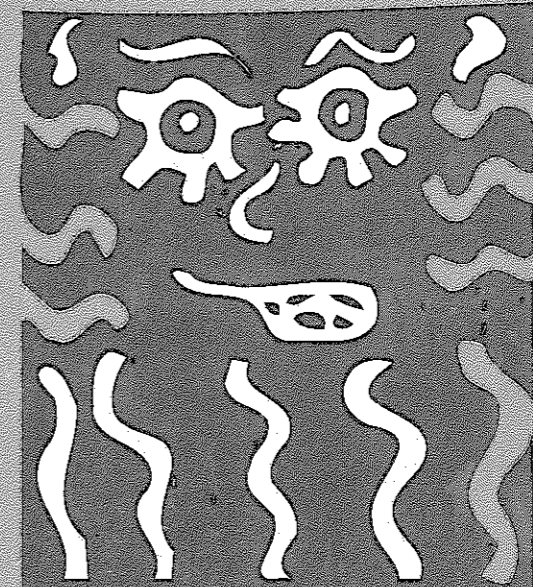
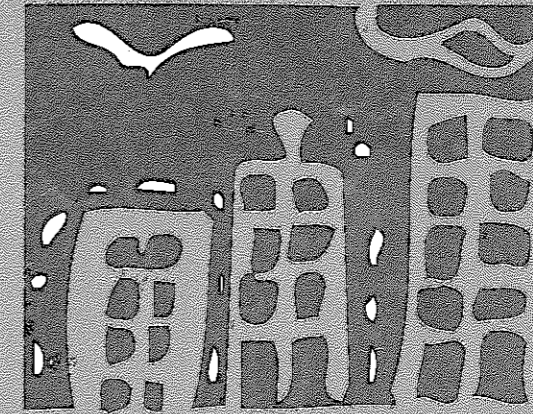


UNICEF

Division of Communication
3 UN Plaza, H6F
New York, NY 10017
USA
Fax: (212) 326-7059
E-mail: pubdoc@unicef.org
Web site: www.unicef.org



CHILDREN'S
RIGHTS AND
HABITAT

WORKING
TOWARDS
CHILD-FRIENDLY
CITIES



Printed on recycled paper 

February 1997

CHILDREN'S RIGHTS AND HABITAT: WORKING TOWARDS CHILD-FRIENDLY CITIES

Reports of the Expert Seminar,
New York, 1 and 2 February 1996,
and the UNICEF Workshop,
Istanbul, 5 June 1996



unicef

unchs/Habitat

**Children's
Environments
Research
Group**

The logo that appears on the cover of this publication is a reproduction of an oil on canvas original painting by Nelci Carmelo, a 14-year-old street child from Santos, Brazil. The painting is titled, 'The Child Thinking the City'. According to Nelci, the painting is a reflection of the life of children in the streets.

CONTENTS

Preface	1
Introduction: Defining the Child-Friendly City	3
Part I: Urban Children's Rights and the Conditions for Achieving Them	5
Family Security	5
The Home and its Surroundings	7
Community	9
Part II: Obstacles and Constraints	13
Values	13
Information	14
Resources and Services	14
Structures and Models	15
Part III: Strategies, Mechanisms and Processes	16
Values and Attitudes	16
Information for Participatory Planning	18
Resources and Services	20
Structures and Models	22
Appendices	
1. The Children's Rights and Habitat Declaration	27
2. Children on the City Agenda: A New Vision for Urban Children and Families	29
3. Expert Seminar and Participants	33

PREFACE

Children have nearly the same wishes no matter where they come from. They want clean water to drink and enough food to eat. They do not want to be sick. They want space in which to learn, develop and play. They want to know their neighbours. Especially in cities, they want peace and safety from threats and violence. And they tell us that they want to collaborate with adults to make their world better. When children's interests are at the centre of a society's concerns, that society becomes humane. When forgotten, the society is thrown off balance.

The Convention on the Rights of the Child is a document which reminds us of our obligation to keep children at the centre of our vision for development. What distinguishes this document from every other international human rights instrument is its broad capacity to focus our vision and to drive public policy throughout the world.

A victory was won for the goals of the Convention on the Rights of the Child, and for children everywhere, during Habitat II and the events leading up to it. In Istanbul, it was declared that the well-being of children is the ultimate indicator of a healthy habitat, a democratic society and good governance. What we accomplished, as partners in this process, was to remind Habitat's participants of the Convention and of the importance of children and their living environments. We insisted throughout the entire process that the rights of children to homes, to safe, supportive neighbourhoods and to healthy surroundings should be part of the City Summit's goals. We now must take the gains made and move the process forward.

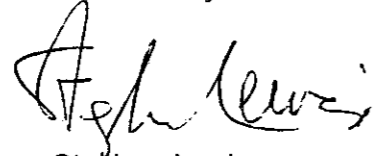
We are increasingly aware that in order to solve the problems in our cities and in our neighbourhoods, we must call on the skills and understanding of all parties. The achievement of children's well-being has distinct implications for governance, and it requires critical changes in current patterns of action at all levels.

Central to these changes is the necessity to delegate responsibility to the local level. This involves formal recognition and support for the efforts of local authorities and civil society representatives, not only by central governments, but by all the partners in development.

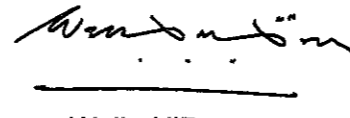
Local authorities, along with community-based organizations, NGOs and national leaders, must come together

to support an approach to development that involves all parties. We have work to do together in taking the ideals of the Convention and turning them into concrete actions for children. We need to translate the essence of the Convention into local strategies and methods that allow us to establish clear priorities in all our work. In this process we must find a healthy balance between short-term economic gains and long-term human development, between production and people.

We commit ourselves to taking an active role together to respond to the challenges facing our cities; to fighting strongly against poverty, ignorance, intolerance, exclusion and insecurity; and to transforming the degraded environments in which half of today's urban children live into child-friendly cities.



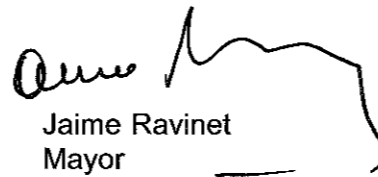
Stephen Lewis
Deputy Executive Director
UNICEF



Wally N'Dow
Executive Director
UNCHS/Habitat



Gorel Thurin
Swedish Parliament/
Radda Barnen



Jaime Ravinet
Mayor
Santiago, Chile
President, IULA



David Goldenberg
Plan International
representing the
Child Rights Caucus

INTRODUCTION: DEFINING THE CHILD-FRIENDLY CITY

In Nairobi in 1995, during the second preparatory meeting (PrepCom II) for the international United Nations Habitat II conference, delegates recognized that they had been giving insufficient attention in their agenda to the special needs of children for safe, secure and healthy living conditions. A child caucus, composed mainly of non-governmental organizations (NGOs) with Plan International in a leading role, drafted a resolution calling for compliance with children's rights, including their right to housing.

In response to this resolution, an international group of officials, practitioners, researchers and activists was convened by UNICEF and UNCHS/Habitat on 1 and 2 February 1996 to articulate the habitat conditions necessary to fulfil children's needs. This meeting was organized with the Children's Environments Research Group of the City University of New York's Graduate School and University Center.

Participants at the Expert Seminar determined that an effective approach for addressing the habitat needs of children was to give due consideration to the Convention on the Rights of the Child. A document was prepared, entitled Children's Rights and Habitat, which outlined the living conditions and principles of governance necessary for achieving children's rights. This document was submitted to delegates and lobbyists at the third preparatory meeting (PrepCom III) in February 1996 and was used to amend the Habitat II agenda so that it might more effectively address the issues of childhood in an urbanizing world. A slightly abridged version of Children's Rights and Habitat forms Part I of this booklet.

As the next phase of this effort, UNICEF organized a workshop during the Habitat II conference in Istanbul, and on 5 June a group of local authorities, researchers and agency officials met to share their ideas and experiences in the ongoing attempt to work towards the creation of child-friendly cities. Using Children's Rights and Habitat as a starting point, participants worked together in regional groups to identify the local and regional obstacles to the achievement of child-friendly cities, and to define the strategies and mechanisms for overcoming these obstacles. Their conclusions are presented in Parts II and III of this booklet.

The material in Parts II and III is divided into four parallel categories. The first deals with the underlying **values and attitudes** which drive a society at every level. The second looks at **information**, and both its production and its dissemination. The third category considers **resources and services**, broadly defined to include the knowledge and skills of community members. The final category deals with the **structures and models** at every level which create the framework for activity.

PART I: URBAN CHILDREN'S RIGHTS AND THE CONDITIONS FOR ACHIEVING THEM

FAMILY SECURITY

Nurturant families, in all their forms, are the primary institution and the best environment for protecting and promoting the rights and well-being of children. Whenever possible, children must be able to live with their families in adequate, secure housing. Essential to the survival of families is their capacity to support themselves in ways which do not undermine family life. When families are unable to provide adequately for their children, States have the obligation to assist and support them.

1.1 Families must have ready, legal and affordable access to housing and to the information, credit, land, materials or rental opportunities necessary for such access. There must be no discrimination owing to religion, ethnicity, race, sex, nationality, social status or political convictions.

1.2 Families must have legal security of tenure and must be protected from the traumatic effects of forced eviction and displacement and from other forms of arbitrary or unlawful interference.

1.3 In the event of unavoidable displacement or dispossession, families must be promptly compensated or relocated to an acceptable new site appropriate to the special needs of children.

1.4 Housing must be adequate and appropriate for family life.

a) Location must allow access to basic services and the necessities of life.

b) Housing must provide accommodation for the entire family, as it is locally defined, and must allow access to informal support networks, such as grandparents and extended family.

c) There must be adequate space, facilities, lighting, ventilation and warmth.

d) Conditions in the physical environment of the home must support the capacity of parents, grandparents and other caregivers to provide loving, nurturant care for their children.

Convention on the Rights of the Child

Preamble: ... The family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community... The child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding... Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child...

Article 3: In all actions concerning children ... the best interests of the child shall be a primary consideration. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being...

Article 5: States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child...

Article 6: ... States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 8: States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference...

Article 9: States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child...

Article 16: No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home...

Article 18: ... For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

Article 19: States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the

care of parent(s), legal guardian(s) or any other person who has the care of the child...

Article 20: A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State...

Article 22: States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties...

Article 27: States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development... States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing...

Article 30:... a child... shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture...

The right to housing is also guaranteed in the following international human rights instruments: the Universal Declaration of Human Rights (1948); the International Covenant on Economic, Social and Cultural Rights, article 11(1); the International Convention on the Elimination of All Forms of Racial Discrimination (1965), article 5(e)(iii); the Convention Relating to the Status of Refugees (1951), article 21.

e) Housing should lend itself to the preferred living patterns of its occupants and should allow for patterns of spatial interaction that are fundamental to the culture and to the child's understanding of cultural identity. This is particularly important for displaced families, since their cultural identity is unlikely to be reinforced by the wider surroundings.

f) There should be user participation, including that of children, in the planning and management of housing in order to ensure the appropriateness of the living environment.

1.5 Families must be able to provide adequately for their children.

a) They must have access to resources and to income-earning opportunities.

b) Conditions of livelihood must not be such that they disrupt or undermine family life.

c) Families must have access to a range of information and services, including family planning options, that will enhance their choices for improving the quality of their lives.

1.6 When families are unable to provide fully for their children, States have an obligation to support and assist them in providing an environment that is in the best interests of the child. Children must be protected from violence, abuse and neglect within the family.

1.7 Vulnerable children without family or home should be provided with care in a family-like setting which offers protection and security and is conducive to their full development.

