



# Corporate Report

NO: R021

COUNCIL DATE: Feb 23/09

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## REGULAR COUNCIL

TO: **Mayor & Council** DATE: **February 23, 2009**  
FROM: **General Manager, Planning and Development** FILE: **5080-01**  
**General Manager, Parks, Recreation Culture**  
SUBJECT: **Development of a Child and Youth Friendly City Strategy**

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## RECOMMENDATION

It is recommended that Council:

1. Receive this report as information; and
2. Authorize staff to proceed with the development of a City of Surrey Child and Youth Friendly City Strategy in accordance with the general outline and work plan contained within this report.

## INTENT

The purpose of this report is to obtain Council approval for staff to proceed with the development of a Child and Youth Friendly City Strategy (the "Strategy"). The Strategy will respond to a priority identified in the Plan for the Social Well-Being of Surrey Residents to "create a child and youth-friendly city".

The goal of Strategy will be to ensure that the City's policies and programs promote the healthy development of Surrey's youngest residents through early childhood (0- 5 years), middle childhood (6 to 12 years) and adolescence/early adulthood (13 years to early twenties). It will identify priorities and recommendations for action in three areas, as follows:

- decision-making processes;
- urban environment, including land use, and transportation planning; and
- civic services.

The Strategy will be developed in consultation with children, youth and parents; community stakeholders; City committees; and an interdepartmental staff committee.

## **BACKGROUND**

### **Implementing the Plan for the Social Well-Being of Surrey Residents**

"Creating a Child and Youth Friendly City" is one of the priority issues identified in the Plan for the Social Well Being of Surrey Residents (the "Social Plan"), which was adopted by Council in 2006.

In the short-term, the Social Plan recommends that the City:

- *Prepare (a) terms of reference for and commence a process towards developing policies that will assist in ensuring that child and youth friendliness is one of the key objectives pursued in the decisions about the continuing development and services delivered by the City. The process should:*
  - *Engage the community, City-based committees, and youth;*
  - *Build on processes that are currently underway in defining and implementing child and youth friendly objectives; and*
  - *Build awareness of existing practices that promote a child and youth friendly City.*

In the long-term, the Social Plan recommends that the City:

- *Amend the Official Community Plan, other plans and appropriate City by-laws to include "child and youth friendly" policies and provisions developed through the process identified in the short-term actions and as approved by Council; and*
- *Develop a communication strategy to promote the enhanced child and youth policies and provisions being implemented by the City.*

### **Implementing Other Corporate Priorities**

*Sustainability Charter:* The Charter's scope of actions includes a direction to implement the recommendations of the Social Plan and the five priority social issues that contribute to social sustainability for which the City has primary responsibility. "Creating a Child and Youth Friendly City" is one of these five priority social issues.

*Crime Reduction Strategy:* The Strategy will contribute to crime prevention through social development. Specifically, the Strategy responds to the "early childhood development intervention" and "youth intervention" recommendations in the Crime Reduction Strategy's Prevent and Deter Strand.

*Learning for Life Strategy:* Strong literacy skills are linked to employment and income levels, good health, and high levels of community engagement. The Learning for Life Strategy includes recommendations for enhancing early learning and literacy through the middle and teen years.

## **Creating a Child and Youth Friendly City –What Does It Mean?**

Child and Youth Friendly Cities is a concept being promoted by UNICEF and is embraced by cities around the world. UNICEF defines a Child Friendly City as a "local system of good governance committed to fulfilling children's rights. It is a city where the voices, needs, priorities, and rights of children are an integral part of public policy, programs and decisions. It is, as a result, a city that is fit for all".

Child and Youth Friendly City policies and practices can be categorized into three areas, as follows:

- ***Child and Youth Friendly Decision-Making*** – refers to decision-making processes that include and honour the voices of children and youth, as well as processes that take into account or consider the interests of children and youth. Examples of actions that cities may take include:
  - encouraging the direct participation of children and youth in decision-making;
  - consulting with children and youth on issues that affect them;
  - collecting data about children and youth to make informed decisions;
  - assessing the impact of decisions on children and youth;
  - supporting inter-departmental co-ordination on child and youth issues; and
  - developing the capacity of municipal staff to effectively engage youth in decision making.
  
- ***Child and Youth Friendly Urban Environments*** – means a physical environment that supports the developmental needs of children and youth. Examples of actions that cities may take include:
  - land use planning that promotes independence of young people in moving around their neighbourhood;
  - housing and neighbourhood design that provides young people with spaces and places that promote their healthy development;
  - transportation options (walking, biking & transit) that provide viable options to the use of cars; and
  - a variety of spaces that offer opportunities for play both in dedicated playgrounds and in the public realm in general.
  
- ***Child and Youth Friendly Civic Services*** – are services and programs provided by the city that promote the healthy development of children and youth. This may be achieved by actions that ensure that services:
  - are accessible and inclusive of children and youth from a diversity of families and backgrounds; and
  - reflect best practices in programming for early childhood development, middle years, and positive youth development.

A review of child-friendly policies and practices in other cities throughout the world was undertaken as part of this project. This was compiled in the document, "Creating a Child and Youth Friendly City: What Does It Mean?" (Appendix I).

### **Current City of Surrey Policies and Practices that Support a Child and Youth Friendly City**

Surrey already has policies and programs in place that are consistent with a Child and Youth Friendly City. The proposed Strategy will incorporate and build on these strengths and assets, as well as identify any additional actions that emerge as gaps or priorities through the consultation process. Three examples of current policies and programs in Surrey that support a Child and Youth Friendly City are:

- *Youth Engagement in Social and Community Planning:* This project exemplifies a Child and Youth Friendly City decision-making practice. Initiated in 2007, the project is a joint effort of the Social Planning Section and the Community and Leisure Services Division. A Youth Participation Coordinator has been hired to support young peoples' active engagement in City-initiated planning processes and to create opportunities for young people to assume leadership in civic issues by developing their own projects.
- *Transportation Strategic Plan:* This Plan, adopted in 2008, includes "more travel choice" as one of its six principles of what a good transportation system should achieve. This principle relates to promoting walking, cycling and transit opportunities in Surrey. A Child and Youth Friendly Urban Environment is one, which is not heavily reliant on the automobile.
- *Community and Leisure Services and Surrey Public Library Programs for Children and Youth:* In 2005, a multi-year budget was approved by Council to support activities associated with the implementation of the Social Plan. These funds have enabled the City to enhance recreational and library opportunities for vulnerable children and youth in Surrey, including those from low-income families and diverse backgrounds. This deliberate effort to make civic services more accessible and inclusive reflects a best practice in creating a Child and Youth Friendly City.

### **Interdepartmental Staff Workshop**

In October 2008, a workshop was convened that included representatives from across City departments, including Planning and Development, Parks, Recreation and Culture, Surrey Public Library, Engineering, and the Crime Reduction Strategy Manager. The purpose of the workshop was to begin exploring the key elements that should be embedded in the proposed Strategy.

