



CHILD FRIENDLY KAZAKHSTAN

National Child Friendly City
Assessment and Recognition Model



Prepared for UNICEF Kazakhstan

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Definitions and Abbreviations

CFC	Child Friendly Cities
CFCI	Child Friendly Cities Initiative
IRC	Innocenti Research Centre
HDI	Human Development Index
HDR	Human Development Report
UNICEF	United Nations Children Fund
UWS	University of Western Sydney
SOWC	State of the Worlds Children
MDG	Millennium Development Goals

CONTENTS

BACKGROUND INFORMATION

UNICEF Child Friendly Cities Initiative
Designing the UNICEF Kazakhstan Assessment and Recognition Model

STEPS TO ASSESSMENT AND RECOGNITION

Overview Kazakhstan Assessment and Recognition Model

Summary Assessment and Recognition Model
Definition Key Elements

Phase 1. Preparation for Assessment and Recognition

Step 1 Establish a Child Friendly City Coordinating Unit
Step 2 Implementation & Analysis of Governance Checklist
Step 3 Results Child Friendliness Assessment and Self Assessment Data
Step 4 Facilities & Services Assessment
Step 5 Goals Principles, Actions, Timelines
Step 6 Child and Youth Participation
Step 7. Children's Budget
Step 8. Submission and feedback

Phase 2. Assessment and Recognition Process

Step 1: Call for Expressions of Interest
Step 2: Submitting Expression of Interest and Prepare Portfolio
Step 3. Results Monitoring Child Friendly Cities Index
Step 4. Evaluate improvement of facilities and services
Step 5. Evaluate child and youth participation
Step 6. Evaluate impact of strategy and action plan
Step 7. Submit Portfolio to Judging Process
Step 8. Community organization develop feedback report
Step 9. Board Assesses Portfolio

MONITORING

Kazakhstan Child Friendly Cities Monitoring Index

Purpose of monitoring
Guiding Principles of monitoring

SUPPORTING PARTICIPATION

Child and Youth Participation

Benefits of supporting children's participation
Forms of children's participation
Adults role in participatory processes
Government responsibilities to support children's participation
Practical ways to ensure children's participation in the action plan
Measuring participation

REFERENCES

Attachments

Attachment One: National Kazakhstan Child Friendly Cities Index
Attachment Two: Governance Checklist
Attachment Three: Sample of a Pledge to Acknowledge an Expression of Interest by a City
Attachment Four: Example Facilities and Services Assets Audit (City of Brimbank)



BACKGROUND INFORMATION

UNICEF Child Friendly Cities Initiative

“A child-friendly city is a system of good local governance committed to the fullest implementation of the Convention on the Rights of the Child” (UNICEF 2004)

The promotion and safeguarding of children’s rights are at the center of UNICEF’s mandate. The Child Friendly Cities Initiative (CFCI) is a worldwide movement that aims at fulfilling children’s rights at the community and local authority level. A child friendly city is the embodiment of the Convention on the Rights of the Child at the local level: this means in practice that children’s rights are reflected in policies, laws, programs and budgets. In a child friendly city, children are active agents; their voices and opinions are taken into consideration and influence decision-making processes. Addressing the rights of children at sub-national levels, particularly in urban areas, is a means to improve their situation where they live and ensure that children have a say in all issues and decision-making processes affecting them. UNICEF’s Medium Term Strategic Plan (MTSP) envisions the strengthening of partnerships with local authorities and municipalities to ensure a systematic response to the needs of children in underserved urban areas.

While much progress has been made in many countries to develop national level policies, strategies and programs of awareness to achieve children’s rights there is still a need to strengthen efforts to bring the children’s rights agenda down to the local level.

CFCI involves the simultaneous engagement of citizens in assessing children’s rights at the community level and the improvement of municipal level governance structures. The CFCI promotes: (1) a broad awareness and realization of children’s rights including their critical assessment at the community and local level and (2) the development of systems of governance where children, young people and the larger

community participate and have a direct voice in the development, implementation and evaluation of policies, laws/regulations and budgets affecting children.

As the child friendly cities approach emerged in response to a rapid rate of urbanization, the concept was initially developed for cities, referring to municipalities of different sizes. However, it is now clear that the concept may also include other communities (including rural towns and regions) of different types that are promoting a CFC approach. According to the Framework for Action published by UNICEF (2004) the foundations for building a child friendly city are built on the four key principles of the Convention on the Rights of the Child:

1

Non-discrimination (Article 2)

2

Best interests of the Child (Article 3)

3

Every child's rights to life and maximum development (Article 6)

4

Listening to children and respecting their views (Article 12)

The framework also notes that when adapting the framework to suit a city it should be a participatory approach involving all key stakeholders, especially children themselves. Since its inception in 1996, CFCI has been well established in hundreds of countries and thousands of cities and communities around the world. Increasingly, numbers of UNICEF National Committees in industrialized countries and UNICEF country offices in program countries are promoting the CFC approach in a variety of ways and seeking ways to recognize the work being done by local communities. Because of the dramatically different contexts of cities and children's lives within them, it has been difficult to imagine constructing an international standard, a set of criteria or formal mechanism for child friendly city certification that would be universally applicable to recognize this shared work. Yet there are some key elements of an approach aimed at changing children's lives with common features being a commitment to promoting good local governance, children's participation and the importance of placing children and their rights at the center of the development agenda.

Worldwide many country level committees have, in response to cities achieving these set requirements, provided opportunities for further recognition through the establishment of a national accreditation system (UNICEF 2012). The key task of Municipalities within an accreditation process is to commit to developing a strategy to improve and monitor the situation of children and to mobilize adequate resources to achieve specific agreed upon goals. The next step would be to evaluate and provide evidence of their success by monitoring their achievements against a set of standards, indicators or targets determined by a national committee. Cities and municipalities are then designated, often from the determination of an elected judging panel or committee, as 'child friendly'. In some countries, national authorities or NGOs have established prizes, sometimes with a financial component, to award cities that have made progress. In other cases accreditation is solely about the recognition of significant achievements made by local authorities in reaching tangible progress for children. In either case, the objective of a recognition or accreditation program is to support, reward and encourage progress in the development and implementation of strategies guided by the best interests of the child and to monitor improvements with evidence against a criterion founded on the principles of the Convention of the Rights of the Child. Therefore, to develop a recognition process within a country there is a need to think thoughtfully about what will be culturally and environmentally sensitive and significant to the range of communities and cities within that country.



DESIGNING THE UNICEF KAZAKHSTAN ASSESSMENT AND RECOGNITION MODEL

The assessment and recognition model adopted in Kazakhstan was the outcome of research with nation wide key stakeholders and members of the UNICEF office in Kazakhstan to establish a contextually based, unique assessment and recognition program that would suit the republic of Kazakhstan. UNICEF Kazakhstan, jointly with the Child Rights Protection Committee of the Ministry of Education and Science of the Republic of Kazakhstan, has launched the national child friendly cities assessment and recognition process with the objective of supporting child friendly cities and community partners in Kazakhstan to develop, implement and monitor their progress in improving the conditions of children's lives.

The assessment and recognition process will provide a mechanism that will allow UNICEF to actively and effectively promote good governance for children and place children at the center of the Child Friendly Cities Initiative (CFCI) agenda. In order to provide the most appropriate model UNICEF Kazakhstan employed an external researcher to conduct research on the CFCI in Kazakhstan, design an assessment and recognition model consistent with international best practice, devise an implementation strategy, run a series of capacity building workshops and develop a support toolkit.

The following is a summary of the research work conducted and documentation provided to UNICEF Kazakhstan to support the designing of the national assessment and recognition program:

1

A literature review and on-site research in order to document and analyse existing good practice in local governance currently being implemented in support of the UNICEF child friendly cities initiative in Kazakhstan. From this the researchers identified key outcomes, challenges and issues currently being faced by six cities, with a particular emphasis on child and youth participation and issues of equity.

2

Interviews with key members of stakeholder groups involved with Child Friendly Cities initiative in Kazakhstan around their views of best practice for assessment and recognition.

3

Based on the findings of the literature review and interviews a background discussion paper was written that informed the final design of the assessment and recognition model.

4

Based on the outcomes from the national research, background discussion paper, and a review of international experiences, standards and best practice in implementing accreditation programs, a child friendliness assessment and recognition model for Kazakhstan was designed.

5

A report that outlines relevant background information on the project, a series of philosophical and process recommendations around issues of assessment in CFCI, a summary assessment and recognition model for Kazakhstan and a list of resources and tools that would support implementation.



Key recommendations emerging from the research with key stakeholders that informed the design of the assessment and recognition model included:

1. Children and youth should be integral to, and participants in, the implementation, monitoring and judging of a city in terms of its commitment to changing children's life conditions and the cities evidence of quality in delivering programs for child friendliness;
2. Issues of equity and children's non-discrimination are core and should be fundamental elements of the criteria for evaluating the quality of child friendliness;
3. Criteria and indicators used to assess child friendliness should be generic for the country and adapted directly from key articles in UNICEF Convention on the Rights of the Child ;
4. A preparation for assessment recognition phase should be initiated to support cities who are starting their child friendly cities program and this model should have a pathway into the final assessment and recognition program;
5. A city is not competing against other cities but against its own achievements, therefore providing detailed baseline data and having a city wide strategy and action plan is critical for cities in the beginning stages in order for cities to provide on-going monitoring, assessment and evidence of improvement;
6. Cities should be assessed at different levels (i.e. bronze, silver, gold) of child friendliness according to the different stages they are at in terms of addressing the needs of children in their city, with these different levels having different time limits;
7. The maximum time for a city to be recognized as child friendly without resubmitting for re-recognition should be 4 years.

UNICEF, in partnership with the National Commission for Women Affairs and Family-demographic Policy and Child Rights Committee under the Ministry of Education and Science of the Republic of Kazakhstan, with the city administration and community member of cities and towns engaged in the UNICEF child friendly cities initiative, will implement the assessment and recognition program.

A full account of the process and outcome from the review is available in the report.

See Attachment One National Kazakhstan CFC Index

This was later changed to level 1 and 2 after discussions with city officials and UNICEF staff.



STEPS TO ASSESSMENT AND RECOGNITION

Overview Kazakhstan Assessment and Recognition Model

“A child’s well-being and quality of life is the ultimate indicator of a healthy environment, good governance and sustainable development” (UNICEF 1997).

The following is an overview of the Kazakhstan assessment and recognition model as supported by the National Commission for Women Affairs and Family-demographic Policy, the Child Rights Protection Committee of the Ministry of education and science of RK and UNICEF Kazakhstan and the two steps cities will need to take to achieve CFC status.

The first step is the preparation for assessment and recognition process undertaken by city. In this step the city is asked to prepare documentation illustrating what is happening for all children in the city and prepare a comprehensive, honest and clear child friendly city report, including a children’s strategy and action plan.

