its own; it recognises that children are not a homogenous group and calls for a long term, sustainable, multi-sectoral, integrated and inclusive approach, necessary for the harmonious development and protection of children.

For the first time children have been considered as stakeholders in the urban development framework. The Smart City Mission Statement and Guidelines recognise children as key stakeholders. The mission, which covers 100 cities, stipulates that consultation processes in cities need to take account of all citizens, including vulnerable sections of society like the differently-abled, children, elderly, women etc. Some smart city features outlined in the mission document that would have an impact on children include:

**Creation of walkable localities** — reduction in congestion, air pollution and resource depletion with

pedestrian-friendly pathways and encouraging non-motorised transport.

**Preservation and development of open spaces** — parks, playgrounds, and recreational spaces in order to enhance the quality of life of citizens; encroachment-free public areas, ensuring safety of citizens especially children, women and elderly.

**Housing and inclusiveness** — expansion of housing opportunities for all.

The mission guidelines for Atal Mission for Urban Rejuvenation and Transformation (AMRUT) which aims at creation and development of infrastructure in 500 cities also takes into cognisance the specific needs of children. This mission aims at improving the living conditions of children by improving the basic infrastructure services in the city and also aims at enhancing the amenity value of cities by creating and upgrading green spaces, parks and recreation centres, especially for children.

The third major urban development programme which would help improve the living condition of children is the Swachh Bharat (Clean India) Mission which aims at making the country open defecation free by 2019. This programme, which aims at improving access to better sanitation facilities at both homes and schools, is one of the crucial urban development programmes from the context of children's health and development.





Image 3.2.2: School children on a field visit.

Source: <http://colombiasupport.net>

## 3.2.2 Colombia

Persistent violence has been a dominant part of Colombian society. The roots of the problem are often deeply embedded in Colombian family life and culture. Children are especially affected by this type of violence, suffering from depression and stress, lack of interest in education, and aggressive behaviour.

The Colombian government has developed many social development strategies, one of them being 'Change on Behalf of Peace, 1999, National Development Plan' which gives high priority to the creation of a participatory governance structure and to the rebuilding of the social fabric. Under the same strategy, the local governments programme was initiated with a vision to foster cultural change. The programme was designed to reach families and communities and to set in place monitoring systems, advocacy strategies and other social interventions for most effective implementation.

The programme was a national effort which targeted problems at the local level in an effort to change the patterns of violence by involving communities in their own development. The programme emphasised that people living in poor communities, especially children, should be regarded as citizens who have their own rights and have the capacity to formulate solutions for their problems.

The involvement of the community was promoted through workshops for teachers, parents and community leaders representing the community, and workshops at schools for children. A technical committee was set up to analyse the information and prioritise the needs of the communities. It helped children and youth participate in the realisation of their rights through workshops held at schools. Their participation was made more effective and sustainable by the establishment of child-friendly schools which promoted child rights.

Play-centres were created for children and groups for adolescents were established, such as the youth panels and the Seedbeds of Peace groups. Mobilisation activities were conducted to advocate the CRC forums about 'good treatment', and theatre projects and recreation events for children further strengthened the programme.

One of the most important efforts made through the programme was to create wide ranging partnerships among local governments, NGOs, community organisations and specific groups, such as youth and women groups. These partnerships were further given an important role in the planning and implementation of the Local Development Plans.



Image 3.2.3: Children participating in a drawing class in a SOS village in Nepal.

Source: <http://www.sos-childrensvillages.org>

## 3.2.3 Nepal

With support from UNICEF, Nepal has undertaken a key initiative in Child-Friendly Local Governance (CFLG), which seeks to put children at the core of the development agenda in local bodies, line agencies and civil society. CFLG provides a framework or an overall guidance to the government in realising and bringing the rights of children into the mainstream, which includes their survival, development, protection and participation in local government systems, structures, policies and processes. It facilitates and coordinates the realisation of child rights at and between the national and sub-national level.

UNICEF has been working closely with the Ministry of Federal Affairs and Local Development (MoFALD) to develop the CFLG strategy that promotes all stakeholders at the local level to plan together to achieve the results for children as outlined in the strategy. The strategy is also being supported by various NGOs to adopt a bottom-up approach for promoting planning for children and ensuring the participation of children in these processes. A child-friendly governance system has been a stepping stone to ensure that cities also become child-friendly.

Another key initiative taken by the government of Nepal is the establishment of the Central Child Welfare Board (CCWB) and District Child Welfare

Boards (DCWBs) in 75 districts of Nepal which carry out programs to sensitise children and the community on child rights; protect children from abuse and violations; as well as provide legal support. Other initiatives by the government of Nepal include development and implementation of the ten year Child Development Plan (2004–2014) and the declaration of the National Child Policy (2012).

At the policy level, the MoFALD convinced the government of Nepal to officially endorse CFLG as an integral part of its Local Governance and Community Development Programme (LGCDP) which is a multi-stakeholder governance programme between the government of Nepal and 13 development partners.

CFLG is also reflected in the government's three Year Interim Plan. In terms of budgetary provision, MoFALD ensures a mandatory provision of 10% for women, 10% for children and 15% for CFLG initiatives specified in the Village Development Committee (VDC) and District Development Committee (DDC) block grant guidelines and endorsed by the Cabinet.

The CFLG national framework also includes provision for 15% of the overall local body resources to be allocated for CFLG initiatives. Further, municipal authorities have committed NRs 23 million (US\$ 3.1 million) for CFLG initiatives over the years.





Image 3.2.4: School children in Canada attending a story class.

Source: CNW Group/TD Community Giving

## 3.2.4 Canada

Child and Youth Friendly Communities inspired the Child Friendly Housing project initiated in 1994 through the Society for Children and Youth (SCY). SCY worked with a number of Greater Vancouver communities to assess the needs of young people in multi-family housing. The project targeted user groups, mainly families, housing/community associations and housing professionals (architects, developers, planners, housing managers etc). The project identified factors that determined whether a living space was child friendly and ways to address these issues.

The SCY's focus on Child and Youth Friendly Communities (CYFC) over the past several years was a natural evolution from its three decades of experience addressing a very wide variety of children and youth issues. SCY's multi-disciplinary approach to these issues and its considerable expertise in the area of children's rights, including its support to the campaign 'Children as Citizens', also contributed to the birth of the 'movement' toward child and youth friendly communities. SCY's ongoing relationship with national and international organisations has served as a backdrop for the development of activities.

The focus of this initiative has been to develop tools with communities (including children and youth)

such as child and youth), friendly assessment checklists, and to promote these tools for use throughout British Columbia and other regions of Canada. A community self-assessment tool in the form of two booklets entitled 'Getting Started' and 'Planning for Action' was developed under the same initiative. This has been the principal means of both raising awareness and providing a means of addressing the issues in the community. A Child and Youth Friendly Communities section was also added to SCY's website, giving all up-to-date information on the CYFC initiative.

The Child and Youth Friendly Community movement is gaining momentum due to the enthusiasm of a growing number of community partnerships with collaborators. The dissemination of the CYFC movement through materials, articles in newsletters of national and provincial organisations, conferences and workshop presentations and the media has further accelerated the process. The term 'Child and Youth Friendly Communities' or 'Child Friendly Communities' is being used more frequently in projects and initiatives across Canada. With the enthusiasm of growing numbers of individuals and communities SCY and its many partners and collaborators aim to maintain the momentum of the Child and Youth Friendly Community movement.





Image 3.2.5: Children in Nigeria attending school.

Source: <http://lensng.com>

## 3.2.5 Nigeria

Nigerian cities are experiencing rapid urbanisation due to rural migration. As a result of this urban influx, many families are forced to live in poverty in informal settlements. The situation of the urban poor is further aggravated by slow economic growth, rising unemployment and widening income disparities. The Local Government Authorities (LGAs) have been unable to develop strategies to improve the situation in poor settlements mainly because these areas were not part of urban development plans. Conditions have deteriorated in the poor settlements with health services, safe drinking water and appropriate sanitary solutions not being available, threatening the lives and well-being of all, children in particular. The mortality rates of infants, children under 5 years of age, and mothers are very high. Lack of adequate schools has resulted in many children not receiving poor or no schooling.

A nation-wide, urban development plan was created within the 1997–2001 UNICEF country programme based on the principles of the Child Friendly Cities Initiative (CFCI) and advocated to create strong operational partnerships between local governments and communities. It consisted originally of six cities: Lagos, Ibadan, Onitsha, Kaduna, Kano and Port Harcourt. These cities had to develop, in cooperation with the communities concerned, Local Plans of

Action (LPAs) to co-ordinate their activities targeting the welfare of poor urban children. This was the first time plans for poor communities had been created, as they had never before been considered in urban development schemes.

A key component of the project was to sensitise the local authority and the communities to commit themselves to long-term, in-depth co-operation and mutual understanding. UNICEF contributed US\$ 25,000 and the UNV-programme contributed US\$ 23,500 through the Special Voluntary Fund (SVF). Special projects were initiated to support disabled youth to rehabilitate and reintegrate into society by offering them vocational training and necessary aids. Adolescents were involved strategically throughout the project and participated in meetings and training sessions. The project initiated the Chairman for Children project, an advocacy campaign to convince local government leaders to address the rights of children in programming and policy making.

The project showed that the mobilisation phase is critical and sufficient time and effort must be invested to bring the partners together to create an understanding of each other's possibilities and limitations.





Image 3.2.6: Children playing in sandbox, Place des Vosges, Paris, France.

Source: <http://www.terragalleria.com>

## 3.2.6 France

The Child Friendly Cities project was launched in France in the year 2002. The project was initiated as the result of the partnership between UNICEF France and the French Mayors Association. It established a network for cities to share and exchange activities and practices that would promote the development of a child. However, unlike many other countries that have adopted the Child Friendly Cities approach, France's approach is a little different. The French cities do not receive financial assistance from the government, which implies that the government is not involved in the project directly.

In 2002, the Child Friendly Cities Charter was developed which aimed to be a common reference point for cities that aimed to be child friendly. Cities that wanted to be a part of the network of child-friendly cities submitted their projects and activities targeting children to UNICEF France. This was followed by an evaluation process and finally the city was inducted into the programme upon the signing of the charter by the city Mayor.

In 2003, various initiatives were undertaken to popularise the project in a large number of cities in France. New components were added to encourage participation of cities, and the communication strategy was reworked to make it more attractive to the masses, and was showcased at the French Mayors Congress. As a result of these efforts, the number of child-friendly cities went up to 32 in the year 2003.

In the year 2004, an official website was launched to facilitate the sharing of information among cities which included a compilation of the nine building blocks of a child-friendly city. By 2007, the network included as many as 156 cities across France. New programmes were developed to further improve the state of child rights in cities based on the nine building blocks. To facilitate this process, practical tools and methods of self evaluation were developed for computing future action plans.

The ultimate goal of the programme was to strengthen the voice for child rights by building a network of French cities and by upholding and implementing the United Nations Convention on the Rights of the Child. Throughout the project, children and youth are encouraged to be proactive change agents in their towns and cities and are given ample opportunities to participate in the activities taking place therein. In order to maintain the standards of performance and for the cities to retain their Child Friendly title, their performance is evaluated on an annual basis. Also, the city's performance is reviewed and its title is up for renewal at the end of each Mayor's mandate.

The CFC certification has triggered a positive competition among municipalities across the country and has been a successful strategy to initiate the implementation of child rights at the local level.





Image 3.2.7: Children enjoying a meal at school.

Source: <http://www.fhlcfoundation.org>

## 3.2.7 Philippines

The Philippine National Development Plan for Children, also called 'Child 21', is a strategic framework that guides stakeholders in planning programmes and interventions that promote and safeguard the rights of Filipino children in the 21st century. The framework weaves child rights (survival, development, protection and participation) into a child's life cycle. As a strategic framework, it is not meant to be a comprehensive and detailed plan. It gives a vision for the quality of life of Filipino children in 2025. It is a road map for the national government as well as for local government units, private initiatives and non-governmental organisations to be used in setting priorities for action and in allocating and utilising resources to promote the rights of Filipino children. Child 21 aims to synchronise family, community, and national efforts towards the full realisation of the rights of children by 2025.

The formulation of Child 21 underwent the processes of multi-sectoral and multi-level consultations involving prominent people, policy makers, local government workers, academics and children themselves. The children's involvement during the consultations has been a big factor in ensuring that this framework echoes the voices of Filipino children.

In 2001, the Council for the Welfare of Children (CWC) started to intensify its efforts in advocacy and in mobilising resources and networks for the adoption of Child 21 both at the national and local levels.

The national agencies used Child 21 as the policy framework for children's programmes, and local governments used it to formulate local development plans for children. Child 21 presents a shared vision of the Filipino child of the future, crafted from the inputs of all stakeholders in the development planning process. It also presents strategic and programme frameworks that include cross-sectoral strategies, as well as individual sector programme goals and strategies. The major goals of every programme (health, education, protection and participation), based on the developmental stages and evolving capacities of a child are outlined; these milestones are set for the medium and long-term periods. Institutional and implementation mechanisms are put in place to enable the integration of Child 21 principles into local development concerns through a short-term localisation process.

As a consequence of the Child Friendly Movement, a Declaration of Commitment to Urban Children was signed. Through this, numerous Mayors committed themselves to mobilising city government resources in support of the goals for children. The combined vision of the Child 21 initiative, with goals of the Local Development Plans for Children (LDPC) and Annual Development Plans for Children, resulted in a practical approach to translating the United Nations Convention on the Rights of the Child into implementable programmes and actions in the Philippines.



## 3.3 City level best practices







Image 3.2: A small play area within a neighbourhood pocket, in the north of Rotterdam.