In addition to learning about the concept of a Child and Youth Friendly City, staff was asked to begin to identify policies and programs already underway in Surrey, as well as potential areas for improvement.

The notes from the interdepartmental staff workshop are attached as Appendix II to this report.

## **DISCUSSION**

### **A Framework for Surrey's Child and Youth Friendly City Strategy**

It is proposed that the proposed Strategy consist of: a Vision, Principles, Priority Issues, and Recommended Actions. The Strategy priority issues and recommendations will be organized by:

- Three theme areas, being: decision-making, urban environment and civic services;
- Three developmental stages: early childhood (0-5 years), middle childhood (6-12 years) and youth (13 years – early twenties);
- Two spheres of influence: actions that are a municipal responsibility, and actions that are the responsibility of other agencies or orders of government; and
- Two time frames for implementation: short-term (immediate to 5 years) and long-term.

### **Proposed Work Plan**

The development of the Strategy will involve the following activities:

- Compiling current City of Surrey policies and practices that are consistent with a Child and Youth Friendly City;
- Consulting with children, youth and parents, community stakeholders, Council committees, and an interdepartmental staff committee, on priorities and recommended actions; and
- Preparing a draft Strategy, as outlined in the framework described above, for Council's consideration.

It is expected that a recommended Strategy will be ready for Council consideration in December 2009. A more detailed work plan, listing activities and a detailed timeline, is attached as Appendix III to this report.

### **Consultation**

The development of the Strategy will involve discussions and consultation with the following groups:

#### *Council Committees*

- Presentations will be made, and input sought, from the Social Planning Advisory Committee and Parks and Community Services Committee.

### *Interdepartmental Staff Committee*

- An interdepartmental committee of staff has been created with representatives from Parks, Recreation and Culture, Planning and Development, Surrey Public Library, Engineering, and the Crime Reduction Strategy Manager. The purpose of this committee will be to identify and share information on child and youth friendly policies and practices already underway in the City of Surrey, as well as to provide a staff perspective on gaps and recommended actions to address these gaps.

### *Youth Advisory Committee*

- A Committee of youth leaders will be created to provide a youth perspective at key points in the process of developing the Strategy. This will include providing feedback and ideas on how to conduct the youth consultations and on the draft strategy document.

### *Child and Youth Friendly "Expert" Group*

- A considerable wealth of knowledge and expertise exists on child and youth friendly cities. A group of lower mainland "experts" (practitioners and researchers) will be convened to provide advice and reflection on the development of Surrey's Strategy and on the draft Strategy.

### *Child, Youth and Parent Consultations*

- An important component in the development of the Strategy is consulting directly with children and youth throughout Surrey. Providing opportunities for young people to provide their input will ensure that the Strategy responds to their needs. Engaging young people in issues that affect them is a fundamental principle of a Child and Youth Friendly City.

The City's Youth Participation Coordinator will develop interactive, consultation workshops and a simple survey form to elicit ideas and perspectives from children (6 - 12 years) and youth. To ensure Citywide representation, workshops will be held in each town centre. Efforts will be made to include diverse populations of children and youth in this consultation process.

A survey form will be used to receive input from parents. This will be available on the City's website and at events such as the Early Years Festival in April.

### *Stakeholder Consultations*

- Meetings will be held to receive feedback on the Strategy from representatives of organizations that provide services to children and youth, including: the school district, provincial government agencies, and non-profit organizations.

### ***Corporate Reports***

Progress reports will be submitted to Council to provide updates on the development of the Strategy. These will include a:

- Report on the Consultation Phase: (July 2009);
- Draft Child and Youth Friendly City Strategy (October 2009); and
- Final Child and Youth Friendly City Strategy (December 2009).

### **CONCLUSION**

Child and Youth Friendly cities are vibrant, sustainable communities that are exceptional places for all generations to live. A Strategy for Surrey will contribute to social sustainability and demonstrate that the City of Surrey cares about and is committed to promoting the healthy development of its young residents. It is recommended that Council authorize staff to proceed with the development of a City of Surrey Child and Youth Friendly City Strategy in accordance with the general outline and work plan contained within this report.

*Original signed by*

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#### Attachments:

Appendix I "Creating a Child and Youth Friendly City: What Does It Mean? A Review of Child and Youth Friendly Policies and Practices from Other Cities"

Appendix II Notes from the Interdepartmental Workshop on a child and Youth Friendly City

Appendix III Child and Youth Friendly City Strategy Work Plan

# Creating A Child and Youth Friendly City: What Does It Mean?



## A Review of Child and Youth Friendly Policies and Practices From Other Cities



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# Executive Summary

The Plan for the Social Well Being of Surrey Residents, adopted by Council in 2006, identifies “Creating a Child and Youth Friendly City” as a priority. The purpose of this report is to provide information on what is meant by Child and Youth Friendly along with examples of what Surrey and other cities are doing to promote the healthy development of their youngest residents. It serves as background research for the development of a City of Surrey Child and Youth Friendly Strategy.

There is no “one model” for a Child and Youth Friendly City. It is a combination of policies and programs that are framed around the needs of children and youth. UNICEF defines a Child Friendly City as a “local system of good governance committed to fulfilling children’s rights ... it is a city where the voices, needs, priorities and rights of children are an integral part of public policy, programs and decisions. It is, as a result, a city that is fit for all” ([www.childfriendlycities.org](http://www.childfriendlycities.org)).

For the purposes of this report, the review of Child and Youth Friendly policies is divided into three subject areas:

## Child and Youth Friendly Decision-Making

A Child and Youth Friendly City ensures decisions are made in the best interests of young people and honours the voices of children and youth. Other cities support Child and Youth Friendly decision-making by actions such as:

- Encouraging the direct participation of children and youth in decision making.
- Consulting with children and youth on issues that affect them.
- Collecting data about children and youth in order to make informed decisions.
- Assessing the impact of decisions on children and youth.
- Supporting inter-departmental co-ordination on child and youth issues.
- Developing the capacity of municipal staff to effectively engage youth in decision making.

## Child and Youth Friendly Urban Environments

A Child and Youth Friendly City is designed to provide a physical environment that supports the developmental needs of children and youth. Other cities have created Child and Youth Friendly urban environments by:

- Land use planning that encourages the development of vibrant and sustainable communities.
- Designing communities that allow young people to experience age-appropriate independence.
- Housing and neighbourhood design that provides children and youth with the spaces they need to play.
- Transportation options (walking, biking & transit) that discourage the use of cars.
- A built environment that invites young people to partake in a wide variety of play activities both in parks and playgrounds and in the public realm.