The second step in the process is the assessment and recognition portfolio. The portfolio provides the evidence to show how a city has monitored and evaluated, using national indicators³, standards and targets, their progress over time. The time of the evaluation should be over at least one year but may be two years depending on where in the assessment and recognition cycle they started their journey.

³ See Attachment One

SUMMARY ASSESSMENT AND RECOGNITION MODEL

Phase 1: Preparation for Assessment and recognition

Preparation for assessment and recognition provides the opportunity for cities to engage in the child friendly cities process and be recognized as a city in the process of seeking assessment and recognition. All cities must go through the preparation process as the means for collating the first levels of information that will be essential when they then develop their assessment and recognition portfolio. The process starts by the city Mayor creating a child friendly cities coordinating unit to coordinate the development of the preparation portfolio. Once established this coordinating unit should complete the Governance checklist as a means for identifying the state of play within the city. The portfolio will contain two key components. The first is the Child Friendly City Report.

The child friendly city report will provide baseline data using results from a quantitative Child Friendliness assessment based on the Kazakhstan Child Friendly Cities Index and a qualitative community self-assessment data that provides insight into the condition of children's lives within the city. Additionally, data obtained from the city conducting a governance assessment using the UNICEF governance checklist and an audit and assessment of quality of city wide facilities and services provided for children and their families.

The data obtained using these four key measurable data collection techniques along with a city wide resolution by key stakeholders within the Municipality and within the community should be put together into a report that is user-friendly. That is, it should be available for comment and distribution to members of the community and also children and their families. Based on the results of the both quantitative and qualitative assessment of the situation of children in the region, a city prepares a children's strategy that identifies the key issues for the city to address to improve the quality of children's lives, the strategy should be framed by the national child friendly city indicators and make particular reference to how it will address the convention on children's rights.

To compliment the strategy cities will devise an action plan with immediate, short and long term targets for addressing the key issues identified in the strategy. The strategy and action plan should also include a mechanism for funding the actions needed to address the targets and a specific plan for engaging young people as key participants in the strategy, implementation and evaluation. Once the preparation portfolio has been developed it should then be circulated for comment by the community and the CFC Coordination Board at the national level. The city is now on its journey to child friendly cities assessment and recognition and should begin to put into place those actions identified in its strategy and action plan, while all the time monitoring their improvement over time in preparation for when an expression of interest is called by the CFC Coordination Board at the national level.

SUMMARY ASSESSMENT AND RECOGNITION MODEL

Phase 2: Assessment and Recognition Process

The assessment and recognition process begins with the National Child Friendly Cities Coordination Board advertising for an expression of interest from perspective cities that will then prepare and submit an assessment and recognition portfolio. The portfolio is an evidence based account of the progress a city has made towards achieving improvements in baseline data, the governance data, data obtained by the monitoring the quality of facilities and services (those identified in the assets audit), an evaluation of how the city has provided for child and youth participation and the goals set out in the children's strategy and action plan designed by the city.

The Mayor will develop the portfolio with the Child Friendly City coordinating unit.

Once completed the Child Friendly City coordinating unit will send the child friendliness assessment and recognition portfolio directly to the National Child Friendly Cities Coordination Board as well as submitting it for individual evaluation and feedback by a community based group that includes children, youth and the community representatives. This community group will send their recommendations and feedback directly to the National Child Friendly Cities Coordination Board.

The National CFC Coordination Board will then make a decision based on the portfolio and the community report. A judging criteria devised and used by the national panel will include national targets and international indexes derived from the principles of convention on the rights of the child. They may, on their own discretion, decide to also visit the city themselves to observe the program in action. The panel will decide as to whether the cities progress represents a Level 1 or 2 status of child friendliness and according to these levels will be granted accordingly child friendly cities status for 2 or 4 years.



DEFINITION KEY ELEMENTS

Judging Committee

The Child Friendly Cities Coordination Board at the national level would act as the judging committee and evaluate cities' portfolios. This committee would have representatives from many areas of society including: representatives of relevant ministries, children and youth representatives, community/parent representative, journalist/media representative, NGO representatives, private sector representatives, UNICEF representative and other international agencies.

Judging Criteria

The judging criteria are the means through which cities would identify evidence to support their application. It is these criteria that the judging committee will be using as the basis for the decision making regarding whether assessment and recognition is supported or not. The criteria is based on the CFC Index derived from national indicators and the targets. The child friendly cities national index designed by the UNICEF Kazakhstan team in collaboration with the Kazakhstan government officials and other stakeholders is based on both key national and international indicators.

Judging Cycle

The cycle is the period for which recognition is held after which time a reapplication is necessary. Cities can apply for stage one preparation for assessment and recognition – this is done by self-selection by an interested city or an invitation by the national body or UNICEF to encourage a city to participate in the preparation for assessment and recognition process. Once recognized as in process to assessment and recognition as a child friendly city the city can then apply for assessment and recognition in the formal application process. They can decide not to apply for assessment and recognition but may choose to continue to build their program. However, if the program spans more than two years they will need to apply for assessment and recognition. The assessment and recognition cycle will be conducted on a two yearly basis. Cities will be notified of an assessment and recognition cycle being initiated by the National Child Friendly Cities Coordination Board and invited to send in an expression of interest. Those cities that send an expression of interest will then be identified and provided with a timeline and the documentation to support their application for assessment and recognition. If a city is successful in achieving a Level 1 recognition they will need to apply for re-recognition in the next two-year cycle to sustain that level and possibly improve their level to a level 2 recognition. If a city receives a Level 2 recognition then they hold that level for four years. After four years the Level 2 city will need to apply for re-recognition and will be judged and will either a) not be supported for further recognition, b) given Level 1 recognition for two years or c) maintain their Level 2 recognition for the next four-year period.

Data Development and Resources

The governance checklist adapted from the UNICEF Child Friendly Cities Research project and conducted by the Mayor and his team is a critical component of the assessment and recognition process as it can provide the starting point for devising city a children's strategy and as source for monitoring progress over time. There is an array of assessment tools available from UNICEF (and other sources) for developing de-aggregated baseline data that will compliment aggregate data (that is, data already available at a city level through more mainstream statistical measures). In preparation for the assessment and recognition implementation process it is recommended that these tools and other resources (such as examples of strategies, action plans, child-centered budget templates, monitoring and quality assessment tools) should be made available to cities. Training should also be made available to city staff and community members in order to advise them on how to best utilize these resources and tools, to create the most useful toolkit to fit in with their cities specific needs.

Monitoring progress

The monitoring of progress is clearly the most significant element of the assessment and recognition process. It is through the success of a city to employ strategies and put into action activities that show significant improvement in the quality of life of children and their families in the city that will be used as the means for evaluating the success of the CFC at the city level but also child friendly cities nationally. Monitoring will be attached to clear targets and standards set nationally and regionally so cities can show through evidence improvement and impact of their programs over time. The Kazakhstan child friendly cities Coordination Board at the national level has developed a set of specific national indicators that combine internationally recognized indicators with specific national indicators. This set of indicators and the specific targets attached to them will be used to support the monitoring process by cities and the assessment by the judging panel of a city having of evidence of improvements in reaching targets.

Levels of Recognition

There are two levels of recognition possible:



1

CFC Level 1 is given for two years and identifies that the city has fulfilled the basic requirements for being child friendly but has significant areas for improvement.



2

CFC Level 2 is given for four years and acknowledges the city as a lighthouse: a city of excellence and an example of best practice in child friendliness.

PHASE 1.

PREPARATION FOR ASSESSMENT AND RECOGNITION



Diagram Two: Preparation for Assessment and Recognition

STEP 1

Establish a Child Friendly City Coordinating Unit

The coordinating unit for the child friendly cities programme should be chaired by the Mayor or a Mayor's representative and should include key stakeholders throughout the city who have a role to play in supporting and implementing the child friendly cities programme in the city. Once the individuals have been invited and accepted to be members of the coordinating unit, the unit should then set terms of reference for the group, roles and responsibilities and targets for time lines and processes. It is important this unit communicates with the Secretariat of the National CFC Coordination Board and/or UNICEF to ensure they have access to all available resources to support their activities. The unit is also responsible for activating a communication strategy to ensure all city dwellers are educated about the city's intention to engage in a child friendly city initiative.



STEP 2

Implementation & Analysis of Governance Checklist

The UNICEF Child Friendly Cities Local Governance checklist tool has been developed in order for any Local Authority (LA) to be able to explore how to become more children friendly. Based on the UN Convention on the Rights of the Child (CRC) and the Child Friendly Cities Framework for Action the governance tool asks Local Authorities to consider how they respond to the needs of children. The tool focuses on two areas: the Government wide commitment to children and how children's rights are recognized within city sectors and services. Key areas they need to consider are do they collect and respond to data about children's experiences of the city, do they have structures in place to listen to children and parents perspectives about how they feel about the quality of facilities and services available in the city and how to improve them, do they have child specific policies, strategies and plans to improve how they conduct their work in regard to children and have they informed children the communities and their official staff about the plans and actions they have made to improve children's lives and set aside adequate resources to ensure the plans can be implemented. Data for the governance checklist should be collected by the various department heads within the Local Authority with the results being provided to the coordinating unit as the starting point for their discussions.

PART A. CHILD FRIENDLY CITY REPORT

STEP 3

Results Child Friendliness Assessment and Self-Assessment Data

Aggregated data is composed of the summaries of data from a Child Friendliness Assessment conducted by the city. The data would be collected by using the Kazakhstan Child Friendly Cities Index as a guide and should be collated under the six index categories of Children's Good start to life; Children's Protection from Harm; Children's Education & Knowledge; Children's Decent Standard of Living; Children's Play & Cultural activities and Children's Civic Participation. This data can come from country-wide statistical data, country reports or other data collected in regions or at the city level. The data collection and collation should be systematic and provide a full range of data on children from 0-18 years old. Included as background should be any key information that provides an overall city profile (for example specific geographical, historical or cultural nuances) that may impact on the outcomes of the data. The aggregate data should provide a snapshot of the state of children in the city. If data is not available for any indicator then it is equally important to report the lack of data. Opportunities to collect absent data (especially in key indicators) should be noted in the strategy for later monitoring. Where possible disaggregating the data to highlight any inequalities, across the city as experienced by any specific cohorts within specific locations or within groups such as minority ethnic groups, gendered groups, vulnerable or disabled children and other groups should be supported.

It is recognized the limitations (particularly in the start of phases) of a city being able to represent all the internal inequalities represented across a city but it is important as time goes on a focus on addressing internal inequalities of groups of children within the indicators is a goal.

