

Planning and designing child- friendly living spaces

Basic principles
Checklists
Case studies

Planning and
designing
child-friendly
living spaces

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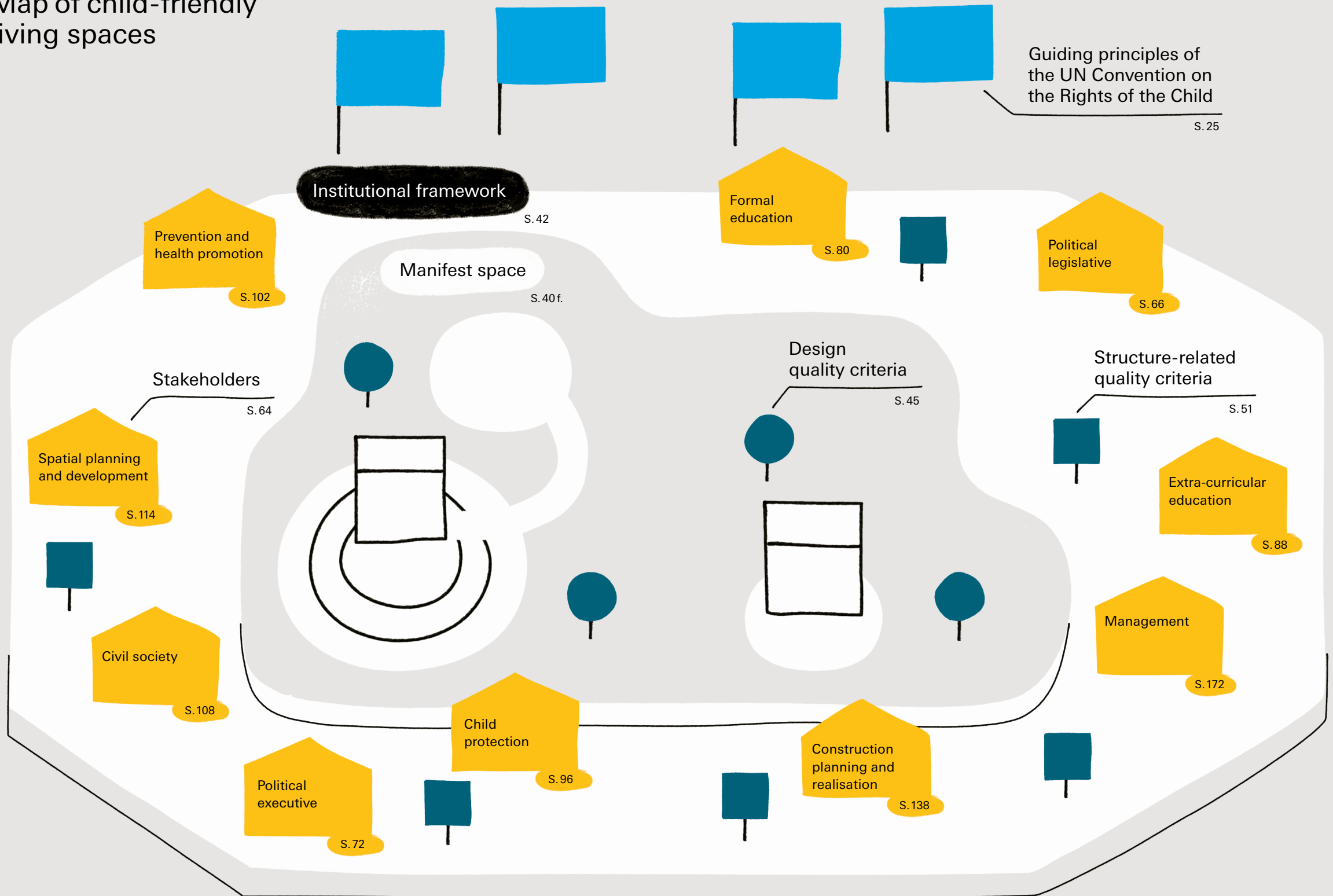


Paul Schiller Stiftung

Basic principles
Checklists
Case studies

A guide for professionals in spatial planning,
construction, politics, education, health and social
work, child protection and for the civil society.

Map of child-friendly living spaces



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Editorial

The UN predicts that two thirds of the world's population will be living in urban areas by 2035. This trend is also being observed in Switzerland. Three quarters of the Swiss population now live in urban areas. At the same time, social and cultural patterns and behaviours are changing due to new family models and digital media, for example. This development has a major impact on children and poses a multitude of challenges to communities and cities, planners, developers, educators and anyone professionally involved in the planning and implementation of child-friendly living spaces.

Children are part of our society and make very special demands of their living spaces. For them, space is orientation, time, experience, education, victory, fear, pride and courage in one. Children develop by independently discovering their living spaces and gradually expanding them. Under normal circumstances, they weave a network of locations in their everyday lives. Being on the move in and between these various living spaces makes children independent, confident and responsible.

In opposition to this is human settlement, typically characterised by densification, urban sprawl, space economisation and public space designations. Children go everywhere. Into residential environments, into inconspicuous niches, public spaces and nature. They are out and about on the streets, trails and paths in order to get from A to B. In light of this, all spaces should be designed to be child-friendly. This is why it is not sufficient for adults to assign to children and young people spaces that have only been considered from an adult viewpoint, such as playgrounds or school grounds, without having determined the needs of the children and young people beforehand.

Yet it is not only manifest space, as described above, that has a decisive impact on children's living spaces. Setting out institutional and structural parameters in terms of increased child-friendliness has a direct influence on children's living spaces. It is crucial that the various stakeholders in politics, management, school, spatial and construction planning, including civil society, have set out their values in terms of children's rights in strategy and position papers and that they, for example, actively seek to collaborate with other stakeholders.

Adults do not always have a good grasp of the immense importance of space for children and young people. We often do not have the tools in our everyday lives to design living spaces for children. This is where this handbook comes in. It sets out the challenges for adult key persons and helps to carry the responsibility and obligations anchored in the United Nations Convention on the Rights of the Child. Furthermore, child-friendly living spaces are not just living spaces for small people. They are living spaces for everyone, since the things that are important for children also benefit other generations. A child's perspective often brings to light issues that adults do not recognise as such. More green spaces and more recreation and relaxation areas also give adults space to breathe. If we tackle the challenges facing children and young people posed by densification, over-protection and urbanisation, for example, then we will be taking an amazing opportunity to create more attractive spaces for everyone.

We encourage everyone to take this responsibility and so to create more value for everyone. This handbook will show you how.

Bettina Junker,
CEO UNICEF Switzerland and Liechtenstein

Preface

Dear readers,

this handbook was published in German and French in spring 2020 by UNICEF Switzerland and Liechtenstein, with financial support from the Paul Schiller Stiftung.

The handbook was created with the aim of giving specialists in spatial, traffic and environmental planning, construction planning and realisation, politics, education, child protection, health and social work in Switzerland and Liechtenstein comprehensive guidelines to help them in planning, realising and managing child-friendly living spaces.

UNICEF Switzerland and Liechtenstein is delighted to have received such demand from the English-speaking sphere and would therefore like to provide a translation from the German. As the handbook is strongly aligned with the national stakeholder and guidelines landscape, some of the content would need to be localised, which cannot be conclusively provided. To make these translations easier for you, at this point we would like to briefly introduce the specifics of the Swiss context and its impact on planning and realising child-friendly living spaces.

Context of the challenges posed by child-friendly living spaces

The handbook was developed from the perspective of a developed industrial nation. The depicted challenges and resulting solutions are very much related to this context. Switzerland is shaped by a closely spatially and functionally linked densification and urban area. Per capita land use is very high in Switzerland. The infrastructure is fully developed in terms of its predefined usage.

