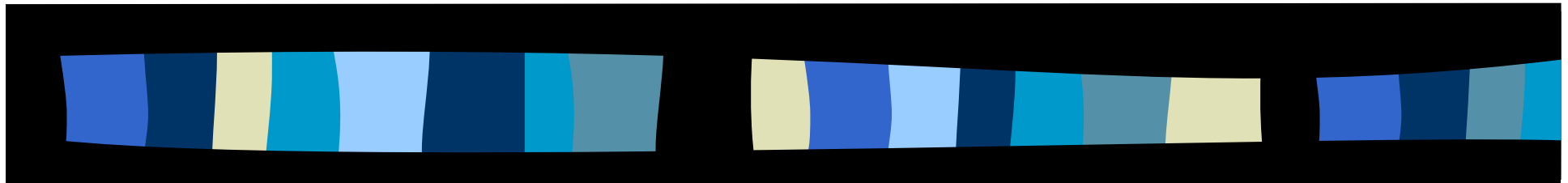
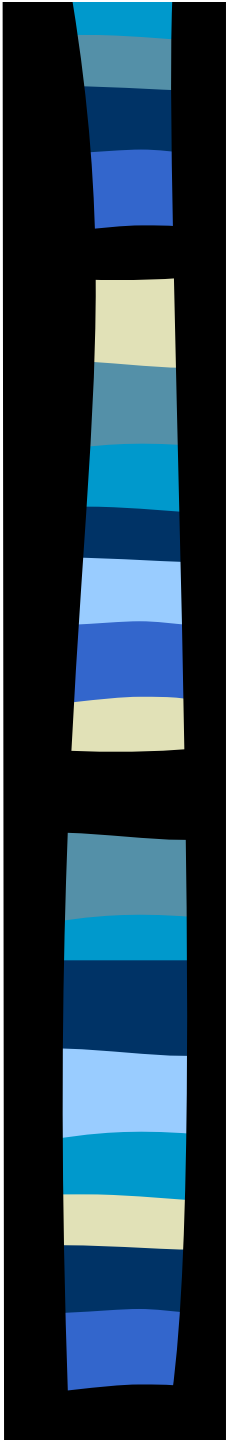


City governments as arenas of innovation and good governance for children and youth



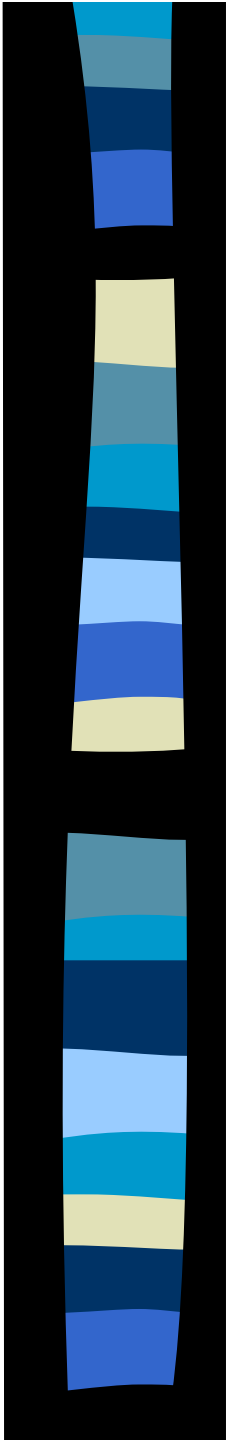
David Satterthwaite

International Institute for Environment and
Development (IIED)