## Child and Youth Friendly Civic Services

A Child and Youth Friendly City provides recreation, library and cultural services that are framed around the developmental needs of children and youth. Other cities have created Child and Youth Friendly civic services by:

- Ensuring services are inclusive and accessible to children and youth, including children from a diversity of families.
- Providing services and programs that specifically respond to the developmental needs of early childhood, middle years and youth.
- Supporting unique civic initiatives such as Youth Awards, Youth Friendly Business Awards or community grants.

## Introduction

Approximately 107,000 children and youth between the ages of 0 and 19 years are growing up in Surrey. The Plan for the Social Well Being of Surrey Residents, adopted by Council in 2006, identifies Creating a Child and Youth Friendly City as a priority. The plan recommends undertaking:

a process towards developing policies that will assist in ensuring that child and youth friendliness is one of the key objectives pursued in the decisions about the continuing development and services delivered by the City.

This report was written to provide a knowledge base for the development of a Child and Youth Friendly City Strategy for the City of Surrey. Based on a review of available research and reports, this document provides an overview of basic principles and approaches, along with examples of what other cities are doing to create a Child and Youth Friendly City.

### What is a Child and Youth Friendly City?

There is not a single model for a Child and Youth Friendly City. It is a combination of policies and programs that are framed around the needs of children and youth. UNICEF defines a Child Friendly City as a "local system of good governance committed to fulfilling children's rights ... it is a city where the voices, needs, priorities and rights of children are an integral part of public policy, programs and decisions. It is, as a result, a city that is fit for all"

Fundamentally, a Child and Youth Friendly City requires a shift from thinking in terms of addressing deficits and problems to building on the strengths and assets of young people.

### Benefits for All

Communities that are Child and Youth Friendly are environments that are good for everyone.

There is a notable similarity between principles of Child and Youth Friendly Cities and sustainability. Authors have observed that a society that places children's needs at the centre must always look to the future and make provisions for it, therefore sustainability puts the child at the centre. Roger Hart wrote that, "If children were carefully considered and involved in the planning process, cities could become more environmentally and socially sustain-

### At a Glance: Children and Youth in Surrey

- 27% of Surrey's population is 19 years and under.<sup>(1)</sup>
- 23% of children under 6 are living in poverty.<sup>(1)</sup>
- 30% of children entering grade one in Surrey are assessed as being vulnerable in terms of readiness to learn.<sup>(2)</sup>
- 83% of Surrey students graduated from high school.<sup>(3)</sup>
- 47% of aboriginal students in Surrey graduated, an increase from 38% the previous year.<sup>(3)</sup>

#### References:

1. 2006 Census
2. Human Early Learning Partnership (2006) UBC
3. Surrey School District (2006/2007)

UNICEF defines a Child Friendly City as a community that respects and puts into practice the rights enshrined in the UN Convention on the Rights of the Child. It guarantees the right of all young citizens to:

- Influence decisions about their city;
- Express their opinion on the city they want;
- Participate in family, community and social life;
- Receive basic services such as health care, education and shelter;
- Drink safe water and have access to proper sanitation;
- Be protected from exploitation, violence and abuse;
- Walk safely in the streets on their own;
- Meet friends and play;
- Have green spaces for plants and animals;
- Live in an unpolluted environment;
- Participate in cultural and social events; and
- Be an equal citizen of their city with access to every service, regardless of ethnic origin, religion, income, gender or disability.

(UNICEF 2004)

able" (2005).

Child friendliness does not imply that children require their own city but it does imply that children are recognized as citizens that are a part of the entire city. Children should not be socially isolated ([www.childfriendlycities.eu/?id=143](http://www.childfriendlycities.eu/?id=143)).

"The state of the young in any city is the litmus test for the city's level of sustainability and vibrancy."

Anna Kajumulo Tibaijuka, Executive Director of UN HABITAT

## In This Report

In this report child and youth friendly city policies and practices are organized into three areas:

- 1. Child and Youth Friendly Decision-Making:**  
Young people's interests being considered and voices being heard in decision-making, and the direct involvement of young people in civic affairs.
- 2. Child and Youth Friendly Urban Environments:**  
Designing a City that physically supports the developmental needs of children and youth.
- 2. Child and Youth Friendly Civic Services:**  
Framing civic services around the developmental needs of children and youth.

"Rather than a permanent label or brand, child friendliness is above all a constant ambition that a city continuously endeavors to achieve."

(<http://www.childfriendlycities.eu/?id=143>)

There are numerous examples of actions that cities around the world are taking to create a Child and Youth Friendly City, some of which are included in each section.

Throughout this paper the term "young people" is being used to refer to both children and youth.

- "Early Childhood" is used to refer to children aged 0-5 years.
- "Middle Childhood" is used to refer to children aged 6-12 years.
- "Youth" is used to refer to young people aged 13 to early twenties.



## Decision-Making in a Child and Youth Friendly City

This section of the report explores strategies to:

- Encourage the participation of children and youth in civic issues
- Support the inclusion of young peoples' interests, needs and perspectives in decision-making

### ENCOURAGING THE DIRECT PARTICIPATION OF CHILDREN AND YOUTH

The meaningful engagement of children and youth is consistently identified as being an important component of a Child and Youth Friendly City (McNulty 2004). The benefits of young people's participation in municipal decision-making to children and youth, city staff, and the community itself are well documented. There are many strategies available to increase the direct participation of young people.

#### ➤ Creating and Supporting Youth Councils

Youth councils can serve the city as a whole, a city department, a specific civic facility, or a specific initiative. With proper support from city staff, a youth council can fulfill a variety of functions including information gathering, advisory or "hands-on" project based roles.

#### ➤ Supporting Youth Representatives on "Adult" Committees

Youth can be included on adult committees if the young people are properly supported with training and mentorship. Adjusting some practices to accommodate young people's participation is also necessary, such as the time and location of a meeting (Hamilton 2007).

#### Three examples of youth participation in Surrey:

**The Surrey Leadership Youth Council (SLYC)** is an initiative of the Planning & Development Department (Social Planning) and Parks, Recreation and Cultural Services (Community and Leisure Services) to develop a model for engaging youth in social and community planning.

**The Surrey Youth Council (SYC)** is a city-wide Parks, Recreation and Cultural Services youth council. Its goals include uniting a diverse range of youth in the community in an effort to offer broader opportunities, empowering youth and allowing them to contribute to society in a variety of work, making youth activities more fun, and making youth more active.

Engineering's **Salmon Habitat Restoration Project (SHaRP)** and Surrey's **Natural Areas Partnership (SNAP)** programs engage Surrey youth to participate in environment projects ranging from hands-on work like habitat restoration and stream improvement, to education and outreach at community events.



Members of Surrey Leadership Youth Council at Youth Speak Up! 2008 -an annual youth forum for Whalley Youth.

➤ **Holding Consultations with Children and Youth**

The UN Convention on the rights of the child includes the right of children and youth to be consulted on any issue that affects them (UNICEF 2004). Children and youth can be affected by almost any issue, so there is really never a wrong occasion to consult with young people (Gilbert & O'Brien 2005).