THE HOME AND ITS SURROUNDINGS

Homes and their surroundings are the primary environment of most children during the critical early period in their lives when they are most vulnerable and are developing most rapidly. The home environment must be secure, safe and healthy, must facilitate caregiving and must meet children's basic physical, social, cultural and psychological needs. Children are active learners from the beginning of life, and the provision of a warm and stimulating environment, where each child is valued as an individual, is essential to support and maintain their full development.

2.1 Families and caregivers must have access to basic knowledge regarding child development, environmental care, and health and nutrition, including breastfeeding, and should be supported in the use of this knowledge.

2.2 Children must have a safe, healthy environment, beginning in the prenatal period. In order to combat malnutrition, gastro-intestinal ailments, respiratory disease and other hazards that threaten the lives of young children, the following conditions must be met:

a) There must be easy, safe and affordable access to sufficient supplies of clean water and to sanitation, ideally within the home or immediately outside it.

b) Children must have adequate nutrition, with no gender discrimination, and there must be safe facilities for food storage and preparation.

c) Children must be protected from the risk of injury within the home and its near surroundings.

d) Within the home and its surroundings, children should be protected from exposure to toxins and to air- or water-borne pollutants. In particular, in order to address acute respiratory infections, smokeless, harmless and sustainable household fuel must be available.

e) There must be adequate management of surface run-off, waste water and solid waste to prevent the breeding of disease vectors.

2.3 Children must have a home environment that supports their full development. Parents and other caregivers must be recognized for their central role in promoting the natural learning capabilities of their children. The physical environment of the home should enable parents and other caregivers to be responsive and interactive and to provide, according to their culture, a setting that supports and

Convention on the Rights of the Child

Preamble: The child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding...

Article 6: ... States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 17: States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health...

Article 18: ... For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities...

Article 23: States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community...

Article 24: States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health...

Article 27: States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development... States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing...

Article 30: In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture...

Article 31: States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts...

Article 32: States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development...

stimulates the full physical, mental, social, spiritual and moral growth of their children. This implies that adequate space must be available, and a diverse environment which provides sensory stimulation, opportunities for exploration and manipulation, access to safe space for play and the capacity to withdraw from noise and crowding.

2.4 The home environment of children should support the development of their cultural identity. This can be accomplished in part through family rituals within the home and through spatial organization (see 1.4(e)). In addition, children's play materials and the communication media, especially television programming, should be culturally appropriate and sensitive to children's needs.

2.5 Children must be protected from work in the home that threatens their health or development. Particular attention must be given to the plight of girls, whose contribution to the family is frequently taken for granted, and whose needs are often overlooked, to the detriment of their development, their future and the future of the families and societies that they will someday help to sustain.

a) Domestic work, such as carrying water and fuel or cooking, must not expose children to risk or be beyond their physical capacity.

b) Children's contribution to domestic work must not interfere with their opportunities for play, rest and education.

2.6 Parents and caregivers of disabled children must be provided with information that gives them an understanding of and respect for their children's potential and the means for achieving it. They should also be enabled to adapt their homes to meet the full range of their children's developmental needs.

Convention on the Rights of the Child

Article 6: ... States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 8: States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference...

Article 12: States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child...

Article 13: The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds...

Article 14: States Parties shall respect the right of the child to freedom of thought, conscience and religion.

Article 15: States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly...

Article 17: States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health...

Article 18: ... For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall ... ensure the development of institutions, facilities and services for the care of children. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19: States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child...

Article 20: A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State...

Article 23: States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community...

Article 24: States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health...

COMMUNITY

Communities must be physically, socially and emotionally healthy environments. Their inhabitants and their resources, services and institutions should go beyond maintaining basic survival to promoting a high quality of life for all.

3.1 Children must have community environments that promote physical health.

a) At the community level there must be the provision of basic infrastructure, water, sanitation and solid waste removal.

b) There must be provision for access to health information and preventive and curative services, including mental health care, and to emergency care in the event of injury or acute illness. People in marginal or unrecognized settlements must have a way of accessing the full range of health care.

c) Communities must be planned to minimize risks to children from traffic, unexploded landmines and other dangers.

d) Measures must be taken to reduce risks to children from radiation and all forms of pollution.

3.2 Children must be protected within their communities from intolerance, violence and all forms of exploitation, and should be enabled to develop into tolerant human beings.

a) Laws must be enacted and enforced that protect children from all forms of violence and from sexual and economic exploitation.

b) Law enforcement must be protective of children's rights as citizens, respectful of their cultural and religious identities, and cognizant of their particular vulnerabilities and developmental needs.

c) When safety cannot be guaranteed in the community at large, 'safe places' for children must be provided.

d) Children must be protected from the consumption of drugs and from drug-related exploitation. Preventive measures should be supported within the community through the provision of caring role models and of meaningful activities for young people.

e) For the protection of children, individuals who are responsible for any form of abuse against children should be required to undergo rehabilitation.

f) Children who have been victims of abuse and maltreatment, exploitation, armed conflict, torture and drug abuse must have appropriate treatment in facilities that are safe, healthy and homelike, and that take into account their developmental needs.

Article 28: States Parties recognize the right of the child to education...

Article 29: States Parties agree that the education of the child shall be directed to: the development of the child's personality, talents and mental and physical abilities to their fullest potential; the development of respect for human rights and fundamental freedoms...; the development of respect for the child's parents, his or her own cultural identity, language and values... the preparation of the child for responsible life in a free society... the development of respect for the natural environment...

Article 30: In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31: States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts...

Article 32: States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development...

Article 33: States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34: States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse...

Article 35: States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36: States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 39: States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40: States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and

g) Children who have been convicted of criminal behaviour must have rehabilitation that is appropriate to their developmental needs, and that has as a goal their reintegration into family and community.

3.3 Recognizing that for many children work outside the home is unavoidable, measures must be taken to protect these children from work that may be harmful to them.

a) Children must not be required to perform any work that may threaten their safety or be harmful to their health.

b) Work must not interfere with children's opportunities for play and education.

3.4 All children have the right to accessible care that is responsive to their particular needs. Young children should be provided with family-like child-care services if parents and others who might serve as caretakers are at work, sick or unable to attend to their children's needs for any other reason. Facilities should meet basic standards for the health and well-being of young children, and caregivers should be appropriately trained in the developmental needs of children.

3.5 In times of war, emergency or rebuilding, or in other situations where governance is missing for any reason, the interests of children must be given priority. Attention must be given to their long-term development and well-being, as well as to their immediate survival.

3.6 Children must have the opportunity for an education that helps them to meet their potential, supports their development as responsible members of society and prepares them adequately for life.

a) Creative ways must be found to make the right to education attainable equally for all children: girls and boys, poor children, children of minorities, immigrants, migrant groups, indigenous populations, refugees, disabled children, institutionalized children, working children and children living on the streets.

b) It must be recognized that informal and non-formal approaches, and some work experiences, may be viable alternatives or supplements to formal education, and these approaches should be supported and encouraged within the community.

c) Adequate child care and early childhood education are necessary foundations for life.

d) For sustainable community development, children's education should build on local knowledge of the community and environment and local livelihood skills, while also offering them access to knowledge of the wider world and

fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society...

flexible skills for future employment opportunities and a fulfilling life.

e) Active education on the Convention on the Rights of the Child should take place at all levels of society, especially at all government levels, and in those institutions that most affect children — schools, law enforcement, the judicial system and health and recreation provision.

f) Education should promote the health and safety of children in relation to the total living environment, extending the concept of primary health care to include primary environmental care.

3.7 Play and recreation are fundamental needs for children and key factors in their development. Children must have access to appropriate opportunities for play and to recreational facilities within their communities.

a) Opportunities for play and recreation, especially outdoors, must be available and easily accessible to all children, including children in difficult circumstances.

b) Play facilities, formal and informal, must be free from threats to children's health and safety.

c) Facilities for play and recreation must accommodate a range of needs and choices, including those of boys and girls of various ages, disabled children and street children, and must stimulate all aspects of development.

d) In adolescence, play has a different but equally important set of meanings. Access to space is essential for social interaction and for the development of a sense of belonging and group identity.

e) Convenient and safe access to natural settings should be readily available for all children within their communities, where they can enjoy and learn about the natural systems upon which all life depends.

3.8 Children must be able to assemble freely and to partake in the public life of their communities. Their community environments should allow them to maintain both cultural and religious identity and to participate in cultural life and the arts.

a) Public places within the community must be freely and equitably available and accessible to all children, including street children, disabled children, girls and all children in difficult circumstances.

b) Communities and public authorities must be educated towards regarding street children as legitimate community members who deserve support in their attempts to cope with their difficult circumstances.

c) Towns and cities must enable children and adolescents to move around by foot, bicycle and public

transport, and freely experience and learn from their surroundings. Safety for girls must be particularly emphasized.

d) Within the community there must be places and activities that allow for and support the expression of children's cultural and religious identity.

3.9 In recognition that democratic behaviour in a civil society must be learned through experience, children should be given a voice in their communities, according to their abilities. This will serve as a preparation for their full participation in civil society as adults and will be a means of better meeting their needs as children.

a) Basic education for children should include investigations and dialogue on local development and the local environment in order to facilitate participation for sustainable development.

b) In recognition of the marginalization of women in decision-making, attention should be given to preparing girls as well as boys with the confidence and skills to be involved as equal participants with their peers.

c) Children should be involved, according to their capacities, in the design of environments intended explicitly for them, such as play places, schools and children's hospitals.

The Habitat Agenda

Listed below is a selection of those points from the Habitat Agenda that are most relevant to the Convention on the Rights of the Child and the conclusions of the Workshop.

Chapter I, para. 13: ... The needs of children and youth, particularly with regard to their living environment, have to be taken fully into account...

Chapter I, para. 15: ... Women have an important role to play in the attainment of sustainable human settlements. Nevertheless, as a result of a number of factors, including the persistent and increasing burden of poverty on women and discrimination against women, women face particular constraints in obtaining adequate shelter and in fully participating in decision-making related to sustainable human settlements. The empowerment of women and their full and equal participation in political, social and economic life, the improvement of health and the eradication of poverty are essential to achieving sustainable human settlements.

Chapter I, para. 7: ... Cities and towns have been engines of growth and incubators of civilization and have facilitated the evolution of knowledge, culture and tradition, as well as of industry and commerce...

PART II: OBSTACLES AND CONSTRAINTS

Obstacles and constraints which impede the creation of child-friendly cities are present within family, home, community and the realm of governance; and they are expressed in the value systems, information, resources and structures of each of these domains.

VALUES

4.1 At all levels there is a lack of awareness of the needs and rights of children and of the implications of ignoring these needs and rights. This can result in distorted priorities from the family to the global level.

4.2 A bias against girls and women pervades most societies and robs families, communities and nations of a most significant asset.

4.3 There is often an unwillingness to recognize the poor as legitimate members of society.

4.4 There is a lack of awareness at all levels of the principles of sustainable development; consideration is frequently not given to guaranteeing the maintenance of ecological integrity and the availability of resources for future generations.

4.5 In many States there exists a conflict between traditional values and modern approaches that can divide not only societies, but even families. This complicates the broad acceptance of many practices that may enhance the quality of life.

4.6 A growing emphasis on the individual, together with the social dislocation that often accompanies change and rapid growth, can result in the loss of a sense of community and can undermine social responsibility and local involvement.

4.7 At the policy level, there is a reluctance to accept that cities must be primarily environments for people, rather than engines for production.

4.8 The tacit acceptance of practices that contribute to social disintegration at the family level undermines the chances for children's successful development. Placing the

burden for child-rearing on a single adult or on older siblings, for instance, is not conducive to children's well-being and resilience.

4.9 The unrestricted opening to the global economy often destroys local initiative and products and erodes the economic base of integrated local societies.

4.10 At the municipal level there is often a tendency to deal with symptoms rather than with underlying socio-economic problems. When these problems are acknowledged, capital-intensive approaches are frequently selected when more sustainable, people-centred solutions would be appropriate.