City governments and children and youth

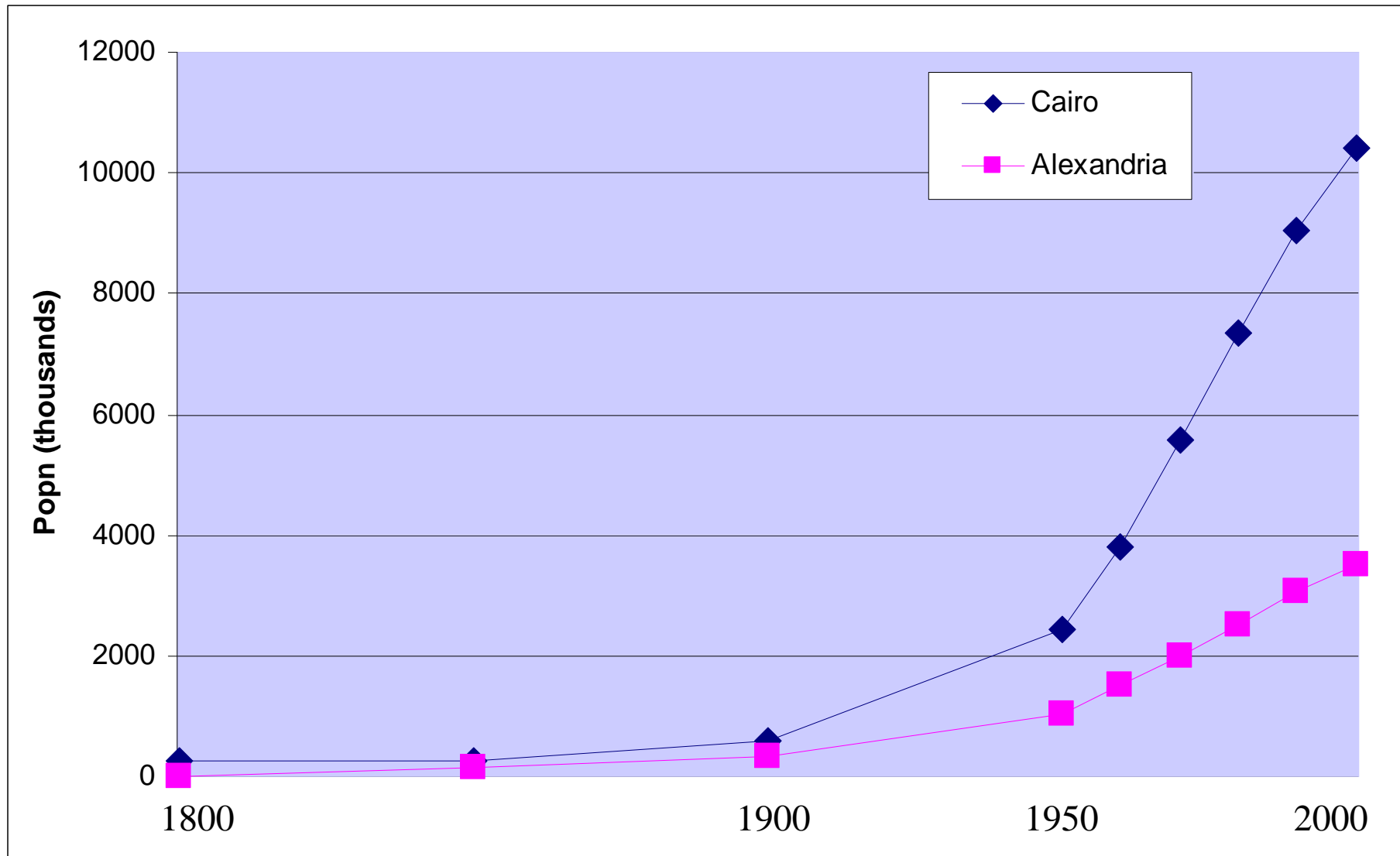
- City governments' relationships with the children & youth in their jurisdiction is among the most important influences on
 - *their lives*
 - *their future development*
 - *what they will contribute to each city's development*
- City governments at the forefront of managing rapid change
 - *Usually with insufficient support from national governments and international agencies*
- A new generation of city mayors & managers who:
 - *See cities' potential to be healthy and stimulating living environments for children and youth*
 - *Develop new ways to involve children & youth in their city*