Switzerland has a highly developed federalism

Switzerland is a federal state with direct democratic structure at all political levels. These political levels go from the communal level (cities/towns), to the cantonal level (member states) and ultimately to the federal level. Departmental responsibilities are arranged within the political levels according to the principle of subsidiarity, i.e. the level of regulation responsibility is always "as low as possible, as high as necessary".

Swiss cities have a high level of autonomy

Consequently, cities have a lot of decision-making power and leeway when it comes to designing child-friendly living spaces. This means formal and extra-curricular education, and also politics and management, leisure design and many prevention provisions are organised and financed at communal level. Cities also have the power to develop the basic principles for their usage planning and communal construction and planning law. It may therefore be the case that we talk about the city level in this handbook but a different political level has this responsibility in your country.

Communal spatial and construction planning tools in Switzerland

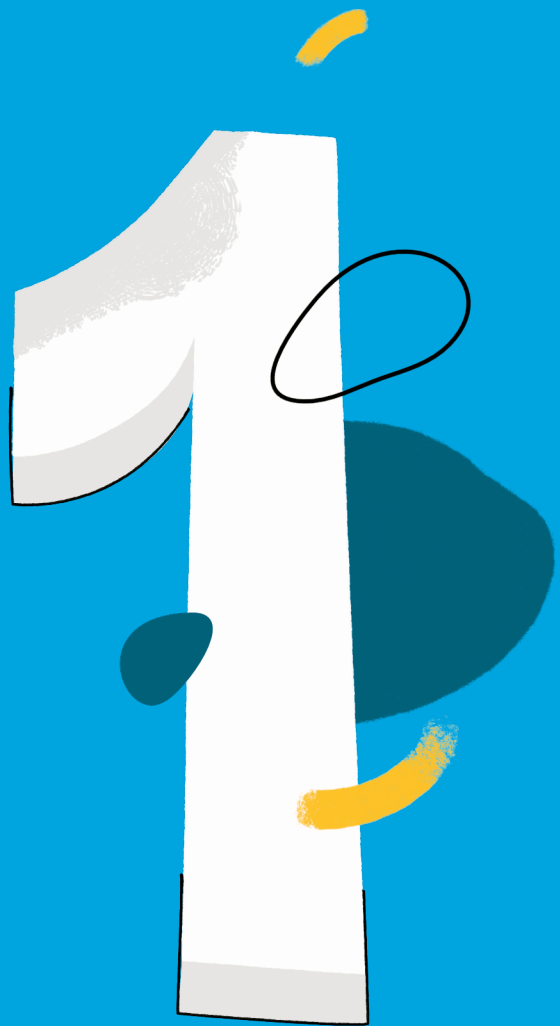
Cities also have a lot of responsibility in spatial and construction planning due to the responsibilities and design leeway set out above. This is well coordinated with the superordinate levels and parts are derived from superordinate law. Cities are entitled to undertake usage planning, which defines the build and/or non-build areas and the specification of the type and dimensions of the specific building utilisation, and is binding for landowners. Usage planning includes a usage plan, the construction regulations and supplementary special usage plans. In the case of public constructions and those with certain building costs, there is a prescribed procedure in the form of tender processes, study commissions or similar. Many cities adopt communal structure plans following the cantonal structure plans so that spatial planning and development is focused and coordinated.

Switzerland has a dual education system

Education policy is within the remit of the cantons. Another feature of Switzerland is the dual vocational education system, which exists in Germany and Austria in an analogous form. The dual vocational education system is characterised by the fact that vocational training takes place at a workplace (such as a workshop, clinic or daycare centre) and at the vocational school in parallel. Mandatory schooling begins in Switzerland from four years old with entry to the kindergarten (basic stage).

Should certain formulations in this handbook be difficult to understand in an international context despite careful reviews, please excuse us. UNICEF Switzerland and Liechtenstein is always open to feedback, which you can send us here:

kfl@unicef.ch



The basic principles
of child-friendly
living spaces

The current situation

Changed living environment of children

Children's lives are being shaped by multiple social and cultural changes. Single-parent families, various co-habitation arrangements and patchwork families have all supplemented the classic nuclear family model. Many parents work. Smartphones, iPads, Playstations, etc., have also made their way into children's bedrooms. Phrases such as "over-protective" and "helicopter parents" describe a parenting style aimed at minimising risks, which is increasingly making free play for children outdoors more difficult. Children's ability to roam freely is therefore shifting from outside to inside, and from unstructured to educational sites. This entails risks, but also opportunities that need to be identified and taken into account.

In terms of space, too, children's lives are more compartmentalised and the individual parts further away from each other these days: school, lunch, nurseries, youth clubs, playgrounds, family, associations and friendships are all ostensibly fertile ground for a child to grow up in. However, these pieces of everyday life are often located far apart from each other and difficult if not impossible for children to access independently. Regardless of age and independence, children remain dependant on either adults or on transport and supervision provision. It is seldom possible for children to discover spaces on their own.

Conscious decisions have to be made in the planning and design of child-friendly living spaces. This is in order to be able to create a nurturing learning and development field for children in their living environment, neighbourhoods, public spaces and in the institutions they attend.

Adding value to child-friendly living spaces

Child-friendly living spaces have a positive impact on child development.³ Children develop confidence and experience self-efficacy in active dialogues with their social and spatial surroundings. Playing freely and without being observed, making their own way to school or roaming their neighbourhood until it gets dark makes children independent and responsible. Children need to co-design and change spaces, and thus identify with them, in order to grow into society. This identification is the first step towards integration.

Child-friendly living spaces with green spaces, recreation and relaxation areas, short pathways, calmed traffic, low-threshold access and space to design benefit all generations, not just children.⁴ Traffic-calmed roads are safer for everyone. A green city with near-natural areas also creates more pleasant temperatures in the residential areas and has a positive impact on the city's biodiversity. If a public space gives people of all ages the opportunity to meet each other informally, it increases mutual understanding and trust, paving the way for a social, creative community.

In its "Cities alive"⁵ report, engineering company ARUP shows how including a child's perspective in city planning can have an impact: residents are more physically active and opt for activities that include other generations more often. Child-friendliness therefore becomes an asset, fewer families leave the city. Child-friendliness becomes a feature of a city in which everybody feels good:

"Children are a kind of indicator species. If we can build a successful city for children, we will have a successful city for all people." (Enrique Peñalosa, Mayor of Bogotá).⁶

The features of child-friendly living spaces, how they can be designed and which criteria should be considered for them are set out below.

Definition of and basis for child-friendly living spaces

The discussion about child-friendly living spaces has become ever more important in recent years due to the challenges outlined above. The Paul Schiller Stiftung foundation published the key report “Children and their living spaces” in 2010.⁷ A publication by the Marie Meierhofer Institut für das Kind (“Institute for Children” – MMI) also addressed the term “living spaces” with collaboration from UNICEF Switzerland and Liechtenstein.⁸

These and other studies produced scientific criteria for child-friendly living spaces. In addition, UNICEF collected multiple experiences of the design of child-friendly living spaces⁹ through the Child Friendly Cities Initiative in Switzerland and Liechtenstein, but also in an international context. Basic principles and parameters are created in these child-friendly cities in order to implement the United Nations Convention on the Rights of the Child¹⁰ – hereinafter also referred to as the Convention on the Rights of the Child – as systematically as possible.