Information from young people is unique. Children and youth are the experts in their own lives, and their age and vulnerability gives them a special perspective on the community (Landsdown 2005).

Successful consultation events with young people use creative approaches to facilitate discussion, follow up with young people as to how the information was used, recognize the distinct populations of young people, and reach out to young people where they are.



Pre-teens in Whalley take part in an activity to identify their priorities for civic facilities in the community, as part of the consultation process for the City Centre Plan Update.

➤ **Building the Capacity of Children and Youth**

It is important to provide training and other opportunities to build the capacity of young people to participate. Young people do not always come pre-equipped with the skills to work in the complicated municipal environment, so it is important to prepare and support them.

➤ **Hiring Youth as Staff Members**

Young people's participation is not limited to being volunteers. Many municipalities hire young people as staff members to bring a youth perspective to activities such as program planning and projects.

The City of Hampton, Virginia created two part-time positions for youth in the City Planning Department. In this ongoing program, the teens were hired to work 15 hours a week for a two-year term. Highlights of the "youth planners" work has included:

- Developing a handbook to help businesses and officials become more "youth friendly"
- Working with the local transit agency to research better transportation options for youth.
- Working with the parks/recreation department to give ideas for youth events.
- Gathering information from peers.

(California Center For Community Participation 2005)

## SUPPORTING THE INCLUSION OF YOUNG PEOPLE'S INTERESTS AND PERSPECTIVES

Following are examples of approaches that municipalities have used to assist in making decisions in the best interests of children and youth.

### ➤ **Convening a Coordinating Body Across City Departments**

An inter-departmental coordinating body can promote effective collaboration and information-sharing that supports the development of Child and Youth Friendly policies and practices (UNICEF 2004).

The City of Edmonton has a "Child Friendly Corporate Committee" with representatives from each City department who share information, identify emerging opportunities, and facilitate actions within their departments to make the City more child friendly.

For more information: [www.edmonton.ca](http://www.edmonton.ca)

### ➤ **Using Child Impact Assessments and Checklists**

Projects and policies can be put through a "Child and Youth Friendly" lens to identify ways to improve results for young people.

A Child Impact Assessment is a systematic process of assessing the impact that a decision will have on children and youth, before the decision is made (UNICEF 2004).

The City of Edmonton recently adopted a Child Friendly Edmonton Strategy, which contains the building blocks of a child and youth friendly city. Included in this policy is a Child Impact Assessment (CIA) tool.

A selection process decides which projects or policies need to undergo a CIA assessment. Program staff will comment on the impact of the program on children and youth by drawing on information from a wide variety of sources (staff expertise, focus groups with youth, etc). Recommendations are made as to how to improve the outcomes of the policy for children and youth, and the relevant decision makers choose whether or not to adopt the recommendations. (Yates 2005)

➤ **Collecting Statistics on Children and Youth**

Regularly collecting information on children and youth is useful for a number of reasons. It can provide evidence to help inform decision-making, evaluate child and youth friendly initiatives, and provide indicators to help track progress (UNICEF 2004; Play Works 2005).

Two examples of indicators that municipalities have developed include:

- The age at which children are given "license" by their parents to independently travel to school and back (Tranter & Pawson 2001).
- The distance of dedicated bike and walking routes, and the number of children and youth using them (Centre for Sustainable Transportation, 2004).

In 2001, 2004 and most recently in 2007 the **Greater London Authority** in England has published the State of London's Children Report. It explores eight topic areas including child poverty and economic well-being, transport and road safety, and safe homes and communities.

A series of indicators were developed, and information and statistics were garnered from multiple sources, including but not limited to: direct surveys with children and youth, census information, and reports from government departments such as education and social services.

For more information: [www.london.gov.uk/gla](http://www.london.gov.uk/gla)

➤ **Building the Capacity of Municipal Staff**

Training opportunities for staff members can help build understanding of the concepts of Child and Youth Friendly Cities, as well as the basics of working with children and youth.

**Christchurch, New Zealand** has created a training program for staff members in all departments. It focuses on the concept of children as stakeholders, and the importance of their views in decision-making in a wide variety of issue areas. This training educates staff who may not be accustomed to working with children.

For more information: [www.ccc.govt.nz](http://www.ccc.govt.nz)





## Urban Environment in a Child and Youth Friendly City

The “Urban Environment” refers to the physical design and layout of the community. This section of the report includes information on policies and practices related to Child and Youth Friendly:

- Land Use Planning
- Housing
- Transportation
- Play Spaces

### CHILD AND YOUTH FRIENDLY LAND USE PLANNING

The physical form of a community influences the activities that take place in that community. Land use planning which creates “complete communities” forms the foundation of Child and Youth Friendly neighbourhoods.

In general, communities that isolate young people and restrict independent mobility are not Child and Youth Friendly. Isolation has a number of negative consequences. It discourages interaction and contact with the local neighborhood, increases exposure to the dangers associated with automobiles, and contributes to a sedentary life style for children and youth (Gleeson 2006).

Independent access to their neighbourhood is important for young people to develop physically and socially (Tranter & Pawson 2001; Hubsmith 2006).

Independent access:

- Leads to personal, intellectual and psychological development;
- Enables young people to access opportunities without being reliant on parents; and
- Is important to the community itself - communities without children suffer because they lack youthful liveliness, creativity, and diversity. (Malone 2006)



“If children see their environment as a portrait of themselves, we might ask ourselves what our local environments tell them. If children learn by observing and participating, what does their daily routine teach them about the adult world? Our current built form may leave children and youth wondering if they are wanted in most public places.” (Day 2007)

## CHILD AND YOUTH FRIENDLY HOUSING

Child and Youth Friendly residential areas are a combination of unit and neighbourhood design. Young people, especially very young children, spend a great deal of time in and around their home. The environment around young people's homes should be safe from traffic, pollution and other physical and social hazards (Cooper & Sarkissian 1986).

### ➤ Encourage Child and Youth Friendly Design

Housing can be developed to be more Child and Youth Friendly at both the unit and neighbourhood level. There are many design guidelines that are being put into practice, following are some examples.

#### Unit Design

- A semi-private "buffer zone" (such as a porch) between family private space and public space allows for increasing levels of independence with age and also provides natural supervision of the area (Cooper & Sarkissian 1986).
- Sufficient storage space for the needs of a family -both in the unit and in the building (for bikes, strollers, etc).
- By using creative architecture, the design of the unit should provide for a variety of uses that do not conflict with each other (Furlong & Cunningham 2007).

#### Neighbourhood Design

- A distinct visual identity through unique design and clear markings are important to help children navigate their neighbourhood safely and independently.
- "Clustering" housing units can help to retain trees and greenspace, and family oriented housing units clustered together can keep noise from bothering neighbours (Yates 1995).
- Requiring a certain portion of housing in developments to be "family-friendly" can help ensure that there is sufficient supply.