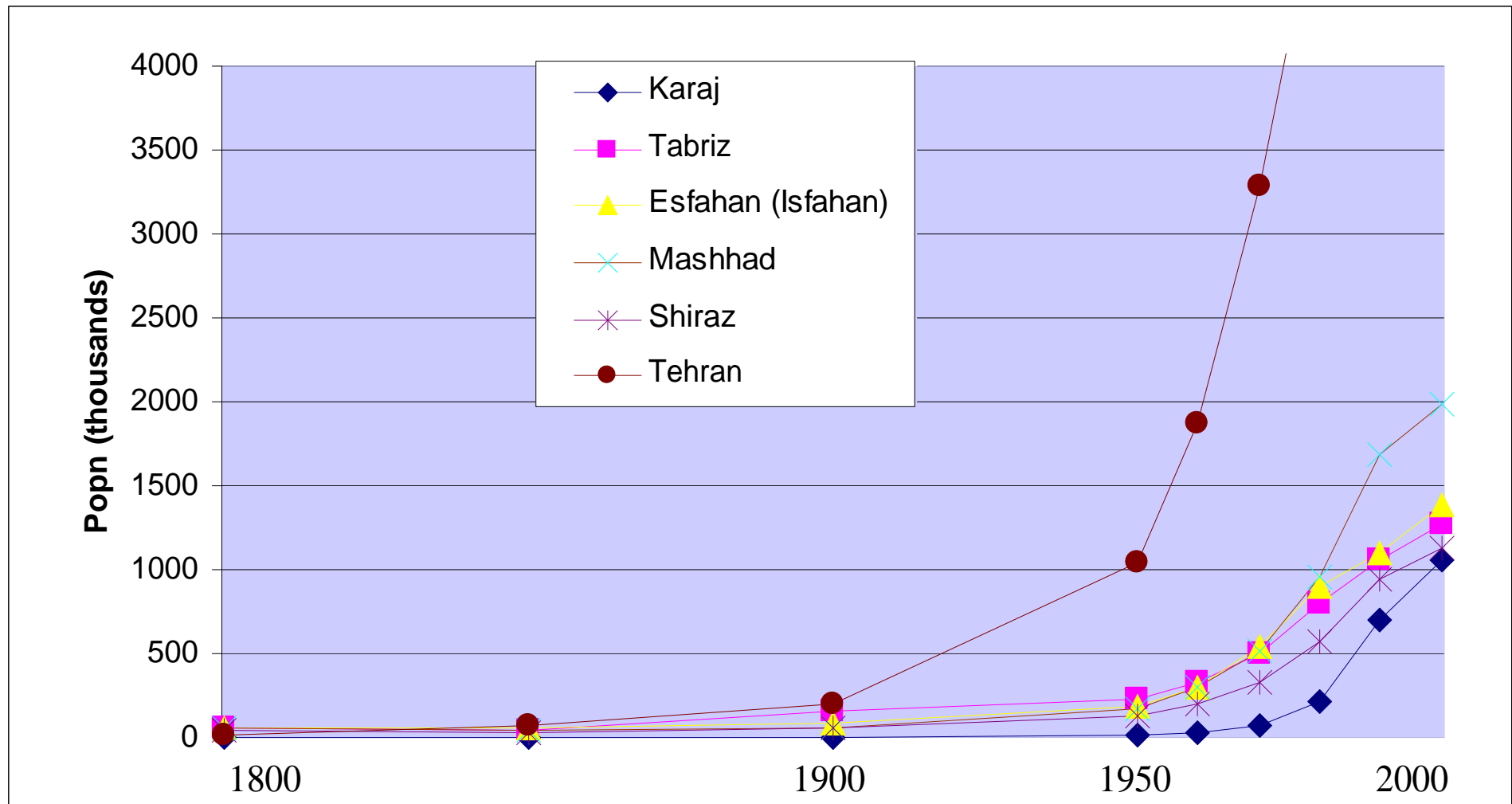
The region has among the world's fastest growing cities

- From one quarter to three quarters of its children and youth in urban areas in 50 years
- Arbil, Dammam, Dubai, Jeddah, Karaj, Khartoum, Medina, Riyadh and Sana'a with populations increasing more than 20fold since 1950. Many other cities with more than a tenfold expansion
- It is city/municipal government that has to change most:
 - ***Very rapid physical growth on the city periphery***
 - ***Doubling the capacity of most city infrastructure and services every few years***
 - ***Often with powers and capacities less than responsibilities***
 - ***Often with outdated legislation and inappropriate regulations***