Space

At first glance, a space is three-dimensional and usually has a purpose. For example, a bedroom has four walls and is intended to be a place to sleep. However, a space can also be any experiential space of each and every individual where social interactions take place.¹¹

Child-friendly living spaces consider additional factors that affect the living environment of children, such as the family's economic and social circumstances, which in turn affect access to public spaces or quality of life. They also consider the values, perspectives and beliefs of the community, which can manifest in such things as how much children's play in public spaces is tolerated. Child-friendly living spaces therefore refer to spaces in which children stay, move and encounter in their daily lives. At the same time, aspects of the living environment such as resources when growing up, housing or access to spaces due to socio-economic conditions are key. Structural embedding of children's needs in terms of designing children's living spaces helps to create child-friendly living spaces.

It is an uncontested fact that the spaces in which children find themselves have a major influence on their development. In order to do justice to this fact, the Convention on the Rights of the Child stipulates that children have a right to leisure time, recreation and also to a secure environment and discrimination-free access to health and protection, for example.

Child-friendliness

According to UNICEF, child-friendliness means that every child is fully granted all of their rights. Children are seen as competent, active participants at the start and heart of every consideration in child-friendly living spaces. Children's rights are consistently considered – systematically and at all political levels, in all decisions and all measures that affect children, regardless of whether these are administrative, civil or programmatic measures.

Private stakeholders are also subject to this obligation. Companies, investors and organisations have a direct or indirect positive, yet potentially also negative, impact on the implementation of children's rights through their business activities and decisions. The responsibility of including and observing the Convention on the Rights of the Child in everyday business is part and parcel of this.

The United Nations Convention on the Rights of the Child as a basis for child-friendly living spaces

The Convention on the Rights of the Child is an international treaty consisting of 54 articles. It formulates human rights with a view to the special needs of children from 0 to 18 years of age. The Convention on the Rights of the Child protects childhood as a life stage and defines the corresponding obligations of the state. It was adopted by the UN General Assembly in 1989 and is the most-signed international treaty. The spectrum of children's rights ranges from the right to life, health and family to the right to education and participation. According to the Convention on the Rights of the Child, children are counted as independent individuals whose views must be listened to and respected as those of adults.

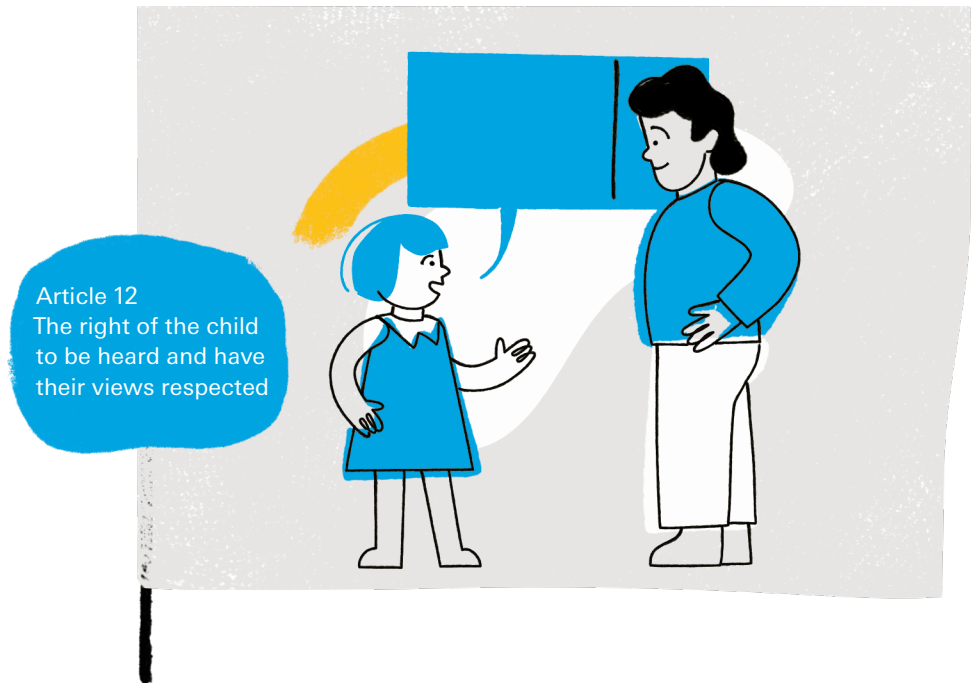
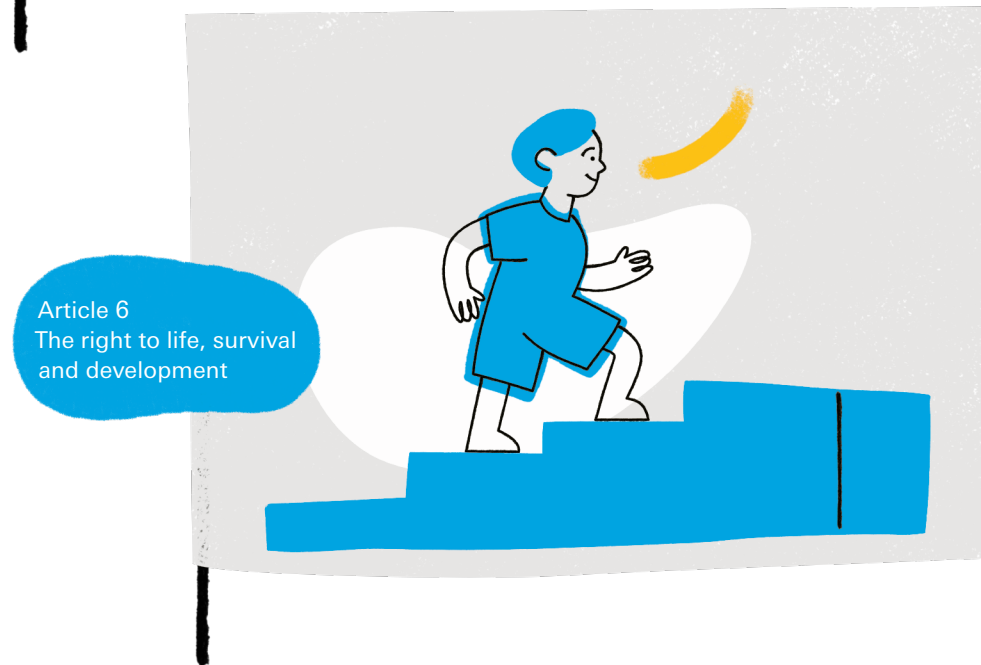
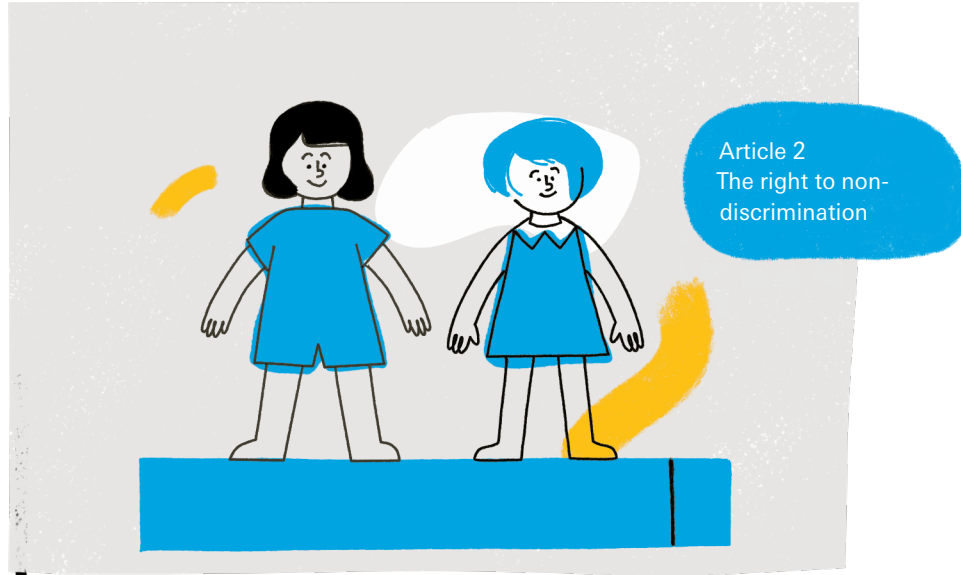
Switzerland ratified the Convention on the Rights of the Child in 1997, Liechtenstein in 1995. Countries that have ratified the convention are obliged to implement it in their country at all political levels and for all children. This is the only way to create living spaces that are child-friendly and that support children growing up.