INFORMATION

Chapter III, para. 51: ... the well being of children is a critical indicator of a healthy society. Age and gender-sensitive indicators, disaggregated data and appropriate data-collection methods must be developed and used to monitor the impact of human settlements policies and practices on cities and communities...

Chapter IV, para. 190: ... improved information technology should be appropriately and optimally utilized to preserve and share cultural and moral values and enhance and improve education, training and public awareness of the social, economic and environmental issues affecting the quality of life, and to enable all interested parties and communities to exchange information on habitat practices, including those that uphold the rights of children, women and disadvantaged groups in the context of growing urbanization.

Chapter II, para. 36: We therefore commit ourselves to promoting and attaining the goals of ... good health for every child, and quality education for all [which] are fundamental to ensuring that people of all ages are able to develop their full capacities in health and dignity and to participate fully in the social, economic and political processes of human settlements, thus contributing, inter alia, to the eradication of poverty...

Chapter I, para. 11: ... Everyone has the right to an adequate standard of living for themselves and their families, including adequate food, clothing, housing, water and sanitation, and to the continuous improvement of living conditions.

5.1 There is an absence of accurate, useful data, disaggregated spatially, and by gender and age. This impedes the detailed assessment of social and environmental conditions, the identification of problems, the targeting and prioritizing of activities, and the monitoring and evaluation of development initiatives. In some cases, large sections of the population may remain uncoun- ted and unmapped.

5.2 Important decisions are sometimes made on the basis of mistaken perceptions. Many municipalities, for instance, refuse to supply infrastructure to slum communities in the erroneous belief that this will curtail their growth.

5.3 Where useful data and community-based information does exist, it is often not easily accessible to all stakeholders, and strong and equal partnerships between sectors are thereby undermined.

5.4 Information regarding rights, resources and services is rarely made easily available to those marginal members of society who could most profit from it.

RESOURCES AND SERVICES

6.1 Free market approaches to development often lead to an inequitable distribution of the results of growth, undermine the availability of resources necessary for survival, increase disparities and exclusions, and lead to entrenched poverty.

6.2 The quality and availability of primary resources for survival and child well-being, such as water, are serious shortcomings in many areas.

Chapter IV, para. 97: ... Governments ... should: (a) Provide, where appropriate, targeted and transparent subsidies, social services and various types of safety nets to the most vulnerable groups...

Chapter III, para. 44: We commit ourselves to the strategy of enabling all key actors in the public, private and community sectors to play an effective role at the national, state/provincial, metropolitan and local levels in human settlements and shelter development.

Chapter III, para. 45: We further commit ourselves to the objectives of: ... (h) Institutionalizing a participatory approach to sustainable human settlements development and management, based on a continuing dialogue among all actors involved in urban development ... especially women ... including the interests of children and youth...

Chapter IV, para. 78: To eradicate legal and social barriers to the equal and equitable access to land, especially the access of women, ... Governments ... should ... (d) Develop regularization programmes and formulate and implement such programmes and projects in consultation with the concerned population and organized groups, ensuring the full and equal participation of women and taking into account the needs differentiated by gender, age, disability and vulnerability...

6.3 A significant problem worldwide is the underutilization of human resources. Similarly, the underutilization of appropriate existing technologies results in the unnecessary overuse of scarce resources, such as fuel.

6.4 Services are often not provided for those living in areas that are not officially recognized. When services are provided, unrealistic user fees and insufficient subsidies often make them inaccessible for the poor.

STRUCTURES AND MODELS

7.1 The lack of coordination within and between governing institutions at all levels leads to wasteful overlap and isolated initiatives. The same is true of a lack of appropriate partnerships between government, the private sector, NGOs, and community-based organizations (CBOs). Sectoral approaches to development do not adequately deal with the needs and rights of children. This lack of coordination is most evident with regard to children where there is an absence of coordinating bodies for children's welfare at the local, regional and national level.

7.2 Frequent turnover in governing bodies can mean a lack of continuity in policies and specific initiatives.

7.3 There is commonly a failure of government to be sufficiently concerned with involving the poorest sectors of society in the formal structures of government, and a failure to recognize and build upon existing informal approaches.

7.4 Legal frameworks can be an obstacle to effective development, and can result in valuable time spent looking for loopholes. Zoning regulations, for instance, which forbid the provision of infrastructure to slum settlements, or the appropriate integration of work opportunities within residential areas, undermine local efforts towards sustainable growth and improved quality of life.

7.5 Legal frameworks sometimes provide insufficient protection for children and families by neglecting, for instance, to provide for security of tenure or protection from exploitation.

PART III: STRATEGIES, MECHANISMS AND PROCESSES

Overcoming the obstacles that prevent child-friendly development means changing prevailing attitudes, improving the quality and flow of information, mobilizing the potential of communities and institutions, and establishing creative and fruitful partnerships for planning and managing resources and services.

VALUES AND ATTITUDES

8.0 Children must be brought to the centre of attention at all levels of social, economic and human development. Just as the well-being of children is reflected in the well-being of all, so must the needs and rights of children become a common responsibility and not just the concern of parents.

8.1 In order to raise awareness of children's issues and make them a mainstream, priority concern, there must be education at every level of society on the Convention on the Rights of the Child, and on the special needs of children for stable, secure families, healthy, stimulating living environments and supportive communities. Education on the Convention should be integrated into school programmes, should be made available to community groups, the private sector and governing bodies, and should be supported by the official media.

8.2 On-the-job training and continuing education must be made available for the institutional staff of local government to sensitize them to the principles underlying child-friendly, sustainable development practices, and to enhance their ability to support community participation and management.

8.3 CBOs, NGOs and international agencies should be encouraged to review their programmes from the perspective of children's rights and needs.

8.4 Community groups, NGOs and government bodies should take a proactive approach to sensitizing the private sector on children's needs and rights. These groups, in partnership, should take measures to ensure the continuity of such efforts.

9.0 Societies and communities must be made aware of the practical advantages of treating women and girls

settlements development ... (and) to: (e) Formulating and strengthening policies and practices to promote the full and equal participation of women in human settlements planning and decision-making.

Chapter I, para. 30: ... People's need for community and their aspirations for more liveable neighbourhoods and settlements should guide the process of design, management and maintenance of human settlements...

Chapter IV, para. 113: Governments should ... (h) Develop and support the implementation of improved land-management practices that deal comprehensively with competing urban land requirements for housing, industry, commerce, infrastructure, transport, green spaces and forested areas, taking into account the need for spaces for everyday activities for playgrounds, parks, sports and recreation areas and areas suitable for gardening and urban agriculture...

Chapter IV, para. 153: ... Governments should ... (e) Promote education and training in traditional skills in all disciplines appropriate to the conservation and promotion of heritage...

Chapter II, para. 36: We therefore commit ourselves to promoting and attaining the goals of ... good health for every child, and quality education for all which are fundamental to ensuring that people of all ages are able to develop their full capacities in health and dignity and to participate fully in the social, economic and political processes of human settlements, thus contributing, inter alia, to the eradication of poverty.

as equal citizens and providing support for their endeavours, thereby releasing their untapped potential as a resource for the benefit of all.

9.1 The advantages of investing in women have been documented and should be widely disseminated, especially to those capable of making such investments. Statistics highlighting the positive contribution of women at all levels should be popularized.

10.0 A sense of community is essential to citizen participation and to a shared responsibility for children's well-being. Ways must be found to enhance community identity, thereby increasing awareness, solidarity and involvement. This is a significant concern where there are marginalized, transient, migrant or refugee populations.

10.1 Communities and human settlements should be understood as complex and fragile organisms that should be in balance with existing sociocultural, physical and natural systems. Disturbing their identity, relationships and balances can weaken or compromise a community's integrity.

10.2 There must be public and common spaces which support community interaction, including, but not limited to, safe and accessible recreational areas, squares, cultural areas, schools, stores, community centres and meeting places.

10.3 Local activities that celebrate community identity should be encouraged.

11.0 Development practices and community education must take into consideration, and as far as possible be integrated with, the traditional beliefs and values of a society. However, distinctions must be made between traditional practices that threaten health, environment and social well-being, and those which are constructively responsive to local conditions.

11.1 There should be broad community-based education on practices which can enhance quality of life and child well-being, for example in nutrition, sanitation, family planning, breastfeeding and resource use.

11.2 Where sustainable and constructive traditional practices meet the needs of communities, they should be recognized and supported. Where these practices are falling into disuse, they should be recovered and strengthened.

The Habitat Agenda

Chapter I, para. 13: The needs of children and youth, particularly with regard to their living environment, have to be taken fully into account. Special attention needs to be paid to the participatory processes dealing with the shaping of cities, towns and neighbourhoods; this is in order to secure the living conditions of children and of youth and to make use of their insight, creativity and thoughts on the environment. Special attention must be paid to the shelter needs of vulnerable children, such as street children, refugee children and children who are victims of sexual exploitation. Parents and other persons legally responsible for children have responsibilities, rights and duties, consistent with the Convention on the Rights of the Child, to address these needs.

Chapter IV, para. 184: To facilitate capacity-building and institutional development for the improvement of human settlements planning and management, Governments ... should: (a) Support training programmes for administrators and civic officials at all levels, and for all other key actors, as appropriate, to enhance leadership qualities and promote the inclusion of women and young people in staff structures and decision-making...

Chapter III, para. 46: We commit ourselves to the goal of gender equality in human

11.3 There should be education in support of human potential and of such traits as self-respect and assertiveness.

11.4 The process of education for all community members should be decentralized and enriched by identifying and supporting the numerous informal possibilities available within a community.

INFORMATION FOR PARTICIPATORY PLANNING

12.0 The Convention on the Rights of the Child is an excellent source of information on the special needs of children and should be used as a tool in the development of child-friendly planning.

12.1 The Convention must be coordinated and harmonized with other human rights conventions, Agenda 21, the Habitat Agenda, and the outcomes of other relevant world summits and conferences, along with all national plans of action, in order to create a human- and child-centred plan of action at the national level.

12.2 At the municipal level, where integration is most critical, local plans of action will have to reflect the coordinated national plans of action, as well as take into consideration particular local conditions. It must be recognized that mechanisms are place-specific: within a particular city, the appropriate engines must be found for that specific set of circumstances.

13.0 In keeping with the recognition that the well-being of children is a powerful indicator of good governance, and in order to allow for accurate assessment and monitoring of children's well-being, data must be collected, and indicators developed, that reflect social, as well as economic, realities and that contribute to a true understanding of the quality of life for children and families.

13.1 The criteria for indicators should be determined through participatory, community-based processes. These criteria should be adapted and harmonized for broader levels of assessment.

13.2 Up-to-date, accurate, disaggregated data must be collected that provide information on intra-urban disparities, gender and age differences, and that allow areas of particular vulnerability to be identified.

13.3 Community members should be involved in the collection of local data, and there should be creative use of a

of strategies and mechanisms that encourage open and inclusive dialogue among all interested parties, with special attention to the needs and priorities of women, minorities, children, youth, people with disabilities, older persons and persons living in poverty and exclusion...

Chapter IV, para. 68: ... Governments at all levels, as appropriate, should: (a) Employ broad-based participatory and consultative mechanisms that involve representatives from public, private, non-governmental, cooperative and community sectors, including representatives of groups that are considered to be living in poverty, at all levels in the policy development process...

Chapter IV, para. 190: ... This improved information technology should be appropriately and optimally utilized to preserve and share cultural and moral values and enhance and improve education training and public awareness of the social, economic and environmental issues affecting the quality of life, and to enable all interested parties and communities to exchange information on habitat practices, including those that uphold the rights of children, women and disadvantaged groups in the context of growing urbanization.