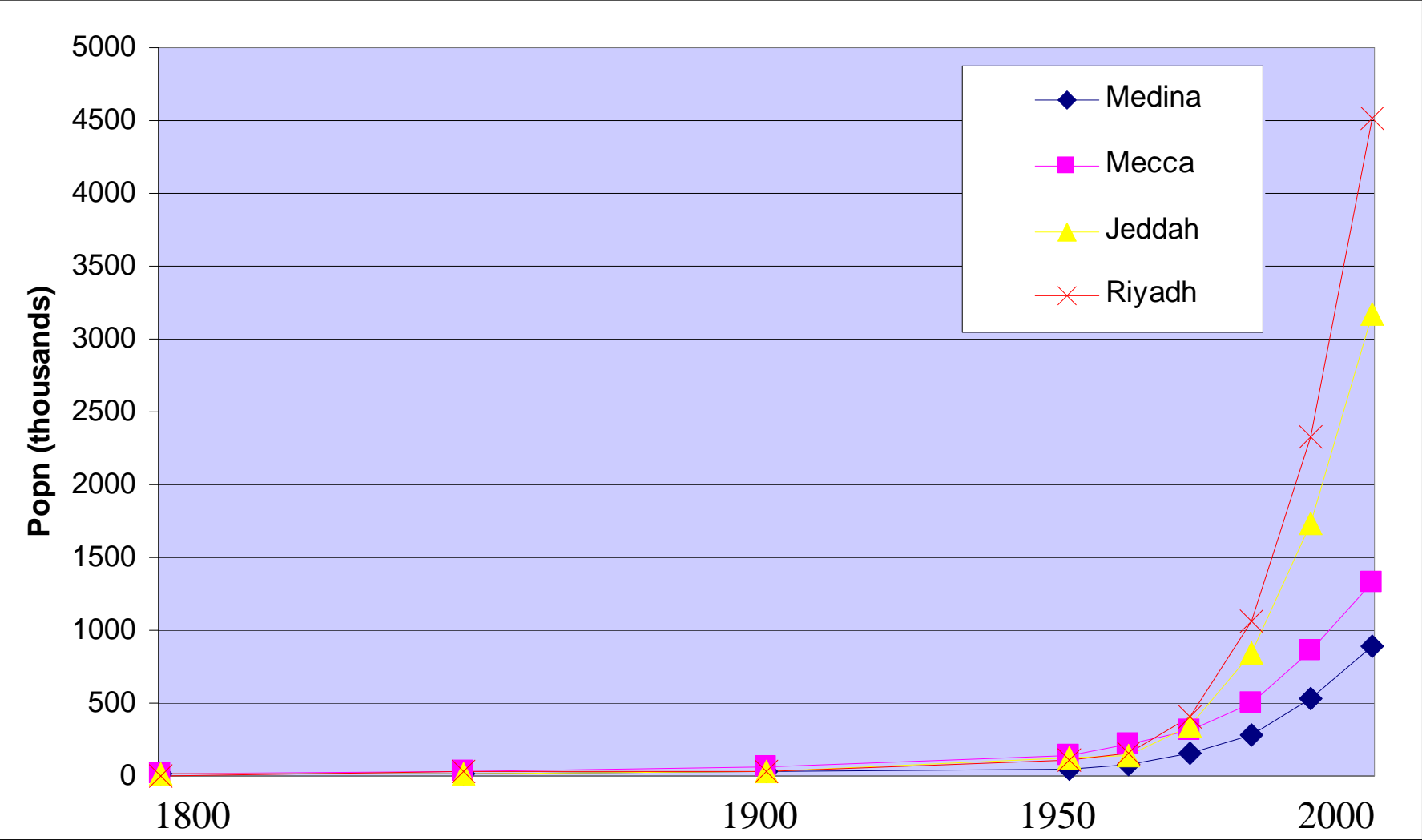
City growth in Egypt



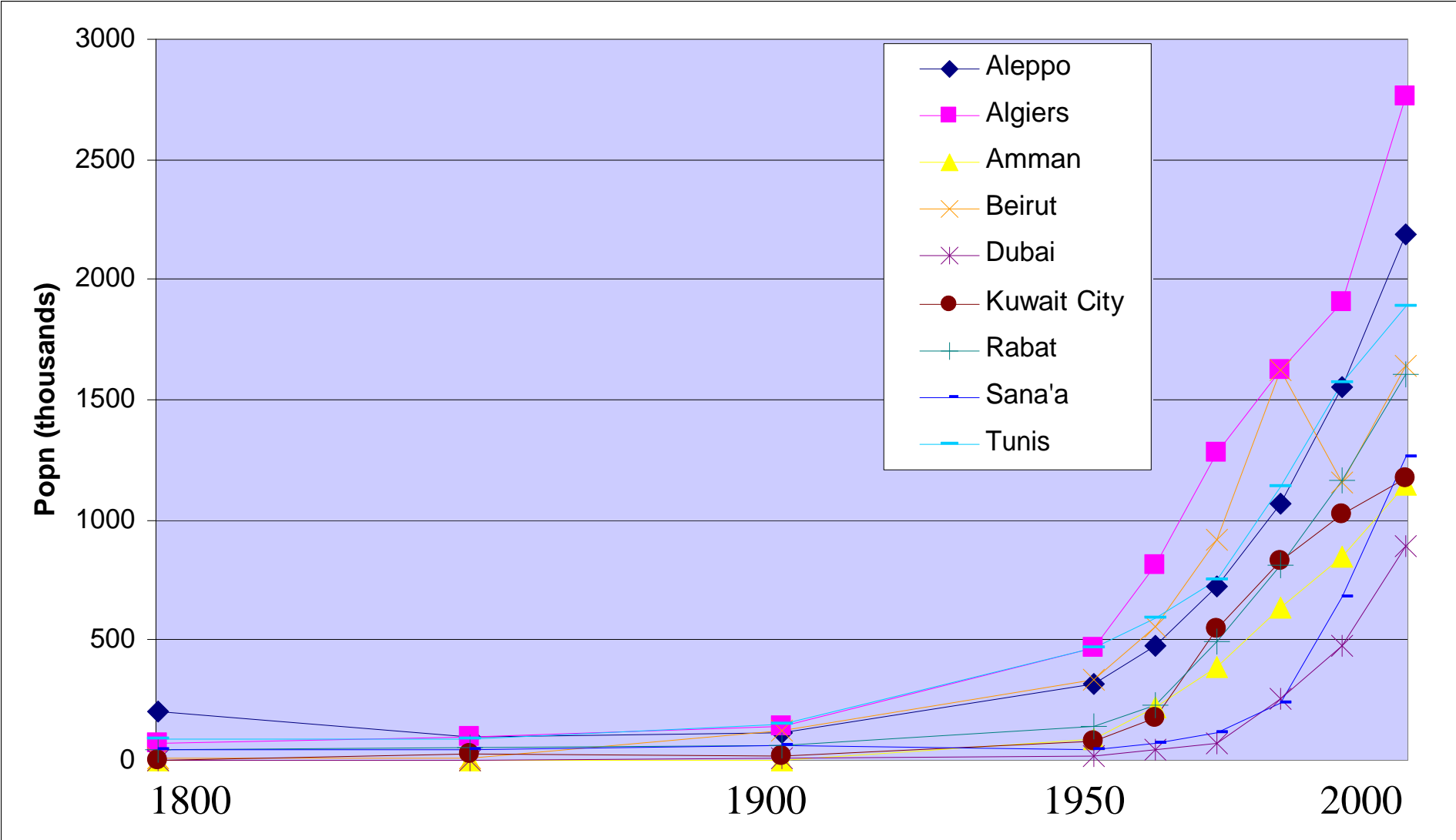
City growth in Iran

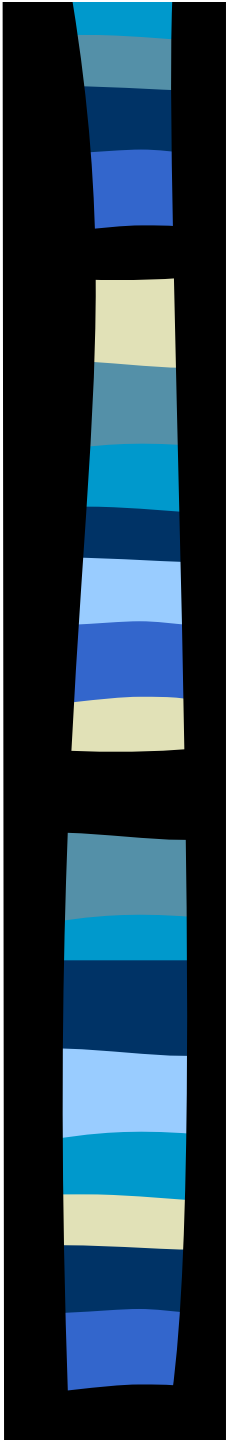


City growth in Saudi Arabia



City growth in other MENA nations





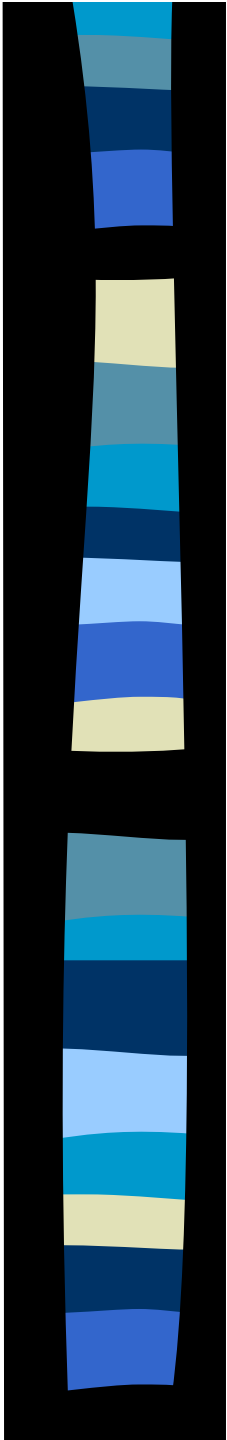
Cities' potential

- Rapid urbanization usually reflects rapid economic growth and a stronger foundation for development