Self-assessment and qualitative data derived from community based surveys with child and community participation. Data obtained through detailed neighborhood and city wide studies with and by children and other community members is critical in order to provide some substances to the aggregate data. It is important to acknowledge that children are a diverse subset of the community and have very different experiences to adults and other within the same neighborhood or within the same city. Providing opportunities to collect rich and thick descriptive data about the diversity of childhood experiences is critical in order to address the specific issues children who are most vulnerable or marginalized may be experiencing. It is critical within this data collection that groups within the subset of 'children' such as children with disabilities, refugee children or other marginal groups are identified and provided opportunities to voice their concerns. UNICEF has a variety of self-assessment tools available at the UNICEF website (www.unicef.kz) but also there are a number of well-being surveys and other data collection tools that could be incorporated into a participatory research design conducted by the city officials with the participation of children and their families (see also the international CFC website www.childfriendlycities.org and CERG website www.childfriendlyplaces.com).

STEP 4

Facilities & Services Assessment

Providing a situational analysis through an assets audit allows the city to collate what services and facilities are available for children in the city and also the quality of those facilities and services. Situational analysis is a process through which the general characteristics and problems of the community are identified. Like the previous component of the report, the asset audit must account for the diverse population of young people - their age, gender, ethnicity and location and then illustrate the importance of possible inequalities when discussing access and quality of city facilities and services for children. The key component of the asset audit is the inventory of key services and facilities that are available for children and their families in the community and mapping that across locations. As well as identifying and listing these resources that are available it is as important to identify what is not available either because they don't exist or because they exist but are not readily available for a child or children in the community. In the inventory it is important to make a note whether there are specific management or logistical issues that may act as barriers to all children or specific children from accessing facilities and services. You may need to consult with children and their families or other community members to access this information. These barriers then become important areas to consider for improvement when developing the strategy and action plan. In some cities around the world children have been partners in the asset audit process and have helped to evaluate services using indicators of child friendliness they designed themselves. Attachment 3 provides an example of an assets audit conducted in partnership with children.

PART B. DEVELOP CHILDREN'S STRATEGY AND ACTION PLAN

STEP 5

Goals Principles, Actions, Timelines

The strategy should provide a set of key goals and principles drawn from the research report on the state of children in the city based on the Convention on the Rights of the Child. It is critical to remember the key rights of children in a child friendly city when developing your principles and goals (see Box 1).



Children's Rights in a Child Friendly City

Children in a child friendly city have the right to:

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

Box 1: Children's Rights in a Child Friendly City (UNICEF 2004)

While the strategy may include areas that are standard areas of interest around children it is important that those areas where there are the greatest challenges and where children are most at risk or disadvantaged should be viewed as priority areas for producing targets and actions. Once the key goals and principles have been identified and priorities for action have been established real targets with specific time-lines for implementation should be devised and agreed on by those who will be implementing them and the allocated resources identified to ensure they can be done.

ACTION POINTS

7.1. Affordable services

	Action	Target age	Implementation
7.1.a	Continue to make available and to promote the Leisure Access Pass to enable low-income children, youth and families to participate in recreation programs	EMY	CRS
7.1.b	Develop a process to enable youth to apply for the Leisure Access Pass for themselves	Y	CRS

7.2. Inclusive Services for Diverse Populations

	Action	Target age	Implementation
7.2.a	Develop activities and programs that will ensure that civic facilities and services are welcoming and inclusive of diverse children, youth and families	EMY	*
7.2.b	Develop programs and services that are targeted to young people from diverse backgrounds or special population group	EMY	*

* Departments, including the library, that provide services to children and youth.

Image 1: Example of City of Surrey Child and Youth Friendly City Action Plan.

In the example above the City of Surrey Child and Youth Friendly City Action Plan we can see a relationship between the Goal and the Key Actions. The Goal: To make the city of Surrey programs and services inclusive and accessible to the diversity of children and youth in Surrey. With the two action points being Affordable Services and Inclusive Services for Diverse Populations. The column of implementation represents the government department within the Municipality who would be responsible to implement, monitor and evaluate the success of the action (i.e. CRS Community and Recreation Services) and the target age E- early years, M- middle childhood, Y – youth.

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
- Empowering young people to get involved in the implementation of the policy

STEP 6

Child and Youth Participation

Children's participation is a process in which children and youth engage with other people around issues that concern their individual and collective life conditions" **(Louise Chawla)**

"It is also defined as a process of sharing decisions which affect one's life and the life of the community in which one lives. It is the means by which a democracy is built and it is a standard against which democracies should be measured" **(Roger Hart)**

Article 12 of the Convention on the Rights of the Child clearly states that children's active involvement in issues that affect them, being listened to and their views to be taken seriously and considered when decisions are being made about them. The rights of children should be evident in the laws and policies of the city and supported through the staff actions. But providing the environment where children and youth participation is part of the mainstream is not always as easy as it may at first seem.

Engaging with children will mean significant changes in the way a city communicates information and the forms and organization of community consultation it conducts. While specific activities might be constructed to engage with children about specific issues the essence and principles of the article state that participation shouldn't be seen as satisfied with one off events but that participation and valuing of children's views should be evident in the everyday workings and culture of the city and the community. The children's strategy and action plan should identify what, where and how it will ensure children's participation is central to the plans to improve the child friendliness of the city. More specific information on child and youth participation is provided in section 3 of this document.



STEP 7

Children's Budget

Within the strategy the specific resources and financial support needed to implement actions should be identified and noted. As well as specific budget items it is critical that a city informs its children of how it is providing appropriate funds within the general city budget for children. These funds may be spread across many departments or sectors of the city but should be reported as a whole so children and the community can see how much of the city budget is being dedicated to its children. The Budget process should be transparent and with all elements of the child friendly cities reporting process it should be clearly articulated in everyday language so children and their families can understand. As the local government should be acting as an advocate for children beyond its own budget allocation, if there are areas within the general national budget where children are not getting their share of resources, in particular disadvantaged children or children at risk (such as children with disabilities) then local governments should advocate for these discrepancies to be addressed.

Key questions that need to be addressed when considering transparency in budgeting include:

- Are all overall city budget and elements analysed adequately to reveal children's proportions?
- Is the budget development process transparent did it involve children's consultation?
- Are all budgets disseminated publicly to show the commitment to all children in all aspects of city government?
- Is it clear how elements of budget connect to specific actions and targets in the children's strategy?

STEP 8

Submission and feedback

Once the preparation for assessment and recognition portfolio is complete, that is the report and the strategy and action plan are ready for feedback it should be then sent to National CFC Coordination Board. The National CFC Coordination Board will then provide feedback to each of the city officials on how to move forward towards the next phase of the assessment and recognition process.



Phase 2. Assessment and Recognition Process

ASSESSMENT AND RECOGNITION MODEL



Diagram Two: Phase Two Assessment and Recognition Model

STEP 1

Call for Expressions of Interest

The National Child Friendly Cities Coordination Board is a group of officials whose role it is to coordinate and manage the assessment and recognition process. The National Child Friendly Cities Coordination Board would act as the judging panel. This Board would have representatives from many areas of society including: representatives of relevant ministries, Child Rights Protection Committee, children and youth representatives, journalist/media representative, UNICEF representative, NGO representatives, community/parent representative and other international agencies and private sector representatives. Once established the first task for the National Child Friendly Cities Coordination Board will be to set up the final judging criteria based on the National Child Friendly Cities Index using the indicators and targets. They would then make public the final step-by-step process for cities that are interested to be recognized as child friendly, including submission dates. They will then invite cities to submit an expression of interest by signing the pledge⁷ document and sending to the board.

⁷ See Attachment Three



STEP 2

Submitting Expression of interest and Prepare Portfolio

To begin the process of assessment and recognition any city that is interested to participate in the assessment and recognition process should complete the city pledge as an expression of interest and submit it to the National Child Friendly Cities Coordination Board by the due date. The responsibility for submitting the expression of interest should be the Child Friendly City level Coordinating Unit..

Preparing Assessment and Recognition Portfolio

The assessment and recognition portfolio is the final report that will be submitted to the National Child Friendly Cities Coordination Board and the community organization for assessment for recognition status to be presented to a city. The focus of the assessment and recognition is to show evidence of the progress a city has made since they developed their child friendly city report and strategy and action plan as part of the preparation for assessment and recognition phase. An introduction within the portfolio should provide an overview of the key characteristics of the city/town - what makes the city unique, including historical, geographical and cultural nuances. Provide an overview of both positive elements of the city/town and any challenges or difficulties that need to be addressed including any special issues for children living in the city. The report can include images, maps and other visual material to support the text. The city should also include in the introduction to the portfolio a short overview of the activities/methods undertaken to provide the information for the report, make special mention of any consultations, participation opportunities for children, young people and other community members.

STEP 3

Results Monitoring Child Friendly Cities Index

This toolkit is designed to augment a series of tools for measuring the quality of the city for children. It focuses on both the quantitative and qualitative aspects of child and youth friendliness and measurements based on indicators and standards provided by the Kazakhstan National Child Friendly Cities Coordination Board. Indicators are statistical measures that, when taken together, paint a picture of the community. They provide a 'benchmark' that is simply 'where we are now', and allow communities to assess their progress from one year to the next. This allows city officials to set targets and develop policies, strategies and actions to achieve these targets. Standards and targets are statements of intent or achievement. While indicators are 'normative' (simply numbers), standards are more judgmental: they help to put the indicators into a context that is the progression from 'not child friendly' to 'really child friendly'. In the report you should report on the data as it exists in response to changes over time according to the individual indicators and provide some evidence of how standards have been met in accordance with the key dimensions and actions identified in the strategy and action plan. National standards and targets will be set and may change over time by the government in response to new policy, resource allocation and improvements across the nation.

These indicators are drawn from the National Kazakhstan child friendly cities Index provided by UNICEF and are specifically connected to principles contained within the Convention on the Rights of the Child.

Each of the key indicators should be addressed and data provided showing the previous results when the original research was conducted during phase 1 preparation for assessment and recognition. Evidence should be determined to identify if during the cycle between monitoring there has been **improvements, no change or detrimental changes** (things have got worse) according to the data. You should also note if there is no data available to report against an indicator as this is significant for planning for the future. Some indicators may seem irrelevant or less useful in your particular city context but it is important report using all indicators in order to be able to develop longitudinal understandings around improvements over time and to be able to compare with other cities.

If indicators are connected to evidence not available within the jurisdiction of a city it is important to make note of that in the reporting. It may also be the situation where a city decides to advocate to other authorities to begin monitoring and collecting data around an area outside of the specific indicators because community has voiced a concern for data to be available. The most important aspect of monitoring is to ensure baseline data is provided in phase 1 and evidence of revisiting this baseline data after a year or two years, three years etc. is established in order to be able to evaluate whether there have been improvements and progress towards meeting targets.