Chapter IV, para. 191: ... Governments should ... (a) Develop, upgrade and maintain information infrastructure and technology and encourage their use by all levels of government, public institutions, civil society organizations and community-based organizations, and consider communications as an integral part of human settlement policy; (b) Promote the training of all key actors in the use, ways and means of information technology; (c) Develop methods of sharing experience of local initiatives through electronic means, such as Internet, networks and libraries and of disseminating information on best practices, including those that utilize gender policies; (d) Implement programmes that encourage the use, especially by children, youth and educational institutions, of public libraries and communication networks...

range of participatory methodologies for generating data, such as community mapping and community action research. Neighbourhood maps showing distribution of population, infrastructure, resources and services and highlighting disparities and exclusions at the community level, should be developed. Research collaboration between academics, community groups and municipalities should be supported.

14.0 Existing information of all kinds (including statistics, plans of action, legal information, the availability of resources and of public services) must be made easily available to all stakeholders – private citizens, local governing bodies, NGOs, community groups and the private sector – so that there can be strong, balanced, informed partnerships.

14.1 Community members must know their rights and how to act to ensure that those rights are respected. Governments and other agencies must support the provision of legal advice, technical advice and other support services to low-income families and communities.

14.2 Locally accessible data banks should be established, maintained, updated and publicized to ensure the availability of high quality information for all levels of the community. To meet the needs of all, this data should be accessible through different levels of technology. Appropriate funds must be made available for the management of such data banks.

14.3 Provision must be made for easy access by local citizens and the media to governing bodies and processes to ensure the availability of information regarding official actions.

14.4 Mechanisms must be established for the broad dissemination of information regarding legal rights, resource allocations and available services affecting children and their families. There must be outreach measures to ensure contact with those most in need of such information. Various forms of local communication, including community radio, newsletters and bulletin boards, should be supported as a means of disseminating critical information to local citizens.

14.5 Where necessary, there must be training and education in order to ensure the utility of information, both for those disseminating it and for those receiving it.

14.6 Local authorities must be kept up-to-date on information which may be of value to their constituents.

Chapter II, para. 26: We reaffirm and are guided by the purposes and principles of the Charter of the United Nations and we reaffirm our commitment to ensuring the full realization of the human rights set out in international instruments and in particular, ... the Convention on the Elimination of All Forms of Discrimination against Women and the Convention on the Rights of the Child... We reaffirm that all human rights civil, cultural, economic, political and social are universal, indivisible, interdependent and interrelated...

Chapter IV, para. 96: To remove barriers and eradicate discrimination in the provision of shelter, Governments... should: (e) Consider becoming parties to the relevant instruments of the United Nations system that, inter alia, deal with specific and special needs of those belonging to vulnerable and disadvantaged groups, such as ... the International Convention on Elimination of All Forms of Discrimination Against Women, and the International Convention on the Rights of the Child...

Chapter III, para. 51: ... Quantitative and qualitative indicators at the national and local levels, which are disaggregated to reflect the diversity of our societies, are essential for planning, monitoring and evaluating progress toward the achievement of adequate shelter for all and sustainable human settlements. In this regard, the well being of children is a critical indicator of a healthy society. Age and gender-sensitive indicators, disaggregated data and appropriate data collection methods must be developed and used to monitor the impact of human settlements policies and practices on cities and communities, with special and continuous attention to the situation of those belonging to disadvantaged and vulnerable groups...

Chapter IV, para. 113: Governments, ... with support of relevant international and regional institutions, ... should ... (k) Promote the use of tools and the development of capacities for transparent urban monitoring and reporting activities based on appropriate indicators for the environmental, social and economic performance of cities; (l) Institutionalize a participatory approach to sustainable human settlements through the development and support

Chapter IV, para. 182: To encourage and support participation, civic engagement and the fulfillment of governmental responsibilities, national Governments, local authorities and/or civil society organizations should put into effect, at appropriate levels, institutional and legal frameworks ... aimed at, inter alia: (p) Strengthening the capacity of local authorities and civil society to review social, economic and environmental policies affecting their communities and to set local priorities and contribute to the setting of local standards for services in such areas as basic education, child care, public health, public safety, drug-abuse awareness and environmental management...

Chapter III, para. 43: We further commit ourselves to the objectives of: (w) Developing and evaluating policies and programmes to reduce the undesired adverse effects and improve the positive impact of structural adjustment and economic transition on sustainable human settlements development, especially on those belonging to vulnerable and disadvantaged groups, and women, inter alia, through reviewing the impact of structural adjustment on social development by means of gender-sensitive social impact assessments and other relevant methods...

Chapter IV, para. 86: To ensure more equitable provision of basic infrastructure and service delivery systems, Governments at the appropriate levels, including local authorities, should: ... (b) Involve local communities, particularly women, children and persons with disabilities, in decision-making and in setting priorities for the provision of services...

Chapter IV, para. 113: ... Governments ... should: (c) Develop, where appropriate, fiscal incentives and land-use control measures, including land-use planning solutions for more rational and sustainable use of limited land resources...

Chapter IV, para. 189: ... Governments ... should (e) Strive for full-cost recovery for urban services, with the exception of public safety services, through user charges, while at the same time addressing the needs of the poor, inter alia, through pricing policies and, where appropriate, transparent subsidies...

Chapter IV, para. 97: ... Governments ... should: (a) Provide, where appropriate, targeted and transparent subsidies, social services and various types of safety nets to the most vulnerable groups...

Chapter II, para. 42: We commit ourselves to the goal of sustainable human settlements in an urbanizing world by developing societies that will make efficient use of resources within the

RESOURCES AND SERVICES

15.0 The means for providing the primary resources for children's survival, healthy development and well-being (care, shelter, food, water and a safe and secure environment) must be identified within each community and must be given priority in all development decisions.

15.1 Child-friendly criteria should be established for resource allocation in both budgetary and non-budgetary terms, and it should be a priority to ensure that services critical to children's well-being are not cut as part of austerity measures or in times of emergency.

15.2 Women, for the most part, are more knowledgeable than men about household economy and children's survival needs. Through their networks they tend also to be better informed about primary needs within their neighbourhoods. Their perspective should be fundamental in determining priorities for children's well-being at the household and neighbourhood level.

15.3 Without the generation of income for caregivers, and also for youth and children without family, the resources for meeting the primary needs of children are unlikely to be attainable. Income-earning possibilities should therefore be protected and managed as a critical local resource.

16.0 The assessment of needs and the delivery of services should be participatory and responsive to the needs of all.

16.1 There must be participatory community-based needs assessment that makes allowances for the realistic achievement of identified goals.

16.2 The resource and service needs of poor families should not be responded to in an individual, piecemeal fashion but call for community-wide solutions.

16.3 User fees for services should be compatible with the income levels of those served and should not be used to exclude those who cannot pay. For those unable to pay, subsidies and other related mechanisms should be used.

17.0 Unsustainable use of resources must be identified and responded to.

17.1 Standards and regulations should be made responsive and adaptable to local living conditions, availability of resources and children's needs.

carrying capacity of ecosystems and take into account the precautionary principle approach, and by providing all people, in particular those belonging to vulnerable and disadvantaged groups, with equal opportunities for a healthy, safe and productive life in harmony with nature and their cultural heritage and spiritual and cultural values, and which ensures economic and social development and environmental protection, thereby contributing to the achievement of national sustainable development goals.

Chapter IV, para. 145: ... Sustainable energy production and use can be enhanced by encouraging energy efficiency, by such means as pricing policies, fuel switching, alternative energy, mass transit and public awareness. Human settlements and energy policies should be actively coordinated.

Chapter IV, para. 124: To protect vulnerable and disadvantaged people, Governments... should work together to: (b) Facilitate the participation of local organizations, including elder councils, women's groups, people's movements, youth groups, children's groups ... in the decision-making processes concerning social welfare programmes...

Chapter IV, para. 160: To provide opportunities for small businesses and for the micro-enterprise and cooperative sectors, Governments ... should: (b) Promote and strengthen, as appropriate, programmes that integrate credit, finance, vocational training and technological transfer programmes in support of small and micro-enterprises and enterprises in the cooperative sector, particularly those developed and utilized by women...

Chapter IV, para. 119: In order to promote gender-sensitive planning and management of human settlements, Governments ... in collaboration with women's groups and other interested parties, should: (h) Promote equal access to all levels of education for girls and women...

Chapter IV, para. 158: To establish an effective financial base for urban development, Governments ... in cooperation with trade unions, consumer organizations, business, industry, trade organizations and the financial sector, including the cooperatively organized business sector and non-governmental organizations, as appropriate, should: (a) Formulate and implement financial policies that stimulate a broad range of urban employment opportunities...

Chapter IV, para. 204: The full and effective implementation of the Habitat Agenda ... will require the mobilization of additional financial resources from various sources at the national and international levels... This will require, inter alia: (q) Strengthening financial and technical assistance for community-based development and self-help programmes, and strengthening cooperation among Governments at all levels, community organizations, cooperatives, formal

17.2 Existing technologies must be explored for the progressive realization of sustainable use of scarce resources, through, for instance, energy efficient cooking units or building methods that make efficient use of abundant local materials.

17.3 Local ecosystems that maintain health, biodiversity and sustainable lifestyles need to be protected and managed with the broadest possible community participation. Environmental education for this purpose needs to be available to all age groups.

18.0 The untapped skills, ideas and knowledge of community members must be identified and utilized.

18.1 Special training should be offered to those who can make the best use of it, for example, basic medical knowledge for school teachers, first aid training for pharmacy clerks, or education in child development for midwives and those involved in child care.

18.2 Investment in adequate and appropriate housing, nutrition, health care and education is the route to realizing the value of people as a resource. Women, in particular, must be recognized as a critical resource, both in public life and as managers and decision makers within the home and community. Special attention must be given to making lending programmes and training opportunities available to women, as well as opportunities to participate in decision-making. Every effort should be made to ensure access to basic education for girl children, and they should be actively encouraged and supported to further their education.

18.3 In many communities, the single most significant untapped resource is the energy of those who are unable to find employment. Every effort must be made to provide access to employment through adequate transportation, to encourage the creation of employment-rich new opportunities and to protect existing jobs.

18.4 Existing efforts among community members towards self-support and the mobilization of community resources should be strengthened by local governance measures. Activities of the informal economy, such as community loan schemes, household business enterprises and urban agriculture, should be recognized and sustained. Community entrepreneurs should have access to training in management and marketing skills. Community members should be encouraged to support the enterprises of their neighbours.

and informal banking institutions, private enterprises and international institutions, with the aim of mobilizing local savings, promoting the creation of local financial networks, promoting socially responsible corporate investment and reinvestment in local communities, and increasing the availability of credit and market information to low-income individuals, women, and vulnerable and disadvantaged groups for shelter and human settlements development...

Chapter IV, para. 113: Governments ... should ... (h) Develop and support the implementation of improved land-management practices that deal comprehensively with competing urban land requirements for housing, industry, commerce, infrastructure, transport, green spaces and forested areas, taking into account the need for spaces for everyday activities for playgrounds, parks, sports and recreation areas and areas suitable for gardening and urban agriculture...

Chapter IV, para. 116: To promote equal access to and fair and equitable provision of services in human settlements, Governments ... should: (b) Where appropriate, redirect public resources to encourage community-based management of services and infrastructure and promote the participation of the private sector and local residents, including people living in poverty, women, people with disabilities, indigenous people and members of disadvantaged groups, in the identification of public service needs, spatial planning and the design, provision and maintenance of urban infrastructure and open and green spaces.

Chapter IV, para. 86: To ensure more equitable provision of basic infrastructure and service delivery systems, Governments ... should: (b) Involve local communities, particularly women, children and persons with disabilities, in decision-making and in setting priorities for the provision of services; and (c) Involve, encourage and assist, as appropriate, local communities, particularly women, children and persons with disabilities, in setting standards for community facilities and in the operation and maintenance of those facilities...