Country: The Netherlands  
 City: Rotterdam  
 Population: 619,879 (0.6 million)  
 % Children (0–19 years): 18%  
 Area: 325.79 sq km  
 Density: 2969 / sq km  
 Initiators of the project: City of Rotterdam  
 Project Timeline: 2008–2011

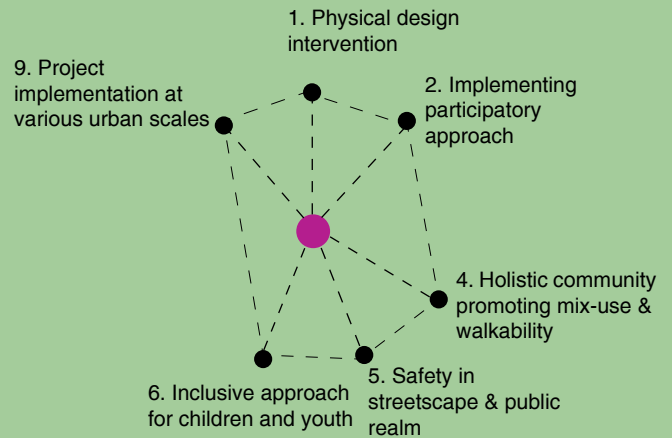


Fig 3.3.1.a: Location map of Rotterdam in The Netherlands

Fig 3.3.1.b: Chart showing the criteria fulfilled by the city



Image 3.3.1.a: Children learning about making and working of dikes.

Source: <http://www.uenweb.org>

## 3.3.1 City with a future

### Rotterdam, The Netherlands

#### Introduction

Rotterdam is one of the few big cities that has adopted the goal of becoming child friendly seriously. Reaffirming the Child in the City Manifest of London (2004) and the Child in the City Manifest of Stuttgart (2006) with support from the European Network Child Friendly Cities, Rotterdam hosted the 'Child in the City' conference in 2008 to establish their ambitious planning policy.

The programme emphasised the role of local and regional authorities, given their responsibilities in all policy areas affecting the direct living conditions of children and their potential for creating child-friendly communities. During the mission, the city officials recognised the urgent need for the city to be attractive for children, young adults and their parents, to recover from problems like demographic changes, increased urbanisation rate, environmental degradation, limited inter-generational exchanges and threats to the long-term vitality of communities, since young families play an important role in a community's social cohesion and economic activity.

#### Description of the project

In 2007, a special programme was set up to achieve the above goal to transform Rotterdam into a Child Friendly City, resulting in a three year long research and rigorous effort to develop an urban planning methodology. Between 2007 and 2011 this consortium developed an urban planning method called 'Building Blocks for a Child Friendly Rotterdam' to measure the effects of specific efforts by the city towards becoming a Child Friendly City. Pilot studies were conducted in 11 neighbourhoods in Rotterdam with a focus on child-friendly development to keep families in the city.

The project stressed on local and regional governments as the immediate and main providers of public services to all citizens, including children; and therefore played an essential role in realising child-friendly communities.

The programme 'Child Friendly Rotterdam' aimed at four main aspects:

#### Enhancing the city

- as a residential location
- Keeping families in the city
- Strengthening the economy



Image 3.3.1.b: Children participating in an interactive class in a public space intervention by a Dutch artist in Rotterdam.

Source: <http://urbanlivingroom.org>



- Improving the quality of life for children from 0 to 18 years.

### Main Activities

As part of the programme, the district councils were encouraged to take the lead in developing a uniform neighbourhood-specific pedagogical approach to be applied by all children, parents and other local residents, schools and youth organisations. This was done in close cooperation with main housing corporations and physical and social interventions were chosen to mutually reinforce one another. Schoolyards, playgrounds and public areas around apartments were redesigned on the basis of a methodological approach that was developed together with the neighbourhood's children, parents, schools and other partners. In this approach, focus was on encouraging children's involvement. Some interventions included: 1. Playing devices that functioned only when children worked together; and 2. The child-friendly green traffic routes that aimed at attracting children's attention to nature.

An important role was taken up by a community school, in close collaboration with the district council, the housing corporation, an external pedagogical consultant and the children themselves. The school developed a successful range of services outside of normal school hours under the name of 'Child Campus'. These services included childcare activities and support for learning. Its educational approach also contained uniform codes of conduct for children and guidelines for parents, educators

and street watchers on how to act when these rules are not observed. As a result, a structural climate was created where the same rules applied for all children, at home, at school and on the street.

The urban planning method 'Building Blocks for a Child Friendly Rotterdam' provided a new way of looking at the city. It highlighted the strong points of individual urban neighbourhoods and identified areas where there was room for improvement. The Building Blocks as explained later, acted as excellent tools to achieve major results with minimal effort. District councils and city services, together with housing corporations and project developers, could use this tool to chart a course for specific neighbourhoods to make them child friendly.

### Key Features

The key aspect of the methodology was its regional approach where the varied scales of the city's districts and neighbourhoods were considered. Four Building Blocks were used to identify the strengths and weaknesses of the different neighbourhoods: child-friendly housing, public space, facilities and safe traffic routes. For each of the Building Blocks a set of conditions was specified.

The pilot studies in 11 neighbourhoods were based on the four Building Blocks and provided clear insights into what aspects needed improvement in terms of achieving child friendliness. A child-friendly monitor was developed for the Rotterdam Child Friendly programme to evaluate the short-term high priority



Image 3.3.1.c: A schoolyard for the primary school nearby, as well as a public square.

Source: <http://www.architravel.com>

projects and longer-term projects. The results of these efforts to make urban neighbourhoods child friendly were measured effectively through this monitor.

### Building Block I: Child-Friendly Housing

According to the research findings in the city, single-family houses with a garden were ideal for bringing up children. Under certain conditions apartments were also considered suitable for children. The conditions for child-friendly homes were formulated in partnership with housing corporations and project developers. Based on the same, the following conditions for family-friendly apartments were also developed:

A minimal net floor area of:

- 85 m<sup>2</sup> (915 sq ft).
- A direct correlation between the entrance and street, and adequate storage space.
- A room for each child.
- A communal playground within the building in apartment blocks higher than four storeys.
- An elevator.
- Private outdoor area(s) large enough for at least a table.
- Good outdoor play areas and communal areas for various age groups.

### Building Block II: Public Space

To develop a truly child-friendly city, it was regarded essential to gear the public space to the specific needs of children. The building block public space addresses conditions for play areas, outdoor play areas and the use of the space between the front door and street level (luminal space). Some of the conditions for outdoor play areas in Rotterdam were pointed as:

- Sports and play areas of minimum 5,000 m<sup>2</sup> for each demarcated residential zone larger than 15 hectares (0.06 sq m). In blocks covering less than 15 hectares, a single combined sports/play area of minimal 1,000 m<sup>2</sup> suffices.
- A second large sports and play area covering at least 1,000 m<sup>2</sup> within 300 m of the central sports and play area.
- A pavement suitable for playing: 3–5m (10–16ft) wide on at least one side of the street, preferably on the sunny side.

Conditions for green play areas:

- Trees with seasonal variation (i.e. blossom, fruit and leaf colouring) and climbing trees.
- Grass areas and green playgrounds (with trees rather than prickly shrubs and bushes).
- School yards with greenery. 2:1 ratio of surfaced area to greenery for school yards larger than 300 m<sup>2</sup> (3,230 sq ft).

Conditions for luminal space:

- Inclusion of the area between front door and

public space in the total design. This became standard procedure.

- The use of the pavement in areas where houses had no front garden and in urban neighbourhoods with wide pavements of minimal 3 m (10 ft).

Conditions for existing buildings:

The options available for luminal space were determined by the location. A wall garden, park bench against a wall or low wall for sitting were the provided viable options for luminal space. On busy traffic routes, the idea was to create a buffer. In quiet, residential side streets luminal space provided ample opportunity for children and adult residents to meet.

### Building Block III: Facilities

Local facilities such as shops, sports clubs and schools, highly appreciated by both parents and children, were to be provided as they contribute to a lively neighbourhood with social cohesion.

Conditions for facilities:

- At least one extended school per district, i.e. either a primary or a secondary school offering additional activity programmes for six hours per week.
- A safe school environment, both in terms of school yard layout and school accessibility.
- A 2:1 ratio between surfaced area and greenery in the school yard, with a surfaced area of minimal 300 m<sup>2</sup>.

### Building Block IV: Safe Traffic Routes

Child-friendly traffic routes for children to explore the city independently were defined. Examples of measures that help improve safety include:

- Speed reduction measures and no-through traffic zones.
- Locating public amenities at strategic points, thus making the street socially safe and therefore safer to travel through independently.
- Providing a minimum 3 m (10 ft) wide sidewalk on at least one side of every street.

### Conclusion

Rotterdam provides a practical roadmap for making urban neighborhoods a better place for children to grow up in. With the implementation of these Building Blocks, the city truly becomes an appealing place for families to live and play in.

Interventions focus on hard outcomes that make a real difference in children's lives—better parks, improved walking and cycling networks, wider pavements—and not just on participation processes.



Country: The Netherlands  
 City: Tilburg  
 Population: 206,240 (0.2 million)  
 % Children (0–14 years): 15.6%  
 Area: 119.40 sq km  
 Density: 1793 / sq km  
 Initiators of the project: Municipality of Tilburg  
 Project Timeline: 1999–ongoing

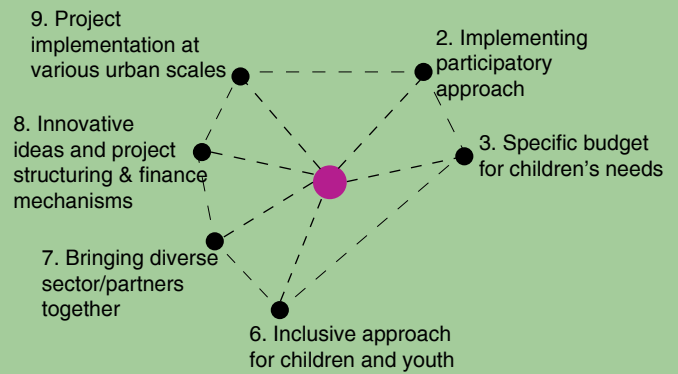


Fig 3.3.2.a: Location map of Tilburg in The Netherlands

Fig 3.3.2.b: Chart showing the criteria fulfilled by the city



Image 3.3.2.a: Children actively protesting in the early 70s in Amsterdam to make the city car free and encourage use of bicycles.

Source: <http://ichef.bbci.co.uk>



## 3.3.2 Growing up in Tilburg

### Tilburg, The Netherlands

#### Introduction

The Netherlands has had a long history of children's participation in the process of city making. In fact, children actively took to the streets in the 1970s to make cities car free. The United Nations World Happiness Report of 2013 ranked The Netherlands as the fourth happiest country in the world, reflecting its high quality of life in terms of education, employment and life expectancy at birth. The Netherlands performs well in several measures as compared to many other European countries.

Tilburg is the sixth largest city of The Netherlands with a population of more than 0.2 million inhabitants. In 2001, Tilburg City Council decided that it was important to review the youth policy of the city and therefore initiated the 'Growing Up in Tilburg' project. Various stakeholders like children, youth, parents and institutions were involved and their opinions were sought while drafting the new youth policy.

#### Description of the Project

The most important goal of the project, 'Growing up in Tilburg' has been to ensure optimum participation for the children and youth of the city. The idea was

for children to be able to participate in all aspects of society as independent autonomous citizens. Considering their opinion to be important, children and youth were involved in policy making processes and in the social systems in the city. The involvement of children is seen as a two-way process. On one hand, the development of children is attributed to their increasing participation, and on the other hand, participation leads to the development of children's self esteem and hence their overall development.

Core objectives of the project include:

Firstly, to ensure social independence of young people so that children learn to be independent and learn to participate in decisions concerning them.

Secondly, children should be able to take care of themselves and of others. Eating healthy food and indulging in healthy practices would lead to good physical and mental health.

Thirdly, to ensure an emotional balance in the lives of young people so that they are able to handle pressures and develop self confidence.



Image 3.3.2.b: Children by an early age of 4 years start getting health education at school.

Source: <http://linkis.com>

Lastly, to ensure future economical independence of young people by adopting methods like skill development and addressing learning disabilities at an early stage in life.

Besides these objectives, the project ensures that the children have sufficient and safe places in the city, have good access to cultural, social and information resources, and have friendly fall-back options in case they drop out of schools.

The formulation of the youth policy involved consultations with a number of stakeholders who were directly or indirectly associated with the development of a child. During these consultations, it was discovered that the majority of the children in Tilburg felt that the politicians were not listening to them. An assessment of youth institutions and organisations was made in order to evaluate their services towards young people. Thematic discussions were organised on social values etc, to get an in-depth understanding about the situation. A think-tank consisting of young people along with municipality and institutional representatives was established to give feedback regarding development of the overall framework.

The main partnerships forged during the formulation of this project were with young children, their parents, the Tilburg municipality, schools and institutions and the Dutch Ministry of Youth and Family, and

the Dutch provinces that formulated national and provincial policy programmes which acted as the framework for the municipal strategy.

### Main Activities

A number of activities are carried out to implement the youth policy in Tilburg. In an attempt to increase awareness of children's rights and youth policy, newsletters are distributed in the city for both children and adults. Municipal and institutional officials paid visits to schools to promote children's participation in the decision-making process, by sharing information on municipal developments relating to children and providing information about possibilities of participation. Special programmes were organised to offer support and guidance to children and youth with problems in schools. Special attention on schooling and health services was offered to immigrant and unaccompanied children. In order to improve the relationship between children and elderly people, provisions were made in the form of computer classes etc, wherein the children taught elderly people how to use computers, thus promoting healthy interactions between the two groups. Attempts have also been made to improve cultural education of children and creating new play areas for them.

The Centre for Youth and Family was established in Tilburg in 2008 as a country-wide governmental initiative. This acts as a consultation centre for children and families requiring support and



Image 3.3.2.c: A child drawing the trail route during a workshop called 'park de forest' on developing an urban area.