STEP 4

Evaluate improvement of facilities and services

The purpose of this section of the portfolio is to respond to the assets audit conducted to identify and evaluate the quality of facilities and services in the city. Cities should provide evidence of any development or improvement of facilities and services since the original audit was conducted in the preparation phase and include evidence of evaluation by the users of existing facilities of the quality of services available. Many young people want to be involved in the evaluation of services and it is important for cities to consider ways to support children and young people's participation in the evaluation of the quality of facilities and services within the city. Whether through established evaluation surveys conducted at the services or by using technologies such as online surveys or chat rooms where young people can provide confidential feedback, it is important to be able to determine whether services and facilities are meeting the needs of young people.

STEP 5

Evaluate child and youth participation

Critical to the portfolio is an evaluation of the participation of child and youth in the city improvement process. Building child and youth friendly communities and involving children and young people in the processes of civic government is important for several reasons:

- 1. Services will be improved** – children's involvement in decisions that affect them will ensure better targeted and more effective services.
- 2. It makes good financial sense** – involving children and young people leads to simpler and more cost effective solutions.
- 3. It increases understanding** – including children and youth in discussion of issues increases understanding of the public and private sector, and the key role played by 'civil society'.

4. It will lead to the better functioning of democracy – empowering children and responding to their input will show them that democracy works. Respecting their advice will make them more respectful of others, both now and when they are adults.

5. It will enhance the quality of life for children, youth and their families – which is a fundamental goal of all government actions.

When a city evaluates the impact and influence of the strategies and actions you have put in place to support and increase child and youth participation you should be looking for evidence that verifies diversity of participation, quality and quantity of participation. Areas that could be included as evidence:

1. Number of specific child focused consultations conducted by the city council on all matters affecting them.
2. Number and diversity of child and young people involved in consultation processes set up by the city council
3. Number and diversity of types of opportunities made available to ensure 'hard to reach' or marginalised children (i.e. children with disabilities or special needs, social orphans, children in rural areas, babies and very young children) have been given opportunities to contribute to consultations.
4. And for all of the above, the frequency of opportunities that are made available as opposed to one off events.
5. Identify how the principle of Article 12 of the Convention on the Rights of the Child is clearly obvious in documents and policies throughout the city government at all levels.
6. Provide evidence of what and how children's rights is being taught in public and private primary and secondary schools and also in specialist schools for specialist groups of children.
7. Identify any public broadcasting programs where issues for children and activities by children are being promoted.

8. Provide evidence of how children and young people are involved in the evaluation of the improved facilities and services being provided by the city and have the opportunity to provide input on how to improve facilities to make them more child friendly.

9. Provide opportunities and evidence of how children and children people have been consulted specifically on the key actions plans being implemented by the city to improve the quality of the city for all children.

STEP 6

Evaluate impact of strategy and action plan

In this section of the assessment and recognition portfolio cities should provide evidence of the impact the key actions identified and implemented by the city as identified in the children's strategy. The city reporting should include evidence of how the key actions have been delivered and who has been responsible for completing these actions. The evaluation of the strategy and action plan should include a checklist of what actions have been taken and evidence of the impact of those actions on improving children's lives. To do this cities must conduct either pre and post evaluation of children and the impact of the activities or they should provide opportunities for children to self evaluate at the time of engaging with an activity. For example, if a sports facility such as a swimming pool has been improved to allow for more diverse access by children with disabilities then those children that are the specific client of that service should be interviewed or surveyed to provide feedback on the value, outcome and impact of that improvement on their lives. Number of children who attended the center before and after the improvements would also be valuable evidence of impact. Just ticking a box and saying an improvement has been made without evaluating its value and impact to children is not regarded as evidence of improvement.

STEP 7

Submit Portfolio to Judging Process

On completion of the assessment and recognition portfolio by the city it should send a copy of the portfolio with any supporting documents or specific evidence (images, testimonials) to the National Child Friendly Cities Coordination Board for final judging. Supporting documents include the original preparation for assessment and recognition stage report, strategy and action plan with the recognition portfolio.

STEP 8

Community organization develop feedback report

On completion of the accreditation portfolio by the city it should also send a copy of the portfolio with any supporting documents or specific evidence (images, testimonials) to the community organization made up of representatives from the community who will have the chance to write a confidential report evaluating how they see the city has performed according to the action plan and the recording of the cities achievements. The group should be established externally to the city Mayors office but consist of key representatives (including children and young people) from youth groups and organizations in the city. The team should meet prior to the portfolio being submitted in order to establish a set of criteria for evaluation. Representatives of the group should have the opportunity to take key elements of the report back to the individuals they are representing for consultation. They should be provided with a reasonable amount of time to consult and devise a feedback report. The feedback report should go directly to the National Child Friendly Cities Coordination Board and should be treated as confidential.

STEP 9

Board Assesses Portfolio

When the final portfolio, supporting documents and the community feedback report has been received by the National Child Friendly Cities Coordination Board they will then decide on the quality of the improvements according to the original strategies and action plan provided by the city in the previous preparation for accreditation. The panel will make the decision as to whether the city has achieved level 1 or 2 child friendliness status. There are two possible decisions made by the judging panel after considering the quality and outcomes of the accreditation evaluation and monitoring process.

LEVELS OF CHILD FRIENDLINESS RECOGNITION FOR CITY

CFC Level 1 is given for two years and identifies that the city has fulfilled the basic requirements for being child friendly but has significant areas for improvement.

CFC Level 2 is given for four years and acknowledges the city as a lighthouse: a city of excellence and an example of best practice in child friendliness.



MONITORING

Monitoring involves the systematic collection and analysis of information about the activities, characteristics, and outcome of the child friendly cities program to: make judgments about impact of the program; guide changes to improve effectiveness of the program and inform decisions about the future of the program.

Kazakhstan Child Friendly Cities Monitoring Index

The National Kazakhstan Child Friendly Cities Index is a joint collaboration between UNICEF and the Kazakhstan National Government. The Index has been developed in accordance with UNICEF's Child Friendly Cities Initiative and draws from indicators included in the Human Development Index, State of World Children reporting and Millennium Development Goals. Results of this index will help to reveal risks and opportunities for children living in cities, outline mechanisms of exclusion and deprivation, and strengthen the relationships between the National Government, UNICEF and municipalities collecting data.

The National Kazakhstan CFC Index is thus an important metric for evaluating cities' progress in creating a child-friendly urban environment. However, the Index is merely the starting point. The rankings and results inform stories behind the progress made and the work needed to make cities more child-friendly. It is a tool that allows cities to compare their progress, both against other cities, as well as their own progress over time. The National Kazakhstan CFC Index provides cities with a better understanding of their strengths and weaknesses along a series of categories, sub-indices and indicators.

Of great significance is the fact that the National Kazakhstan CFC Index will allow cities through the use of many core universal indicators the opportunity to also make some international comparisons and therefore enable them to study their progress with other cities and regions, study the policy choices that create positive developments, and share innovative policy measures with one another, nationally and internationally. The categories and sub-indices are provided below, the specific indicators and targets connected to these are provided in detail as Attachment One.

NATIONAL KAZAKHSTAN CHILD FRIENDLY CITIES INDEX – CATEGORIES AND SUB-INDICES

1. Children's Good Start to Life – Healthy Start, Water & Sanitation
2. Children's Protection from Harm- Protection
3. Children's Education & Knowledge – Education, Access to Knowledge
4. Children's Decent Standard of Living – Social Equity, Environment
5. Children's Play & Cultural Activities – Play & Recreation, Cultural Engagement
6. Children's Civic Participation – Participation, Rights

PURPOSE OF MONITORING

There are two key reasons for engaging in rigorous monitoring in a child friendly cities program. The first purpose is about obtaining knowledge and information to make informed decisions about how to proceed and improve the lives the children. Therefore monitoring is about learning for the purpose of program improvement, to discover what has worked well, for whom and in what circumstances and also, equally importantly, what has not worked.

The second key purpose of monitoring is about accountability. That is to hold the Local Governance (Municipality) to account for its performance. Monitoring and evaluation for accountability seeks to uncover evidence of performance in relation to goals and targets set by external or internal bodies. The monitoring and its subsequent evaluation and reporting could be conducted by independent evaluators that is someone external to program whose role is to verify results. The other is internal evaluation that is joint evaluation conducted by key stakeholders where all partners contribute. There should be a steering committee established within the city child friendly cities committee who will oversee the monitoring process.

The following are some characteristics around the purpose of monitoring.

- Monitoring is about improving the quality of decisions by informing current and future programs with lessons learned from previous experience.
- Monitoring has the potential to provide a better understanding of the impacts of programs and how they affect key outcomes.
- Monitoring is an essential element of good governance and generates accurate, evidence-based information for decision and policy making in relation to existing and proposed programs. It provides mechanisms for organisational assurance and accountability and acts as a catalyst for reform and improvement.
- Monitoring provides management with objective information to assist in assessing value and setting priorities.

GUIDING PRINCIPLES OF MONITORING

The following five guiding principles should be used to help support city teams in the designing of their monitoring process and reporting of their results.

1. Identifying type of data – There must be a clear distinction between data or facts that are derived through objective measures using quantifiable tools and data obtained through more subjective measures using qualitative tools that include value judgments and personal evidence. Both sorts of evidence are important and valid and a combination of both is the best mix but it is important to identify which category the information or data would fall into. This is why it is important to include the method of data collection in the reporting of the monitoring outcomes (for example, quantitative surveys conducted by an external consultant versus children's self assessment conducted by the community)

2. Participation and inclusion – A participatory process involving all stakeholders, including all children and young people should be embedded in the monitoring process. This can form part of the formative evaluation (during the process) and in the summative or post monitoring stages. So young people can be part of the monitoring teams and participate in data collection and also after the reporting they can act in the role of verification experts - to comment on the validity of the evidence (for example, the city states the recreational facility has been improved to ensure access to children with special needs – children with special needs should then be asked to either verify this information from their own experience who evaluate these improvement and provide feedback)

3. Independence and Impartiality – To reduce conflict of interest accommodating a diversity of settings and opportunities for contribution is critical. Making an environment where participants are able to provide their differences in perspective in a safe and supportive environment is essential. This may include creating opportunities for participants to participate in monitoring activities through anonymous means (for example, internet or dropbox points for surveys) and ensuring everyone's views are properly taken into account in a climate which is open and free of bias.

4. Transparency – The monitoring should be an open process. At all stages along the process results should be made available for all to comment especially children including those who are at risk, disadvantaged or with special needs or disabilities. The methods of evaluation should be disclosed and as identified in guiding principle one, value judgments as opposed to facts clearly stated. To ensure it is a transparent process the means of reporting and communication of results should be varied, adapted to support different levels of literacy and language diversity.

5. Cyclic and sustainable – Monitoring should be continuous and ongoing using processes that are sustainable. If the evaluation processes are expensive, the data is difficult to obtain or can only be conducted by external experts then it is hard for the monitoring to be sustained. A model of monitoring that includes a variety of data sources utilizing community capacity and skills is better than an expensive external consultation that may be feasible once. Investing in training community members to be part of the monitoring team may be expensive in the beginning but has long term viability. Provision should always be made for formative (during the implementation of program) and summative (at the end) monitoring and evaluation.