- Concentrating people in cities means many economies of scale and proximity for good quality provision of water, sanitation, health care, schools, emergency services.....
- The speed of a city's growth does not tell us much about its problems
 - ***Many rapidly growing cities have managed to expand their infrastructure and service base to reach most of their populations***
- But difficult for city governments to keep up
- Beset by problems, by demands, by the need for decisive action, difficult for mayors and city officials to make time to listen to and work with children and youth



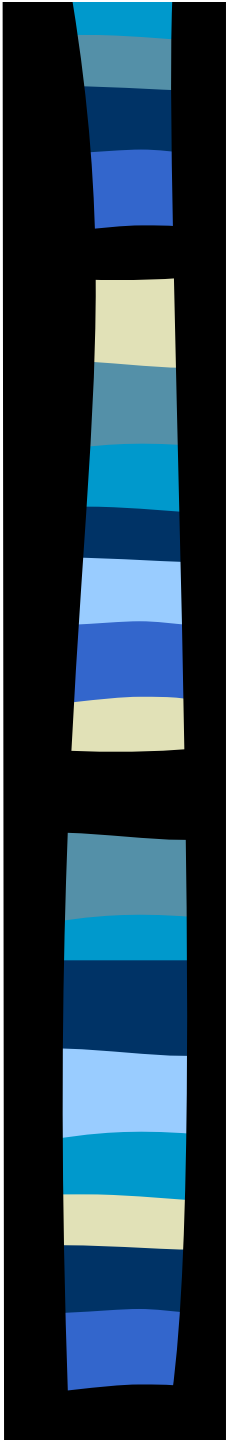
Children and youth's development is so influenced by their local environments