Source: <http://officeforpublicplay.org>



information regarding education, activities and aspects related to their growth and development. The aim was to create several such 'go-to' centres in the city so that access to information and help is available whenever there is a need amongst the target group.

A notification system 'Care for Youth' was set up in 2009 where people concerned about the well-being of a child can get the child registered under this programme. On being registered, the child will have a supervisor and efforts will be made to identify problems and risks at an early stage.

### Key Features

Tilburg city promotes a number of youth initiatives which are innovative and attract a range of young people. The Youth Ambassador programme is one such initiative in which young ambassadors share their experiences of overcoming personal challenges. It acts as a focal point for young people and communicates issues to the municipality. They act as representatives of the young people in the decision-making process of the municipality and are actively involved in activities organised by and for young people. A united network of youth ambassadors meets regularly to discuss issues concerning young people.

One of the main tasks of the Youth Ambassadors is to bring together different sub-cultures of the city to the Culture Factory at the Hall of Fame. The city provides a building to the youth to realise their dreams and encourages their ideas through financial support. Under the initiative, children can compose music, dance, and organise music festivals etc.

The Youth Press Agency acts as an important communication channel for the municipality. The agency acts as a central point where all information relating to young people is gathered. A magazine called *Insite* is published which is entirely produced by young people.

The Community Schools are instituted to improve social participation and general well-being of children and youth. It acts as a multifunctional community centre which caters to education, healthcare and after-school programmes of children. At a high school level, Tilburg has well structured schools offering career support, homework classes, sport facilities etc, and has an increased level of parent's participation.

Every year, the children of Tilburg are encouraged to contribute towards improving their community. The municipality invites Youth Councils and Youth Press Agencies to vote for the best idea of the city and the best idea wins financial support to implement the plan it proposes.

The youth policy of Tilburg provides different ways



Fig 3.3.2.c: Conceptual model for a community school.

Source: <http://childfriendlycities.org>

for stakeholders to work together. Through its different youth initiatives, it promotes a coordinated and streamlined work plan for children. This policy initiative is very much in line with the Child Friendly City Initiative.

### Evaluation

The well-being of children and youth and the implementation of the youth policy is regularly monitored. Through the community evaluations, student surveys, and an inspection team of young people the child friendliness of the city is measured and assessed on how it improves the lives of children, youth and parents. At the policy level, evaluations of (pilot) programmes are undertaken and used to improve new projects.

### Future Challenges

One of the key concerns was to ensure that bureaucratic processes are simple and faster so as to keep children and youth motivated. In order to ensure that the improvements envisaged under the project do not slow down due to bureaucratic processes, streamlined communication and continuous monitoring is required between the municipality and young people.

### Conclusion

The participatory approach adopted by the Tilburg youth policy is a very effective way to get young people involved in the activities of the city. It has created opportunities for children where they understand and take responsibility of their city. Parents are also given opportunities to raise their concerns in matters that directly concern children.





Fig 3.23.3.a: Location map of Ghent in Belgium.

Country: Belgium  
 City: Ghent  
 Population: 251,133 (0.2 million)  
 % Children (0–14 years): 15.6%  
 Area: 119.40 sq km  
 Density: 1600 / sq km  
 Initiators of the project: Municipality of Ghent  
 Project Timeline: 2014–2019



Image 3.3.3.b: Children participating in the city promotion campaign.  
 Source: <http://11460-presscdn-0-8.pagely.netdna-cdn.com>

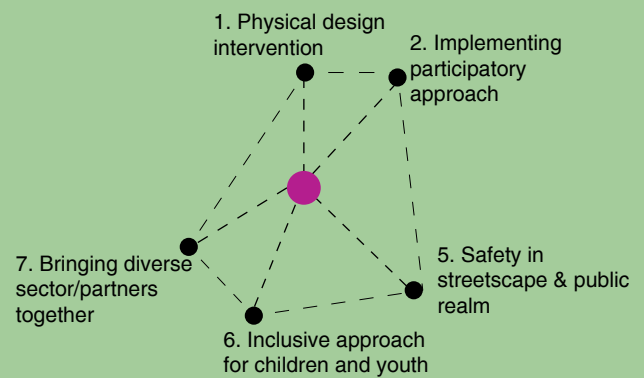


Fig 3.3.3.b: Chart showing the criteria fulfilled by the city.



Image 3.3.3.a: Children participating in a class exercise.  
 Source: [www.isg-ghent.org](http://www.isg-ghent.org)

## 3.3.3 Child and youth friendly city

### Ghent, Belgium

#### Introduction

Belgium has entered into a binding commitment to implement the rights of the child. Ghent is one of the oldest cities located in the Flemish region of Belgium with a population of 251,133. In 2012, the city of Ghent announced its ambition to become the ‘most child-friendly city of Belgium’—and may be also Europe. The project commissioned for five years (2014–2019), intends to actively engage children in city making and building Ghent into a more child-friendly city. As part of the commitment, the city of Ghent organised a conference ‘Child in the City’ in 2016 to establish its ambitious policy in collaboration with the European Network for Child Friendly Cities. The project intends to establish the values children and young people should have in order to develop a truly livable city. The project has been initiated as a pro-active way to bring in the voice of children and young people within the scope of multi-annual plans.

#### Description of the Project

The Government of Belgium organised two forums with a very diverse range of organisations from the (local) public sector (society, Youth Council, services, cabinets), to formulate effective plug-ins

to impact various sectors on children and young people, and also on other social issues to develop Ghent into a city for children and young people. To ascertain the same the Youth Council has also been made a valuable partner in the process to help shape the policies for children and youth more comprehensively.

The services required to develop a child-friendly city are addressed from two aspects: external—where the focus is on mobility, culture, urban planning, education and sustainable development; the other aspect focuses on internal services centred at city level strategy, and organisation of various departments and communication within them. As part of the project, support from key figures in the city of Ghent has also been invited.

*The child-friendly city can't be prescribed out of general or theoretical assumptions about the child in the city, but requires a collective learning process in which children, other residents of a neighbourhood, and policy makers are involved.*



Image 3.3.3.c: As part of the school exercise children locating houses and learning about the neighbourhood.

Source: <https://lh6.googleusercontent.com>



## Main Activities

As a starting point, the government established a child friendliness map through an extensive environmental analysis, viewed from the perspective of children and youth. This formed the basis for the choice of a number of priority themes that were explored in a perception survey of children and young people. The process delivered challenges and solutions leading to a local strategy on child friendliness.

The Youth Ghent programme tries on a continuous basis to question children and youth on all subjects concerning their daily lives. The content of this collected data is fed back and further developed by young people through talks at various schools and other organisations. This note was also shared with the colleges and was inspirational in terms of the layout of the administrative and later the multi-annual plan.

The Youth Council has been vital in collecting pertinent information regarding areas where interventions need to take place— spatial analysis, social challenges, equipment required to carry out the research— and then take action on the ground. The council also cooperated with the city-wide process for preparation of the strategic plan, in order to develop and draft the multi-annual plan.

Cooperation with Hogent: Children in Urban Rooms (KIDS). This is a multidisciplinary applied research around child-friendly urban planning in collaboration with the city of Ghent. The project combines design research in four pilot neighbourhoods in Ghent with policy-oriented research which seeks to include a place for children as co-investigators. A learning network with representatives from the various departments and cabinets is intended to be established as part of this project.



Image 3.3.3.d: Girl at school learning about city building through a drawing exercise.

Source: <http://1460-presscdm-0-8.pagely.neidra-cdm.com>



Image 3.3.3.e: Children touring Mr. Wiels (their self-designed and constructed robot) through the streets of Brussels.

Source: <http://tr-aders.eu>

KIDS aims to develop a critical approach to the child-friendly city without departing from universal checklists of child friendliness that apply to each urban location, and at the same time to find ways to involve children in the construction of the city and of urban space. In this approach, children appear as fellow urban citizens who are competent in studying their urban environment, confronting different perspectives on urban space and deliberating about the future of the city.

### Conclusion

The project has offered a chance to strengthen the involvement and participation of children and youth in the city in a proactive way, bringing the voice of children and young people within the range of the multi-annual plan. This in turn gives children and youth an official place in the new long-term plan of the city.





Country: Germany  
 City: Essen  
 Population: 569884 (0.5 million)  
 % Children (0–18 years): 18%  
 Area: 210 sq km  
 Density: 2700 / sq km  
 Initiators of the project: Municipality of Essen  
 Project Timeline: 1988–ongoing

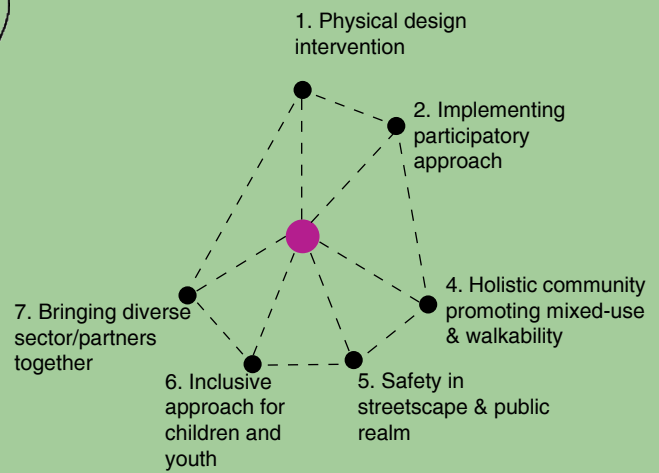


Fig.3.3.4.a: Location map of Essen in Germany.

Fig. 3.3.4.b: Chart showing the criteria fulfilled by the city.



Image 3.3.4.a: Children enjoying various activities at, Spiel an annual exhibition dedicated to games and toys of all kinds in Essen.

Source: <http://www.stadt-essen.de>

## 3.3.4 Essen—City for Children

### Essen, Germany

#### Introduction

Essen is the ninth largest city in Germany. However, conforming to the recent trend of negative population growth in Germany, statistics show that only one out of seven households in Essen has children. The city has approximately 108,000 children under the age of 18 years. Out of these, 22.6% live with a single parent and 10.6% children belong to an ethnic minority group.

The town council of Essen initiated the 'Essen—City for Children' project in 1988. Cross-sectoral inputs were sought while defining the objectives and multi-disciplinary approach for an inclusive development plan for the children of Essen. The Action Programme for the project was launched in the year 1990. The main focus of the programme was to develop a manual to support initiatives of parents, develop guidelines to influence the design and organisation of open spaces and playgrounds, and to initiate a child-friendly traffic network.

In 1994, information was drawn from various disciplines on the situation of children and youth in Essen. The outcome of this information collection was the publication of the document 'The State of the Children in Essen', which gave directions for future policy development. In 1998, on account of its unconventional and innovative way of tackling the challenges of modern cities, the city of Essen was invited by the Bertelsmann Foundation to collaborate in the 'Cities of Tomorrow' network, an international network comprising municipalities from around the world that have promoted or implemented child-friendly policies.

#### Description of the Project

The goal of the Essen—City for Children project is to create conditions that would enable the children of Essen to develop as healthy individuals who are comfortable in their urban environment. The project has adopted a cross-sectoral and multidisciplinary approach, having many strategic partnerships consisting of representatives from all sections of the city that are involved with children and youth in Essen.

The four important stakeholders of the project have a clear demarcation of roles and include the Essen Town Council that initiated the project and is responsible for directing the development of the programme. The Children's Office established in 1990 within the local youth and social affairs portfolio to promote and develop governmental policies for children, conducts regular surveys, forums and consultations to increase child and family participation. The Children's Office acts as the 'go-

to' centre for all issues related to children in general and also those related specifically to the project. It promotes open spaces, child-friendly traffic zones etc.

The action committee of Essen—City for Children consists of all stakeholders who are associated with children and youth in Essen. The committee works together to create a healthy and right environment for children to develop as free spirited citizens. The work of the committee is coordinated by the Children's Office which can streamline recommendations for the policy makers.

In an attempt to promote good parenting, Essen has established a Family Point that provides information on parenting to parents and also children. It also acts as a feedback centre where parents can give their opinions on how to make Essen more children friendly.

*The main goal of the Essen—City for Children initiative was to create all the necessary conditions that would enable the children of Essen to develop as healthy individuals who feel at ease in their urban environment.*

#### Main Activities

The Essen—City for Children project aims at optimising the services available to children and parents for the intellectual, cultural and physical development of children. It promotes a culture of ongoing dialogue and learning between the city council, administration, non-municipal partners, children and parents.

In 1989, an attempt was made to transform the public playgrounds into ecological play spaces. The Office



Image 3.3.4.b: Results of a children's workshop on city experiences.

Source: <http://img0.liveinternet.ru>





Image 3.3.4.c: German school children show their donation drawings  
 Source: <http://www.jackiechankids.com>

for Green Areas started transforming playgrounds by changing the landscape of the existing grounds and making them child friendly. As a result, between 1989 and 1998, more than 250 public playgrounds were transformed into ecological play spaces.

A playground sponsorship model was started whereby citizens of the city could become sponsor of the public playgrounds by buying a share of the ground. By 1998, about 100 playgrounds were sponsored through this programme.

Youth participation and advocacy has been given a lot of attention under the project. In 1992, the Mayor of Essen awarded 'the child friendly prize' to a group of students who initiated homework support classes for underprivileged children. Initiatives were also undertaken to popularise and disseminate information on the UN Convention on the Rights of the Child. In 1998, The German Child Welfare Organisation and the Federal Youth Ministry jointly hosted a 'Caravan for more Child Friendliness'.

Between 1990 and 2000, youth forums were established in which children between the ages of 9–14 were informed about the Convention on Child Rights. These forums also facilitated discussions to evaluate urban achievements and youth issues between children, members of the Children's Office and the town council. In 2000, a consultation was organised with parents of children under the age of 8. A questionnaire was distributed to the parents to get their response to child and family related offices and services in

Essen. Their opinions and responses formed the basis of the child policy which was approved by the town council in 2001.