SUPPORTING PARTICIPATION

CHILD AND YOUTH PARTICIPATION

Child and Youth participation is central to the UNICEF Child Friendly Cities Initiative. The significance of participation is supported by the emphasis of the children's participation rights in Article 12 of the United Nations Convention on the Rights of the Child. This focus on participation in the convention has been influential in changing the way cities value the role of children and young people as partners in urban improvements. The recent publication *Children as Active Citizens* has highlighted that in the Asian and Pacific region the term 'participation' was still essentially undefined and was being used for a wide range of activities. The authors wrote that due to a lack of a definition of participation there was still no clear agenda for participation. They stated that much of the practice of children's participation is loosely based on children's right to expression in all matters affecting the child (CRC Article 12), rather than on children's unconditional right to expression (CRC Article 13) and other civil rights included in the CRC. As a result, children's participation continues to be dominated by one-off processes, rather than by a clear set of commitments and actions of children's civil rights.

It is important therefore for all adults involved in the child friendly cities initiative to be educated about the benefits and role they will play in supporting children's participation. It is also important that the city provide a clear definition of what authentic and meaningful participation is and sets up opportunities to collect evidence and evaluate the extent, quality and impact of the child and youth participation activities in the city.

Benefits of supporting children's participation

There are a number of benefits of supporting children's participation and active citizenship including the following:

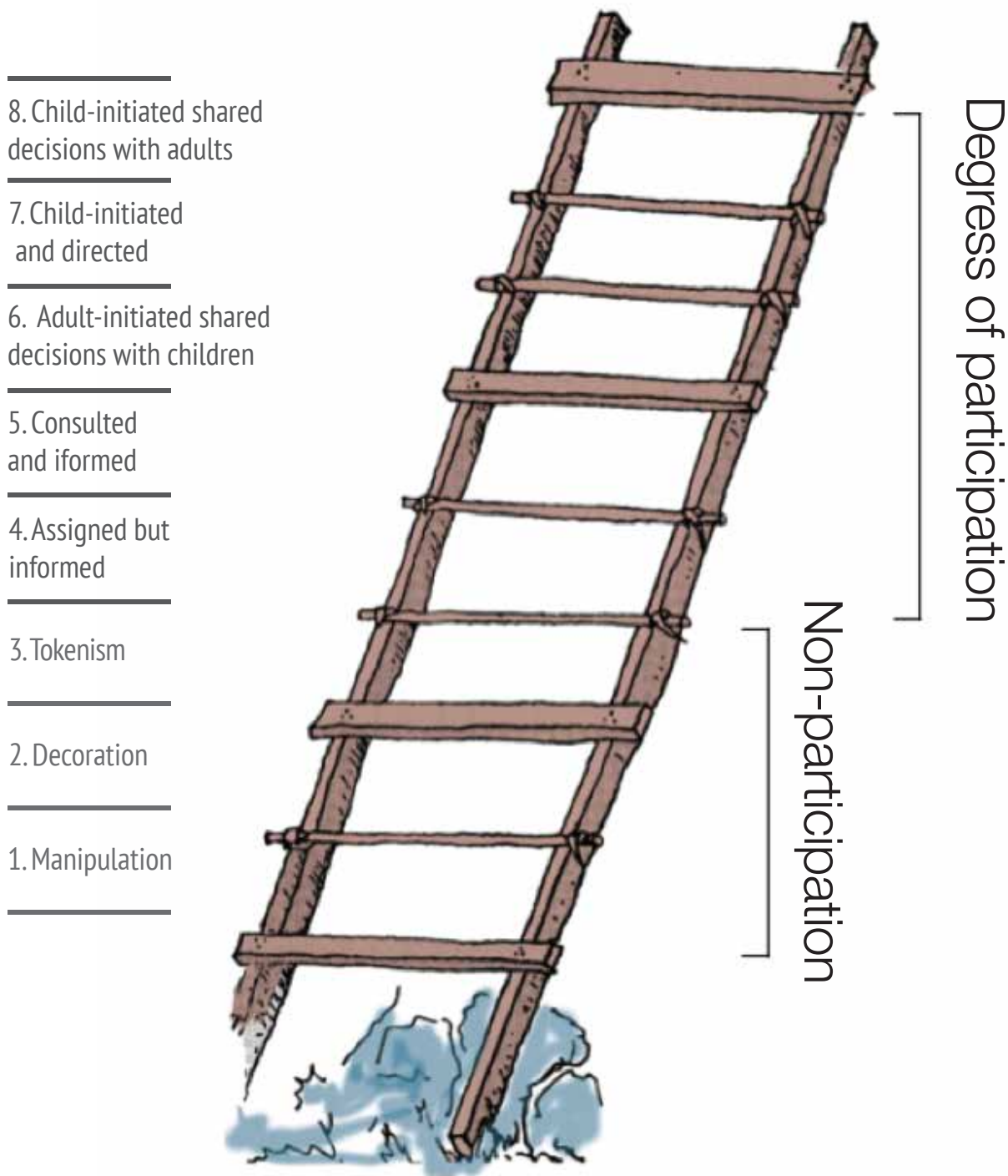
- Children are experts at being 'children' whereas adults can only reflect on past childhoods. They are able to make important contributions at home, in school, in the community and in the media.
- Children who learn and practice citizenship rights and responsibilities tend to become adults who are active citizens who exercise their rights and responsibilities.
- Investing in well-informed, aware and educated citizens has benefits for economic growth. A smarter workforce is a stronger workforce. A stronger workforce produces a stronger economy. A stronger economy reduces generational poverty.
- Children with access to information about health and sexuality are better able to protect themselves and make good choices
- Children in institutions are less likely to be abused or feel frustrated if they can express their views and have access to effective complaints mechanisms.
- Active citizenship builds trust, responsibility and reduces violence. Without opportunities for productive civic engagement, young people's frustrations may result in negative social behaviours.

Forms of children's participation

Children are marginalized in adult-centered society. They experience unequal power relations with adults and much of their lives is controlled and limited by adults. The main complications do not arise from children's inabilities or misperceptions, but from the positions ascribed to children (Alderson and Goodney, 1996, p.106).

There are many types and levels of participation you can initiate within your city. The most critical elements of the forms of participation you create are that they are flexible, voluntary and diverse in that they allow for children and young people of across the entire population group have the opportunity and choice to be involved.

The Ladder of Participation



Eight levels of young people's participations. The ladder metaphor is borrowed from Sherry Arnstein (1969); the categories are from Roger Hart.

Image 2: Hart's Ladder of Children's Participation (Hart 1997)

One of the influential models of children's participation came from Roger Hart, with his 'ladder of children's participation'. The ladder distinguishes possible types of adult-child interaction represented in a participatory practice. The model is devised of eight separate rungs, with the bottom three, 'manipulation', 'decoration' and 'tokenism', representing forms of non-participation. The top five rungs represent varying degrees of participation, from projects that are assigned to children but are informing, to those which are initiated by young people who then share decisions with adults. In his explanation of the model, Hart cautions that it does not imply children should always be operating at the highest rung; that a child may work at whatever level they choose, at any stage of the process. According to Hart, what the model offers is simplicity of form and clarity of goals that enable a wide range of professional groups and institutions to rethink ways to engage with children. By providing a lens for understanding and evaluating current ways of working, the model has the potential to help individuals devise a tool or strategy more complex and useful to their particular context. The identification of the lowest ladder rungs of non-participation, is probably the most useful for many cities who are trying for the first time to move from tokenistic modes of participation to more authentic and richer relationships with its children and youth.

As children become more skilled and confident in their relationship with adults in the child friendly cities process, there is a hope these modes of child centered and directed participation types will become more evident. Assigned participation is the lowest level of participation in terms of children's authentic involvement – whereas collaborative or self-initiated participation are the most active and child centered and child directed forms of participation. The age and competency of children may also be a factor in the type of participation they are able to engage in, and although in the beginning it may be important to support a child's participation age and competency should never be viewed as a barrier but be recognized as the challenge of the adult to take responsibility to scaffold and support a child to enable them to participate more fully as the adult nurtures the skills of participation. In Box 2 there is a list of possible types of participatory roles available for children to engage with adults. While there are no rules about what types of participation you must provide for children it is clear that some types of participation provide more authentic and child centered participatory opportunities



TYPES OF PARTICIPATION

Self-initiated participation

Children self-identify or organically involved in child-led participatory process and initiate individually or negotiate involvement with group of children– they may invite adults to participate with them.

Collaborative participation

Adults and children are partners and decide together from the onset the type and level of participatory roles available for all participants

Negotiated participation

There are a number of roles and opportunities for participation presented to the of children who can negotiate with the adult around a role that best suits their needs and capacities, participation is voluntary.

Invited participation

Adult invites a child to participate in pre-determined roles with non-participation or withdrawal little or no consequences to the child

Assigned participation

Adults tell a child to participate in pre-determined roles and they have no choice of non-participation without consequences.

Box 2: Types of Children's Participation

ADULTS ROLE IN PARTICIPATORY PROCESSES

There are number of rules, roles and responsibilities adults should take to ensure that the participation of children and young people is valuable and supported. Adults should:

- Take children seriously as citizens
- Sit back and listen respectfully
- Inform children in ways they understand
- Understand that 'children-friendly' is not 'childish'
- Provide children with full information (all issues, all consequences)
- Promote skills for making choices and taking responsibility for the consequences
- Leave children free and the space to make their own decisions
- Provide support and guidance, not teaching or preaching
- Encourage other adults to support democratic parenting, family life schooling and governance
- Allow children to live their own lives and accept their decisions
- Learn how to express their own opinions respectfully without dominating
- Provide through good modelling, show by example.

Some general principles for children's participation in the public domain include placing the main emphasis on children's involvement in decisions at community level, rather than the national or international level. You should ensure that public decisions are informed and influenced by children's views and concerns is more important than high-level events that bring children and decision makers together, but that fail to take children's opinions into account. You should take a long-term approach to gradually increase children's control over decisions and to strengthen sustainable mechanisms for children's involvement in decision-making. Ensure any large-scale investments for children's involvement in governance should be based on solid evidence and not on political correctness or wishful thinking and therefore letting children down by high expectations or projects that are deemed to fail from their beginning. Make sure you link children's involvement in governance with the broader governance agenda.