The guiding principles of the Convention on the Rights of the Child

In Switzerland, integrating the wide range of children's rights everywhere is the task of the state and the responsible subdivided levels. This demands a high level of coordination and cross-linking of all stakeholders, as the issues of childhood and youth cut across all areas. Decision-makers and politicians are very important, especially at communal level, when it comes to implementing children's rights. At this level, it becomes very clear how much politicians and administrators are laying the groundwork in favour of children, as this is where children live, create and develop.

A guiding framework that ensures children's rights are systematically considered is required for politicians and in the formulation and planning of projects and actions in order for all children to be granted their rights. This "child rights approach" is based on the four guiding principles of the Convention on the Rights of the Child.

The guiding principles of the Convention on the Rights of the Child



Article 2**The right to non-discrimination**

The right to non-discrimination means that all rights apply to every child. The state is obliged to protect children against any form of discrimination, not to violate the rights of the child and to enforce these provisions.

When designing child-friendly living spaces, this means:

children should have autonomous access to spaces and provisions regardless of their home location, physical circumstances or socio-economic status. In order to do so, safe, barrier-free access to outside spaces must be created within walking distance of their homes. Disadvantaged neighbourhoods should be given special consideration. Certain provisions outside their homes are not accessible to all children due to their construction and/or road density. This can be the case if, for example, a busy road between the home and playground prevents the children from going back and forth between them independently. The design of provisions also plays a role in non-discrimination – if provisions are subject to a fee or information is only available in one language, this can lead to certain children being excluded due to excessive barriers.

Article 3**The best interests of the child**

Every child has the right to have their interests evaluated in all decisions and actions and to have them considered in decision-making.

By signing the Convention on the Rights of the Child, the state is obligated to ensure the necessary protection and care for the well-being of children in the case that their parents or other responsible persons do not fulfil these obligations.

When designing child-friendly living spaces, this means:

when planning and designing projects and programmes, the best possible development and support of children and the fulfilment of their physical, mental and emotional needs must be considered sustainably and in the long term. This applies to all areas of public life. Therefore, children's perspectives must be included in planning and construction processes.

Article 6**The right to life, survival and personal development**

All children have the right to survive and to grow up healthy. The conditions have to be created for optimal development so that all children can develop physically and mentally as well as possible.

When designing child-friendly living spaces, this means:

there should ideally be a coordinated and superordinate health and prevention strategy that ensures children grow up healthy and develop as well as possible. In spatial design, projects should be planned and implemented to create a safe environment for children that encourages them to move, that they want to stay in, where they can play independently and where they can freely be themselves.

Article 12**The right of the child to be heard and have their views respected**

According to the Convention on the Rights of the Child, every child has the right to freely formulate their own opinions and to be heard in all matters concerning their lives. The views of the child are given due weight according to their age and maturity. This applies primarily to legal and administrative proceedings, but also to medical procedures, for example. Children's participation rights are derived from Article 12 and a host of other rights. These include the right to information (Article 13), freedom of thought, belief and religion (Article 14) and freedom of association (Article 15).

When designing child-friendly living spaces, this means:

the right of the child to be actively included in decisions that affect them applies to all measures for the implementation of the Convention on the Rights of the Child. This means, for example, that children should be asked about their needs when a new village square is being planned, and their answers should then be taken into account in the implementation. Equally, they should be heard in the design of school rules, in the planning and implementation of planning and construction projects, or in hearings in civil proceedings.

The child rights approach in designing child-friendly living spaces

The child rights approach places children's rights at the heart of all efforts, decisions, actions and provisions of the public sector and/or state. It lays the necessary groundwork for designing child-friendly living spaces in cities, communities or neighbourhoods. Many projects and programmes have been established in the last 20 years to enforce children's rights at all political levels. The planning and design of child-friendly living spaces has also increased in importance. Some regions have developed children and youth guidance, children's and youth's officers have been established at both regional and some city levels, and the right of children to participate is gaining ever more of a foothold in various areas of life, and is no longer just limited to the school living space. The child rights approach is applied by certified "child-friendly cities" in Switzerland and Liechtenstein at commune level in a systematic manner: administration, politics, stakeholders from the private sector and professionals work together and consider the interests and rights of children in the day-to-day work.

Due to the challenges outlined above in developing children's environments, UNICEF would also like to encourage other decision-makers and stakeholders to apply the child rights approach in their daily work.

Bearing the responsibility together: a wide range of stakeholders

Children's rights apply to all children in a country, regardless of their status, religion, social affiliation or ethnicity. As legal entities, every child can assert a claim against people, institutions and the state according to the Convention on the Rights of the Child.

The state is the authority, which means that politics, administration, schools and all responsible people outside of schools are obligated to implement the Convention on the Rights of the Child and to support children in exercising their rights. This is set out in Articles 4 and 5 of the Convention on the Rights of the Child: the state ensures that the needs of children are appropriately heeded at all political levels, in all decisions and actions, and in administrative and civil procedures. Although the convention only specifies the state as an authority, all members of a society and, with them, also civil, private commercial and non-governmental organisations have the responsibility to apply children's rights.¹²

Child-friendly living spaces are interconnected. Equally, the people responsible to address and influence the issue of children's and young people's living spaces must be networked. The planning, design and implementation of child-friendly living spaces is a joint task of many stakeholders, as shown in the second part of this handbook. Strong children need a closely-woven network of stakeholders and provisions in order to work towards children's rights being applied to all children.



The challenge is planning and designing spaces for and together with children and young people, specifically and in a timely manner. Professionals in the field of working with children and young people can advocate for children, young people and their rights being considered and included early on in the planning process.

In associating and collaborating with representatives from politics, formal and extra-curricular education, child protection, prevention and health promotion, civil society, representatives from spatial planning and development, construction planning and implementation and from management, there lies a great opportunity to drive forward the implementation of the Convention on the Rights of the Child. We are all a part of this network and it is therefore our duty to contribute to the healthy development of children and young people.

The typologies and quality criteria of child-friendly living spaces

“Living spaces” is a very abstract term, which the next section aims to make more specific using typology and quality criteria. The manifest spaces such as playgrounds, green spaces, classrooms and transport routes are not the only ones within this scope. Child-friendly spaces also include children’s general living spaces in which social development processes manifest. Institutional parameters, such as the school as an institution, or extra-curricular provisions such as youth clubs or the city as a political entity should also be seen as “living spaces”. This is because both the manifest spaces and the institutional and social conditions a child grows up with have an impact on the way the child develops, and they are crucial in the design of child-friendly living spaces.

The questions of which quality criteria characterise child-friendly living spaces and which structural factors are required for their planning and implementation are equally important. The following chapter differentiates between quality criteria in the design and structural quality criteria for the spaces. However, this distinction does not mean that both types of criteria could not impact a space at the same time.