### ➤ Encouraging Housing Design that Creates Space for Play

Children need outdoor play areas in the vicinity of their homes that they are able to reach by themselves. Large houses on small lots often do not provide the informal outdoor play environments that young people need as part of their healthy development (Yates 1995).

In 1992, Vancouver BC adopted guidelines for providing family housing in high-density areas. One quarter of the units needed to meet family friendly design requirements and have at least two bedrooms (that are suitable for families). These guidelines also stipulated that developers needed to contribute to public amenities such as child care and parks.

"High-Density Housing for Families With Children Guidelines" City of Vancouver



This photo shows a space that is conducive to being a play area in the vicinity of a housing unit. It is just outside of the kitchen, which provides a good opportunity for parental supervision.

## CHILD AND YOUTH FRIENDLY TRANSPORTATION

The means of transportation that children and youth use affects their health and development. Car-based communities limit young people's independent movement, create health issues due to proximity to high traffic areas, reduce opportunities for spontaneous and unstructured play spaces, and contribute to lack of exercise (Gilbert & O'Brien 2005; Malone 2006; Tranter & Pawson 2001). A Child and Youth Friendly City reduces the need for motorized transport by providing and promoting the use of other transportation options (Tranter & Pawson 2001; Gilbert & O'Brien 2005).

### ➤ Encourage Walking

Creating communities in which children and youth can travel easily and safely by walking has health and social benefits. Major destinations which children and youth travel to can be studied to create "complete routes" that are safe from dangers (Gilbert & O'Brien 2005).

### ➤ Encourage Cycling

Cycling is another positive transportation option. It is low cost, promotes exercise and play opportunities, and increases the spatial range of activities that young people are able to access independently (Tranter & Pawson 2001).

A network of bike routes separated from traffic is ideal. When this is not possible, infrastructure such as cyclist controlled lights and bike-priority waiting areas at intersections is an option. (Gilbert & O'Brien 2005)

### ➤ Encourage Public Transit

Transit hubs should be as close as possible to public spaces and young people's activities.

Encouraging young people to use transit increases overall use so it supports better levels of transit service (Gilbert & O'Brien 2005).

Reducing the amount of transfers that children and youth need to take to get to their destination will increase safety and ease of use of the transit system (Gilbert & O'Brien 2005).

The **Safe Routes to School** program in the US is an initiative to encourage more young people to walk and bike to school. It is based on five components.

- **Evaluation:** Surveys are used to understand attitudes around walking and biking to school, and what changes will help;
- **Engineering:** Improvements are made to routes as a result of assessments and "walkabouts" to identify issues on routes;
- **Education:** A comprehensive educational component that teaches bicycle and pedestrian safety in schools;
- **Encouragement:** Providing incentives to walking and biking such as contests and events, such as a "bike to school day"; and
- **Enforcement:** Working with police to vigilantly enforce traffic laws around schools. (Hubsmith 2006)



## PLAY AND BUILT ENVIRONMENTS

Play is a very important component of childhood development. Opportunities for play are encouraged in a Child and Youth Friendly City. Children and youth “learn by doing”, and play is the primary way that children become acquainted with their environment (Tranter & Pawson 2001; Furlong & Cunningham 2007).

*“Play is any non-school activity that has elements of choice, leads to satisfaction, and encourages progressive learning and enjoyment.”*  
(Playworks 2005)

In a Child and Youth Friendly City play is not limited to playgrounds. Children and youth are able to play safely, spontaneously and freely throughout their community (Tranter & Pawson 2001, Walsh 2006). Children and youth need experiences that can only be found through participation in community life.

### ➤ Encourage “Open-Ended Play”

Open-ended play is where the activity does not have a single purpose or outcome. It is naturally adaptable, challenges age related skill development, and expands children’s interests (Furlong & Cunningham 2007; Walsh 2006).



“Open-ended” play in action.

### ➤ Encourage Greenspace Available for Play

Children use greenspace for important types of play that cannot be found in other environments. In nature children can change their surroundings through activities such as building a fort, clearing the ground or building a dam in a stream. Outdoor play leads to important social, physical and cognitive competency development (Karsten & van Vliet 2006; Cooper & Sarkissian 1986; Malone 2006).

In urban centers children and youth do not always have access to wild areas. Some ideas include:

- Parks can be “roughed up” though preserving urban wilderness, using wild grass, and planting robust species (Walsh 2006).
- Preserving corners of developments or pieces of properties in a “natural” state provides children with access to a small amount of wild space (Yates 1995).



An example of a highly engaging playground can be found in **New York City**. The playground consists of a figure eight-shape landscape, with sloping wooden ramps that connect a zone of sand to a zone of water. A secure structure houses loose parts, including foam blocks, small boats and collections of tubings, elbows and gaskets for construction projects, all maintained and overseen by the play workers (staff members who encourage children to interact with the pieces).

[www.nytimes.com/2007/01/10/nyregion/10play.html](http://www.nytimes.com/2007/01/10/nyregion/10play.html)

## Civic Services in a Child and Youth Friendly City

The City of Surrey provides a variety of recreation, cultural and library services to children and youth. This section of the report has information related to Child and Youth Friendly services. It includes information on:

- Inclusive and Accessible Services
- Age-Related Developmental Frameworks
- Civic Initiatives to Promote a Child and Youth Friendly Community
- Partnerships

### INCLUSIVE AND ACCESSIBLE SERVICES FOR ALL YOUNG PEOPLE

A Child and Youth Friendly City provides equal access to appropriate services (UNICEF 2004). Accessibility can mean many things.

- Accessible locations: Young people are safely able to get to recreation services using a young person's means of transportation.
- Physically accessible: All young people, regardless of ability, are able to access services.
- Financially accessible: Lack of financial resources should not be a barrier to accessing civic services.
- Cultural barriers: Culture and language should not prevent participation in activities.
- Knowledge barriers: All young people and their families should know about available services, not just those connected into networks.
- Child and Youth Friendly barriers: services should be set up in a way that are welcoming and inviting to children and youth.

Surrey's Community Leisure and Services and Community Development Services programs integrate the needs of specific target groups who may face barriers to recreation and social activities. Some programs include:

- Adapted Skating Lessons (in partnership with Surrey Association for Community Living) to provide one-on-one support for individuals with special needs in an inclusive and fun atmosphere
- Chill Snow Boarding Program (in partnership with 2010 Legacies and corporate sponsors) to provide at-risk youth with an opportunity to learn life skills through snowboarding
- Greenbrook Club House (in partnership with BC Housing) to provide youth aged 6 to 16 at a housing complex in Newton, with a wide array of social and recreational activities that they would have not otherwise been able to access due to various economic and social barriers;
- Cricket Planning Workshops, a sport in great demand in the South Asian community.