With regard to traffic, an activity was introduced to reduce speed zones in selected areas. These areas were mostly around schools, day-care centres, old age homes etc. By 1998, 200 reduced zones were established which had a speed limit of 30 km/hr which resulted in a reduced number of accidents and pedestrian injuries.

Also, in 1990, a child-friendly traffic network was started which established child-friendly traffic routes to enable children to commute safely between private and public spaces. In 1992, the Child in Traffic programme was established and it evaluated child accident statistics.

Several initiatives were also taken to build child-friendly school buildings and to provide social support for mental and physical health of children.

**Key Features**

In 2001, a situation analysis was conducted based on inputs from parents of children under the age of 8. Four priority areas were identified, which were approved by the town council: improvement of road safety in residential areas, improvement of playgrounds and green belts, improvement of houses with children, and facilitating day-care for children.

In 2002, a second parent's consultation was

undertaken in which all households with children younger than 9 years received a questionnaire which focused on family income, family conditions, playing opportunities, housing conditions etc.

Children and youth participation has been an important aspect of the project. Children were involved in many important decisions and were asked to give opinions on forums, playground designs, traffic problems etc. Although specific policies were not widely developed for the disadvantaged groups, some children in Essen developed homework support classes for children of asylum seekers. Even though they received some remuneration for their work, this action was taken on the children's own initiative and was not the implementation of any youth policy.

Apart from the Children's Office and the Family Point, the child-friendly website of the community also serves as an important platform for advocacy and general awareness. Not only does the website give an overview of the services offered for the children, it also acts as a forum for information exchange and announcements. In 1993, a monthly newsletter was initiated which informed children about upcoming events and activities in the city.

In addition to the above mentioned strategies, several institutional and legal reforms were also initiated to make the project an official part of the city's structure. Children's opinions received an official voice at the policy level when the position of Children's Officer was established in 2004. Also, special district officers were established as focal

points for children and families so that their opinions and voices could be heard and solutions could be sought.

### Future Challenges

Much of the effectiveness of the initiative depends on the willingness of the public and also private planners to involve children in decision-making processes.

1. So far, no special attention has been given to groups of children with special needs, such as children of non-German origin, children with disabilities, children in conflict with the law, children under state custody and homeless children. The project could aim to include these groups of children in the future.
2. Monitoring and evaluation tools need to be developed to get a better view on the direct impact of the project.

### Conclusion

The Essen project describes how to stimulate child and parental involvement in the formulation of youth policies. The city offers a wide range of services coordinated by responsible offices. The initiative gives considerable importance to contributions by children and youth and encourages children to come up with ideas and planning strategies in their own methods of expression.



Image 3.3.4.d: A mural endorsing Tolerance and Justice at the Realschule Ueberruhr in Essen, Germany.

Source: <https://kellylowenstein.files.wordpress.com>





Fig. 3.3.5.a: Location map of Barra Mansa in Brazil.

Country: Brazil  
 City: Barra Mansa  
 State: Rio de Janeiro  
 Population: 176,889 ( 0.17 million)  
 % Children (0–18 years): 35%  
 Area: 547 sq km  
 Density: 320 / sq km  
 Initiators of the project: Municipality of Barra Mansa  
 Project Timeline: 1998–ongoing



Image 3.3.5.b: Children from the slums looking over towards their city

Source: <http://images.huffingtonpost.com>

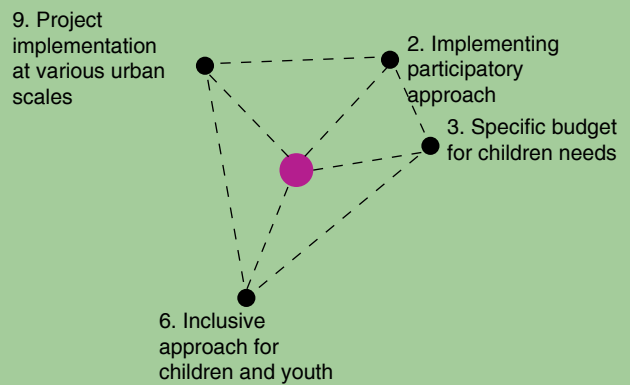


Fig. 3.3.5.b: Chart showing the criteria fulfilled by the city.



Image 3.3.5.a- Students and school teachers join to fight for rights.

Source: <http://www.internationalist.org>

## 3.3.5 Citizenship knows no age

### Barra Mansa, Rio de Janeiro, Brazil

#### Introduction

The Children's Participatory Budget Council (CPBC) is an innovative approach with the aim of fostering citizenship among children and teenagers. It is based on the use of a small portion of the municipal budget for priorities decided upon by children and teenagers aged between 9–15 years in the city of Barra Mansa, to the west of Rio de Janeiro state. The CPBC is a special project established in 1998 through a municipal law and implemented by Barra Mansa City Council under the direct responsibility of the Mayor's office.

The project is part of a broader action plan developed by Barra Mansa City Council in the area of basic policies for children and teenagers and is primarily based on voluntary activities by local people. This action plan aims to promote and institutionalise the effective participation of children, teenagers and youths, both to encourage their civic engagement and to recognise their role and importance as both individuals and citizens. It is also supported by the Municipal Secretary of Education through school teachers and head teachers, neighbourhood residents' associations, church groups, and councillors of the Adult Participatory Budget Council.

#### Description of the Project

The idea of the project is to shape a new future for children from changes to models of general and civic education. For a long time in Brazil, strength,

creativity and potential of the children and teenagers for active participation in social and political processes were not taken seriously. Once more traditional forms of social organisation and mobilisation (such as associations, political parties, unions, rights to strike and demonstrate) had been re-established following the 20-year authoritarian regime in Brazil, it was deemed necessary to work on the processes of social organisation in a more inclusive and inter-generational way, in order to achieve more representative public management and policy at all levels (municipal, state and federal).

The participation of children and teenagers throughout Brazil in the long impeachment campaign of 1992 renewed awareness of the role of young people in society. People started to realise that young people were both aware of and had their own opinions about the political, economic and social realities of their country. They used their own media such as face painting, posters and banners to express both their awareness and disagreement, articulating their protests and demands in an interactive and inoffensive way.

Tired of violence, exclusion and of certain stigmas that persisted in Brazilian society, children took to the streets alongside adults in the fight for a better society.

In 1997, a municipal programme of activities



Image 3.3.5.c: Students join hands to fight for rights.

Source: <http://www.internationalist.org/mumiasepe01lores.JPG>



'Citizenship Knows No Age' initiated the process of citizenship for children and teenagers and was the principal precursor of the CPBC. The programme set up a Children's Secretariat which aimed to engage the participation of one child or teenager in each of the municipal secretariats. Five boys and seven girls between 8–13 years were chosen as Child Secretaries. The Barra Mansa city consultation process centred on the theme of 'participatory governance and children's citizenship', as Barra Mansa City Council had been developing activities based on public participation and implementing innovative policies in the area of children's and young people's rights. The city consultation identified civic education as a key sub-theme that could be further developed, recognising it as fundamental for producing citizens who are committed to and active in the development of democratic forms of local government.

Partnership with the Urban Management Program for Latin America and the Caribbean (UMP-LAC) developed and led to the conceptualisation and creation of the CPBC. In 1998, the UMP-LAC organised an exchange visit for representatives of Barra Mansa to visit some municipalities in France that had also established Children's Secretariats. This trip was a key event because it reinforced and expanded initiatives that were already being developed under the Citizenship Knows No Age programme, and served to increase the credibility of the Barra Mansa initiative to work on the issue of citizenship for children. In the same year, the CPBC

was inaugurated and the first set of Child Councillors selected.

### Main Activities

The preparation of the CPBC in partnership with the UMP both constituted a challenge and marked a key point in defining the activities to be implemented to integrate the participation of children and teenagers in urban management processes. The city consultation process enabled the engagement of local actors and the preparation and implementation of the CPBC and mobilised technical and financial support to the project. The collaborative partnership with UMP-LAC also enabled the preparation and dissemination of educational material and engaged schools, neighbourhoods, residents' associations and other local institutions while preparing for the implementation of the CPBC.

Prior to implementation, the important task of awareness-raising, engagement and training of CPBC facilitators was initiated. The project has successfully built up a network of approximately 100 facilitators to date. The CPBC is based on a participatory electoral approach, organised by the project coordinators and facilitators. Children and teenagers are encouraged to participate in neighbourhood assemblies to engage in debate and elect their neighbourhood delegates.

These delegates participate in district assemblies, and elect district delegates. This is followed by a municipal assembly, in which the district delegates



Image 3.3.5.d: Students participating actively in class.

Source: DFID\_DPU\_Brazil\_Children\_budget\_Barra\_Mansa.pdf

elect 18 girls and 18 boys who become the 36 Child Councillors. All children between the ages of 9–15 years are able to participate, nominate candidates and vote at the assemblies. However, only those who are attending school are eligible to be elected as Child Delegates or Councillors. Children younger than 9 and older than 15 years may also participate in the process, but they are not eligible to vote or to be elected.

The goals and objectives of the CPBC, as set out in its training manual, are as follows:

- To encourage children and teenagers to play an active citizenship role in order to enhance both their personal development and a sense of belonging to their communities.
- To help create a new model of leadership for participation and democracy.
- To value the contributions that young citizens can make to urban management and governance.
- To set up a Children's Council to determine the application of a small portion of the municipal budget for public works and services, based on the opinions of children and teenagers who participate in neighbourhood assemblies.
- To promote civic engagement of children and teenagers through the democratic and participatory process of a Children's Council which involves discussion, election, and defining problems and priorities.

Issues related to budget management are addressed both directly and indirectly with the children participating in the CPBC.

The 'citizenship visits'—excursions to other neighbourhoods organised by the project co-ordinators—were an important part of the Child Councillors' training.

The visits enabled the children to acquire a better knowledge of the city and its diversity. In addition to the Child Councillors' training, the project is allocated a small portion of the actual public budget which enables the actions defined by the Children's Council to be carried out, thus affirming

*The participation of children and teenagers throughout Brazil in the long impeachment campaign of 1992 renewed awareness of the role of young people in society. People started to realise that young people were both aware of and had their own opinions about the political, economic and social realities of their country.*

the significance of children's and teenagers' engagement in civi issues.

## Key Features

The project has led to the participants being prepared to take on an active citizenship role, for instance, in meetings of the City Councillors and residents' associations, and in cultural events in the city. Many are willing to further develop their activities in this area through participation in discussions about integrating citizenship issues into the school curriculum. The project has so far created three Children's Councils from the large number of children and teenagers in the municipalities who have participated. Each year more than 6,000 young people have attended the assemblies.

Furthermore, discussing and determining the use of public funds has become an important and unique vehicle of citizen participation, through which investment in priority areas can be determined and public resources can be better distributed. Experiences of participatory budgeting have proved to be an important tool for the control of public administration by citizens themselves.

The Child Councillors take great pride in inaugurating the projects funded from the budget allocated to the CPBC. Although a very small financial investment is dedicated to these projects, they are significant in the social context.

The majority of the children in the CPBC feel that participating in the project helps them to be more responsible not only at school but at home too. Their increased sense of responsibility does not make them less playful, happy, or give them any less desire to do the things they enjoy. The positive changes in the children are continually highlighted by parents, especially those who are more closely involved with the experience either as facilitators or simply as citizens who regularly participate in some of the activities.

## Conclusion

Due to its innovative nature, the CPBC certainly represents a project of the future. Without questioning the role and function of actors and institutions in the management and development of the city, the CPBC experience shows that it is possible to integrate the participation of children and teenagers into the public management process, and that young people can and should play an active role in urban management. The results of the CPBC show that the importance and the value of children's participation was recognised in the definition of municipal public actions in Barra Mansa, illustrating that 'citizenship really knows no age'.





Fig. 3.3.6.a: Location map of Bam in Iran.

Country: Iran  
 City: Bam  
 Population: 73,823 (0.07 million) after earthquake  
 % Children (0–18 years): 32% after earthquake  
 Area: Unknown  
 Density: Unknown  
 Initiators of the project: Municipality of Bam  
 Project Timeline: 2004–ongoing

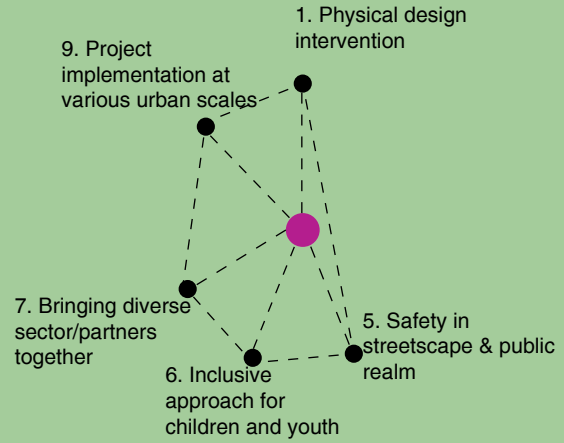


Fig. 3.3.6.b: Chart showing the criteria fulfilled by the city.

# Children of Bam



Image 3.2.6.a: Children playing in a refugee camp post earthquake in 2003.

Source: <http://photos1.blogger.com>

## 3.3.6 Building Bam as a child friendly city

### Bam, Iran

#### Introduction

Iran's Child Friendly City Initiative (CFCI) introduced by UNICEF in Bam was designed to mainstream the principles of the Convention of the Rights of the Child in the reconstruction of the city of Bam after the 2003 earthquake and in the years following the disaster. The initiative focuses on ensuring the fulfilment of the rights of children aged 6-13 to access quality basic services through promoting the development of a sustainable and child-friendly environment. Although the initiative started as a recovery effort, and despite challenges encountered in the process due to its potential to become a child-centred urban planning and community strategy, efforts have been invested in pursuing this initiative beyond the post emergency context and beyond Bam.