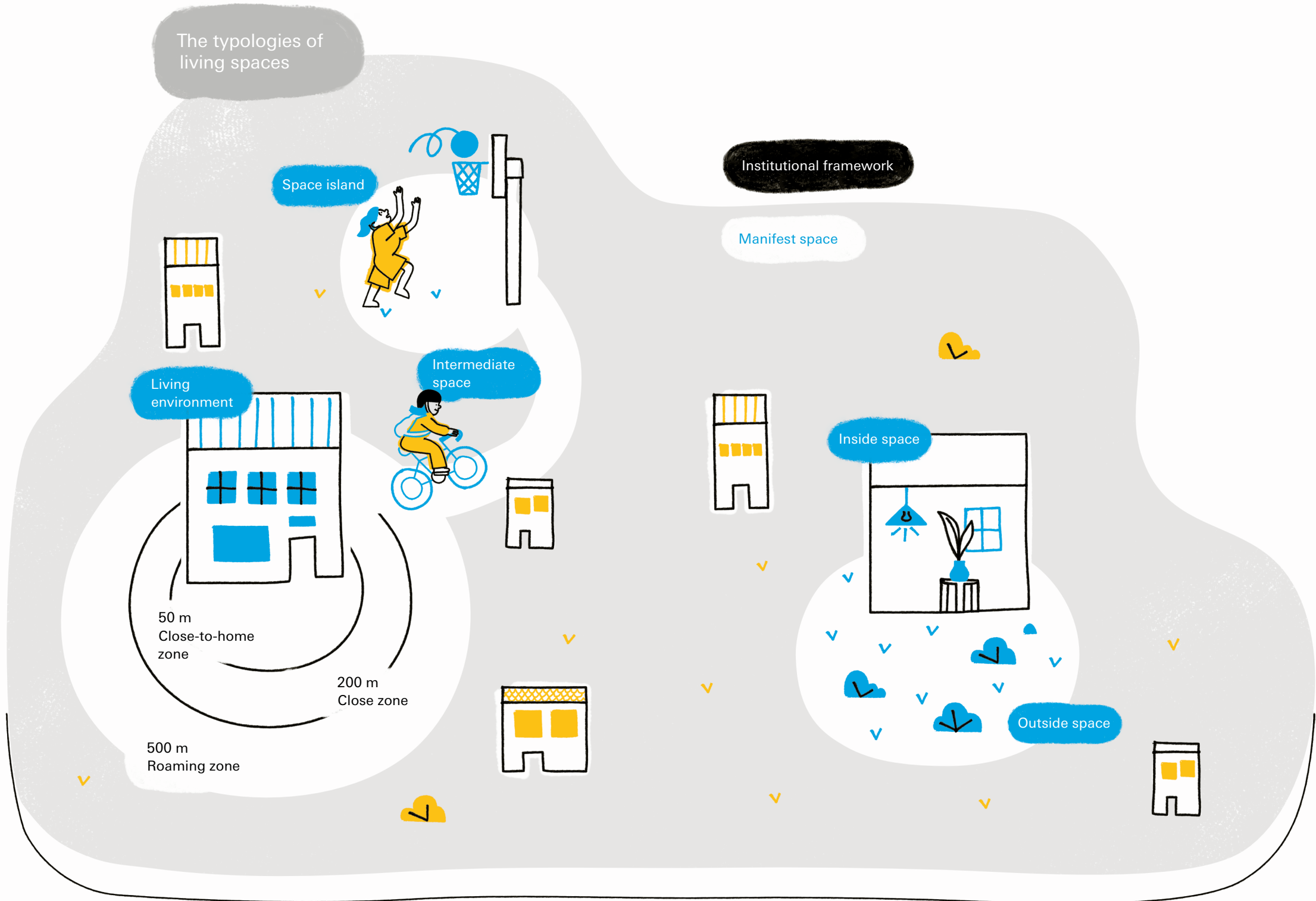
Here follows an example to illustrate this interplay. For a school playground to be considered child-friendly, it first has to meet design criteria such as being multi-use, danger-free, made for as many age groups as possible and being away from traffic. It then also has to meet structural criteria such as being usable outside of school hours or children being able to have a say in its ongoing development.

The typologies of living spaces

Setting out shared terminology and definitions is of course necessary for clarity about child-friendly living spaces. For our typology, we follow on from the Meyer study,¹³ which divides children's everyday spaces into three superordinate types: inside spaces, outside spaces and intermediate or linking spaces. We also use terms like "living environment" and "space islands" as used in the Blinkert et al. study, "The spatial and social conditions of children's everyday lives".¹⁴

These typologies help us to cover all the living spaces of a child. The list does not follow a hierarchy in a qualitative sense as the different types of spaces are equal in importance for children growing up.

The typologies of living spaces



Inside spaces

Inside spaces are homes, schools, extra-curricular supervised facilities, community centres or swimming pools. Structured activities are what usually take place in inside spaces, unless the issue is unused rooms where children and young people can do as they please in the name of independence, such as autonomous rooms in youth centres or pop-up usages of empty buildings.¹⁵

Outside spaces

Public or semi-public outside spaces are the counterpoint here. These include gardens, green spaces or forecourts, and also leisure spaces such as playgrounds, parks, open-air swimming pools, extra-curricular leisure provisions and outdoor sports. Unstructured outside spaces such as brown-field sites, niches or unused squares invite children and young people to socialise, get creative and discover their strengths. Places like these offer great potential for children and young people to identify with the place. Outside spaces are different from inside spaces in both local and functional ways. In outside spaces, children learn to live up to certain role requirements and to use an environment for its specific purpose or to design their own.¹⁶

The living environment

The close-to-home zone is made up of outside spaces that children above a certain age and young people can reach independently.¹⁷ The home is the central starting point. It is surrounded by the close-to-home zone, a radius of around 50 metres, which children can use for their first steps towards independence.

The close zone comes after the close-to-home zone and is a roughly 200 metre radius around the home. The close zone enables activities to take place that require much more independence. At the same time, however, there is still a link to the home.

The outermost circle is the roaming zone with a radius of up to 500 metres around the home. This zone requires a high degree of independence and encourages "expeditions" rather than everyday moving around familiar terrain.¹⁸

Space islands

Children also use spaces that are further away from the home and can often not be reached without supervision. For example, they train at a sports club and have to be taken there by their parents, or perhaps they have music lessons in a completely different district. Specialists call these zones islands. The space between these places very often is and remains unknown territory for children, which they mostly only experience en-route and under supervision.¹⁹

Intermediate spaces

There are many links between the various outside spaces. These links include the route to a kindergarten, for example. It represents a playful field of activity and also offers the child the opportunity to attune to a new locality and context.

This route is predominantly unsupervised by adults, making it an intermediate space with specific experiential and interactive qualities. It is therefore important to recognise linking routes and transitional zones as children's spaces in their own right and to design them as a cohesive network.²⁰

Institutional framework

In addition to the points already mentioned, the institutional framework covers social, private and political institutions and provisions. In this context it is crucial which processes and structures that have an impact on children are created. Parameters, structures and processes are set out at commune level through various stakeholders and institutions that have a decisive presence around and influence on children and young people as they grow up: politics, administration, school, extra-curricular provisions, social work, clubs and civil society. All these set out parameters for children growing up based on defined principles and values. This means they have a great impact on the design of both the institutional and the manifest spaces where children are.

For example, politicians decide how and on what principles local planning reviews are carried out,²¹ whether nursery places are subsidised and whether the people's, and therefore also children's co-determination rights are enshrined in city regulations.

Design quality criteria for child-friendly living spaces

The quality criteria for manifest spaces are oriented on children's requirements of the "space". These are: the need for safety, autonomous occupation, designability and opportunities to interact and socialise. Knowing the underlying design quality criteria for child-friendly living spaces helps to design a child-friendly environment and to take account of them in day-to-day work.