Chapter IV, para. 181: Sustainable human settlements development requires the active engagement of civil society organizations, as well as the broad-based participation of all people. It equally requires responsive, transparent and accountable government at the local level. Civic engagement and responsible government both necessitate the establishment and strengthening of participatory mechanisms, including access to justice and community-based action planning, which will ensure that all voices are heard in identifying problems and priorities, setting goals, exercising legal rights, determining service standards, mobilizing resources and implementing policies, programmes and projects.

Chapter IV, para. 96: To remove barriers and eradicate discrimination in the provision of

18.5 Informal activities which are not sustainable, or which threaten the health or well-being of children, should be controlled, and alternative approaches should be supported.

18.6 Recognizing that informal sector activities are often inadequate in meeting the needs of those who depend on them, efforts should be made to achieve acceptable standards that protect the earning potential of the worker, as well as the living environment.

19.0 All possible steps must be taken to move towards community co-management of resources and services, which has been proven to promote fair and sustainable distribution of services and outputs.

19.1 Participation without co-management must be recognized as inadequate for sustainable development. Goals must be set for the progressive transfer of control to the community. Community-based participatory processes for decision-making, such as community action planning, must be established. Where possible, providers of technical assistance must be chosen by the community.

19.2 There must be appropriate support to make co-management realistic, including the establishment of access to credit, and the investment in training and capacity-building for community members.

STRUCTURES AND MODELS

20.0 Legal frameworks must conform with the Convention on the Rights of the Child and provide support for coordinated plans of action.

20.1 Legislation at both the national and local levels must be reviewed in the light of the Convention and amended where necessary; actions should be taken at each level to ensure consistency.

21.0 The habitat needs and rights of children cannot be effectively addressed through a sectoral approach but require holistic and systemic solutions. Structures should be established that allow for the coordination of efforts in all sectors and for partnerships at all levels.

21.1 Governance activities, as well as those of NGOs and CBOs, should be coordinated at all levels to avoid wasteful overlap and isolated initiatives. To the same end, partner-

ships should be established between government, the private sector, community groups and international agencies.

shelter, Governments at the appropriate levels, including local authorities, should: (e) Consider becoming parties to the relevant instruments of the United Nations system that, inter alia, deal with specific and special needs of those belonging to vulnerable and disadvantaged groups, such as ... the ... Convention on the Rights of the Child...

Chapter IV, para. 194: ... Thus there is a need for the political will of all States and for specific action at the international level to establish, inspire and encourage new forms of cooperation, partnership, coordination at all levels and investment from all sources, including the private sector, in order to contribute effectively to the provision and improvement of shelter conditions in human settlements, especially in developing countries, taking into account the diversity of the human settlements needs and opportunities among countries.

Chapter IV, para. 69: To adopt and implement a cross-sectoral approach to policy development, Governments should: (a) Coordinate and integrate shelter and human settlements policies with other related policies, such as population and human resource development policies, environment, cultural, land and infrastructure policies, and urban and rural planning, as well as private and/or public employment initiatives....

Chapter IV, para. 182: To encourage and support participation, civic engagement and the fulfilment of governmental responsibilities, national Governments, local authorities and/or civil society organizations should put into effect, at appropriate levels, institutional and legal frameworks that facilitate and enable the broad-based participation of all people and their community organizations in decision-making and in the implementation and monitoring of human settlements strategies, policies and programmes; these institutional and legal frameworks would be specifically aimed at, inter alia: (p) Strengthening the capacity of local authorities and civil society to review social, economic and environmental policies affecting their communities and to set local priorities and contribute to the setting of local standards for services in such areas as basic education, child care, public health, public safety, drug-abuse awareness and environmental management...

Chapter IV, para. 184: To facilitate capacity-building and institutional development for the improvement of human settlements planning and management, Governments ... should ... (focus) on...: (c.i) The development of a multisectoral approach to human settlements development that includes the unique contributions and institutions of indigenous and

ships should be established between government, the private sector, community groups and international agencies.

21.2 Coordinating bodies should be established at national, regional and municipal levels to represent and monitor the interests of children. At the local level, these bodies should include city officials, representatives from NGOs, the private sector and community groups, including women, youth and children. Funds should be made available to these bodies relative to the size of the child population in question. Regional and national level coordinating bodies should include local representatives. Training and orientation for members of such groups should be provided, so they can take informed action. Special attention must be given by these bodies to the adequate assessment and ongoing monitoring of children's rights.

21.3 Wherever possible, existing structures and processes should be strengthened and built on. The process set in place for reporting to the Committee on the Rights of the Child is a useful example. Bringing the formal review of the implementation of the Convention on the Rights of the Child to the municipal level would enrich the national review, as well as providing a focus for local assessment and evaluation.

22.0 Community participation in decision-making and management must be encouraged by all means possible to ensure sustainable outcomes.

22.1 Every effort should be made to support the identity and integrity of communities.

22.2 The larger the community, the more likely there is to be separation between local citizens and the governing process. The size of the political community should be small enough to promote and sustain ongoing contact and participation of community members.

22.3 Local administrative offices should be in centrally located and easily accessible places that people feel comfortable entering. The transparency of administrative procedures and the accessibility of records should be ensured.

22.4 Regular processes, such as town meetings, should be established to formalize the involvement of community members and groups in civic affairs, with special attention to the inclusion of women, youth and the poor. There must be special structures within local governance institutions to

immigrant people; and (c.ii) The training of trainers to develop a core capacity for institution-strengthening and capacity-building that includes gender awareness and the needs of children, and youth and the elderly as integral components...

Chapter IV, para. 61: ...Within the overall context of an enabling approach, Governments should take appropriate action in order to promote, protect and ensure the full and progressive realization of the right to adequate housing. These actions include, but are not limited to: (b) **Providing legal security of tenure and equal access to land for all, including women and those living in poverty, as well as effective protection from forced evictions that are contrary to the law, taking human rights into consideration and bearing in mind that homeless people should not be penalized for their status...**

Chapter III, para. 39: ...We commit ourselves to the goal of improving living and working conditions on an equitable and sustainable basis, so that everyone will have adequate shelter that is healthy, safe, secure, accessible and affordable and that includes basic services, facilities and amenities, and will enjoy freedom from discrimination in housing and legal security of tenure. We shall implement and promote this objective in a manner fully consistent with human rights standards.

Chapter IV, para. 180: To ensure effective decentralization and strengthening of local authorities and their associations /networks, Governments at the appropriate levels should: (b) Review and revise, as appropriate, legislation to increase local autonomy and participation in decision-making, implementation, and resource mobilization and use, especially with respect to human, technical and financial resources and local enterprise development, within the overall framework of a national, social, economic and environmental strategy, and encourage the participation of the inhabitants in decision-making regarding their cities, neighbourhoods or dwellings...

support the involvement of young people, including children according to their abilities. Both community members and local authorities should be trained in the techniques of participatory decision-making.

22.5 Children's participation works best in a society which also encourages adult participation; the participation of adults and children must be complementary and mutually reinforcing.

22.6 Incentives which provide people with a vested interest in the community, such as security of tenure, employment opportunities and co-management of resources, form a critical component in ensuring sustained interest and participation.

22.7 Children should participate according to their abilities in the management of all institutions and facilities that they use, including schools, recreational facilities and children's and community organizations.

22.8 Community members should be given every incentive to seek roles in formal public life. Such practices as quotas for women, or for residents of marginalized areas, are useful tools for ensuring the representation of a range of perspectives in formal governance.

23.0 Equity and justice are as important as growth. If children are to survive and develop, they and their families need not only basic services but also an equitable economic environment.

23.1 Economic policies must lead to a better distribution of resources and of the results of growth. Indicators of fair distribution must be made a basic measure of economic prosperity.

23.2 Central governments must create an enabling environment for local development. Mechanisms must be set in place to allow for decentralization and devolution to the local level, along with the necessary training for municipal governing bodies.

23.3 Decentralization does not remove the need for the allocation of resources from state and national governments to address the needs and rights of children, especially during critical periods of transition. These resources should support and supplement local resources.

23.4 Civil society should have the capacity to determine the extent of privatization of public services, and to exert

Chapter IV, para. 162: To alleviate the adverse impacts of measures for structural and economic transition, Governments ... should: (e) Design policies to promote more equitable and enhanced access to income and resources...

Chapter IV, para. 115: ... The eradication of poverty requires, *inter alia*, sound macroeconomic policies aimed at creating employment opportunities, equal and universal access to economic opportunities (and special efforts to facilitate such access for the disadvantaged); education and training that will promote sustainable livelihoods through freely chosen productive employment and work; and basic social services, including health facilities...

continued control, through impact assessment and monitoring, over those activities of the private sector that affect the well-being of society at large, and of children in particular.

23.5 There must be equity not only within municipalities but also between municipalities.

23.6 While compensatory social policies may be needed in the short-term, they are not financially sustainable nor do they contribute to long range human development. Public resources should be redirected to foster the local synergy of income-generating family, cooperative and community production and services.

APPENDIX 1

THE CHILDREN'S RIGHTS AND HABITAT DECLARATION

This declaration was prepared and delivered at the Expert Seminar on 2 February 1996, as a summary statement of the work of that group. The efforts of the Expert Seminar are more comprehensively presented in the preceding report.

There is an awareness among those concerned with the well-being of children that The Habitat Agenda gives insufficient attention to children's special need for a safe, secure and healthy living environment. An effective way to address this shortcoming is to give due consideration to the Convention on the Rights of the Child, which has been ratified by 187 countries to date. The Convention grants children the right to an adequate standard of living, including housing. In addition, the provision of an appropriate living environment is essential to the realization of many other rights of children.

In order to establish the relevance of the Convention to the goals of Habitat II, a diverse international group of officials, practitioners, researchers and activists was convened by UNICEF and UNCHS to articulate a declaration of the conditions necessary to meet children's needs.

The living environment of children includes the following: the family, home, neighbourhood and community, together with their services and resources; but also the full range of social and economic policies that affect the well-being of children.

The Expert Seminar has concluded that the following conditions are necessary for achieving the rights of children:

At the family level

- It is widely recognized that a nurturant family is the best environment for protecting and promoting the well-being of children.
- The lack of adequate housing is a serious impediment to the survival of families and their capacity to provide nurturant care. The right to housing has been clearly established in a number of international human rights instruments, beginning with the Universal Declaration of Human Rights in 1948, and most recently in the Convention on the Rights of the Child

in 1989.¹ Adequate housing includes legal security of tenure, including protection from forced eviction and displacement; availability of services, materials, facilities and infrastructure; affordability, habitability, accessibility and location.

In order to survive, families need to be ensured opportunities for livelihood which do not undermine family life.

States have an obligation to assist the family in all its forms in providing safe, secure and healthy homes which can safeguard the best interests of children.

When children are not able to live in secure family environments, the role played by other nurturing individuals should be recognized and supported. Vulnerable children without homes, parents or guardians are entitled to the full protection and assistance of the State.

Within the home environment

The child's need for a secure, safe, healthy environment begins in the prenatal period.

A healthy home includes a safe and sufficient water supply, safe and accessible sanitation, waste management, protection from traffic and other hazards, freedom from exposure to pollution, radiation and disease, and from excessive noise and overcrowding.

The home environment should facilitate caregiving and should meet children's basic physical, social and psychological needs.

Children of both sexes should be provided with equal opportunities and challenges for play and learning in the home and its immediate surroundings.

Particular attention should be given to the home-based needs of disabled and other vulnerable children.

Within the neighbourhood and community

A supportive environment for children includes healthy, crime-free and peaceful communities. It is essential that conditions promote social justice, gender equality and participation in community life.

¹Additional instruments are: the International Covenant on Economic, Social, and Cultural Rights, article 11 (1); the International Convention on the Elimination of All Forms of Racial Discrimination (1965) article 5(e) (iii); the Convention Relating to the Status of Refugees (1951) article 21.