- The quality of the city environment – perhaps the ultimate test of the quality of a city government?
- Do city governments know:
 - *The main causes of premature death or serious injury for each age group in each neighbourhood in their city?*
 - *what fosters or fractures the sense of well being among the city's boys and girls, young men and women?*
 - *what spaces work for them – stimulating yet safe places to play, to gather with their peers*
 - *Whether children and youth feel there is a cohesive community identity or do they see their neighbourhood or city as hostile*
 - *Whether they feel that adults – parents, teachers, city officials – take them and their ideas seriously*
- Do they have opportunities to channel their energy, their desire to explore and their idealism in positive ways in their neighbourhood and in the wider city?



Most city governments lacking data

- on housing quality, service provision, health outcomes – and where poverty is concentrated
- Need for
 - *national statistical services to re-orient their focus to support local governments and local action*
 - *detailed poverty assessments within each city in which city governments are involved, from design to implementation*
- Many innovations show how city governments work with their populations in building this information base
 - *Community mapping*
 - *Slum enumerations*



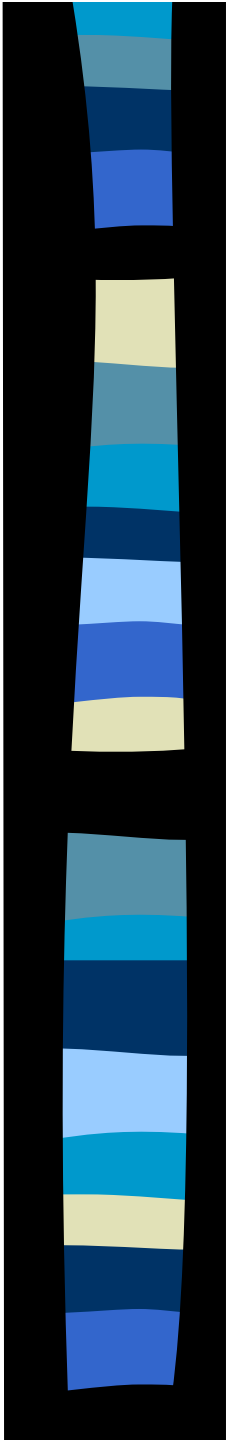
What role for children and youth?

- Each city has a decentralized network of cheap and motivated ‘information centres’
- See schools as centres of local information useful to city government
- Children and youth like to be involved in researching their local environments, identifying problems and how these can be resolved
- But they need city governments and schools to engage with them to do so



Many cities involve all young people in consultations

- First, children and youth discuss their needs and priorities within each class and school:
 - ***Good background material is needed about the city and how its government functions, how its budget works***
 - ***Different kinds of material for each age-group***
 - ***This work has to be informative and fun***
 - encouraging individual work (including drawing and painting)
 - group discussions and exercises (preparing local maps noting the places they like and do not like)
 - ***Guidelines required on how each class and school can report on its findings***