The design quality criteria for child-friendly living spaces ensure the quality of the activity space and include freedom from danger, accessibility, designability and opportunities to interact. This is in accordance with UNICEF Switzerland and Liechtenstein and commensurate with Blinkert et al.²²

Design quality criteria for child-friendly living spaces



Freedom from danger

Young children need a certain level of protection and supervision in their activities as they are not yet capable of estimating risks and their consequences. In space design, this means that any danger should be minimised and children should be given a feeling of safety. In addition, these spaces must be clean, unpolluted and give children the opportunity to orient themselves well. The freedom from danger aspect, however, must not lead to children no longer being allowed to take certain predictable risks and to test their personal limits.²³ These things are essential for developing their risk-taking skills. This fact is taken into account in child-friendly living spaces.

Accessibility

Suitable play, retreat and socialising spaces are easily accessible for children, close by and access to them is not limited by either insurmountable barriers or prohibitions.²⁴ The distance a child can manage independently varies by age. This is taken into account in child-friendly living spaces. They are freely accessible, barrier-free and easy to reach. This also includes a safe footpath and cycle network with child-friendly signage that allows children to travel alone. Child-friendly living spaces also focus on independence and avoid unnecessary rules that lead to children being excluded from free access.

Designability

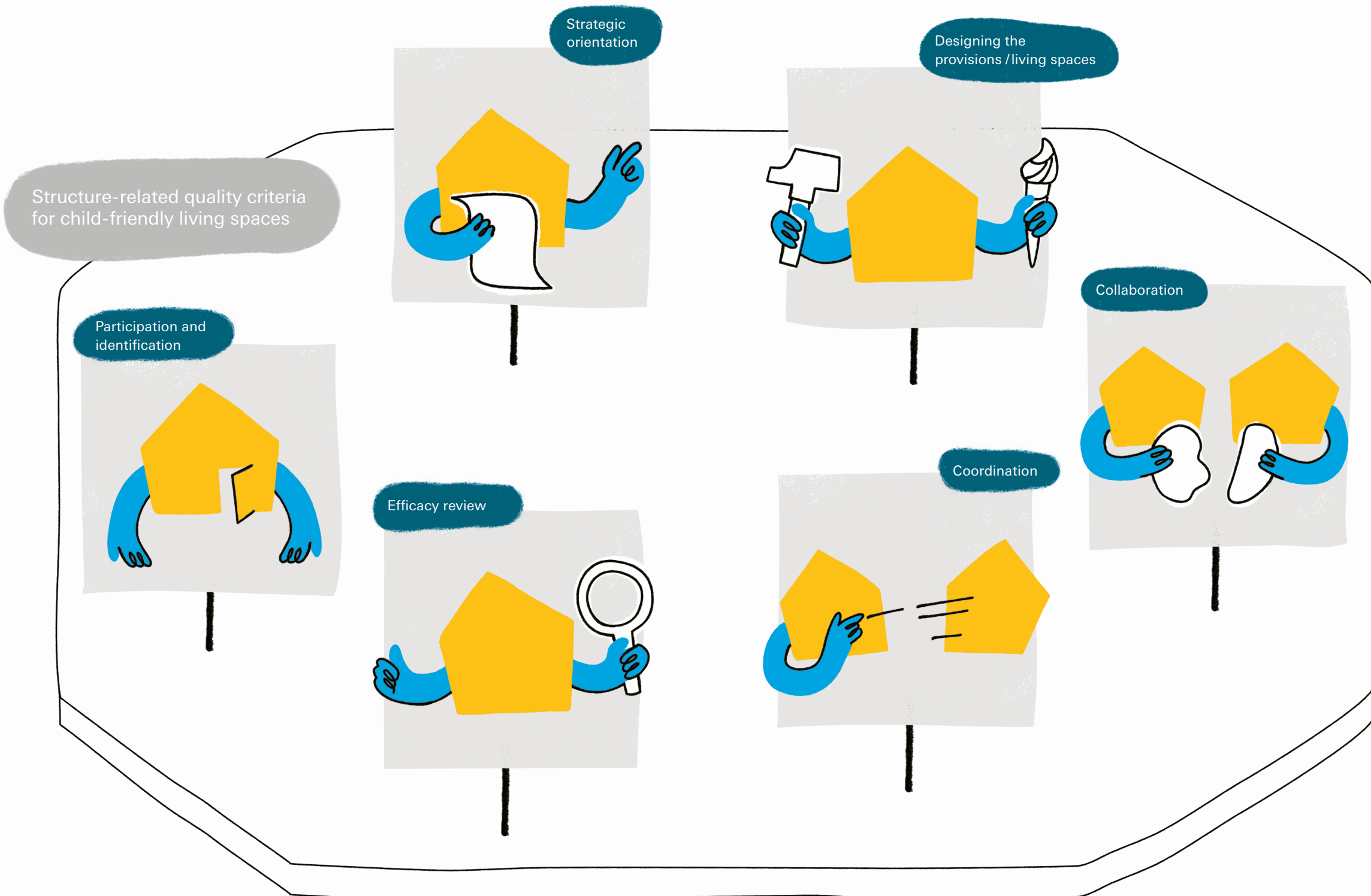
Children want to leave their mark. This requires unstructured, non-academic spaces that stimulate their imaginations and allow for a certain multi-functionality and flexibility. Children love to use and design a space.²⁵ The designability of the space can induce a love of play in children, as play is not just a leisure activity, it is a basic need of children. Interesting activity spaces also provide challenges. Alterable and natural elements such as natural materials, water features, branches, plants, etc., are perfect for this.

Opportunities to interact

Peers play a key role for children as early as the age of 2.²⁶ When encountering and interacting with others, they switch from being a passive "supervised person" into an active role. Peer groups are also a key socialisation field for young people. Child-friendly spaces provide meeting places for spontaneous or planned encounters and joint games and enterprises.²⁷

Structure-related quality criteria of child-friendly living spaces

Alongside the design quality criteria, the institutional framework is a further aspect that is key to the successful planning and implementation of child-friendly living spaces. This aspect includes structural and process-based parameters that are created by all stakeholders and not just for their own activities; they also form a key foundation for the efficient use of financial and human resources in the planning and implementation of child-friendly living spaces and for achieving the best possible results. Strategic orientation, provision and living space design, collaboration and coordination between stakeholders, regular efficacy reviews and participation are all required in order to have an impact on the systematic creation of child-friendly parameters.



Strategic orientation

Orientation with the child rights approach at a strategic level, and thus helping children's rights take effect, means creating a link to children and young people and their rights in guidelines, regulations, annual plans and in legislature or commercial aims. This applies both to government bodies and to private service providers. The four guiding principles of the Convention on the Rights of the Child can be explicitly added to and embedded in the strategy papers mentioned above or other such papers so that the principles of equal treatment, the best interests of the child, participation and healthy development are not forgotten in the planning, design and implementation of child-friendly living spaces.

**Designing the provisions/
living spaces**

One key structure-related quality criteria is the way in which provisions for children and young people are designed. Here, it is crucial to clarify which primary target groups will use the child-friendly living space being designed. First and foremost, this is about age-group issues but also about whether the provision is suitable for use by both girls and boys, for children from different social groups and from different backgrounds. In this context, it is also important to consider which information and channels will ensure that children are made aware of the appropriate provisions in an age-appropriate way. Designing provisions also includes regular needs reviews, so that the provisions are constantly improved and/or so that new needs can be recognised.

Collaboration

Ensuring and increasing child-friendliness is a cross-sectional task for both public and private bodies. This means that all those responsible should aim for intersectoral (collaboration between government and private bodies) and interdisciplinary (e.g. within a local council) collaboration. Formalising this collaboration is a key pre-condition for creating the basis for implementing children's rights. The various stakeholders should organise the responsibilities, tasks, skills and management roles between themselves and hold regular discussions. This will give them a comprehensive picture of the situation of the children and young people in the city and enable them to recognise and make use of synergies. Opportunities to do so could be through intersectoral and interdisciplinary committees or commissions, or through the appointment of a children and youth worker, whereby the strategic planning, implementation and control of the various activities are supported by the executive.