- Childhood and adolescence must be recognized as unique stages in human cultural development, requiring the respect and understanding of the community and society. Street children and others in difficult circumstances must be included.
- Health care, education and child-care services of high quality must be available and accessible within the community.
- It is essential that children have safe, secure and protected environments within the community where they can play, participate and learn about their social and natural world. Adolescents, too, need places where they can be together, experience autonomy and feel a sense of belonging.
- Children have a special interest in the creation of sustainable human settlements that will support long and fulfilling lives for themselves and future generations. They require opportunities to participate and contribute to a sustainable urban future.

Achieving these conditions has distinct implications for governance and clearly suggests the necessity

for changes in current economic models and patterns of government. With the understanding that the well-being of children is the ultimate indicator of a healthy society; that investments in children are investments in the future; and that the protection and development of children requires commitment and action across all levels and sectors of society, the Expert Seminar endorses the following governance principles:

- the empowerment of civil society, especially of low-income groups, women, children and youth through access to information, employment, resources and services;
- the accountability of all levels of government, the private sector and international agencies for the impact of their policies, investments and actions on children and their families;
- the full participation of all citizens, of all ages, according to their capacities, in decision-making, resource allocation and management.

APPENDIX 2

CHILDREN ON THE CITY AGENDA

A NEW VISION FOR URBAN CHILDREN AND FAMILIES: STRATEGIES AND ACTIONS FOR TRANSFORMING CITIES

Prepared by the participants of the International Meeting of Mayors, Urban Planners and Policy Makers: Today's Children, Tomorrow's Cities

Revised 30 October, 1992

I. Preamble: The New Vision

This document is based upon a radically new vision of childhood and youth which has been expanding throughout the world and formalized by the signing of the Convention on the Rights of the Child. Fundamental to this new vision is the assertion that children are citizens who have rights and the capacity for improving their own lives and the communities¹ in which they live. Furthermore, all citizens should become jointly responsible for creating and acting on this new vision of the urban child.

Our future vision of the city is a city where:

- Love and care of children underlie all policies and actions.
- Analysis, action and evaluation is based on a holistic view of child and environment.
- All children—those who are poor as well as those who are under stress but are not poor—are given care, protection and opportunities for development.
- Poverty reduction and full and equal access to social services are seen as crucial to child, family, community and city development.
- Urban interventions to support children are aimed at the community level, empowering and strengthening family and community support networks.
- People no longer stigmatize, marginalize or victimize children, their families and poor urban communities; a new language and terminology are used to describe children and the urban poor; a more inclusive definition of children at risk and children in difficult circumstances has been accepted.²
- A new dual role of municipal governments has emerged which has been formally recognized

and strengthened. Municipalities are not only the exclusive providers but also facilitators of services to families and children. Consequently, the role of Mayor³ has been redefined and enhanced. The Mayor is now the defender of children's rights and the facilitator of child and family development. Mayors are recognized for their concern for children and families, not only for building bridges and roads.

- There is a long-range plan for addressing child and family needs, and the commitment to the plan extends beyond the Mayor's political term of office.
- All citizens are treated equally, given equal protection under the law and provided with equal opportunities to develop to their highest potential.
- Democratic processes involve all citizens, including the poorest.

What follows is a flexible system of strategies rather than a fixed plan of action. We hope this document will serve as a set of guidelines for cities to develop their own strategic plans uniquely adapted to local conditions.

II. Mayors Should Assume Responsibility for the Children of Their Cities

Mayors and heads of local government are a focal point for changing cities because of their leadership role. It is proposed that they use this leadership position to mobilize the extraordinary strengths of existing communities in combination with the coordinated energies of existing government and non-governmental organizations and of civil society. Children provide a unique opportunity to achieve widespread social mobilization to create cities that are humane for all. Women's groups have particularly important roles to play in this regard. A fundamental change in the way most cities work with poor urban communities is required to support this effort. Service to communities is complemented by empowerment of, and collaboration with, communities.

III. Strategies for Implementing the New Urban Vision

A. Collecting Information for Advocacy and Monitoring

- **Help communities to conduct their own situational analyses.** Such analyses should be conducted at regular intervals and should not be limited to experimental and special project areas. They should also involve residents from different communities in order to develop general city-wide social responsibility for children and families between, as well as within, communities.
- Ensure **greater use of universities and research centres** in collaborative research and community service with communities and in coordination with municipalities.
- Experiment with and develop **community-based monitoring systems** utilizing tools such as 'community balance sheets' that can be easily understood and used by the community. Particular attention should be given to a system for identifying high-risk families and involving them in the monitoring process.

B. Improving Management, Coordination and Convergence

- Establish a **Council for Child and Family Development** at the city level comprising representatives of NGOs, grass-roots organizations and heads of all municipal departments, including finance. The Council should be permanent and its continuity guaranteed across administrations. Its functions should include advice on the coordination, planning and monitoring of all programmes to defend the rights of children. A **strategic plan**, incorporating the strategies described in this document, should be formulated and administered by The Council for Child and Family Development.
- Install mechanisms facilitating **community-based planning** at different levels by the residents themselves. 'Community planners', and other community-level workers not tied to any particular agency, would facilitate collaboration with, and between, different sections of communities under the coordination of the Council for Child and Family Development.
- Create a **new framework of agency responsibilities** that identifies roles and responsibilities for all levels of government.

- **Identify new roles for agencies not traditionally concerned with children.** Agencies such as transportation and sanitation departments should be given technical assistance/training to help them understand: (1) how their activities have an impact on children, and (2) how they can work better with other agencies to serve families and children.
- Encourage **pilot participatory projects** in order to foster the self-initiating and self-monitoring capacities of communities.
- Place **families and children on municipal council agendas.** A report from the Council for Child and Family Development on progress made in programmes should be an item on the agenda of every municipal council meeting.
- Provide coordinating mechanisms so that the energies of **international agencies**, which often work independently of one another in the same community, do not overlap and compete.

C. Strengthening Legislation

- Make **legislation as flexible as possible** to give municipalities freedom to apply funds in accordance with community needs and priorities.
- Work towards the **implementation of a legal framework** based on the Convention on the Rights of the Child.
- Shift more economic power, and hence **political power**, from the national to the municipal level. Mayors can join with other mayors to lobby for this change.
- Undertake the **early review of all local legislation** (by-laws and ordinances) and amend and expand legislation to maximize conformity with the Convention on the Rights of the Child.
- Ensure that **equal rights** are administered to all children and families (including refugees, migrants and other disadvantaged groups).
- Create necessary legislative instruments to broaden **people's rights to the use and ownership of land.**
- Encourage and support the establishment of independent committees for the **Defense of Children's Rights** in each city. These committees would perform legal surveillance of conformity with the Convention on the Rights of the Child.

D. Optimizing Resources and Investment

- Establish **community-based decision-making** processes, including microplanning, to facilitate the transfer of decision-making on funds and resources to the lowest feasible operational level, i.e., the community.
- **Review and, where necessary, restructure municipal revenue and expenditure** patterns in order to improve revenue collection and ensure judicious management of expenditures and thereby to release enhanced financial support for child development programmes.
- **Integrate sectoral service, streamline the bureaucracy and avoid overlapping actions** in order to prevent waste of scarce resources. Aim for more cost-effective responses (i.e., better and increased services at reduced costs).
- Intensify lobbying for greater **debt-reduction** and 'debt swaps' aimed at promoting child development programmes at municipal and national levels.
- **Make more effective use of tax rebate incentives** to encourage profit-sharing for child development by city-level industrialists and business establishments. Consider feasibility of setting-up a city-level **Special Fund for Child Development**, to be administered by the Council for Child and Family Development and to be used for the voluntary sector to develop programmes for children and their families.
- Encourage **optimum use of public facilities**, such as schools and community centres, by opening them up for multi-agency use.
- National and international agencies should provide municipalities and community organizations with **technical advice and guidance** on how to involve the local business community in child development.
- **Publish annual city-wide reports** of expenditures on children and on the progress of programmes for children.
- Establish a **minimum permissible share of the municipal budget** for child development purposes.
- Lobby at the national level for **greater political, legislative and resource support** to translate the new vision of childhood into action.

E. Empowering People Through Community and Organizational Development

- **Expand training** for all (including children, youth and community leaders) **in the skills of**

- community participation.** This should include curriculum development and teacher training to enable schools to work with planners to involve children in the analysis of problems in their communities, particularly those which directly concern them. Provide training opportunities for municipal officials who desire to enhance their abilities in participatory decision-making.
- Provide opportunities for **adolescents' and women's participation** in income earning and decision-making by ensuring that operational guidelines exist for the implementation of suitable municipal programmes.
- Establish **Children's Assemblies and Youth Councils** as ongoing mechanisms for involving children and youth in community development and community management.
- Ensure that community-based organizations have **unhindered access to all levels of decision-making.**
- Support **associations** of working adolescents, including working children, to provide protection and improve communication and understanding between the children and city agencies. Arrange for statutory provisions to channel municipal resources to strengthen their work.
- Ensure that all **children who work** due to economic and social circumstances have access to formal or non-formal education facilities and supportive services that will enable them to acquire education and vocational skills.
- Improve **urban planning and design** for children and families by involving the community directly in the process. This will involve the design or redesign of residential areas so that children are not isolated, can socialize with others and have access to a diverse physical environment for play and recreation.

F. Increasing Public Education and Awareness of the New Vision of Childhood

- Ensure **universal primary education** for all children and promote **adult literacy.**
- Raise **public awareness** about the situation of the urban poor and children at risk, and inform communities and children about their rights and the city services to which they are entitled.
- Require the staff of all municipal agencies to use the 'new vision of childhood' **language** to reduce the stigmatization of the urban poor and children at risk.

III. Strategies for Implementing the New Urban Vision

A. Collecting Information for Advocacy and Monitoring

- **Help communities to conduct their own situational analyses.** Such analyses should be conducted at regular intervals and should not be limited to experimental and special project areas. They should also involve residents from different communities in order to develop general city-wide social responsibility for children and families between, as well as within, communities.
- Ensure **greater use of universities and research centres** in collaborative research and community service with communities and in coordination with municipalities.
- Experiment with and develop **community-based monitoring systems** utilizing tools such as 'community balance sheets' that can be easily understood and used by the community. Particular attention should be given to a system for identifying high-risk families and involving them in the monitoring process.

B. Improving Management, Coordination and Convergence

- Establish a **Council for Child and Family Development** at the city level comprising representatives of NGOs, grass-roots organizations and heads of all municipal departments, including finance. The Council should be permanent and its continuity guaranteed across administrations. Its functions should include advice on the coordination, planning and monitoring of all programmes to defend the rights of children. A **strategic plan**, incorporating the strategies described in this document, should be formulated and administered by The Council for Child and Family Development.
- Install mechanisms facilitating **community-based planning** at different levels by the residents themselves. 'Community planners', and other community-level workers not tied to any particular agency, would facilitate collaboration with, and between, different sections of communities under the coordination of the Council for Child and Family Development.
- Create a **new framework of agency responsibilities** that identifies roles and responsibilities for all levels of government.

- **Identify new roles for agencies not traditionally concerned with children.** Agencies such as transportation and sanitation departments should be given technical assistance/training to help them understand: (1) how their activities have an impact on children, and (2) how they can work better with other agencies to serve families and children.
- Encourage **pilot participatory projects** in order to foster the self-initiating and self-monitoring capacities of communities.
- Place **families and children on municipal council agendas.** A report from the Council for Child and Family Development on progress made in programmes should be an item on the agenda of every municipal council meeting.
- Provide coordinating mechanisms so that the energies of **international agencies**, which often work independently of one another in the same community, do not overlap and compete.