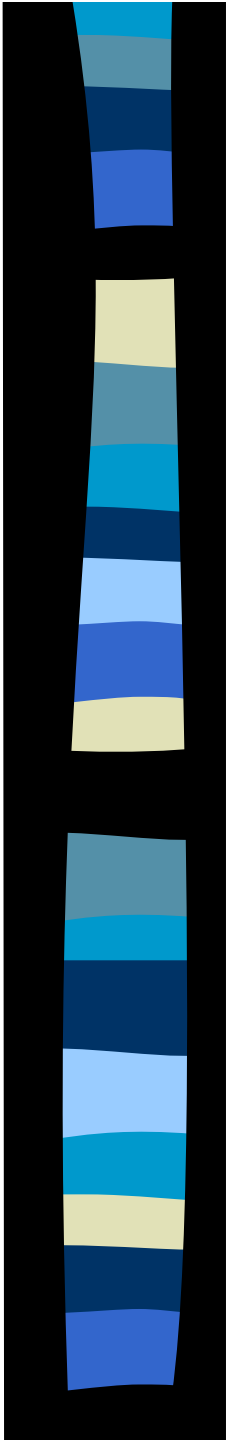
Getting the city-wide picture

- Each school can produce very detailed information about its area
- Combine all the class and school reports for a very rich and detailed set of analyses about the city
 - ***Show how needs and priorities vary by age groups and by neighbourhoods***
- Surprises for government officials as children and youth evaluate positively some poor neighbourhoods because they feel safe, at home and have diverse places to play and to gather
 - ***(and perhaps the opposite for some relatively well-off neighbourhoods)***
- Each school's local analysis can initiate discussions with local government offices and local service providers



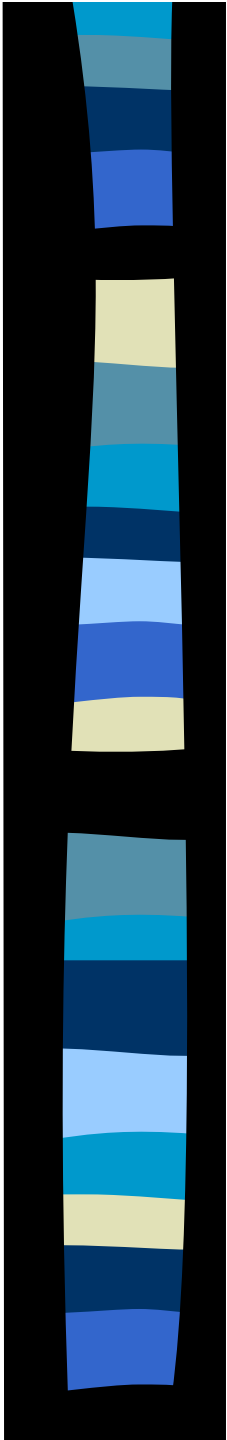
After this work in each school, support city-wide assemblies

- Each school sending representatives
- Children and youth can compare and contrast their local studies, see the problems they share:
 - *In one city-wide assembly, many schools identified problems with buses – so municipal officials worked with student representatives to improve bus services*
 - *Another assembly identified the places in the city that children and youth valued most and the places where they felt unsafe*
 - *In one city, the government allocated part of its investment budget to addressing the priorities determined by a youth council elected by the children and youth assembly*



Making these consultations/assemblies work:

- Children and youth must see their conclusions feeding into city government and producing appropriate responses
- Being listened to important for building their self esteem
- Learning to work with their peers in gathering data, discussing their problems and discussing how to present their findings to adults is part of learning to work as citizens
- The school-based work and the assemblies need support from trained staff and good material
- “I began to participate in the participatory budgeting as if it were a game. I liked the game so much that I will play it all my life. I will never forget the initiative”



Precedents from which to learn:

- The **Growing up in Cities** programme shows how to undertake child and youth based community evaluations
 - *It provides **a series of methods** to help initiate community improvements in which children participate that can be school based or based in another institution*
 - *Its **many case studies** show the importance of city governments investing in people who can facilitate the participation of children and youth*
- Many other initiatives give examples and guidelines – the child-friendly cities programme, the special issue of *Participatory Learning and Action* on children.....
- See sessions about Growing up in Cities and about Child Friendly Cities in later sessions at this Conference



When you think about the needs of children and youth

- Do not think only of projects they need
- Think of the processes that allow them
 - *to identify what they need in their neighbourhood and the city*
 - *to present this to city officials – again at each neighbourhood and for the whole city*
 - *To work with city governments in addressing the needs and priorities they have identified*



Initiating action

- The best innovations often begin with a mayor, teacher or government official allowing more opportunity for a school, youth group or community organization to try something new
- When this produced good results, supporting learning:
 - *other groups visiting it, talking to those who developed it*
 - *returning to their neighbourhoods with ideas about what they could do*
 - *documenting these innovations and disseminating them within the city and to other cities*
- We all need to leave this conference with ideas about how to
 - *listen more to children and youth*
 - *support their potential to work with us in creating better cities*