Coordination

The range of issues directly affecting children requires a high level of coordination between all stakeholders. This does not only refer to the obvious stakeholders from the fields of politics, formal or extra-curricular education, but also professionals from spatial and traffic planning, and from construction planning and realisation. At a communal level, the coordination of the projects, activities and processes affecting children and young people should be transferred to an authority that, due to its office, has a high level of influence or power,²⁸ so that the coordination tasks can actually be adopted effectively.

Efficacy review

Reviewing the efficacy of the activities aimed at increasing child-friendliness is a pre-condition for being able to constantly improve processes, types of collaboration and provisions and also to use human and financial resources in a targeted manner. It is important that not only internal activities are reviewed but, in the case of city authorities, also the performance of external service providers. When improving activities, the responsible officers from the Collaboration and Coordination areas can be consulted if required, as can of course the professionals responsible for the implementation.

Participation and identification

When children and young people practically, creatively and intellectually co-design their living environment, they gain new and important experiences and develop their personalities.

Participation is important for the socialisation of children and young people. They feel like they are being taken seriously, develop self-confidence and learn to solve problems and tasks responsibly. The experience of self-efficacy is important because it lays the foundations already in early childhood for mental and physical health, emotional security and cultural and personal identity. When planning and designing child-friendly living spaces, participation has a two-fold function: one is that it is a guiding principle of the Convention on the Rights of the Child, the other is that it is a key structure-related quality criterion in the planning and implementation of child-friendly living spaces. Only by including children and young people early on, in planning projects and construction for example, can the needs and ideas of children be taken into account in the planning, implementation and maintenance of child-friendly living spaces.

End notes (in German)

- 1 Vgl. Conrad Susanna. *Veränderte Kindheit – andere Kinder – andere Räume – andere Möglichkeiten*. In: *Kita-Handbuch*. Zugriff am 24.12.2019 auf <https://kindergarten.paedagogik.de/fachartikel/soziologie/940>
- 2 Christiane Richard-Elsner. *Draussen spielen*. Lehrbuch. Weinheim 2017.
- 3 Meyer, Franziska. *Expertise zu Lebensräumen und Lebenswelten junger Kinder. Fremd- und Selbstevaluation der Lebensqualität von Kindern zwischen 3 und 6 Jahren in urbanen und ländlichen Lebenswelten des Kantons Zürich*. Hrsg. Marie Meierhofer Institut für das Kind (MMI). Zürich 2012. 14–25.
- 4 Vgl. *Shaping urbanization for children. A handbook on child-responsive urban planning*. United Nations Children's Fund. 2018.
- 5 Vgl. ARUP (2017). *Cities Alive. Designing for urban childhoods*. London 2017.
- 6 Wood et al. *Child-friendly cities*. Zugriff am 24.12.2019 auf <https://www.thecityofplay.co.uk/single-post/2017/02/20/Our-Mission-Campaigning-for-Child-Friendly-Cities>
- 7 Muri Koller, Gabriela. *Kinder und ihre Lebensräume*. Synthesebericht. Herausgeber Paul Schiller Stiftung. Zürich 2010.
- 8 Meyer 2012.
- 9 Zugriff am 24.12.2019 auf <https://www.unicef.ch/de/unsere-arbeit/schweiz-lichtenstein/kinderfreundliche-gemeinde>
- 10 Zugriff am 24.12.2019 auf <https://www.unicef.ch/de/ueber-unicef/international/kinderrechtskonvention>
- 11 Kessl, Fabian und Christian Reutlinger. *Sozialraum. Eine Einführung*. 2. Aufl. Wiesbaden 2010:15.
- 12 General Comment No. 5 (2003) und No. 14 (2013) des UN-Ausschusses für die Rechte des Kindes.
- 13 Meyer 2012:14.
- 14 Kapitel «Räumliche und soziale Bedingungen des Kinderalltags». In: Blinkert/Höfflin/Schmider/Spiegel. *Raum für Kinderspiel! Studie im Auftrag des Deutschen Kinderhilfswerkes über Aktionsräume von Kindern in Ludwigsburg, Offenburg, Pforzheim, Schwäbisch Hall und Sindelfingen*. FIFAS-Schriftenreihe Bd. 12. Münster (LIT) 2015. 21–204.
- 15 Meyer 2012:6; 14.
- 16 Meyer 2012:6; 14–21.
- 17 Zum Folgenden siehe Blinkert et al. 2015:39–40.
- 18 Blinkert et al. 2015:43.
- 19 Blinkert et al. 2015:40.
- 20 Meyer 2012:14; 22–23.
- 21 Die Stadt Thun hat z.B. gezeigt, dass auch der Einbezug von Jugendlichen bei der Ortsplanungsrevision durchaus möglich ist. Siehe dazu Fallbeispiel: Thun – Kinder- und Jugendpartizipation in der Ortsplanungsrevision.
- 22 Blinkert et al. 2015:51.
- 23 Meyer 2012:7 und Blinkert et al. 2015:2.
- 24 Blinkert et al. 2015:2.
- 25 Blinkert et al. 2015:3.
- 26 Vgl. dazu auch Meyer 2012.
- 27 Blinkert et al. 2015:3.
- 28 Siehe dazu z.B.: *Kinder & Jugendförderung als Querschnittaufgabe. Grundlagen und Empfehlungen für kommunale Entscheidungsträger/-innen*. Dachverband offene Kinder- und Jugendarbeit Schweiz DOJ/AFAJ. Bern 2018. Zugriff am 24.12.2019 auf https://doj.ch/wp-content/uploads/Plakat_Querschnittaufgabe_Texte.pdf



Planning and realising child-friendly living spaces is a cross-sectional task for politicians, administration and professional experts. This means it is the responsibility of various stakeholders to lay the foundations for child-friendliness in their respective day-to-day work lives. This does not only apply to the manifest spaces visible in the form of playgrounds or open spaces, for example. A broader view sees the space as a place for social occupation and experiencing that enables people to interact. It is influenced by social, political and cultural parameters.

The checklists are an aid for various professional groups and are based on the idea of the child rights approach, the guiding principles of the United Nations Convention on the Rights of the Child and the quality criteria formulated in the first part of the handbook.

Checklists

Stakeholder landscape




Child-friendly politics Legislative

Children and young people grow up in an ever-changing society and gain within it social and democratic skills. This mainly happens in the places in which children and young people travel and spend time, such as schools, playground and neighbourhoods. If they feel at ease and welcome in these immediate living spaces and can co-design them, this forms the basis for them also supporting the city in later adult life.

A strategy aligned with child-friendly principles means that the city is following a forward-looking, innovative and sustainable policy. It has also been shown that a child and youth-friendly city is seen by companies as a key location factor. The pillars of children and youth-friendly politics are set out in guidelines and strategy papers. These serve as an orientation and as the basis for formulating aims and their specific implementation.





Guiding principle Strategy papers

Consider children, young people and families

Children, young people and families should be explicitly taken into account in strategic community and/or city development.¹

Supplementary guidelines

The city should have supplementary guidelines on issues related to children and young people, and on the design of open and public spaces (e.g. family guidelines, policies on early childhood, children and young people guidelines, open space concept, etc.).

Inclusion

All children should be considered equally in the strategy papers, regardless of physical and mental limitations, age group, background, migration status, religion or sex.

Inclusion of stakeholders and professionals

Representatives of the legislative should work closely with internal and external professionals working with children and young people, for example within their commissions.