GOVERNMENT RESPONSIBILITIES TO SUPPORT CHILDREN'S PARTICIPATION

The government at the local, regional and national level should take responsibility to support authentic processes supporting children participation by:

- Reviewing legal and administrative procedures to ensure children's participation involvement in important decisions is CRC compatible and consistent with the child's evolving capacities.
- Raising awareness among adults and children about children's right to express their opinions and its implications for children to be involved in decisions.
- Promoting active learning and teaching methods in education
- Developing the capacities of adults such as teachers, health workers, social workers and other professionals to communicate with children and to involve children in decisions.
- Promoting respect for children, listening skills and democratic parenting practices through parenting education and preparation for parenthood.
- Developing children's decision-making skills in schools and in other institutions through management committees and other participatory decision-making structures.
- Ensuring that all public policies (not just ones dealing directly with children) are developed based on the views of children and youth people.



PRACTICAL WAYS TO ENSURE CHILDREN'S PARTICIPATION IN THE ACTION PLAN

The best judge of how a city is providing for its children is the children and their families therefore a child friendly city strategy has at its heart the role of children and families as key knowledge generators and monitors of actions, services and facilities.

- Develop actions in the children's plan designed to set in motion and maintain the impetus of children's participation
- Create some form of permanent structure for children's participation that facilitates consultation by municipal leaders of the views of children and young people with regard to the matters that concern them.
- Install suggestion/monitoring boxes in the various municipal areas and departments in order to collect children's views on the services provided.
- Set up an e-mail address or website to gather the views, ideas and concerns of children on any municipal matters that effect them.
- Promote the celebration of an annual event in which children and young people involved in the participation process meet up with their counterparts from other municipalities.

MEASURING PARTICIPATION

Finally when providing evidence and monitoring child and youth participation it is important to consider three key areas: the extent of children participation; the quality of children's participation and the impact of their participation.

1. The extent of children's actual engagement can be assessed by considering the level of their involvement and type of participation alongside the point at which they become involved. So at what point did adults seek children's views, what type of collaboration was engaged between eth child and the adults; and finally where children provided the opportunity to identify their own concerns and processes and advocate for themselves outside of the control of adults.

2. The quality of children's participation must be assessed against a set of indicators relating to the principles or standards that are widely agreed to represent appropriate practice when working with children. Participation of children must be transparent, accompanied by appropriate information, voluntary, respectful, relevant, child friendly and enabling, inclusive, safe and sensitive to risk and accountable.

3. Finally, the impact of their participation needs to be measured. In any individual initiative or activity, the indicators of effectiveness will need to be determined by the children, together with the relevant adults involved. They might include indicators of impact directly on the children themselves, for example, in terms of confidence, skills-building, self esteem, on the project or programme outcomes, on staff, on parents, on attitudes towards children within local communities, as well as on the broader realisation of the rights of children.

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ATTACHMENTS

Attachment One: National Kazakhstan Child Friendly Cities Index

Kazakhstan Child Friendly Cities Index Alignment and Targets

Child Friendly Cities Index		MDG *	MTSP **	GCI ***	KAZ ****	National Targets
Children's Good Start to life						
Healthy Start	Impact indicators					
	Infant mortality rate	x		x		
	Under age five mortality rate per 1,000 live births	x				
	Mortality from pneumonia children under 5		x			
	Mortality from diarrhoea children under 5		x			
	Mortality from trauma and toxication children under 5				x	
	Percentage of pregnant women suffering from anaemia		x		x	
	Maternal mortality rate	x				
	Number of suicides among children and youth under 18 per 100,000 child population				x	
	Percentage of coverage by antiretroviral treatment (ART) among eligible girls and boys aged 0-14 years and eligible adolescent girls and boys aged 10-19 years		x			
	Tuberculosis cases among children under 18 per 100,000 child population			x		
	Process indicators					
	Number of doctors per 10,000 children				x	
	Number of nursing and midwifery personnel per 10,000 population				x	
	Percentage of children under 12 months who have been immunized		x			
	Percentage coverage by triple drug regimens of pregnant women living with HIV		x			
	Percentage of primary healthcare organizations adopted integrated management of childhood illnesses and care for development.				x	
Water & Sanitation	Impact indicators					
	Percentage of population in the city/rayon with access to improved drinking water				x	
	Percentage of occupied houses in city/rayon with access to centralized hot water supply, sewage system, gas, central heating and bathrooms.				x	
Children's Protection from Harm						
Protection	Impact indicators					
	Number of child deaths from road traffic accidents per 100,000 child population				x	
	Number of crimes committed against children per 100,000 child population				x	
	The number of child deaths from natural disasters (fire, floods, muds, extreme temperatures etc.) per 100,000 child population				x	
	Number of children on police registry per 100,000 child population				x	
	Number of children in pre-trial & post-trial detention per 100,000 child population				x	
	Proportion of children sentences receiving a custodial sentences				x	
	Percentage of children released from detention receiving aftercare				x	
	Number of children in special schools for children with offending behavior per 100,000 child population				x	

	Process indicators					
	Existence of a city plan of action for disaster readiness and environmental improvement that include children				x	
	Existence of support services providing support for victims of abuse or violence				x	
	Number of family support centers established in cities		x		x	
	Number of youth visits to Youth Friendly Services per year				x	
Children's Education & Knowledge						
	Impact indicators					
	Pre-school participation gross enrolment ratio				x	
	Percentage of children with disability enrolled in inclusive pre-school				x	
	Percentage of children with disability enrolled full time in inclusive general secondary schools				x	
	Percentage of children with registered disability status receiving education at home. Their share in total population of children with disabilities.					
	Number of children who did not attend school for more than 10 days without a valid reason				x	
	Process indicators					
	Schoolchildren/teacher ratio				x	
	Percentage of male school-aged population enrolled in schools				x	
	Percentage of female school-aged population enrolled in schools				x	
	Share of schools which created conditions for inclusive education				x	
	Number of children with offending behavior per 100,000 child population				x	
	Access to Information					
	Process indicators					
	Number of internet subscribers per 1000 population		x		x	
	Percentage of schools who have emergency preparedness programs and regular training simulations				x	
	Number of house clubs per 1000 population				x	
	Number of child and youth media available in the city/rajon				x	
Children's Decent Standard of Living						
	Impact indicators					
	Share of children living in households with per capita consumption expenditure under minimum subsistence				x	
	Percentage of city child population deprived of parental care				x	
	Number of children entering formal care during a 12-month period per 100,000 child population				x	
	Proportion of children in formal care who are in residential care		x			
	Proportion of children in formal care who are in patronage, guardianship and kinship		x			
	Rate of adoptions per 100,000 child population				x	

	Process indicators					
	Percentage of children out of total child population receiving targeted social assistance					x
	Percentage of child population with special needs (0-18)					x
	Percentage of child population with registered disability (0-18)					x
	Percentage of families with children with disability receiving subsidies for those taking care of disabled child					x
	Number of social workers in health					x
	Number of social workers in education					x
	Number of social workers in social welfare for home-based children					x
	Number of cases processed through an established assessment system (gatekeeping)					x
	Percentage of migrant children					x
	Share of children in vulnerable families					x
Environment	Impact indicators					
	Index of air pollution					x
	Level of pollutant emissions from stationary sources of pollution per capita in thsd. tons					x
	Percentage of households using wood, coal or other materials for heating and food preparation					x
Children's Play & Cultural activities						
Play & recreation	Process indicators					
	Number of parks/playgrounds for children per 1000 child population					x
	Square meters of public indoor recreation space					x
	Hectares of public outdoor recreation space					x
Cultural engagement	Process indicators					
	Number of child or youth clubs (including children with disabilities and other marginal groups) available per 1000 child population					x
Children's Civic Participation						
Participation	Impact indicators					
	Percentage of children who participated in city decision making forums or consultations					x
	Number of children including disadvantaged children who participated in child friendly cities specific project or activity per 1000 child population.					x
	Number of children including disadvantaged children who participated in data collection activities on their lives per 1000 child population					x
	Share of schools having specific programs or activities to ask children's opinions including disadvantaged children					x
	Functioning mechanisms to promote participation in decision-making processes by disadvantaged children and adolescents					x
Rights	Impact indicators					
	Number of schools offering specific curriculum on children's rights as a percentage of all schools in city					x
	Percentage of city budget allocated to families and children		x			
	Percentage of services for children provided by NGOs (state programs, social contracting)					x

* MDG indicators

** Mid-Term Strategic Plan (UNICEF) indicators

*** Global Competitiveness Index (WEF) indicators

**** Kazakhstan Relevant indicators

Background indicators

General	
Total city population	
Population density (per square kilometer)	
Percentage of country's population	
Number of total child population 0-18, (disaggregation by 0-1, 2-14, 15-18)	
Number of total youth population 19-29 (disaggregation by 19-24, 25-29)	
Number of adult population (30-64)	
Number of senior citizens (65+)	
Male to female ratio (# of males per 100 females)	
Annual population change	
Economy	
City Product per capita (US\$)	
City Product as a percentage of Country's GDP	
Number of Businesses per 1000 Population	
Total employment	
Annual average unemployment rate	
Population Dependency Ratio	
Healthy start	
Number of HIV positive boys and girls (10-19)	
Number of ART eligible boys and girls (10-19)	
Number of tuberculosis cases among children under 18	
Number of children under 12 months who have been immunized	
Number of pregnant women living with HIV	
Number of primary healthcare organizations in the city	
Prevalence of underweight children under 5 years of age	
Water & sanitation	
Total number of occupied dwelling units (owned & rented)	
Persons per unit	
Dwelling density (per Square Kilometer)	
Children's protection from harm	
Number of children sentenced during the 12 month period	
Number of children sentenced to deprivation of liberty during a 12 month period	
Number of children released from detention during the 12 month period	
Number of Youth Friendly Services in the city	
Children's Education & Knowledge	
Number of children with disabilities (0-18, girls/boys)	
Number of children with registered disability status (0-18, girls/boys)	
Number of children with disability status receiving education at home	
Number of families with children with disabilities	
Number of all general secondary schools	
Number of all specialized schools (disaggregation by type of school)	
Children's Decent Standard of Living	
Total number of households	
Total number of households with children	
Total number of children in households with per capita expenditure under minimum subsistence	
Number of families with children receiving targeted social assistance	
Number of children in families receiving targeted social assistance	
Number of new immigrants, their share in city population	
Number of people migrating from elsewhere in the country, their share in city population	
Number of immigrant children	
Number of children from vulnerable families	
Children's Civic Participation	
Total budget allocated for children and their families (in Tenge/USD)	
Number of NGOs dealing with child issues	

Attachment Two: Governance Checklist

The Child Friendly City Governance Checklist An Instrument for Self-Assessment and Dialogue

INTRODUCTION

This tool is designed to serve as a template for any Local Authority (LA) that wishes to explore how it might become more children friendly. It is based on the UN Convention on the Rights of the Child (CRC) and the commitments undertaken to implement it at local and national levels as well as on the Child Friendly Cities Framework for Action⁸, and is designed to support LAs in this effort. It addresses how an LA attempts to respond to the particular needs of children by how it collects data, listens to the perspectives of children and parents, makes policies, strategies and plans, works with communities, trains staff and informs civil society. The aim is to trigger thinking and guide a discussion around processes and structures in place to meet children's needs and to guarantee their rights. As this is a universal template, and the range of governance contexts and dimensions are varied around the globe, it is suggested that it be used with the approach that is most appropriate to the specific municipal and country setting. A range of options for its use include: a) For those municipalities that see the value of arranging an intersectoral committee to strengthen a child friendly city, it can be used as a facilitator's guide for group discussion amongst officials representing the full range of relevant municipal agencies; b) If it is not possible to arrange an inter-agency workshop it can be used as an interview guide for use with an official from each relevant agency; c) For those municipalities that already have something equivalent to a child friendly city assessment tool(s) it can be used as a checklist to compare and supplement the contents of this tool(s).