(From Social Plan Annual Report 2007)



## AGE RELATED DEVELOPMENTAL FRAMEWORKS

Research has identified three distinct developmental stages of a young person's life: the Early Years (0-5), Middle Years (6-12) and Youth (13+). Each of these stages is marked by specific developmental needs. These frameworks describe what "it" is that young people need to be healthy and successfully transition to adulthood.

The Early Childhood, Middle Years and Positive Youth Development Frameworks are useful for exploring the impact of programming or policy decisions on children and youth. Following are brief descriptions.

### ➤ Early Childhood Development (0-5 years)

Early Childhood Development (ECD) is a way of understanding how a child functions and learns in the earliest years of life. What happens during early childhood is very important because research has shown that it shapes an individual's health, well-being and competencies over a life time (Hertzman 2004).

*"By the time children enter kindergarten, it is possible to identify the children who have not had secure, nurturing and stimulating early childhood experiences. They are less ready for school than other children –intellectually, socially, emotionally and physically."*  
-Dr. Clyde Hertzman

Early Childhood Development places a priority on "play based learning" – quite literally, learning through enriched play activities.

### ➤ Child Care Services

An affordable and quality child care system supports early development. "Quality" child care is based on the Early Childhood Development approach (Hertzman 2004). Local governments can facilitate the availability of quality child care by advocating to other levels of government, influencing the location and design of child care facilities, and encouraging the inclusion of child care centres in housing developments.

In Denver, Colorado the Mayor's Office for Education and Children launched the "5 by 5" initiative in 2005. This goal of this program is to have children experience (at least) five cultural experiences by age five to "nurture the imagination and creativity of Denver's young children". This enriching experience promotes school readiness and a strong foundation for life-long learning. Participating cultural organizations include: the Denver museum, Ballet, Art museum, botanic gardens, theatre academy, museum of nature and science, libraries, zoo, aquarium and more.

For more information: [www.denver-gov.org](http://www.denver-gov.org)

North Vancouver, BC is in the process of developing a Child Care Policy and Plan that will provide the overall framework and long-term direction for the City's role in supporting child care. In the draft document, the City's role in relation to a number of tools is discussed, including: community development practices, zoning bylaws, child care funding, advocacy and child care hubs.

For more information: [www.cnv.org](http://www.cnv.org)



➤ **Middle Years Development (6-12 years)**

The middle years are increasingly being recognized as an important developmental period during which key competencies are developed. Middle Childhood Matters: A Framework to Promote Healthy Development of Children 6-12 was published by the United Way Ottawa and describes a framework for encouraging positive development based on:

- Safe and Caring Communities
- Meeting Fundamental Needs
- Opportunity to Develop Competencies
- Stable and Nurturing Relationships

In a recent research report Middle Childhood Inside and Out, UBC's Dr. Kimberly Schonert-Reichl found that in middle childhood:

- Out-of-home environments have an increasing influence on a child's development. It is a period where the child's connections begin to expand beyond home and school.
- Children at this age begin to spend more time with peers and friends.
- Connections to and supervision by parents remain very important to healthy development.
- Children who report higher levels of well-being are able to identify more adults in their community who they know care about them.

➤ **Positive Youth Development**

Positive Youth Development is a framework that views youth not as problems to be solved, but rather as assets to be developed (NCFY 2007). It is a shift described by Karen Pittman as:

“from thinking that youth problems are merely the principal barrier to youth development to thinking that youth development serves as the most effective strategy for the prevention of youth problems.”

Being free of problems is not enough to be fully prepared for adulthood; there are skills and life experiences that youth need for their healthy development. These life experiences are described as the “5 Cs” of Positive Youth Development: Competence, Confidence, Character, Connection and Contribution.



Middle years aged children at Surrey's Kids Conference.

The National Research Council of the Institute of Medicine in the United States undertook an extensive evaluation to determine which program aspects were most effective in promoting positive youth development. They found that program features that promote positive youth development include:

- Physical and psychological safety and security;
- Expectations for behavior as well as increasing opportunities to make decisions, to participate in governance and rule-making, and to take on leadership roles as one matures and gains more expertise;
- Emotional and moral support;
- Opportunities to experience supportive adult relationships;
- Opportunities to learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors;
- Opportunities to feel a sense of belonging and being valued;
- Opportunities to develop positive social values and norms;
- Opportunities for skill building and mastery;
- Opportunities to make a contribution to their community and to develop a sense of maturing; and
- Strong links between families, schools, and broader community resources.

(Putting Positive Youth Development Into Practice: A Resource Guide)

## CREATING PARTNERSHIPS

Partnerships between municipalities and other community organizations are important because the lives of children and youths do not fit perfectly into any one stakeholder's sphere of influence. Young people's interests cross departmental, academic, professional, public, private and agency boundaries (Freeman 2006). A multi-agency approach is required to work towards a Child and Youth Friendly City.

Surrey's Community Schools Partnership is an excellent example of a partnership that has been developed to promote the healthy development of young people. Partners include the City, School District, provincial agencies, and non-profit organizations.

## ADDITIONAL CIVIC ACTIVITIES

In addition to library, recreational and cultural services, municipalities can undertake specific projects or activities that promote the goals of a Child and Youth Friendly City. Below are some examples:

### ➤ **Hosting Child and Youth Friendly Business Awards**

A child and youth friendly business is one that:

- Enables parents and kids to shop together;
- Treats children and youth with respect;
- Has design features to promote accessibility of children and youth;
- Supports children and youth in the community; and
- Plays a positive role in the lives of children and youth.

**Child and Youth Friendly Ottawa** has a Child and Youth Friendly Accreditation Program that evaluates local businesses and services. Volunteers visit businesses to assess whether they are safe places for children, youth and families.

For more information: [www.cayfo.ca](http://www.cayfo.ca)

### ➤ **Instituting a Community Grants Program**

A community grants program is a tool that has been used by municipalities to encourage the development of a diverse range of youth-driven recreation opportunities.

**Get Out! Push Your Boundaries** was an initiative organized through **Vancouver's Youth Outreach Team** that gave resources to youth themselves to create recreation opportunities in their community. The project's goal was to increase levels of youth activity and engagement by encouraging their participation in the development, design and implementation of arts, sports, recreation and cultural activities. Get Out! provided small grants and support for youth to develop and implement their own ideas on how to get their peers more active through cultural or recreational projects.

For more information: [www.vancouveryouth.ca](http://www.vancouveryouth.ca)

### ➤ **Hosting Youth Recognition Awards**

Some municipalities have awards to recognize the outstanding achievement of young people in the community.