In effect the CFCI in Bam has known two phases:

The first phase comprised the organisational and community efforts in designing, implementing and finalising construction projects and improving the physical environment of the child-friendly zone in the city of Bam. It also featured testing of participatory community activities as soft-programming required for this initiative as well as development and/or adaptation of relevant tools.

The second phase focused more on the social mobilisation component of the Child Friendly Cities programme and on identifying sustainable partnerships for the initiative in Bam and cross-fertilisation of the learning from Bam.

#### Description of the project

With the ongoing urban rehabilitation process and political interest in the Child Friendly Cities concept, its application in Iranian urban planning is rapidly growing. The project focuses on promoting integrated urban planning design, development and implementation at home, neighbourhood and city level. The designs are child friendly, ecological, culturally sensitive, affordable, and earthquake resistant.

Planning of physical environments such as schools, urban public spaces and housing is conducive to standards for quality of life and quality of learning set out in the Child Friendly Cities and Child Friendly Schools principles, standards and guidelines. The initiative continued unfolding in the years after the immediate reconstruction post the 2003 earthquake as a way to ensure child-centred urban planning in Bam and eventually in the other cities in Iran.

The main objective of the UNICEF Iran CFCI was to ensure that processes and mechanisms are in place

for creating child-friendly spaces and environments in Bam through full community participation in light of meeting the Millennium Development Goals by 2015.

The initiative is guided by the following set of principles and strategies:

- Focus on community participation, using children as key planners of their environment.
- Promotion of a holistic approach of urban design, development and implementation of child-friendly and sustainable human settlements, taking the geographical, environmental, social, economic, technical and cultural aspects of Bam's specific context into account.

A Steering Committee under the Ministry of Housing and Urban Development supports the initiative of rebuilding Bam, working closely with UNICEF in the development of planning and design guidelines on child-friendly cities. A concept plan on child-friendly and sustainable urban transport, early childhood centres and primary/secondary schools was also included. In partnership with Ministry of Health, design guidelines/methodology for health clinics, child-friendly schools, parks and playgrounds have also been developed. The Mayor of Bam actively promotes the initiative and sensitises community participation.

As a part of the groundwork for planning, comprehensive research was carried out on presentation of a functional brief, construction costs, local building methods, local building materials and delivery systems. CFC Children's Design Workshops were held, which provided very useful information on development of the CFC guidelines and building models that could become useful tools. A study tour to Curitiba, Brazil was also organised to analyse that city's people-centred and sustainable urban planning.

The main component of the mission statement included the planning vision and urban development strategy for the municipality of Bam. Recommendations included action on development of pedestrian and bicycle areas and innovative educational and basic social facilities. Involvement of local communities in active participation, and management and control of the urban development interventions in their respective zones was also stressed. Consistent with the objectives of the initiative, a series of activities were designed in four main areas:

- 1) child-friendly urban planning



- 2) child-friendly educational and social services
- 3) promoting community participation and ownership
- 4) capacity building of local and national authorities.

### Main Activities

Under the theme of child-friendly urban planning, the construction of various child-friendly spaces was done, including the Bam community centre, 10 school playgrounds and several parks. Also, a prototype design for a school playground and a child-friendly primary school was developed. A checklist of design and planning guidelines on child-friendly cities, which included a child-friendly environment was developed, which later became part of the CFC guideline book. A conceptual design prototype of a 'play avenue' or 'children avenue' was also made available inclusive of ideas for playgrounds.

Under the education and social service theme, standards were set for a child-friendly school as part of a joint plan with the Ministry of Education. An assessment of an early childhood development centre programme in Iran was conducted that included recommendations for enhancement of childcare centres (physical space, management and programme content-wise). An evaluation of an

Integrated Early Childhood Development (IECD) pilot is to be undertaken. The evaluation recommendation also included a prototype design for Integrated Early Childhood Development (ECD) centre.

Several participatory projects took place to promote community participation and ownership in the neighbourhood of the proposed Bam CFC zone to explore and gauge community members' interest in participatory activities in 2007-08 in collaboration with Kerman Shahid Bahonar University. A range of activities conducted included: training of trainers for women in facilitation skills; meetings with kindergarten teachers and trainers as well as parents on communication with children, story-telling, photography and drama classes for children and teachers; promotion of Child Rights Council (CRC) through publication of a monthly newsletter entitled, 'Citizens and Participation'.

Further, in 2007-08, in order to build capacity of local and national level authorities, as part of the participatory projects, monthly meetings with the CFC Zone residents were arranged, with special focus on women as the target group, as well as Bam governmental officials and local authorities. This was an opportunity to advocate the importance of community participation and interface with the



Image 3.3.6.b: Children outside a healthcare facility after a workshop on oral health.

Source: <http://healthdecide.orcahealth.com>



Image 3.3.6.c: Workshop with children on the value of happy living despite the poor living conditions.

Source: <http://www.iran-daily.com>

local authorities. It also served the purpose of enhancing civic participatory practices. A range of capacity building and advocacy activities with local, provincial and national authorities as the target groups have been conducted throughout the project, such as facilitation of a study tour to Brazil to introduce the CFC concept, to promote ownership and sustainability of the CFC initiative through advocacy meetings with the authorities at different levels, and through training of the local authorities on HRBAP and CRC.

### Key Features

An essential feature of the initiative has been the involvement of children in the design and planning process. A Children's Planning and Design Workshop was organised in 2004. Prior to the workshop, 10 young Iranian architects were trained to act as facilitators to work with 110 children (aged 10–11 years). Each day for a period of five days, the group focused on a different environment: the house, the neighbourhood, the city, the school and the park and playground. Four workshops were conducted with girls, their mothers, with boys and their fathers. The key issues were brought across by the facilitators through discussions, paintings, narratives and design games and the children produced a rich and varied output on Child Friendly Environments and Spaces.

The findings of the children's workshops were used to develop CFC urban planning and design guidelines for Iran and to plan and design innovative models for CFC urban design, houses, schools, healthcare facilities, parks and playgrounds. This

was followed by the third phase, where these guidelines were implemented, with full community participation.

A study tour to Brazil was organised in 2005. The objective of the tour was to learn from the long-term, people-centred and ecologically sustainable development of the city of Curitiba in relation to the cities of Brasilia and Rio de Janeiro. In addition, several successful projects were visited in Brasilia that focused on the human rights of women. One of the strengths of this initiative in the early stages was the strong alliance among key players on the issues. In addition to UNICEF this alliance consists of representatives from local/national government, municipal organisations, civil society organisations, international organisations and universities.

### Conclusion

The CFC initiative continues to live within the broader context of decentralised child rights monitoring mechanisms and child-focused decision making. CFC concepts guide the engagement with the District Child Rights Councils at municipal level. Activities were specifically designed in certain provinces to promote participation of the youth and adolescents in their community affairs and to provide a model of a child-friendly community where children's rights are widely known and respected. Regular monitoring and reporting on the state of child rights was also facilitated.





Country: United Kindom  
 City: London  
 Population: 8,538,689  
 % Children and Youth : 25% of total population  
 Area: 1572 sq km  
 Density: 5432 / sq km  
 Initiators of the project: City of London corporation  
 Project Timeline: 2000–ongoing

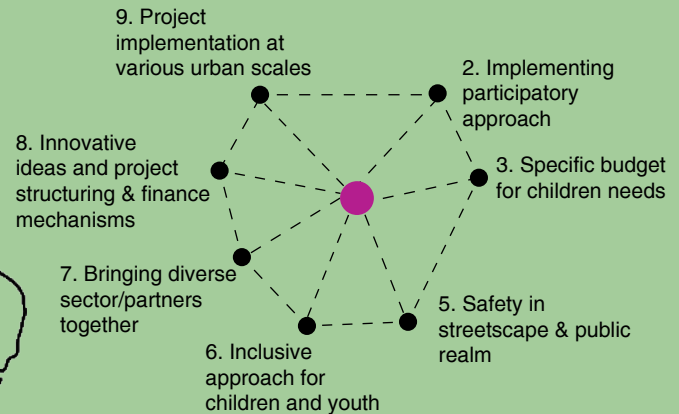


Fig. 3.3.7.b: Chart showing the criteria fulfilled by the city.

Fig. 3.3.7.a: Location map of London in United Kingdom.

1. Charlie and Lola: We completely must go to London by Lauren Childs
2. This is London, by Miroslav sasek
3. Pop-up London by Jennie Maizels
4. See Inside London by Rob Lloyd Jones
5. Guy Fox London Children’s Maps by Kourtney Harper
6. Katie in London by James Mayhew
7. London Sticker Book by Rosie Dickens
8. Whizzy Wheels: London Taxi by Marion Billet
9. ABC London by James Dunn and Kate Slater
10. A Walk in London by Salvatore Rubbino



Image 3.3.7.a: Wide range of childrens books on London city, helping children relate to the city better.

Source: <http://www.bambinogoodies.co.uk>



## 3.3.7 Young Londoners—successful futures

### London, United Kingdom

#### Introduction

The city of London offers a good example of an integrated strategy for children and youth developed through a participatory approach. London's strategy focuses on creating a city in which economic opportunities and talent can thrive and children can grow up safely. The strategy therefore focuses on the following main topics: child participation and volunteering; tackling child poverty and improving children's life chances; family support and early interventions; reducing numbers of children and young people outside the education system; employment and training; children in care; and youth crime prevention. Where possible, collaboration is sought with key partners, such as the boroughs and the voluntary and community sector.

In November 2000, the Mayor of London announced his strategy to make London a child-friendly city by developing and implementing the 'Greater London Authority Children and Young People's Strategy' with the active participation of young Londoners within the framework of the UN Convention on the

Rights of the Child. The strategy is regularly updated and a basis for the Mayor's current agenda 'Young Londoners — successful futures'.

#### Description of the Project

In order to shape the strategy, a Strategy Steering Committee was established with representatives of various concerned stakeholders. The main objectives of the strategy were:

- To encourage and provide for children's participation in government.
- To provide future direction for the strategy and create partnerships with relevant agencies and organisations to advance the strategy.
- To identify and prioritise future actions to contribute to the strategy.

A survey was conducted to collect the opinions of children and youth for the development of the strategy and to raise their awareness on the role and responsibilities of the Mayor. Concerns were raised in the area of criminality given that a significant number of young Londoners have fallen victim to



Image 3.3.7.b: Young children inspecting their play area as a play exercise.

Source: <http://cc.on.ca>





Image 3.3.7.c: Children's outcome of an activity on city-making.

Source: <https://esquimalt.public.sd61.bc.ca/>

crime. Children also mentioned issues related to the limited availability of youth clubs and opportunities in their communities.

### Main Activities

The agenda 'Young Londoners—successful futures' set out a series of priorities which formed the basis for the action plan. This included:

1. Involving young Londoners in decision making.
2. Creating volunteering and other opportunities for young Londoners and participation programmes at the Greater London Authority (GLA) and Commissions.
3. Improving childcare and other support infrastructure for parents.
4. Improvement of education and life chances of young people.
5. Supporting vulnerable groups of young people.
6. Improving physical activities and healthy eating.
7. Funding of more young people's programmes.
8. Improving skills of youngsters and training and job prospects.

Apart from the set goals, various activities were initiated under the action plan. Opportunities were provided for children to speak out and advise the Mayor on policy making through consultations with the him. Improvement of school nursing services was given focus. The Mayor gave an assurance that collaborative work with London partners to promote continued investment in targeting support to the most disadvantaged children and families would be prioritised.

Improving parents' access to affordable childcare was another aspect which was discussed. New academies were opened to support young people gain skills and training needed to progress and succeed in London's job market.

The development of an educational programme to prevent bullying, and combating child obesity through sporting programmes etc, were initiated. Furthermore, 'Make A Splash', a new scheme offering mobile pools, provided an opportunity to teach 15,000 children and adults to swim.

A 'Graduate Website' was launched by the Mayor to help graduates find jobs across London.

'The Young Londoners Survey' was conducted on a regular basis (2004 and 2009) through which information on children's well-being in London was gathered.

A pilot programme was launched in 2009 with the aim of improving the lives of 600,000 children in London living in poverty. The programme consists of three components: London Learning (focusing on education, social behaviour and family support initiatives); London Safe (focusing on increasing safety and tackling crime); and London Achieving (mentoring and support programme for children without parents with education after 16 years of age). A Pan London Voluntary and Community Sector Action Plan helps various sectors to deliver services to children. Many organisations working with children and young people in London have made key contributions to promoting children's rights.

The voluntary sector has an important role to play in providing child-friendly services to traditionally excluded communities, facilitating children's involvement and decision-making in community programmes, and is an important partner in any effort to improve the lives of young Londoners.

## Key Features

One of the main objectives of the Mayor's agenda is related to participation. Children are given the opportunity to make themselves heard through surveys or special consultation meetings. 'Young People's Consultation Events' allowed youngsters to raise the issues that are important to them. In addition, 'Young People's Question Time' gives the children the opportunity to question the Mayor and the General Assembly. Other programmes include: master classes to Neighbourhood Ward panels (on how to include young people), and support to the boroughs to improve engagement in activities for young Londoners with disabilities: and in health projects. A number of panels were established to give young people the opportunity to speak out on how the Mayor's programmes will affect them. Also, the 'State of London's Children' report of 2007 conducted by the Mayor of London's office and the situation analysis of the GLA through the Young Londoner's surveys involve children and provide for valuable information on the status of children's lives in London.

The overall strategy envisions cross-sectoral cooperation between the different sectors and aims to enhance a holistic perspective in order to reach the full implementation of children's and youth's rights. One of the main strengths of this programme is the involvement of a large number of partners closely working on the realisation of children's rights. Stakeholders involved included: children, community, boroughs, city government, national government, civil society, the voluntary sector and others.

Even though the updated strategy (the agenda) of July 2010 does not make specific reference to the Child Friendly City Initiative, it does work on the improvement of London, e.g. to make it a more child-friendly city. In fact, the Mayor of London specifically states in the Draft children and young people strategy 'Towards a child-friendly London' (2003) that his aim is for London to become a child-friendly city.