C. Strengthening Legislation

- Make **legislation as flexible as possible** to give municipalities freedom to apply funds in accordance with community needs and priorities.
- Work towards the **implementation of a legal framework** based on the Convention on the Rights of the Child.
- Shift more economic power, and hence **political power**, from the national to the municipal level. Mayors can join with other mayors to lobby for this change.
- Undertake the **early review of all local legislation** (by-laws and ordinances) and amend and expand legislation to maximize conformity with the Convention on the Rights of the Child.
- Ensure that **equal rights** are administered to all children and families (including refugees, migrants and other disadvantaged groups).
- Create necessary legislative instruments to broaden **people's rights to the use and ownership of land.**
- Encourage and support the establishment of independent committees for the **Defense of Children's Rights** in each city. These committees would perform legal surveillance of conformity with the Convention on the Rights of the Child.

D. Optimizing Resources and Investment

- Establish **community-based decision-making** processes, including microplanning, to facilitate the transfer of decision-making on funds and resources to the lowest feasible operational level, i.e., the community.
- **Review and, where necessary, restructure municipal revenue and expenditure** patterns in order to improve revenue collection and ensure judicious management of expenditures and thereby to release enhanced financial support for child development programmes.
- **Integrate sectoral service, streamline the bureaucracy and avoid overlapping actions** in order to prevent waste of scarce resources. Aim for more cost-effective responses (i.e., better and increased services at reduced costs).
- Intensify lobbying for greater **debt-reduction** and 'debt swaps' aimed at promoting child development programmes at municipal and national levels.
- **Make more effective use of tax rebate incentives** to encourage profit-sharing for child development by city-level industrialists and business establishments. Consider feasibility of setting-up a city-level **Special Fund for Child Development**, to be administered by the Council for Child and Family Development and to be used for the voluntary sector to develop programmes for children and their families.
- Encourage **optimum use of public facilities**, such as schools and community centres, by opening them up for multi-agency use.
- National and international agencies should provide municipalities and community organizations with **technical advice and guidance** on how to involve the local business community in child development.
- **Publish annual city-wide reports** of expenditures on children and on the progress of programmes for children.
- Establish a **minimum permissible share of the municipal budget** for child development purposes.
- Lobby at the national level for **greater political, legislative and resource support** to translate the new vision of childhood into action.

E. Empowering People Through Community and Organizational Development

- **Expand training** for all (including children, youth and community leaders) **in the skills of**

- community participation.** This should include curriculum development and teacher training to enable schools to work with planners to involve children in the analysis of problems in their communities, particularly those which directly concern them. Provide training opportunities for municipal officials who desire to enhance their abilities in participatory decision-making.
- Provide opportunities for **adolescents' and women's participation** in income earning and decision-making by ensuring that operational guidelines exist for the implementation of suitable municipal programmes.
- Establish **Children's Assemblies and Youth Councils** as ongoing mechanisms for involving children and youth in community development and community management.
- Ensure that community-based organizations have **unhindered access to all levels of decision-making.**
- Support **associations** of working adolescents, including working children, to provide protection and improve communication and understanding between the children and city agencies. Arrange for statutory provisions to channel municipal resources to strengthen their work.
- Ensure that all **children who work** due to economic and social circumstances have access to formal or non-formal education facilities and supportive services that will enable them to acquire education and vocational skills.
- Improve **urban planning and design** for children and families by involving the community directly in the process. This will involve the design or redesign of residential areas so that children are not isolated, can socialize with others and have access to a diverse physical environment for play and recreation.

F. Increasing Public Education and Awareness of the New Vision of Childhood

- Ensure **universal primary education** for all children and promote **adult literacy.**
- Raise **public awareness** about the situation of the urban poor and children at risk, and inform communities and children about their rights and the city services to which they are entitled.
- Require the staff of all municipal agencies to use the 'new vision of childhood' **language** to reduce the stigmatization of the urban poor and children at risk.

- Work with the media to **project a realistic picture of children** in difficult circumstances. Children are law-abiding and unprotected; when some children become deviant it is due to compelling circumstances which need to be addressed.
- Strengthen capacities of **municipal service providers** to be more understanding and open to participatory ways of solving community problems.

LETTER FROM FLORENCE

A Declaration Produced by the Mayors and City Leaders at the Conference

We, the Mayors and city leaders of different countries, having gathered this week in Florence, Italy, at the invitation of the UNICEF International Child Development Centre, the Comune di Firenze, and the Istituto degli Innocenti di Firenze to discuss 'Today's Children, Tomorrow's Cities',

REMINDE Heads of national and city governments of the commitment that was made by governments through the ratification of the UN Convention on the Rights of the Child, and reaffirmed at the World Summit for Children, and, while aware that important differences exist among nations,

CALL UPON Mayors and other Heads of municipal governments throughout the world to recognize that:

1. The worldwide economic crisis is provoking serious consequences which directly affect the welfare of our children and families.
2. We must take increased responsibility for preventing the deterioration of the quality of life of our populations and the accentuation of social inequities, and we must ensure that others, including representatives of national, state or municipal governments, non-governmental organizations (NGOs), community-based organizations and the private sector, join in our efforts.
3. We must insist that municipal governments, which are on the front line, be given legal instruments and economic resources so that they can implement social policies that guarantee the full citizenship and rights of all children and families.

4. We must guarantee that citizens, including children according to their capacities, be given the opportunity to participate in a genuine and not just a token way in the definition of priorities for municipal action, and that institutionalized channels (committees, task forces and councils) be established at the municipal level for this purpose.
5. We must ensure that the accounting of the use of public resources be transparent to the public.
6. We must strive for greater coordination within government agencies and among these agencies, the private sector, NGOs and community-based organizations, in order to implement integrated plans of action that promote the rights of all children and families in the city.

We therefore call upon Mayors worldwide to make a decisive commitment to protect the rights of our children, to achieve the summit goals and to ensure, by making our cities more humane, that all children have a better future. We call upon you to involve all citizens of our cities in this alliance, and we invite you, with the support of UNICEF and other international organizations, to encourage others by your example, and to share at future international meetings, such as the June 1993 Mayors' International Colloquium for Children in Mexico City, your accomplishments on behalf of children.

*Construir o futuro no presente e tarefa de todos nos.
The future of our children begins today.
Il futuro dell'infanzia comunica oggi.
Preparar el futuro de los niños es tarea del presente.*

NOTES

1. The term 'community' is used throughout this document to refer to the smallest possible geographical area with which people identify. The relevant term in the Philippines is 'barangay', in India it is 'ward level', and in many English-speaking countries it is 'neighbourhood'.

2. The definition includes: street and working children; abused, abandoned, neglected and untreated children; children affected by armed conflict and other disasters; substance users and abusers; adolescent mothers; children affected by AIDS; disabled children; children exchanged for money; urban children in poor urban communities; and children deprived of love, care, attention and supporting relationships.

3. The term 'Mayor' is used in this document to refer to all heads of municipal governments.

EXPERT SEMINAR PARTICIPANTS

Ms. Teresa Albanez
Child Rights Section
UNICEF
3 UN Plaza,
New York, NY 10017
Tel: 212-326-7099
Fax: 212-326-7731

Ms. Taunys Almanzar
International Studies Program
City College of New York
138th Street & Convent Ave
New York, NY 10031
Tel: 212-650-5048
Fax: 212-650-5841

Mr. Philip Alston
Department of Law
European University Institute
C.P. No 2330
1-50100 Firenze Ferrovia, Italy
Tel: 39-55-465316
Fax: 39-55-468-5200
E-mail: alston@datacomm.iue.it

Mr. Artur Araujo
Mayor's Cabinet, Santos-Brazil
Praca Visconde de Maua, s/n - Centro
Santos, São Paulo, CEP 11010-900
Brazil
Tel: 55-13-219-2924
Fax: 55-13-219-1334

Ms. Dragana Avramov
FEANTSA
1 rue Defacqz
B-1050 Brussels 1, Belgium
Tel: 32-2-538-6669
Fax: 32-2-539-4174

Mr. Marcello Balbo
Direttore Scuola P.V.S.
Istituto Universitario di Architettura di Venezia
Ca'Tron, Santa Croce 1957, 30135
Venezia, Italy
Tel: 39-41-257-2305
Fax: 39-41-524-0807

Ms. Ximena de la Barra
Senior Urban Adviser
UNICEF - Urban Section
3 UN Plaza
New York, NY 10017
Tel: 212-824-6650
Fax: 212-824-6483
E-mail: xdelabarra@unicef.org

Ms. Sherry Bartlett
RFD#4
Box 400
Putney, VT 05346
Tel & Fax: 802-387-4075

Mr. Sam Beck
Cornell School of Human Ecology
Olin Hall - CUMC
445 East 69th Street, 3rd Floor
New York, NY 10021
Tel: 212-746-2273/2270
Fax: 212-746-8312

Mr. Stefano Berterame
Demand Reduction Section
UN International Drug Control
Programme (UNDCP)
P.O. Box 500
A-1400 Vienna, Austria
Tel: 43-1- 213450
Fax: 43-1- 213455866
E-mail: undcp_hq@undcp.un.or.at

Mr. Jeff Bishop
BDOR
The Wool Hall
12, St. Thomas Street
Bristol BS1 6JJ
United Kingdom
Tel: 44-1-179-277510
Fax: 44-1-272-260221
E-mail: bjourjb@easynet.co.uk

Mr. Bernardo Cameratti
UNICEF Honduras
Apartado Postal
Tegucigalpa, MDC, Honduras, C.A.
Tel: 504-311612
Fax: 504-325884

Mr. David Capistrano Filho
Mayor of Santos (former)
Praca Visconde de Maua, s/n - Centro
Santos, São Paulo, CEP 11010-900
Brazil
Tel: 55-13-219-2924
Fax: 55-13-219-1334

Ms. Louise Chawla
416 Logan Street
Frankfort, KY 40601
Tel: 502-227-0052 (h)
502-229-6721 (w)
Fax: 502-227-6405

Mr. Michael Cohen
The World Bank
1818 H Street, NW
Washington, DC 20433
Tel: 202-473-3112
Fax: 202-522-3232

Mr. Mark Connolly
UNICEF
3 UN Plaza, H-10F
New York, NY 10017
Tel: 212-326-7470

Ms. Nasreen Contractor
YUVA
8 Ground Floor, 33/L Mhatre Building
Mughbhat Cross Lane, Bombay 400 004
India
Tel: 91-22-3889811
Fax: 91-22-3853139

Mr. Jose Luis Coraggio
Instituto del Conurbano
Paunero 1721, CP 1663
San Miguel, Buenos Aires
Argentina
Telefax: 54-1-667-1501/2691 ext. 223

Ms. Nilda Cosco
International Play Association, Latin
America
Pasaje del Signo 4028 2 D
1425 Buenos Aires, Argentina
Telefax: 54-1-827-2187

Mr. Brendan Doyle
UNICEF - Water and Environmental
Sanitation Section
3 UN Plaza
New York, NY 10017
Tel: 212-824-6662
Fax: 212-824-6480

Mr. Leonard Duhi, M.D.
University of California - School of
Public Health
410 Warren Hall #7360
Berkeley, CA 94720-7360
Tel: 510-642-1715
Fax: 510-643-6981

Mr. Andre Dzikus
UNCHS/HABITAT
Research & Development Division (RDD)
P.O. Box 30030
Nairobi, Kenya
Tel: 254-2-623060
Fax: 254-2-624265

Ms. Solvig Ekblad
Director, Assoc. Prof. in Psychology at
Karolinska Institutet
National Institute for Psychosocial
Factors and Health
Box 230
S-171 77 Stockholm, Sweden
Tel: 46-8-728-6400
Fax: 46-8-344143

Ms. Misrak Elias
UNICEF - Gender & Development
Section
3 UN Plaza,
New York, NY 10017
Tel: 212-824-6670
Fax: 212-824-6486

Mr. Selman Erguden
UNCHS/HABITAT - RDD
P.O. Box 30030
Nairobi, Kenya
Tel: 254-2-623060
Fax: 254-2-624266

Ms. Maria Fernanda Espinosa
Rutgers University
29 South Forest Ave.
Highland Park, N.J.