It should be highlighted that this tool contains a range of elements that municipal governments should be considering to guarantee children's rights. The focus is not on service availability⁹ but rather on structures and processes to prevent or respond to children's rights violations. It is not expected that an LA will score positively on every single item. Instead, the tool should guide stakeholders in paving the way towards building a child friendly municipality. Please note the phrase "perspectives of children" is used throughout this document to refer to the full range of children from birth to eighteen years of age. It is assumed that in most cases, the perspectives of very young children, seven years of age or under, would be offered by their parents.

⁸ www.childfriendlycities.org.

⁹ Another set of tools is available to be completed by government officials and community services providers, as well as children and caregivers (Community Assessment Tools available at www.childfriendlycities.org and www.unicef.kz)

a) The Use of the Tool for Inter-agency Team Discussion:

The process is designed to ensure a multi-sector assessment and to trigger a multi-sectoral approach to children's issues. For this reason, it is recommended that the tool be completed collaboratively by a group of people who are representative of the breadth of government agencies. If such a group does not currently exist, it will be necessary to form one, at least for the process of completing this assessment. Ideally, the group should not be limited to representatives from those agencies conventionally associated with children. It should include people who can represent the full range of agencies, including water and sanitation, transportation and housing. It should also include the significant child-serving NGOs working in the municipality. In order to ensure the inclusion of representatives from line Ministries which do not have local representation, the facilitator may need to approach the relevant sector's representatives individually. Once direct contact has been made, a coordination meeting can be organised as it is important to have an interaction of different agencies to provide accurate responses. Individual agency representatives should be given the tool in advance so they can prepare by seeking the relevant information through archives and discussions with colleagues. If a representative from any particular agency is not able to join the meeting, the facilitator can use the guide to interview them and elicit the crucial information prior to the inter-sectoral meeting.

Tips for using the tool:

- Due to the collaborative nature of this effort, it is recommended that there be a facilitator with broad knowledge of governance of the municipality to facilitate the use of the tool and the discussion. It may, however, require more than one discussion session to complete the tool.

The tool consists of two parts:

a) A summary table where the facilitator or rapporteur can summarise the discussion and record the outcomes. The table includes key questions/items and an answer sheet with "yes", "no". There are then spaces for comments and future plans. If the yes/no type of answer is not considered appropriate, comments can be the only information recorded. A column on the left side defines the responsible authority for each item. The questions read as if the municipality (municipal government or local authority) is responsible for that specific action. The column gives the opportunity to specify if another level of government or a specific institution is in charge of that specific issue even at the municipal level.

b) A guide for discussion, which breaks down the key questions into detailed items. These represent different options for the facilitators (or stakeholder if he/she is using the tool for self-assessment) to consider in the discussion.

- Documentation and reporting: Because the primary purpose of this tool is to help municipalities reflect on how to improve governance for children, it will be helpful to document the valuable discussions that will take place in the process of completing the table. Some of these discussions will go beyond what can be recorded on the table. Upon completion of the assessment it is important for the group to look at the results as a whole to get a critical overview of the state of affairs for children. Ideally, the data and the discussion from the use of this tool will be valuable for producing a report that has two components: a) A comprehensive assessment agreed upon by an appropriately representative team; and b) A summary of the state of affairs of governance for children in the municipality based upon the discussion that was stimulated by the use of the instrument. This report can then be made broadly accessible on the state of governance for child friendliness in the LA.

Authority?		Yes ✓	Planned or in process (please describe)	No ✓	Possible action points for the future
	I. GOVERNMENT-WIDE COMMITMENTS TO CHILDREN				
	Municipal Policy-making for children				
	Does a strategy exist to address children's rights at the municipal level?				
	Has the municipality mainstreamed children's rights in policy-making processes?				
	Is there a council or body that broadly debates and creates, or advises, on policies that concern children?				
	Are children's views incorporated into the decision making of city council?				
	Are all policy makers and elected officials trained on children's rights?				
	Coordination of Actions for Children across Government Agencies				
	Is there an effort to coordinate between all relevant agencies on issues relating to children?				
	Budgeting for Children				
	Are the overall city budgets and the elements within it analyzed adequately to reveal the proportion spent on children?				
	Data on Children				
	Is all data concerning families and children in the municipality made available in a centralized repository?				
	Does the municipality collect its own data on children and youth?				
	Does any of the available data allow you to do comparative neighborhood level analysis on the conditions of children?				
	Is there household level data?				
	Does the data include children who live in illegal settlements?				
	Is there a city report with data on children that is made available to civil society/ the general public?				

	Plans of Action for Children				
	Do the municipal government's general plans of action typically include specific sections about children?				
	Is there a specific municipal plan of action for children?				
	Does the local plan of action include the assessment of impacts on children?				
	Does the local plan of action include the assessment of impacts on children?				
	Public and Professional Awareness of Children and Children's Rights				
	Are there efforts to raise the public's awareness of children's rights?				
	Are there training programs for all persons dealing with children? (Including teachers, doctors, nurses, lawyers, judges, police, psychologists, social workers, prison staff, and staff working in institutions)				
	Advocacy for Children				
	Is there a special advocate or ombudsperson for children?				
	Community Governance				
	Does the municipal government regularly work with community based organizations and community governance structures?				

Authority?		Yes	Planned or in process (please describe)	No	Possible action points for the future
	II. RECOGNIZING CHILDREN'S RIGHTS WITHIN PARTICULAR SECTORS				
	Social Services and Protection				
	Is there a system to ensure free birth registration for all children in the municipality?				
	Is there a place where families can go in times of crisis, for financial or other basic survival assistance?				
	Are there employment programs to support youth under 18 years of age?				
	Are confidential mechanisms in place to ensure children are protected from abuse, violence and neglect?				
	Is there a municipal strategy for the protection of children from trafficking and violence?				
	Are there specialized services for children without caregivers, which prevent and avoid their institutionalisation?				
	Is there a strategy to deal with problems of social exclusion, discrimination and bullying of children?				
	Are there social services for children with special needs?				
	Juvenile Justice				
	Is the system for children in conflict with the law separate from the system for adults at the municipal level?				
	Education				
	Does the municipality monitor the enrolment and attendance of all groups of children, and identify patterns of exclusion?				

	Does the municipality monitor the quality of children's learning in schools?				
	Does the municipality monitor the quality of educational facilities?				
	Are there democratic structures in schools for children's voices to be heard?				
	Is there an independent councilor in the school that a child can turn to for confidential advice and support?				
	Is health education provided for children in school?				
	Does the municipality assess the needs and availability of preschools for families?				
	Play, Recreation and Sports				
	Are there specific places for children to engage in sports and organized games?				
	Are there specific places for children to engage in recreational space for older children?				
	Are there specific places for children to engage in spontaneous (un-programmed) play for younger children?				
	Does the government agency responsible for organized games and sports have a process for planning actions based on the assessment of the needs of children?				
	Is there any government agency concerned with the spontaneous (un-programmed) play of children?				
	Does the responsible agency monitor the quality and safety of sports/games facilities, recreational spaces, and play spaces?				
	Are there out-of-school social programs for children and youth?				

Authority?		Yes ✓	Planned or in process (please describe)	No ✓	Possible action points for the future
	Transportation				
	Has the municipal government analyzed any of the special issues for children regarding their use of transportation and has taken action based on the findings?				
	Has the municipal government analyzed the problems of children's safety in relation to traffic?				
	Does the municipal government support the special transportation needs of children with disabilities?				
	Environmental Health				
	Does the municipal government monitor the availability and quality of water in relation to families with children and use this for taking action?				
	Does the municipal government monitor sanitary conditions in relation to families with children and use this for taking action?				
	Does the municipality systematically monitor the impact of environmental hazards on children and use this for taking action?				
	Public Health				
	Does the municipal government monitor the availability and quality of hospitals and community health centers?				

Authority?		Yes ✓	Planned or in process (please describe)	No ✓	Possible action points for the future
	Does the L.A. for health systematically assess each child's physical health?				
	Does the L.A. for health systematically assess each child's nutritional status?				
	Does the L.A. for health systematically assess each child's mental health?				
	Does the L.A. for health ensure that children are registered for personal health services?				
	Does the L.A. for health regularly map the distribution of illness and diseases affecting children as a basis for environmental and health service interventions?				
	Urban Planning and Public Works				
	Is there a systematic process for assessing and monitoring the physical conditions of children's housing?				
	Does the L.A. systematically consider children in planning, designing and improving public spaces?				
	Are the needs of children with disabilities taken into account in the planning, designing and improving of public spaces?				
	Emergency Preparedness and Response				
	Does the municipality have an emergency preparedness and response plan that specifically mentions children?				
	Are children educated to be prepared for emergencies that are possible in their city?				

Attachment Three: Sample of a Pledge to Acknowledge an Expression of Interest by a City

Kazakhstan Child Friendly Cities Assessment and Recognition City Pledge

“Every disadvantaged child bears witness to a moral offense: the failure to secure her or his rights to survive, thrive and participate in society. And every excluded child represents a missed opportunity – because when society fails to extend to urban children the services and protection that would enable them to develop as productive and creative individuals, it loses the social, cultural and economic contributions they could have made.”

Anthony Lake
Executive Director, UNICEF
State of the World’s Children 2012: Children in an Urban World

The Kazakhstan Child Friendly Cities Index Pledge Process

Hereby, a city of _____ takes an obligation to:

1. Sign up to participate in the Kazakhstan national child friendly city assessment and recognition program;
2. Pledge to collect city wide data to correspond with indicators in the National Kazakhstan Child Friendly Cities Index;
3. Pledge to identify and target areas for achievement and improvement based on the city wide assessments;
4. Pledge to facilitate civic mobilisation and children’s participation projects and monitor their success;
5. Pledge to identify who are the most vulnerable children in the city and plan ways over time to collect disaggregated data at the neighbourhood level on these specific groups;
6. Pledge to find means to improve existing policies and practices to improve the cities performance and to meet targets against indicators in every 2-year cycle;
7. Pledge to continuously evaluate social impact, improvement and progress using the Child Friendly Cities Index city-wide data in order to seek further recognition every 2-years.