One of the main objectives of the GLA Young Londoners' Survey is to raise awareness on the Mayor's child and youth agenda. Advocacy on

children's issues (including institutional and legal reforms) mainly conducted by the Commissioner and the youth consultation groups.

The Mayor's agenda encourages civil society to participate and dedicate money and time to children's activities, through a call for action through employer-supported volunteering. Furthermore, the 'Mayors Fund' allocates resources to tackle child poverty. The Mayor of London also works closely with the central government in the Youth Offer programme and receives funding to support activities for children and families.

Borough directors regularly meet in the Association of London Directors of Children's Services. During those meetings cross-borough initiatives are developed and strengthened. These include: safeguarding mobility of children and promotion of children's well-being.

Surveys and other reports on the state of London's children monitor and evaluate the children's well-being and the influence of the Mayor's agenda. The strategy of 2003 specifies the following actions: regular and systematic data analysis; development of indicators of children's well-being; monitoring the impact of policies on children; a biennial state of London's children report; and a child impact assessment.

## Conclusion

The strategy and agenda offer a practical model for addressing child-friendly issues in an inter-sectoral way, incorporating all aspects affecting children's lives in London. Children have the opportunity to participate and make themselves heard in a great number of ways: surveys, meetings, councils, mentorship etc. The ways of bringing in young people's voices to build an integrated strategy are therefore numerous.

The main focus of participation activities and of the strategy lies on children in the school age and adolescents. Even though it is difficult to make the voices of young children heard, more attention is required to be given to early childhood. In times of economical tightness, the allocation of sufficient resources to implement the strategy is challenging. Another challenge is the monitoring and evaluation of activities under the agenda of 2010.





Country: New Zealand  
 City: Christchurch  
 Population: 367,800 (0.3 million)  
 % Children (0–14 years): 18.8%  
 Area: 607 sq km  
 Density: 630 / sq km  
 Initiators of the project: Municipality of Christchurch  
 Project Timeline: 1992–ongoing

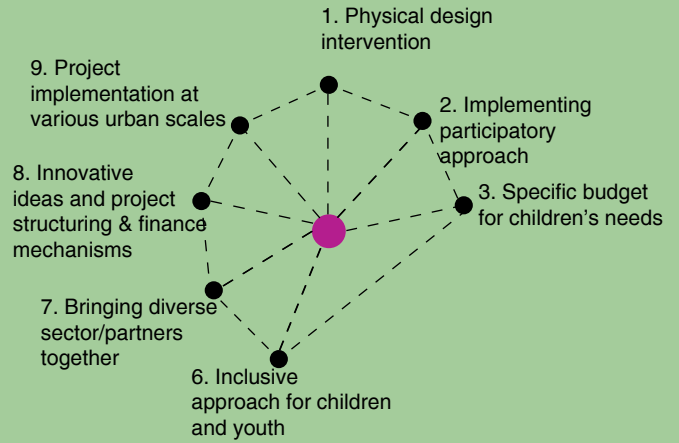


Fig. 3.3.8.a: Location map of Christchurch in New Zealand.

Fig. 3.3.8.b: Chart showing the criteria fulfilled by the city.



Image 3.3.8.a: Children participating in city-making workshop in Christchurch, through use of lego blocks.

Source: <http://www.stuff.co.nz/>

# 3.3.8 Agenda for children and youth strategy Christchurch, New Zealand

## Introduction

Christchurch is a heavily urbanised, low density and car dependent city with a relatively young population. According to the 1998 census, 15% of the 322,000 inhabitants were between 0–12 years of age and 20% were between 13–24 years of age. In the past, children and youth were generally not considered to be important factors in urban planning and were not consulted in decision-making processes. This has resulted in a city that is increasingly unattractive and unsupportive to children and youth, not just physically, but also socially and culturally. The conventional method of integrating child and youth issues when developing policy, services and programmes was based on adult expectations or views of children's needs.

As a first step Christchurch City Council (CCC) acknowledged this situation and started an extensive process of consultation with children, youth, their parents/caregivers and people working with children. A review of services such as education and recreation, that do not meet the main needs of children and youth was done. Through consultations with children and youth, it became clear that they had little say in the development of policies, services and programmes in their city. The children and youth of the Maori and Pacific indigenous minorities are

relatively underprivileged. Discrimination, ignorance of their cultural contexts and the effects of relocation policies in the past have impacted their chances for healthy development and their opportunities for education and employment. Spaces for recreation, playing, meeting or even walking around or cycling independently were limited. Streets and public spaces were unsafe because of traffic and street-crime.

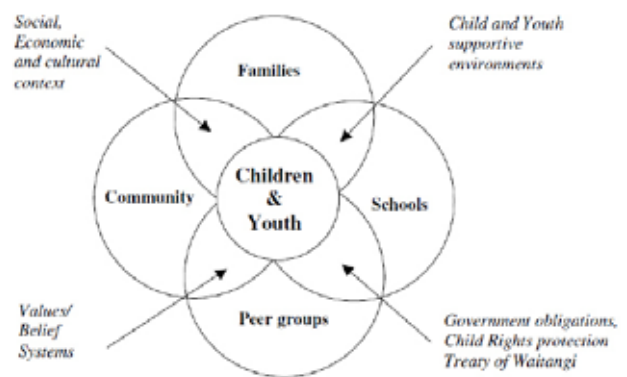


Fig. 3.3.8.c: The key settings for children and youth targeted by the CCC-initiative.

Source: <http://childfriendlycities.org/>



Image 3.3.8.b: Children learning about nature on a class trip.

Source: <https://nscds5th1314.files.wordpress.com>



## Description of the project

The national government of New Zealand has taken steps towards the formal recognition of and involvement of children and youth in urban planning

processes. The Resource Management Act, endorsed in 1991, demands that planners consider needs of children and youth when formulating regional and district policy statements and plans. With the launch of the Agenda for Children and the Youth Development Strategy in 2002, the government gave clear strategies for the development of child policies and services. The agenda and strategies were enforced with reforms in local government legislation.

The Agenda for Children focuses on the 0–17 age-group and it is built around the vision: 'Making New Zealand a great place for children'. A 'whole-child approach' has been defined to realise the vision. This approach encourages adults to look at children in all contexts when working with them and when developing policies and services for them. It focuses on the child's life and circumstances in a holistic way, including specific needs, and covers the entire public service to support children's development, instead of considering isolated problems and single-sector solutions.

The main strategy of the agenda is to build a more caring environment and society for New Zealand's children. It focuses, therefore, on the 'key settings' for children's lives: parents, family, friends and

peers, broader community settings and society at large being the primary sources of nurturing, protection, support and guidance. The agenda gives local governments an important role in supporting and upholding these settings; these have to be family oriented and recognise the community's interest and contribution. The agenda reinforces policies, programmes and services to be more culturally affirming, evidence based, preventive well co-ordinated and aimed at collaboration with all possible partners.

The initiatives of the Government of New Zealand and the CCC show that the need for more child- and youth-focused planning systems is not only restricted to developing countries. Increasingly, cities in industrialised countries are posing threats to children and young people. The CCC has shown that it is essential to focus on, and listen to, children and youth when planning for a better city, building stronger communities and more effective services.

*Healthy development of young people can be stimulated by creating opportunities for them to influence the outcomes of situations, solve problems, inform themselves and others, design and contribute to an activity or idea.*



Image 3.3.8.c: Rendering of a play area with trampolines and other play equipment area in the coastal zone (Christchurch Central Development Unit).

Source: <https://cdn.theatlantic.com>





Image 3.3.8.d: Staff, parents and children at Chirstchurch pre-school and nursery.

Source:<http://www.shropshirelive.com>

## Main Activities

The main goal of the initiative is to ensure that the views of children, youth and their parents/caregivers are heard and that they are able to participate in decision-making processes. The main objectives include:

- Involve children, youth and their parents/caregivers in the development of policies, programmes and services for Christchurch by listening to their needs and views and give them opportunities to participate in decision-making processes.
- Provide access for children and youth to information, resources and services and offer them equal opportunities for healthy development.
- Empower young people so that they may exercise choice and be effective in asserting their views and aspirations. Get young people 'connected' to the communities of which they are a part.
- Improve the quality of child and youth programmes and services through planning that is more responsive to needs and by building up the capacities of the people who work with children and youth.
- Co-ordinate and integrate activities and

services concerning children and youth through collaboration across all sectors public, private and voluntary bodies.

- Ensure equity for young people with services and activities that are accessible, affordable and available for all young people, irrespective of their race, gender, cultural and social backgrounds, age, sexual orientation or physical and intellectual characteristics.
- Update information on the dynamic and continuously changing situation of children and youth which influence the planning of initiatives. Establish best practices and exchange these experiences at local, regional, national and international levels.

The role of the CCC is of a facilitator rather than merely a funding agency. Besides resources, it provides information, advice and research-capacity for the development of child-friendly initiatives, and ensures that children's and young people's needs and views are taken into account. Children and youth are considered to be 'consultants', which means that they are actively involved as 'specialists' who can identify their own problems and needs and develop solutions in all stages of planning and projects. Neighbourhoods, school communities and peer groups are important for children and young people since it is through their communities that children



feel 'connected' to society. Providers of services for children and youth should view them as clients for whom they have to develop effective strategies in order to meet their needs.

### Key features

In the 1992 youth policy, the CCC acknowledged that young people have their specific and identifiable needs and committed itself to start a consultation process to improve its services for youth. The Children's Strategy Study 1995 presented the outcome of an extensive research project for a strategy aimed at a healthy and child-friendly city. The strategy included the development of a vision and a plan of action. Youth Policy 1998 prioritised the future policies for youth, and set out strategies and goals to be implemented over a time-span of three years, providing guidelines to enhance the well-being of young people.

A situation analysis has been done through a large -scale research project which provides the basis for the formulation of goals and strategies and the development of policies, services and programmes. A city-wide consultation on six broad topics, namely health, safety and well-being, physical environment and design, entertainment and recreation, education and training, employment and family was done, and resulted in the gathering of a wide range of data. The collected data gave a complete picture of child and youth issues in Christchurch.

The active participation of young people in the decision-making process is being sought through meetings and working groups with members of different sectors to enhance a cross-sectoral approach. Also with connections between service providers, private enterprises, youth agencies, community organisations and government agencies. Part of the situation analysis/consultation process was to reveal areas of interest and the roles that will be played by all the possible partners, including the role of the City Council.

Christchurch is considered to be a pilot project by the national government of New Zealand for developing the Agenda for Children and the Youth Development Strategy 'Aotearoa'. From 2003, all City Councils are obliged to integrate child and youth issues into the development of policies, programmes and services. An exchange at national and regional level has also been set up for advocacy which is an important strategy within the CCC initiative. The initiatives are publicised through the media and special events are organised to focus attention on young people's needs and to improve their image. A lobby for more child-friendly policies is targeted directly at other important stakeholders, such as the national government and private businesses to address specific issues. A Children's Advocate was appointed in 1995, followed by a Youth's Advocate in 1996 in order to develop more fully and to direct

more accurately the various Councils' commitment to young people. These advocates worked on the development of strategies for children and youth besides functioning as focal points within the City Council for youth and children's issues, and ensured that their needs were addressed.

A review of legislation concerning children was included in the consultation when child and youth services were surveyed. The budget allocated for the Children's and Youth's Advocate was US\$ 500,000. All CCC units were expected to include a provision in their own budgets for projects to meet the needs of children, in addition to this budget allocation. All CCC funding comes from local sources, such as investment revenue, user charges and private donations by companies and individuals, and is independent of funding from the central government.

Projects were monitored and evaluated in terms of 'what measurable differences could be seen in the lives of children and young people'. Programmes were being monitored and evaluated against a youth development model. Feedback from the target groups is very important to measure impact and was the information made accessible to children and youth. A 'best practices' case-bank was developed to showcase projects that have proved by evaluation to be effective and from which experience can be drawn to be applied to other projects.

Professional fieldworkers work with a cluster of schools as well as families to identify and target children and youth 'at risk', and at the 'fringe of risk'. The project comes out of a partnership of the local government, schools, welfare agencies and community organisations. A locally elected Cluster Management Group manages and co-ordinates the project and provides administrative support. A Metropolitan Steering Group represents the Cluster Management Groups at municipal level.

The 4YP (For Youth Project) provides entertainment and recreation opportunities for young people and aims at being responsive to the existing youth culture. The objectives of the project are: to address youth needs and issues; to promote a more positive image of young people and to create greater awareness of the positive qualities of youth within communities. Young people were largely responsible for the management of the project. Children of different ethnic backgrounds were given the opportunity to learn about traditional culture. The activities included 600 children from 15 different schools participating in a workshop where artworks were created together with Maori artists. The works were later exhibited at public places.

Total Impact Youth targets young people between 9 and 25 years of age. It aims to break cycles of dysfunctional behaviour and to give a future with



Image 3.3.8.e: More than 100,000 ideas for the rebuild of Christchurch were submitted by the public at the Share an Idea expo.

Source: <http://static2.stuff.co.nz>

hope by providing a faith-based holistic approach to encourage young people to make positive life-style choices. Individual programmes are developed together with the young people and their families/caregivers to meet identified needs. The project currently caters for 300 young people per week.

Project Early was an early intervention programme which targets young children with behaviour disorders. Through the programme parents and teachers are trained to manage behaviour of children more effectively. The project operates across seven schools in eastern Christchurch and works closely with community led organisations. Activities include research on behaviour disorders, and setting up of systems to identify and monitor young children with these disorders.

The Youth Mental Health forum is a training and networking opportunity for those working with young people. It has been an annual event since 1996. The main objective is to disseminate knowledge about mental health services for youth. It also provides an excellent networking opportunity across occupational groupings to break down barriers between different occupational groups involved in working with mental health issues of youth.