## Common Elements of Child and Youth Friendly City Strategies

Many municipalities have gone through the process of developing a Child and Youth Friendly strategies. There are a number of common elements in the development and implementation of an effective Strategy. These include:

### ➤ A Consultation Process

A consultation process helps to direct the development of a strategy, ensures that it meets the needs of the community, identifies actions that the municipality can take, and explores community strengths that can be incorporated into the strategy. Successful consultation processes include direct consultation with children and youth, as well as with community stakeholders.

Other useful sources of information to assess the needs of children and youth include survey data and reports from other agencies in the community.

### ➤ A Strategy Document

Child and Youth Friendly City Strategy documents include elements such as:

- Value statements and vision statements of a Child and Youth Friendly City;
- Goals and priorities;
- Programs or processes that will be implemented;
- Roles and responsibilities of involved parties; and
- A plan for review and evaluation of its implementation.

### ➤ Staff Support

Dedicated staff can have a number of roles in the implementation of a strategy, which include:

- Coordinating discussion between city departments;
- Implementing programs outlined in the policy;
- Reviewing and documenting the progress of implementation;
- Acting as an advocate for children and youth's interests; and
- Empowering young people to get involved in the implementation of the policy.

### ➤ Review and Evaluation

The ongoing evaluation of the implementation of a Child and Youth Friendly strategy helps to document its progress and identify successes and areas to improve on. In an environment of limited resources it is important that information exists that justifies the value of supporting and investing in Child and Youth Friendly policies and practices.

#### Examples of Child and Youth Friendly Strategies:

- Edmonton, Alberta: [www.edmonton.ca/for\\_residents/CityGov/ChildFriendlyStrategy.pdf](http://www.edmonton.ca/for_residents/CityGov/ChildFriendlyStrategy.pdf)
- Stuttgart, Germany: [www.stuttgart.de/sde/global/images/mdb/pub/10252/9879.pdf](http://www.stuttgart.de/sde/global/images/mdb/pub/10252/9879.pdf)
- London, England: [www.london.gov.uk/young-london/index.jsp](http://www.london.gov.uk/young-london/index.jsp)
- Christchurch, New Zealand: [www.ccc.govt.nz/Publications/Youthstrategy](http://www.ccc.govt.nz/Publications/Youthstrategy)



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**DEVELOPING A “CHILD AND YOUTH FRIENDLY” CITY STRATEGY  
CROSS DEPARTMENT TEAM WORKSHOP  
OCTOBER 20, 2008**

**PARTICIPANTS:** Aileen Murphy, Judy McLeod, Helen Chan, David Sadler, Lisa White, Kelsey Swanson, Stacey Rennie, Karen Sekhon, Melanie Houlden, Owen Croy, Sheila McKinnon, Liane Davison, Carrie Baron, Lance Talbot, Jeff Schaffsma, Michelle Meredith

**Facilitator:** Susan Papadionissiou

**WORKSHOP THEME: DESPERATELY SEEKING POLICY**

**BACKGROUND/ CONTEXT:**

The City of Surrey’s “Plan for the Social Well Being of Surrey Residents” refers to developing urban design, policies, community services and processes that will “Create a Child & Youth Friendly City”. The Social Planning department has taken the lead in supporting a process for developing a strategy and has convened a cross department team to begin exploring the key elements that should be embedded in such a strategy. David Sadler, the Youth Participation Coordinator, has drafted a background document that features other cities’ models and approaches to city/ municipal child and youth friendly policies and strategies. Aileen Murphy, Social Planner, has developed a framework and work plan for development of the strategy.

**GOAL:**

To develop a “Child & Youth Friendly” City Strategy that responds to the recommendations outlined in the “Plan for Social Well Being”

**WORKSHOP OBJECTIVES:**

- To engage a cross departmental team in developing a child and youth friendly policy and strategy
- To equalize knowledge about other municipal models, the existing framework and deliverables relating to the “Plan for Social Well Being”
- To develop themes and priorities that could be embedded within the existing framework

**OUTCOMES:**

- A “Child & Youth Friendly City” policy and strategy that has been developed with the “best thinking and expertise” from across all departments and other municipalities
- A “Child and Youth Friendly City” policy and strategy that reflects the current strengths, promising practices and assets of the city of Surrey – A Made in Surrey brand
- A “Child and Youth Friendly City” policy and strategy that has been developed through children and youth engagement

**PROCEEDINGS:**

(Agenda attached)

**A CHILD’S EYE VIEW**

Welcome & Intros:

Sharing of different childhood experiences of play

**OUR CURRENT THINKING (AILEEN)**

Aileen presented a proposed framework & process for developing a “Surrey Child and Youth Friendly City” strategy (attach to this document separately).

**LEARNING FROM OTHERS (CHERIE ENNS)**

Cherie Enns, who works with the City of Abbotsford and teaches at the University College of the Fraser Valley presented on models of child and youth friendly city policies, using international and national examples

**OUR OWN STORY (DAVID & KELSEY)**

Presentations from David Sadler and Michelle Meredith on the current work of SLYC (Surrey Leadership Youth Council) as a current promising practice for youth engagement in Surrey; and Kelsey Swanson on the Community Schools Partnership as an example of an effective partnership between the City and School District.

**DEFINING AN EMERGING POLICY (SUSAN – ALL)**

Small group break outs based on the framework presented by Aileen – Decision Making (governance); Services; Built Environment

Question to Groups: What are current promising practices/success stories and what could we improve?

## SMALL BREAK-OUT GROUP NOTES

	Success Stories- Promising Practices	What we could Improve
Decision Making-Governance	<ul style="list-style-type: none"> <li>• There are already organizations doing stuff –i.e. Make Children First               <ul style="list-style-type: none"> <li>◦ Almost “too many” participants, need for focus and young people’s voice in process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How to hook outcomes of events into decisions</li> <li>• Formalize youth involvement in Planning Processes –but flexible</li> <li>• Attaching youth involvement to real plans –City Centre Plan Update, Newton Centre, or one big project</li> <li>• Tools/checklist</li> <li>• Link the initiatives on web</li> <li>• Improve information sharing, mapping and resource information</li> <li>• Go out to meet youth “where they are”</li> <li>• Get youth involved in day to day activities and program development eg. Library collection development</li> <li>• Involve kids in organizing kid events</li> <li>• Mentorship programs –career development</li> <li>• It is a challenge to get representative representation</li> </ul>
Services	<ul style="list-style-type: none"> <li>• Partnerships with organizations to support programs</li> <li>• City wide events: Children’s Festival, Early Years, other festivals</li> <li>• Environmental programs –getting students and schools involved</li> <li>• Youth delivered –volunteer programs, leadership program</li> <li>• Leisure Access Pass               <ul style="list-style-type: none"> <li>◦ Engagement opportunity reducing barriers to recreation</li> <li>◦ Value days –low cost programs</li> <li>◦ Free events</li> </ul> </li> <li>• Park play/ skate-park attendance</li> <li>• Creative events like Kids Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Morning and after-school services in place to support engagement, connection and healthy lifestyles</li> <li>• Creating hubs: resources and services –that are in walking distance</li> <li>• Sustainable communities: planning and building</li> <li>• Purpose based services with a culture and arts focus</li> <li>• Working closely with high schools – outreach for arts and culture programs and services</li> <li>• Working with schools –staying open later</li> <li>• Parent teacher nights so parents don’t have to take the day off work</li> <li>• Encourage links between city programs, like museums and community schools</li> <li>• Childcare strategy</li> <li>• After school care</li> <li>• More Community Schools</li> <li>•</li> </ul>
Built Environment	<ul style="list-style-type: none"> <li>• New Recreation Centres/ Adding on</li> <li>• Variety of recreation opportunities</li> <li>• Health and fitness</li> <li>• Youth spaces</li> <li>• South of Fraser transportation plan</li> <li>• Greenways plan</li> <li>• Nature centre</li> <li>• Municipal Public Art Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Resource space</li> <li>• Arts “purpose built” facilities</li> <li>• Marketing/awareness/welcoming</li> <li>• School District partnerships enhanced</li> <li>• Bikepaths and sidewalks</li> <li>• Natural Area plan</li> <li>• Arts at Planning table</li> <li>• Connecting between communities</li> <li>• Implication of density on child and youth friendly communities</li> <li>• Using resources creatively –ie. Walking school buses</li> <li>• Transportation –connection of communities and hubs</li> </ul>