Ms. Marina Fernando
City College of New York -
International Studies Program
138th Street & Convent Avenue
New York, NY 10031
Tel: 212-650-5842
Fax: 212-650-5841

Ms. Rana Flowers
UNICEF - Child Rights Section
3 UN Plaza, H 9F
New York, NY 10017
Tel: 212 326-7309
Fax: 212-326-7731

Mr. Leo Fonseka
UNICEF - ROSA
P.O. Box 5815 Lekhnath Marg
Kathmandu, Nepal
Tel: 977-1-417082
Fax: 977-1-419479

Ms. Xiomara Franco
Habitat-Cuba
Sociedad para la Vivienda y el
Urbanismo
7ma No. 701, esquina a 41
Miramar, Playa, Ciudad de la Habana
Cuba
Fax: 53-7-330105

Ms. Aida Girma
UNICEF - Bamako Initiative
Management Unit
3 UN Plaza
New York, NY 10017
Tel: 212-326-7123
Fax: 212-326-7059

Mr. Curtis Glick
UNICEF TACRO - Subregional
Programme
Apartado 7555
Santafe de Bogota, D.C.
Tel: 57-1-310-1339
Fax: 57-1-310-1437

Mr. David Goldenberg
Plan International
1421 Narragansett Blvd.
Cranston, RI 02905-5140
Tel: 401-467-0765

Ms. Dorothy Gordon
Programme Development and
Management Section
UNV - Geneva
Palais des Nations
1211 Geneva 10, Switzerland
Tel: 41-22-788-2455
Fax: 41-22-788-2501

Mr. Rodrigo Guerrero
Pan American Health Organization
(PAHO)
525 23rd Street NW
Washington, DC 20037-2895
Tel: 202-223-5971
Fax: 202-861-3200

Ms. Sreelakshmi Gururaja
UNICEF - Gender & Development Section
3 UN Plaza,
New York, NY 10017
Tel: 212-824-6671
Fax: 212-824-6486

Ms. Gulbadan Habibi
UNICEF - Childhood Disabilities,
CEDC
3 UN Plaza,
New York, NY 10017
Tel: 212-824-6638
Fax: 212-824-6483

Ms. Haifa Hammami
Planning Department
Columbia University
511 West 113th St
New York, NY 10025
Tel: 212-280-7719

Mr. Roger Hart
The Graduate Center of the
City University of New York
Children's Environments Research
Group
33 West 42nd Street
New York, NY 10036
Tel: 212-642-2971
Fax: 212-642-2970

Mr. James R. Himes
UNICEF - Int'l Child Development
Centre
Piazza SS Annunziata, 12
50122 Florence, Italy
Tel: 39-55-234-5258
Fax: 39-55-244817

Mr. Mathias Hundsalz
UNCHS/Habitat
P.O. Box 30030
Nairobi, Kenya
Tel: 254-2-621234
Fax: 254-2-624266

Mr. Selim Iltus
The Graduate Center of the
City University of New York
Children's Environments Research
Group
33 West 42nd Street
New York, NY 10036
Tel: 212-642-2971
Fax: 212-642-2970

Ms. Lalitha Iyer
Plan International
8/16 Sarva Priya Vihar
New Delhi 110 106, India
Tel: 91-11-6850510
Fax: 91-11-6863417

Mr. Rodney Jackson
Human Ecology
Cornell University
492 Halsey St
Brooklyn, NY 11233
Tel: 718-574-5497/212-472-7292

Mr. Gordon Klopff
UNICEF - NGO
3 UN Plaza,
New York, NY 10017
Tel: 212-303-7910
Fax: 212-326-7260

Mr. David Korten
The People-Centered
Development Forum
14 E. 17th Street, Suite 5
New York, NY 10003
Tel: 212-620-7137
Fax: 212-242-1901
E-mail: pcdff@igc.apc.org

Mr. Miloon Kothari
HIC Housing Rights Subcommittee
8, rue Gustave Moynier
1202 Geneva, Switzerland
Tel & Fax: 41-22-738-8167
E-mail: miloon@unv.ch

Mr. Erdogan Kumcu
Department of Marketing
Ball State University
Muncie, IN 47306
Tel: 317-285-5186
Fax: 317-282-6552
E-mail: aekumcu@bsuvc.bsu.edu

Mr. Christian Lambrechts
UNEP - Human Health, Welfare and
Settlements Unit
P.O. Box 30552
Nairobi, Kenya
Fax: 254-2-226886

Mr. Antonio Lancetti
Secretariat of Community Action,
Santos - Brazil
Praca Visconde de Maua, s/n - Centro
Santos, Sao Paulo, CEP 11010-900
Tel: 55-13-219-2924
Fax: 55-13-219-1334

Mr. Silvestre Lopez-Penela
United Nations Volunteers - UNISTAR
One United Nations Plaza, Rm TM-907
New York, NY 10017
Fax: 212-697-5058

Mr. Raymond Lorenzo
via Monterverdi 13
Perugia, Italy 6100
Tel & Fax: 39-75-573-5629

Mr. Gert Ludeking
DANIDA/UNCHS
P.O.Box 30030
Nairobi, Kenya
Tel: 254-2-623110
Fax: 254-2-624265

Mr. Sibeso Luswata
UNICEF South Africa
Pretor Forum Building
269 Van der Walt Street
P.O. Box 4884, Pretoria 0001
South Africa
Tel: 27-12-320-7066/9
Fax: 27-12-320-4085/6

Ms. Erma Manoncourt
UNICEF - PSCM Section
3 UN Plaza,
New York, NY 10017
Tel: 212-824-6607
Fax: 212-824-6484

Ms. Tova Maria Solo
The World Bank
IFG/MIGA
1818 H Street NW
Washington, DC 20433
Tel: 202-477-1234
Fax: 202-522-3247

Mr. Alfredo Missair
UNICEF - Urban Section
and Ball State University
3 UN Plaza
New York, NY 10017
Tel: 212-824-6651
Fax: 212-824-6483
E-mail: amissair@unicef.org
ineni@aol.com

Ms. Janice Molnar
Urban Poverty Program
The Ford Foundation
320 East 43rd Street
New York, NY 10017
Tel: 212-286-0871
Fax: 212-573-4726

Mr. Robin Moore
International Play Association and
School of Design, North Carolina
State University
Box 7701
Raleigh, NC 27695-7701
Tel: 919-515-2204
Fax: 919-515-7330

Mr. Inayath Nafees
City College of New York -
International Studies Program
138th Street at Convent Ave
New York, NY 10031
Tel: 212-368-4086
Fax: 212-650-5841
E-mail: qpzf52a@prodigy.com
Inayath@gnn.com

Mr. Roger Normand
Center for Economic and Social Rights
105 East 22nd Street, Suite 209
New York, NY 10010
Tel: 212-982-1950
Fax: 212-982-2136
E-mail: cesr@netcom.com

Mr. Kevin Nugent
Harvard University and
University of Massachusetts
41 Oneida Road
Acton, MA 01720
Fax: 617-859-7215

Ms. Lynette Ochola
OXFAM - UK (Nairobi Office)
P.O. Box 40680
Nairobi, Kenya
Fax: 254-2-442123

Ms. Alfhid Petren
Radda Barnen (Save the Children)
S-107, 88 Stockholm, Sweden
Tel: 46-8-698-9000
Fax: 46-8-698-9014

Mr. Minar Pimple
YUVA
8 Ground Floor
33 L. Mughbat Cross Lane
Thakurdwar, Bombay 400 004, India
Tel: 91-22-3889811
Fax: 91-22-3853139
E-mail: yuva@inbb.gn.apc.org

Ms. Mary Racelis
The Ford Foundation
P.O. Box 1936
MCPO 1259 Makati
Metro Manila, Philippines
Tel: 63-2-892-8311
Fax: 63-2-811-3109

Ms. Francoise Remington
Forgotten Children
1031 North Edgewood Street
Arlington, VA 22201
Tel: 703-522-1294

Mr. Cyril Ritchie
NGO Committee on UNICEF
15 Chemin Rojoux
1231 Conches - Geneva
Switzerland
Tel: 41-22-733-6717
Fax: 41-22-734-7082

Mr. David Satterthwaite
IIED
3 Endsleigh Street
London WC1H 0DD, UK
Tel: 44-171-388-2117
Fax: 44-171-388-2826
E-mail: humansiied@gn.apc.org

Mr. Ron Schiffman
Center for Community Environment
Renewal
Pratt Institute
200 Willoughby Avenue
Brooklyn, N.Y. 11205
Tel: 718-636-3486
Fax: 718-636-3709

Mr. Michael Schwab
Children and the Environment
2039 Schattuck Square, Suite 500
Berkeley, CA 94704
Tel: 510-486-0763
Fax: 510-486-0880

Ms. Lucia Scull
UNICEF- Urban Section
3 UN Plaza
New York, NY 10017
Tel: 212-824-6649
Fax: 212-824-6483
E-mail: lscull@unicef.org

Mr. Clarence Shubert
UNICEF
P.O. Box 176
Phnom Penh, Cambodia
Tel: 855.23.426.214
855.23.426.284

Ms. Carren Simpson
UNICEF - Urban Section
3 UN Plaza
New York, NY 10017
Tel: 212-824-6652
Fax: 212-824-6483
E-mail: csimpson@unicef.org

Ms. Carol Smolenski
Child Rights Caucus
563 Eighth Street, Apt. 2R
Brooklyn, NY 11215
Tel. & Fax: 718-499-3445

Ms. Cristina Szanton Blanc
Columbia University
5204 Delafield Avenue
Bronx, NY 10471
Tel: 718-548-4170
Fax: 718-601-8233

Ms. Gorel Thurdin
Radda Barnen (Save the Children)
S-107, 88 Stockholm, Sweden
Tel: 46-8-698-9000
Fax: 46-8-698-9014

Mr. Edward Torgbor
Justice
P.O. Box 68092
Nairobi, Kenya
Fax: 254-2-43303

Ms. Rosa Maria Torres del Castillo
UNICEF - Education Section (former)
Lafinur 2932, 6° Piso
1425 Buenos Aires, Argentina
Tel/Fax: 541-804-2384

Mr. Franz Vandershueren
UNCHS/Habitat
P.O. Box 30030
Nairobi, Kenya
Tel: 254-2-621234
Fax: 254-2-624266

Ms. Paola Viero
Direzione Generale di Cooperazioni
Via S. Contarini 25
Ministro degli Affari Estere
Roma, Italy
Fax: 39-06-324-0585

Mr. Erik Vittrup
UNCHS/DANIDA
Direccion Postal: 4540;Codigo: 1000
San Jose, Costa Rica
Tel: 506-233-2089
Fax: 506-296-1545

Mr. Joao Yunes
Pan American Health Organization
(PAHO)
525 23rd Street NW
Washington, DC 20037-2895
Tel: 202-861-3200
Fax: 202-233-5971

Ms. Sarah Zaidi
Center for Economic and Social
Rights
105 East 22nd Street, Suite 209
New York, NY 10010
Tel: 212-982-1950
Fax: 212-982-2136

The preceding list of names was compiled at the Experts Seminar prior to the PrepCom III meeting in New York City. If you are listed but would like to correct the information provided, or if you would like to be added to our network of 'Child-Friendly Cities' advocates, please fill out the form provided below and mail or fax it to:

Urban Section/UNICEF

3 United Nations Plaza
TA-26A
New York, NY 10017, USA

Fax: 212-824-6483
Telephone: 212-824-6649

Name: _____

Title: _____

Organization: _____

Address: _____

City/Country: _____

Telephone/Fax: _____

E-mail: _____