## Conclusion

Continuing efforts have been made by the CCC to assess the dynamic situations of children, youth and their parents/caregivers and to hear their opinions and views on the city. Creation of cohesion within and among the communities is emphasised with respect to the acceptance of young people as a valuable resource in communities who are part of decision-making processes.

Linking social development to the improvement of layouts and image of the city has been an important strategy. Collaboration between adults, children and youth to improve the local environment has resulted in stronger, supportive communities and an attractive city for children and young people.

Children and Youth Advocates have proved to be very successful and many community organisations have taken notice of the Children and the Youth Development Strategy and are willing to serve the needs of young people in a holistic way and involve them in decision-making.



### 3.3.9 Comparative analysis chart of the outcomes from city level the case studies

List of criteria	Rotterdam The Netherlands	Tilburg The Netherlands	Ghent Belgium	Essen Germany	Barra Mansa, Rio de Janeiro, Brazil	Bam Iran	London United Kingdom	Christchurch New Zealand
Cities that have physical design interventions as an integral part of the approach for making their cities child friendly	•		•	•		•		•
Cities that have implemented a participatory approach, and include children and youth as important stakeholders in the urban planning process	•	•	•	•	•		•	•
Cities that have allocated specific budgets to accommodate children's needs in the design, financing and planning initiatives		•			•		•	•
Cities that have promoted holistic communities that are compact, promote walkability and have a mix of uses	•			•				
Cities that include safety as a parameter in designing streetscapes and the public realm	•		•	•		•		
Cities that have promoted an inclusive approach specifically for children and youth from a social perspective	•	•	•	•	•	•	•	•
Cities that have brought together diverse stakeholders, agencies and partner organisations to collectively support a child friendliness city		•	•	•		•	•	•
Cities that have shown innovative ideas and project structuring practices and financing mechanisms		•					•	•
Cities that have implemented projects at various scales (neighbourhood, ward, municipality and city	•	•			•	•	•	•



## **3.4 Urban scale design initiatives**



### 3.4 Map of urban scale design oriented Child Friendly Initiatives





Country: The Netherlands  
City: Tilburg  
City Population: 208,527  
(0.2 million)  
% Children (0–14 years): 15.6%  
Area: 119.40 sq km  
Density: 1793 / sq km

Country: Japan  
Project: Fuji Montessori Kindergarten  
Source: <http://ideas.ted.com/inside-the-worlds-best-kindergarten/>

Country: Nepal  
Project: National Strategy on child-friendly Local Governance  
Source: <https://bernardvanleer.org/app/uploads/2015/12/Small-Children-Big-Cities-Impact-through-design-intervention.pdf>

Country: Nepal  
Country Population: 26,494,504  
(26 million)  
% Children (0–14 years): 34.6%

Country: Germany  
City: Essen  
City Population: 569,884  
(0.5 million)  
% Children (0–18 years): 18%  
Area: 210 sq km  
Density: 2700 / sq km

4

6

Country: India  
Country Population: 1,276,267,000  
(1.2 billion)  
% Children (0–18 years): 39%

8

Country: Philippines  
Country Population: 103,226,600  
(1 billion)  
% Children (0–14 years): 33.7%

Country: Iran  
City: Bam  
City Population: 73,823  
(0.07 million)(after earthquake)  
% Children (0–18 years): 32% (after earthquake)  
Area: unknown  
Density: unknown

Country: Thailand  
City: Chiang Mai  
Project: The walking Neighbourhood  
Source: <http://thewalkingneighbourhood.com.au/>

Country: New Zealand  
City: Christchurch  
Project: Life in Vacant Spaces  
Source: <http://lives.org.nz/>

Country: New Zealand  
City: Christchurch  
City Population: 367,800  
(0.3 million)  
% Children (0–14 years): 18.8%  
Area: 607 sq km  
Density: 630 / sq km

7



### 3.4.1. Project: The Lowline

Country: United States of America  
City: New York  
Website: <http://www.thelowline.org/>

The Lowline is a proposed underground park on the one-acre former Williamsburg Bridge Trolley Terminal on Lower East Side, Manhattan. Apart from being an urban intervention, the Lowline Lab intends to be an interactive learning space, expanding Young Designers Program through integration with the Lowline Lab site. Through this enhanced inquiry-based curriculum, students can learn about the principles of Science, Technology, Engineering, Arts, and Mathematics (STEAM) in the context of an exciting urban design project that is both tangible and relevant to their lives.



### 3.4.2. Project: Redevelopment of Passeig de Sant Joan

Country: Spain  
City: Barcelona  
Website: <http://www.metalocus.es/content/en/blog/redevelopment-passeig-de-sant-joan-phase-2>

The redevelopment project of the Passeig de Sant Joan in Barcelona intends to create a sustainable and walkable green corridor within the existing urban fabric of the city. It provides a special place for kids to interact while on the street, with walls of chalk boards developed in an open public place for children and youth to interact and connect to their neighbourhood.



### 3.4.3 Project: Makoko Floating School

Country: Nigeria  
City: Makoko, Lagos  
Website: <http://www.nleworks.com/case/makoko-floating-school/>

The Makoko Floating School is conceived, designed and built in collaboration with the Makoko Waterfront Community. Makoko, Nigeria's oldest slum, is home to roughly 80,000 residents who, over the centuries, have come together to create an informal but fully working city-on-stilts at the edge of the lagoon. The floating school acts as a community centre and a school that is scalable and adaptable for other purposes. While life in Makoko is synonymous with struggle and resilience, the floating school has made an important contribution towards people living here by providing an outlet to socialise and engage in community activities.



### 3.4.4. Project: National Strategy on Child-friendly Local Governance.

Country: Nepal  
Website: <https://bernardvanleer.org/app/uploads/2015/12/Small-Children-Big-Cities-Impact-through-design-intervention.pdf>

In order to encourage child-friendly cities the Government of Nepal has developed policy frameworks such as the National Strategy on Child-friendly Local Governance. It provides guidance to local government, including villages, municipality and districts, to address the issue of child rights, mainstreaming child rights issues in the processes, systems and policies of local government. This framework also allows the facilitation of children's rights, planning and budgeting. It also provides a platform for sectoral convergence, as this framework outlines some key minimal indicators that must be achieved in order to declare the city child friendly.





### 3.4.5. Project: Bicentennial Children's Park

Country: Chile

City: Santiago

Website: <http://www.elementalchile.cl/en/projects/parque-bicentenario-de-la-infancia/>

Bicentennial Children's Park is located on a hillside slope. The park consists of over 1,800 sq m wide children's playgrounds, including tree houses, swings, a forest of water spheres, and a cascade of 60 toboggans arranged on the hillside. The park design uses the steep terrain while creating a play space in a traffic prone area, opening up innovative ways to deal with children's safety in public places and engaging them with the ecology while making the experience fun.



### 3.4.6. Project: Fuji Montessori Kindergarten

Country: Japan

City: Tokyo

Website: <https://educationinjapan.wordpress.com/2010/04/06/fuji-kindergarten-japans-most-beautiful-kindergarten/>

Fuji Montessori Kindergarten (Fuji Yochien) in Tachikawa Tokyo suburb is an innovative Montessori nursery and kindergarten school catering to children with the intention of making study spaces more fun and interactive for children. The nursery-cum-kindergarten is different from usual nurseries because it receives no public funds and yet serves children of both working and non-working parents.

At Fuji Kindergarten, kids make the most of an environment designed just for them. The roof of the oval-shaped school, designed by Tokyo-based firm Tezuka Architects, is an endless playground, and trees grow right through classrooms. The school is designed as a circle, with endless circulation opening up innovative ways for kids to interact with space.



### 3.4.7. Project: Life in vacant spaces

Country: New Zealand

City: Christchurch

Website: <http://lives.org.nz/projects/i/imagination-station/>

The Imagination Station is a charity run, not-for-profit play and education centre in Christchurch, New Zealand. The Station provides a play area for children and adults with free access and various fun ways to engage in activities which help children and youth to imagine their space and cities in a better way. It offers a range of educational classes to schools and community groups, in an interactive and engaging manner.



### 3.4.8. Project: The Walking Neighbourhood

Country: Thailand

City: Chiang Mai

Website: <http://thewalkingneighbourhood.com.au/>

The Walking Neighbourhood offers participants and audiences a new way to see and experience places and spaces curated around the city with a child as the guide. Children are in control of developing the artistic encounter, guiding an audience, navigating the physical space and sharing their experiences of autonomy and their world, all the while creating new friendships.

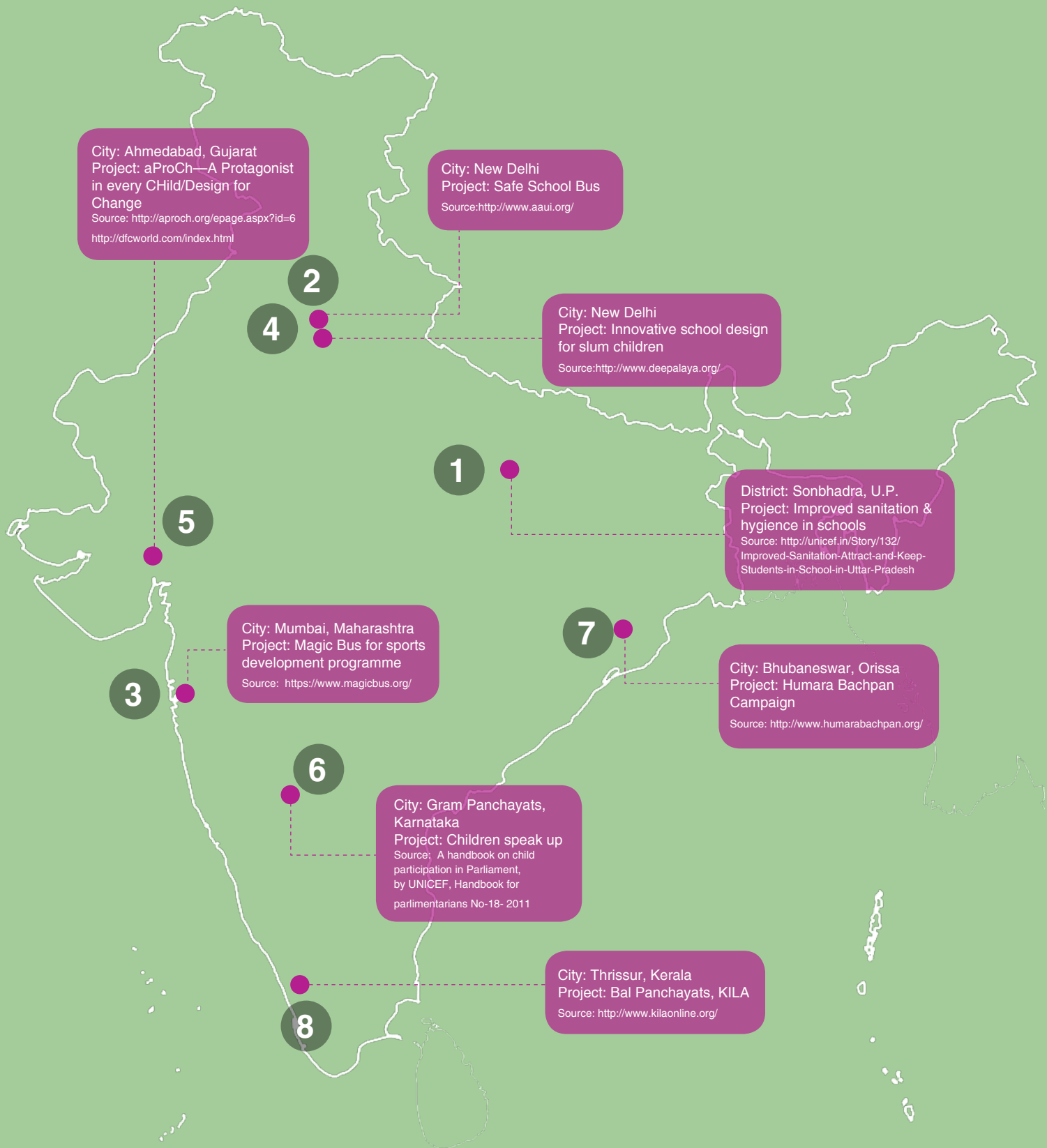






## **3.5 India initiatives**

# Map of select cities with small-scale innovative Child Friendly Initiatives





### 3.5.1. Project: Improved sanitation & hygiene in schools

District: Sonbhadra, Uttar Pradesh  
Website: <http://unicef.in/Story/132/Improved-Sanitation-Attract-and-Keep-Students-in-School-in-Uttar-Pradesh>

Sonbhadra is one of eight districts in Uttar Pradesh where UNICEF has worked with funding from the IKEA Social Initiative, the corporate philanthropy arm of the international home-furnishings retailer, since October 2009 to improve sanitation, and hygiene. To address the problem, child-friendly toilet facilities were introduced in about 210 schools in Sonbhadra. Children also learnt about the importance of proper hygiene like washing their hands with soap before and after their mid-day meal.

As a part of the project, the Sukrit Primary School in Sonbhadra district, initiated a mid-day meal shed with funds provided by the local government. The shed provided the students a sheltered space under which they could have their lunch together. Prior to the construction of this structure, the students would eat their meals in the open.



### 3.5.2. Project: Safe School Bus

City: New Delhi  
Website: <http://www.aau.org/>

The Automobile Association of Upper India (AAUI) in association with Delhi Public School Society launched the 'Safe School Bus 2003' project. The first of its kind, the project is aimed at making school management, bus drivers, students and parents take greater responsibility towards safe transportation of school children. The project covers 1800 contract carriage buses, more than 1000 DTC buses and Rural Transport Vehicles (RTVs) engaged in transporting school children.

With an aim to increase awareness among students and parents, the AAUI has designed a shared brochure on 'School Bus Safety' and a booklet on the 'ABC of Road Safety'. Further the distribution of the brochure 'Know the Delhi Motor Vehicle Rules' among school bus drivers was a refresher and reminder of road and traffic rules undertaken to serve as instant reminders for them to follow rules.