## **DEVELOPING A CHILD AND YOUTH FRIENDLY CITY POLICY AND STRATEGY KEY THEMES EMERGING FROM DISCUSSIONS**

### **POTENTIAL THEMES FOR “DEBATES”**

#### **ARE CHILDREN SAFE? (SERVICES)**

- Parents concerns/ perceptions about safety of children results in restricted play opportunities for children (limits their ability to play freely outside and explore the natural/built environment) This was reinforced by a United Way/HELP research collaboration on middle childhood that asked parents and children to document/discuss their lived experience/situation concerning after school activities and their desired or ideal situation (for example children who remain at home after school would not prefer to watch more TV or network more on the computer – when asked they claimed that they would prefer hobbies, arts and crafts and playing informal unstructured sports outside)
- We should get the United Way research document on Middle Childhood.
- Need the **PERCEPTIONS vs the FACTS** and then some practical solutions re city role – ie parent education, more accessible activities with unsupervised children (from schools), etc.
- Assessment – how are we doing? Where should we be going? Where can we improve?

#### **THE CUL DE SAC DEBATE (BUILT ENVIRONMENT)**

- What are the pros and cons of cul de sacs – do they encourage community building and participation – out door safe play activities, street parties, etc. – for those who reside in the cul de sac OR – do they build barriers by limiting circulation within a community? What type of built environment is best for sustainability? For children? For community building?
- What are the **PERCEPTIONS VS the FACTS**
- Assessment – how are we doing? Where should we be going? Where can we improve?

#### **CHILDREN & YOUTH ARE INVOLVED IN TOKEN ACTIVITIES**

##### **DEVELOPING A “CHILD & YOUTH “VOICE (DECISION MAKING-GOVERNANCE)**

- Who are the youth leaders and how are they involved? Can “younger” age groups be involved in realistic and purposeful ways? Who represents who? Are there too many structures for youth out there or are there not enough?
- **PERCEPTIONS VS FACTS**
- Assessment – how are we doing? Where should we be going? How can we improve?

*Child and Youth Friendly City Strategy (CYFCS): Work Plan*

	<b>Time Period</b>	<i>Item</i>
1.	February 2009	<p><b>Corporate Report on Development of the CYFCS</b></p> <ul style="list-style-type: none"> <li>• Report to Council outlining framework and work plan for the development of the CYFCS and request for approval to proceed.</li> </ul>
2.	March 2009 – April 2009	<p><b>Committees</b></p> <ul style="list-style-type: none"> <li>• Meet with Social Planning Advisory Committee and Parks and Community Services Committee</li> </ul> <p><b>Youth Advisory Committee</b></p> <ul style="list-style-type: none"> <li>• Assemble Surrey-wide steering committee of youth leaders to provide feedback to the consultation phase, and act as youth volunteers at consultations.</li> </ul> <p><b>Expert Group</b></p> <ul style="list-style-type: none"> <li>• Assemble group of “experts” in child and youth friendly cities to provide advice on the development of the CYFCS.</li> </ul> <p><b>Staff Consultations and Research</b></p> <ul style="list-style-type: none"> <li>• Compile current City policies and practices that are consistent with a Child and Youth Friendly City.</li> </ul>
3.	March 2009 to July 2009	<p><b>Community Consultation</b></p> <ul style="list-style-type: none"> <li>• <i>6 Youth Consultations (150 youth – approx. 25 youth per town centre)</i></li> <li>• <i>3 Middle years consultations (75 children)</i></li> <li>• <i>Pencil-and-paper Surveys</i> <ul style="list-style-type: none"> <li>○ 100 questionnaires to be received from middle years aged children.</li> <li>○ 100 questionnaires to be received from youth.</li> <li>○ 100 questionnaires for parents.</li> </ul> </li> <li>• <i>Community stakeholder consultations (3 meetings – 1 per age group)</i> <ul style="list-style-type: none"> <li>○ Meetings with government agencies and non-profit organizations that provide services to children and youth.</li> </ul> </li> </ul>

4.	July 2009	<p><b>Interdepartmental Staff Committee</b></p> <ul style="list-style-type: none"> <li>• Review consultation results.</li> </ul> <p><b>Youth Advisory Committee</b></p> <ul style="list-style-type: none"> <li>• Review results from youth consultation and assist in identifying key themes.</li> </ul>
5.	July 2009	<p><b>Corporate report on Consultation Stage</b></p> <ul style="list-style-type: none"> <li>• Report on the results of the Consultation Stage.</li> </ul>
6.	July 2009 to October 2009	<p><b>Preparation of draft CYFCS document</b></p>
7.	October 2009	<p><b>Interdepartmental Staff Committee</b></p> <ul style="list-style-type: none"> <li>• Provide comments on draft CYFCS.</li> </ul>
8.	October 2009	<p><b>Corporate report on draft CYFCS Document</b></p> <ul style="list-style-type: none"> <li>• Receive feedback on the draft CYFCS document and request authorization to seek for feedback from community stakeholders on the draft.</li> </ul>
9.	November 2009	<p><b>Consultation on draft CYFCS document</b></p> <ul style="list-style-type: none"> <li>• Meet with the Youth Advisory Committee and community stakeholders to receive feedback on the draft.</li> </ul>
10.	December 2009	<p><b>Presentation of final CYFCS to Council</b></p> <ul style="list-style-type: none"> <li>• Adoption of Child and Youth Friendly City Strategy for the City of Surrey.</li> </ul>