Signed

Date

Attachment Four: Example Facilities and Services Assets Audit (City of Brimbank)

This facilities and services asset audit was conducted by the City of Brimbank, Australia with the children of the city. Through consultation children helped adults determine a set of eight categories of what they believed made a place child friendly. Groups of children then visited each of the facilities and services and evaluated the child friendliness according to the categories and reported this back to the city officials.

Category	Place	Suburb	Play sport and be active	Place with animal	Place to be creative	Colourful and beautiful	Place with people	Place to eat and shop	Place to relax indoor	Place with nature
Parks and Playgrounds	Buckingham Reserve	Sunshine West	✓	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	Lynch Gardens	Sunshine	✗	✗	✓	✓	✗	✗	✗	✓
Parks and Playgrounds	Matthew Hill Reserve	Sunshine	✓	✗	✗	✗	✗	✗	✓	✗
Parks and Playgrounds	McKay Gardens	Sunshine	✗	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	Pollard Gardens	Sunshine	✓	✗	✓	✓	✓	✗	✓	✗
Parks and Playgrounds	Wheelahan Gardens	Sunshine	✓	✗	✓	✓	✗	✗	✗	✓
Parks and Playgrounds	Chaplin Reserve	Sunshine	✓	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	Duke St Reserve	Sunshine North	✓	✗	✗	✗	✗	✗	✗	✓
Parks and Playgrounds	The Avenue Reserve	Sunshine West	✓	✗	✗	✓	✗	✗	✗	✗
Parks and Playgrounds	Lowe Crescent Reserve	Sunshine	✓	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	Carrington Drive Reserve	Albion	✗	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	More Park	Ardeer	✓	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	Suffolk Rd. Reserve	Sunshine North	✓	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	Sunshine Energy Park	Albion	✓	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	Ralph Reserve	Sunshine West	✓	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	Bickley/McCoubrie Reserve	Sunshine	✓	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	Monash/Pizzys Reserve	Sunshine	✓	✗	✗	✓	✗	✗	✗	✗
Parks and Playgrounds	Bennett Roberts Reserve	Sunshine West	✓	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	Northumberland Reserve	Sunshine	✓	✗	✗	✓	✗	✗	✗	✗
Parks and Playgrounds	Lewis/Saliba Reserve	Sunshine West	✓	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	Parson St. Blocks	Sunshine	✓	✗	✗	✗	✗	✗	✗	✗
Parks and Playgrounds	Ardeer Community Park	Ardeer	✓	✗	✓	✓	✓	✓	✗	✓
Restaurants	McDonald's	Sunshine	✗	✗	✗	✗	✓	✓	✗	✗
Restaurants	McDonald's	Sunshine	✗	✗	✗	✗	✓	✓	✗	✗
Restaurants	KFC	Sunshine	✗	✗	✗	✗	✓	✓	✗	✗
Restaurants	KFC	Sunshine	✗	✗	✗	✗	✓	✓	✗	✗
Restaurants	Hungry Jacks	Sunshine	✗	✗	✗	✗	✓	✓	✗	✗
Restaurants	Golden Leaf Chinese Restaurant	Sunshine	✗	✗	✗	✗	✓	✓	✗	✗

Shops	Big W	Sunshine	X	X	X	X	✓	✓	X	X
Shops	Sunshine North Office	Post North	X	X	X	X	X	X	X	X
Shops	Safeway	Sunshine	X	X	X	X	✓	✓	X	X
Shops	Sunshine Plaza Centre	Sunshine	X	X	X	X	✓	✓	X	X
Shops	Sunshine Marketplace	Sunshine	X	X	✓	X	✓	✓	✓	X
Shops	Kidsmile Toy Shop	Sunshine	X	X	✓	X	X	X	✓	X
Shops	Franklins	Sunshine	X	X	X	X	X	X	X	X
Community	Sunshine Library	Sunshine	X	X	✓	X	✓	X	✓	X
Community	Sunshine Cinemas	Sunshine	X	X	✓	X	✓	✓	✓	X
Community	Duke Street Community Centre	Sunshine	X	X	X	X	✓	X	✓	X
Community	Sunshine Railway	Sunshine	X	X	X	X	✓	X	X	X
Community	Sunshine Hospital	Sunshine	X	X	X	X	✓	X	X	X
Community	Sunshine Presbyterian Church	Sunshine	X	X	X	X	X	X	X	✓
Community	Wesleyan Methodist Church	Sunshine	X	X	X	X	X	X	✓	X
Community	Uniting Church	Sunshine	X	X	X	X	✓	X		X
Community	Assemblies of God Church	Albion	X	X	X	X	X	X	✓	X
Community	Assemblies of God Church	Sunshine North	X	X	X	X	X	X	✓	X
Community	Greek Orthodox Church	Sunshine	X	X	X	X	X	X	✓	X
Community	Greek Orthodox Church	Sunshine West	X	X	X	X	X	X	✓	X
Community	Cypriot Turkish Islamic Community	Sunshine	X	X	X	X	X	X	X	X
Community	Ethiopian Tsewon Zion Church	Brooklyn	X	X	X	X	X	X	X	X
Community	Our Lady's Catholic Church	Sunshine	X	X	X	X	X	X	✓	X
Community	St Mark's Anglican Church	Sunshine	X	X	X	X	✓	X	✓	X
Community	St Theresa's	Albion	X	X	X	X	X	X	✓	X
Community	Salvation Army Church	Sunshine	X	X	X	X	X	X	✓	X
Schools and Centres	Albion North Primary School	Sunshine North	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Albion Preschool	Albion	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Albion Primary School	Sunshine	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Alexandra Children's Centre	Sunshine	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Anderson ChildCare Centre	Albion	X	X	✓	✓	✓	X	✓	X
Schools and Centres	Ardeer Primary School	Ardeer	✓	X	✓	✓	✓	X	✓	X
Schools and Centres	Ardeer South Primary School	Ardeer	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Dorothy Carlton Preschool	Sunshine North	✓	X	✓	X	✓	X	✓	X
Schools and Centres	East Sunshine Preschool	Sunshine	✓	X	✓	✓	✓	X	✓	X

Schools and Centres	Fairbairn Road Preschool	Sunshine West	X	X	✓	X	✓	X	✓	X
Schools and Centres	Furlong Park School for the Deaf	Sunshine North	✓	X	✓	X	X	X	X	✓
Schools and Centres	Glengala Park Primary School	Sunshine West	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Glengala Primary School	Sunshine West	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Killeen Street Child Care Centre	Sunshine West	X	X	✓	X	✓	X	✓	X
Schools and Centres	Mother of God Primary School	Ardeer	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Sunshine North Preschool	Sunshine North	✓	X	✓	X	X	X	✓	X
Schools and Centres	Our Lady's School	Sunshine	✓	X	✓	X	✓	X	X	X
Schools and Centres	Phoenix Street Children's Centre	Sunshine North	✓	X	✓	X	X	X	✓	X
Schools and Centres	Ridgeway Parade Preschool	Sunshine West	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Rose Garden Child Care	Sunshine West	✓	X	✓	X	X	X	✓	X
Schools and Centres	South Sunshine Preschool	Sunshine	✓	X	✓	✓	✓	X	✓	X
Schools and Centres	St Bernadette Primary School	Sunshine North	✓	X	✓	X	✓	X	✓	X
Schools and Centres	St Paul's Primary School	Sunshine	✓	X	✓	X	✓	X	✓	X
Schools and Centres	St Peter's Primary School	Sunshine	✓	X	✓	X	✓	X	✓	X
Schools and Centres	St Theresa's Primary School	Albion	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Sunshine Christian Primary School	Sunshine North	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Sunshine East Primary School	Sunshine	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Sunshine Heights Preschool	Sunshine West	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Sunshine Heights Primary School	Sunshine West	✓	X	✓	✓	✓	X	✓	X
Schools and Centres	Sunshine North Primary School	Sunshine North	✓	X	✓	X	✓	X	✓	✓
Schools and Centres	Sunshine Preschool	Sunshine	✓	X	✓	✓	X	X	✓	X
Schools and Centres	Sunshine Primary School	Sunshine	✓	X	✓	✓	✓	X	✓	X
Schools and Centres	Sunshine Salvation Army Playgroup	Sunshine	X	X	X	X	X	X	X	X
Schools and Centres	Sunshine Special Development School	Sunshine West	✓	X	✓	X	✓	X	✓	X
Schools and Centres	Sunshine Young Mums Playgroup	Sunshine		X	X	X	X	X	✓	X
Schools and Centres	Sunvale Primary School	Sunshine	✓	X	✓	X	✓	X	✓	X

Games and Leisure	Albion Football Club	Sunshine	✓	✗	✗	✗	✗	✗	✗	✗
Games and Leisure	Brimbank City Derzelez Soccer Club	Sunshine	✓	✗	✗	✗	✗	✗	✗	✗
Games and Leisure	Sunshine Community Centre	Sunshine West	✓	✗	✓	✗	✗	✗	✓	✗
Games and Leisure	Melbourne Knights Junior Soccer Club	Sunshine	✓	✗	✗	✗	✗	✗	✗	✗
Games and Leisure	Sunshine North Football Cricket Club	Sunshine North	✓	✗	✗	✗	✗	✗	✗	✓
Games and Leisure	Sun Yoga	Sunshine	✓	✗	✓	✗	✗	✗	✓	✗
Games and Leisure	Sunshine Baseball Club	Sunshine	✓	✗	✗	✗	✗	✗	✗	✗
Games and Leisure	Sunshine Heights Cricket Club	Sunshine West	✓	✗	✗	✗	✓	✗	✗	✗
Games and Leisure	Sunshine Heights Junior Soccer Club	Sunshine West	✓	✗	✗	✗	✗	✗	✗	✗
Games and Leisure	Sunshine Leisure Centre	Sunshine	✓	✗	✗	✗	✓	✗	✓	✗
Games and Leisure	Sunshine Roller Skating Centre	Sunshine	✓	✗	✗	✗	✓	✓	✓	✗
Games and Leisure	Sunshine United Cricket Club	Albion	✓	✗	✗	✗	✗	✗	✗	✗
Games and Leisure	The Youth Junction	Sunshine	✓	✗	✗	✗	✗	✗	✓	✗
Games and Leisure	Westgate Football Club	Ardeer	✓	✗	✗	✗	✗	✗	✗	✗
Games and Leisure	Fun City Entertainment Complex	Sunshine	✓	✗	✓	✗	✗	✓	✗	✗
Games and Leisure	AMF Bowling Centre	Sunshine	✓	✗	✗	✗	✓	✗	✓	✗
Games and Leisure	Talintyre Reserve Skate Park	Sunshine West	✓	✗	✓	✗	✗	✗	✗	✗