As many as six workshops were planned in the schools of Delhi in association with road safety experts, to provide a common platform to the school management, parents, students, drivers and conductors for interactive learning and discussion on the safety aspects of school transport.



### 3.5.3 Project: Magic Bus for sports development programme

City: Mumbai, Maharashtra  
Website: <https://www.magicbus.org/>

The Magic Bus programme was established in 1999 through partnerships with local NGOs to use sport as a development programme for children.

Over the years, the organisation has been successful in mobilising local partnerships for children to get access to basic play facilities through, advocacy, funding and volunteering. It has also purchased land, funded and built its own outdoor development centre on the outskirts of Mumbai. The centre not only provides a setting for delivering programmes to thousands of children but is also central to the organisation's planning for financial sustainability by allowing use of the outdoor learning facility to fee paying visitors.

The use of sport as a delivery platform is uncommon in the Asian scenario and the potential of the programmes initiated by Magic Bus has been recognised both at the local and international level. Magic Bus's commitment towards social and financial sustainability of the programme is indicated by the fact that 25% of their staff are former beneficiaries of the programme.



### 3.5.4. Project: Innovative school design for slum children

City: Okhla, New Delhi  
Website: <http://www.deepalaya.org/>

Deepalaya is a non-government organisation that enables self reliance amongst the urban and rural poor, with a special focus on women and children. The Deepalaya school building, located in Sanjay Basti, one of the largest slums of Delhi, was built with support from the Deepalaya Foundation. It was built to exemplify a creative, cost-effective design with spatial configurations and interaction spaces tailored to match the scale of a growing child. The main objective of building the school was to provide a positive learning environment for growing children in an extremely impoverished community.

An important lesson learnt through this project is that human behaviour can be changed through a well designed and interactive built environment. The initiative has spread across various parts of India where local people have responded positively to projects built by this centre and chosen to explore new technology options in other building endeavours concerning children.



### 3.5.5. Project: aProCh A Protagonist in every CHild, design for change

City: Ahmedabad, Gujarat

Website: <http://aproch.org/otherpage.aspx?id=10>

aProCh is a community based initiative started in 2007 by Kiran Bir Sethi, the founder of the Riverside School in Ahmedabad which promotes the creation of child-friendly spaces which lend safety to the child in cities; where the child has freedom to explore, derive fun and joy, has ample opportunity and builds happy memories for a lifetime. The programme focuses on four main initiatives:

**Street Smart:** The main streets of the city are closed down (one day in a month) for traffic and children, and the community is encouraged to set up games, activities, stalls etc. The street becomes a playground and a canvas for children where they can own the city and leave their mark on its landscape.

**Mov'ing Experience:** aProCh has partnered with a multiplex in Gandhinagar, a recreation centre and a Children's Traffic Park in Ahmedabad to open up its spaces for the underprivileged children of the city.

**City on Cycles:** The project promotes cycling culture in the city and encourages communities to reclaim spaces for children.

**Parents of the Park:** Children from all walks of lives are invited in the parks where adults take ownership of providing varied avenues for children to explore with curiosity, engage in creative activities with the community and experience the joys of childhood.



### 3.5.6. Project: Children Speak Up

City: Gram Panchayats, Karnataka

Website: <http://www.concernedforworkingchildren.org/>

Source: *A handbook on child participation in Parliament, by UNICEF, Handbook for parliamentarians No-18- 2011*

The Concerned for Working Children (CWC), an Indian NGO facilitated more than 20,000 children in 56 panchayats (local government institutions) in Udipi district, Karnataka, to participate in the development of Five Year Plans. Subsequently, schoolchildren from schoolchildren's sanghas (unions) in over 100 schools across Karnataka collectively addressed issues in their schools and their villages. Issues pertaining to school and village infrastructure affecting children, such as road and bridge construction, street and solar lighting, drinking water and toilets in schools etc, were taken up for improvement.

This led to substantive changes in villages and creation of more child-friendly villages. In 2012, CWC helped organise India's first ever 'Children's Ward Sabha' in Bangalore, enabling children from schools, working children and migrant children to express their concerns to the Deputy Mayor.



### 3.5.7. Project: Humara Bachpan Campaign

City: Bhubaneswar, Orissa

Website: <http://www.humarabachpan.org/>

Humara Bachpan is a campaign that promotes safe and healthy environments for young children growing up in urban poverty. The campaign aims at inclusion of child-friendly components in the national and state urban development policies. The campaign is supported by the Netherlands based funding organisation, Bernard van Leer Foundation. The Humara Bachpan campaign initiated in Bhubaneswar, Odisha, has expanded to over 23 cities in 17 states of India reaching out directly to 35,500 children.

The campaign focuses on empowering children through a leadership programme and facilitates the creation of child forums—a platform for children to voice their concerns. The campaign has been effective in highlighting the condition of young children in urban India and advocating for better governance. In addition, The Humara Bachpan campaign promotes a children-led participatory planning approach which aims to incorporate the views and opinions of children in the urban planning and development process.



### 3.5.8. Project: Bal Panchayats, Kerala Institute Local Administration (KILA)

City: Thrissur, Kerala

Website: <http://www.kilaonline.org/>

Kerala Institute of Local Administration (KILA) has been engaged in capacity building activities for local governments in Kerala, both at the rural and urban level since its establishment in 1990. The Institute is supported by the Government of Kerala, and is the nodal institution for training, research and consultancy for local self-government Institutions.

A child resource centre was initiated at the KILA centre at Thrissur, Kerala, as a local governance and public space for children, with support from UNICEF to conduct various programmes focusing on children. A children's gramsabha (assembly of children) focusing on the 10–18 age group in a ward to initiate child-friendly development perspectives in the local government is one such initiative. The purpose of the children's gramsabha was also to strengthen democratic participation of children in the local planning process. Convened at least twice a year these children's councils federated into municipal, district and state level plans.







Image 4.1a: Young children getting free classes under a flyover in India.  
Source: <http://pixanews.com>

## Chapter 04: Findings

### 4.1 Key findings in child-centred urban planning

The study extends a range of methods to explore the status of children in cities and active ways to engage them in the decision-making processes of a city. The exercise widens the spectrum of knowledge on how children can help make happier, healthier and inclusive cities. To better understand the activities adopted by different cities, a set of nine criteria were suggested and all the selected cities have been evaluated based on them. The approach helped in bringing the different cities from various continents and social and cultural backgrounds on a common platform to evaluate their respective efforts to support a child-friendly city goal.

The following are the findings from this study of best practices for making child-friendly cities:

1. **Participation:** Participation of children and youth was given utmost value in all the examples studied, both to empower them as equal participants in the process making cities which are inclusive, and also to promote children and youth engagement.

Select criteria:

a. *Cities that have implemented participatory*

*approach to include children and youth as important stakeholders in the urban planning process.*

b. *Cities that have promoted holistic communities that are compact, promote walkability and have a mix of users.*

All the discussed cities and municipal authorities have taken active measures to engage with children and youth into city making processes, and in order to achieve positive impacts they have organised events, workshops, activities and design to help encourage children and youth participate actively.

However, not much has been explored about the promotion of holistic communities through compact and mixed-use development and promotion of walkability. A lot of the cities that have been discussed did not have this as a priority as such issues may have already been dealt with under other selected criteria according to their respective initiatives.

Special efforts have been made to understand the needs of children and youth in the urban environments they are a part of. To help get this information, creative methods have been adopted through interactive sessions, where children can play

and learn and the authorities can also understand ways they can use the information and the needs of children and youth in a better way.

Programmes such as the Child-Friendly Local Governance programme in Nepal, and the Rotterdam project of a Child Campus where various activities of learning and support could be arranged, provide an understanding of various methods and activities that cities in India can undertake to become inclusive with active participation of children and youth.

**2. Implementation at various scales:** It is vital to the process of engaging children and youth in city building that the projects are well implemented at various scales from neighbourhood to ward, municipality and further at the city and policy level, so that they can be successfully implemented.

Select criteria:

- a. Cities that have physical design interventions as an integral part of the approach for making them child friendly.
- b. Cities that have brought together diverse stakeholders, agencies and partner organisations to collectively support child friendliness.
- c. Cities that have implemented projects at various scales (neighbourhood, ward, municipality, city).

Most of the cities discussed have been able to bring together innovative ideas and projects and in most cases have been able to implement them as well through successful and well worked out financial mechanisms addressing the needs of children and youth.

The child-friendly initiatives have exemplified successful implementation of projects at various scales ranging from neighbourhood to municipality, and at the same time reflect a positive change within society.

Projects in the various cities have had successful outcomes as city authorities have made efforts to collaborate and partner with various agencies concerned, both at the private and public level. These efforts have led to a paradigm shift in thinking beyond the limitations of a specific organisation but towards a more holistic goal.

Through a non-conventional approach France, initiated a child-friendly cities project through the French Mayors Association, without any financial support from the government. But through successful collaboration and a common goal in over four years, upto 156 cities joined in the mission. Further, projects such as the Building Blocks for a child-friendly Rotterdam have helped implement aspects concerned with children and youth in the urban

design and planning guidelines and processes. The local city council of Christchurch envisioned a whole child approach focused on engaging with children and youth in all contexts, and encouraged working with them when developing policies and services concerned with them.

**3. Monitoring:** The subject of monitoring and a more detailed evaluation through a set of tools has been extensively raised in all the cities studied. It is valuable as it can help guide the projects towards a more comprehensive decision-making process and help authorities better understand the effects on ground.

Select criteria:

- a. *Cities that promote holistic communities that are compact, promote walkability and have a mix of uses.*
- b. *Cities that include safety as a parameter in designing streetscapes and the public realm.*

All the cases discussed have the need for a good monitoring and evaluation methodology with respect to all the child-friendly projects, at neighbourhood, city and also at policy level.

The study also points out that it is relevant to understand children's needs not just as a whole, but also as specific requirements for different age groups.

As represented in the study of Colombia, through their national plan, Change on Behalf of Peace, 1999, the plan, beyond creating a systematic governance system, sets in place monitoring systems and advocacy strategies for most effective implementation.

In Essen, although the project Essen-City for Children has received wide attention, the need for development of monitoring and evaluation tools has been raised for a better impact of projects.

In Tilburg, the well-being of children and youth and the implementation of the youth policy is regularly monitored through community evaluations, student surveys and an inspection team of young people measuring the child friendliness of the city. Even at the policy level, evaluations of pilot programmes are undertaken and used to improve new projects.

**4. Budget Allocation:** Allocation of a certain budget, even though small, has been much appreciated and has received positive response wherever it has been tested in the past as it allows children and youth to engage more sincerely since they can also get to see the results in a short time span.



Select criteria:

- a. *Cities that have allocated specific budgets to accommodate children's needs through design and financing of projects.*
- b. *Cities that have shown innovative ideas and project structuring practices and financing mechanisms.*

Cities that have allocated a small portion of the city budget for children related projects and have led activities and initiatives even on a small neighbourhood scale, have been very well received. Budgetary allocations made by such cities, even if they were small, have resulted in implementation of activities and projects that have had a lot of participation from neighbourhood level children and youth in designing and creating their own spaces.

Nepal, through their national level initiative Child Friendly Local Governance has gone beyond seeking to put children at the core of the development agenda in local bodies and has also initiated a budgetary provision through its Ministry of Federal Affairs and Local Development—beginning with a three-year plan of investing 10% of the budgetary provision for women, 10% for children and 15% for Child Friendly Local Governance initiatives.

In London's agenda 'Young Londoners—successful futures', part of the main criteria included funding of more young people's programmes. Through this agenda, the city funded various initiatives, such as the Young Londoners Survey, improving access to affordable childcare, development of educational programmes etc. The funds from the central government received by the Mayor of London under the youth programme supports activities for children and families including tackling child poverty.

The Christchurch City Council, which is a facilitating and funding agency, is working towards developing a child-friendly Christchurch. A review of legislation concerning children was included in the consultations when child and youth services were surveyed. As a budget was allocated for the Children's and Youth's Advocate project, all Christchurch City Council Units were expected to include a provision in their own budgets for projects to meet the needs of children, in

addition to this budget allocation. Additional funding from local sources, such as investment revenue, user charges and private donations by companies and individuals was also explored.

5. **Child Leaders** Helping children and youth become child leaders within their peer groups gave very good results in cities where this has been implemented. It gives children a role model whom they can relate to, and also gives them a sense that their ideas are being taken up more actively in the community.

Select criteria:

- a. Cities that have promoted an inclusive approach specifically for children and youth from a social perspective.

In various city level initiatives, the concept of child leaders has been given a lot of recognition, as it helps children directly take part in the decision-making process and makes the policy and decision makers accountable for taking appropriate steps to incorporate ideas.

One of the key objectives of the Humara Bachpan Campaign in India is to create opportunities for children and adolescents to participate and to empower them through leadership programmes. The strategy further focuses on empowering children to voice their issues and encourages child participation in planning urban policy decisions. The campaign has strengthened various children's parliaments through its programmes. These parliaments have acted as catalysts in bringing out behavioural change and encourage a more participatory approach in the communities where it has been tried.

In Barra Mansa, Rio de Janeiro, Brazil, in order to achieve the goal of the Children's Participatory Budget Council, one of the key objectives was to help create a new model of leadership for participation and democracy through the promotion of children's councils, and the civic engagement of children and teenagers in the processes. This is done by engaging children and teenagers in neighbourhood assemblies to elect their delegates. These delegates further participated in district assemblies and elected district delegates.





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1st and 2nd floor Core 4B,  
India Habitat Centre,  
Lodhi Road, New Delhi 110003  
India

Website: [www.niua.org](http://www.niua.org), [www.cfsc.niua.org](http://www.cfsc.niua.org)

Write to us: [cfsc@niua.org](mailto:cfsc@niua.org)