Embedding child-friendly issues

Issues relevant to children and young people and to the child-friendly design of open and public spaces should be explicitly included in legislative aims. This also applies to the creation and securing of institutional parameters such as the specification of structures and processes in favour of more child-friendliness (see chapter on the institutional framework, p. 40 of this handbook).

Specifying binding measures

To complement the legislative aims, a plan of action on issues relating to children and young people should be formulated that also includes open spaces and public spaces.



Provision

Institutionalised advocacy

There should be institutionalised advocacy for children and young people, such as a children and youth promotion agency.² At a minimum, there should be a children and youth officer, a children and youth commission or a children and youth office with the right to submit motions directly to the executive and legislative.

Active children and youth work

The city should support actively working with neighbourhoods, children and young people and promote and support a close network of all relevant communal stakeholders in the field of child-friendly living spaces.

Family-friendly working conditions


The city's staff/working time regulations should include family-friendly working conditions, such as flexible hours, part-time positions, internal childcare provisions and extended maternity/paternity/parental leave.



Public information

Publishing

Guidelines, legislative aims, plans of action, position and strategy papers on issues related to children and young people and open spaces should be published.



Cooperation Intersections

Supporting children and young people as a cross-sector task

The advocacy for children and young people should coordinate all issues concerning children and young people within the administration and should communicate constantly with the service providers supplying provisions for children and young people.



Finances

Financial support for the activities

Provisions and activities for children and young people should be secured in the ordinary budget and include all areas of life: politics, formal education, extra-curricular education, child protection, prevention and health promotion, civil society, spatial planning and development, construction planning and realisation and management.



Quality assurance

Ensuring quality

Funds should be provided for evaluating the activities and provisions for children, young people and families. The results of these evaluations should be published.



Participation

Enshrining participation

Children and young people's right to participation should be embedded in the political guidelines, in the planning and/or building regulations, in an article in the communal constitution, etc.

Vessels for participation

There should be clearly defined participation options for children and young people.

At a political level, these would be a right to petition, children and youth parliaments including the ability to adopt a budget and the right to submit motions to the executive and legislative, children and youth planning commissions or similar.

In project terms, these would be invitations to contribute in visions, guidelines and specific activities, for example.

Facilitation / methods of participation

Experienced facilitators should provide target group and age-appropriate administrative and organisational support to children and young people in the participation processes.

Further German-language reading

see also annexe

Kinder- und Jugendförderung als Querschnittaufgabe. Grundlagen und Empfehlungen für kommunale Entscheidungsträger/-innen, Plakat. Herausgeber: Dachverband Offene Jugendarbeit (o. J.)

Kindergerechtigkeits-Check. Ein Leitfaden für die Verwaltung zur Umsetzung der Kinderrechte. Herausgeber: Netzwerk Kinderrechte Schweiz (o. J.)

Leitfaden Augenhöhe 1,20 m. Herausgeber: Präsidialamt des Kantons Basel-Stadt (2. Auflage, 2016)

PROMO 35. Online-Tool. Zugriff am 24.12.2019 auf www.promo35.ch Das Online-Tool zur politischen Nachwuchsförderung für Gemeinden. Herausgeber: Fachhochschule Graubünden (FHGR)

TOOL: Politische Partizipation mit Kindern und Jugendlichen. Herausgeber: Fachstelle Jugendarbeit Region Baden (2017)

Case studies of particular interest for this stakeholder group

- 02 Baden**
Regional youth work support centre
- 04 Ct. of Basel-Stadt**
Preparing children for politics with the political tool box
- 11 Egg**
Early recognition and intervention (R&I) in the community
- 18 Lyss**
EVALyss – evaluating political aims with children
- 21 Rapperswil-Jona**
Schlüssel family centre
- 34 Wil**
Early childhood support



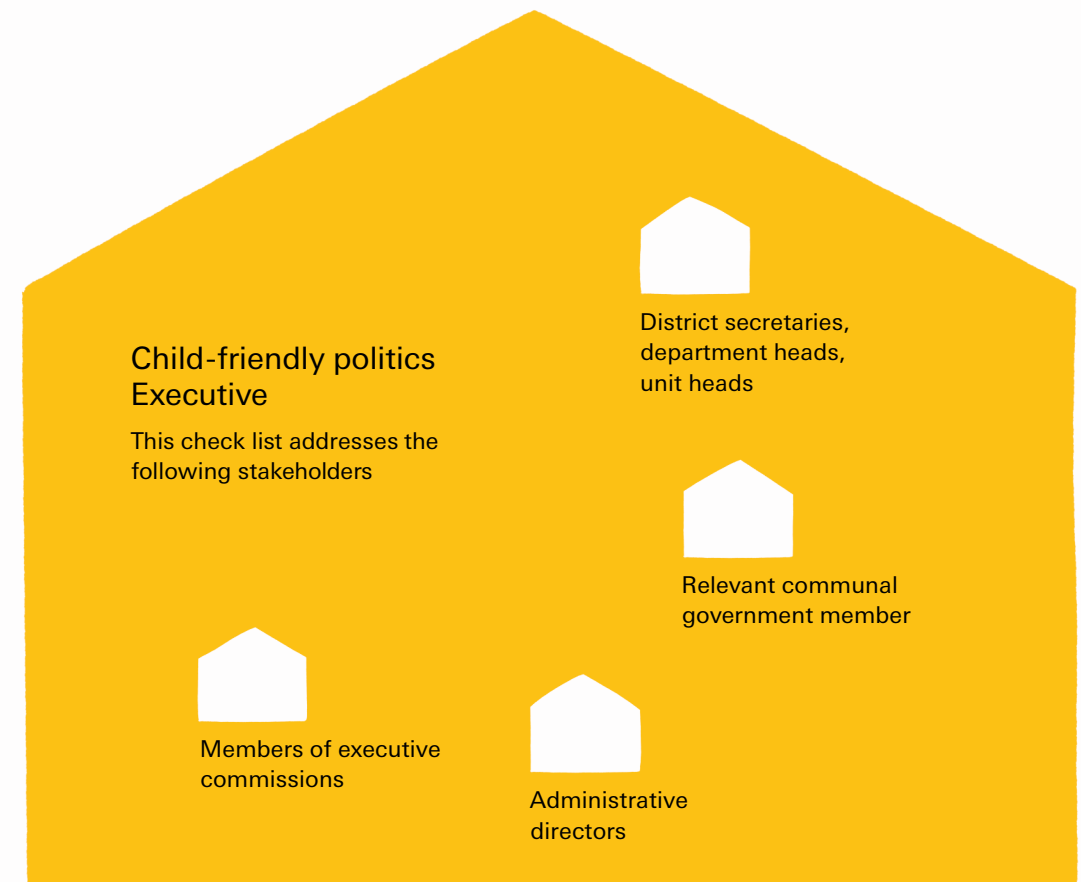
See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies

Child-friendly politics Executive

Child-friendly administration makes the city's tasks and departments more accessible to children and young people in an easy-to-understand way. At the same time, the city should see the concerns of children and young people as an interdisciplinary task that has a place in every single administrative office. Children and young people should therefore be addressed in all departments of the administration.

An institutionalised office, modelled on a children and youth promotion agency², within the administration can perform an important intermediary role between the various administrative departments and stakeholders.

A key feature of a child-friendly administration is the opportunity for children and young people to communicate their concerns directly to the administration.



**Guiding principle**
Strategy papers**Consider children, young people and families**

Children, young people and families should be explicitly taken into account in strategic community and/or city development.¹

Supplementary guidelines

The city should have supplementary guidelines on issues specifically relating to children and young people and on the design of open and public spaces – for example: family guidelines, policies on early childhood, children and young people guidelines, open space concept, etc.

Inclusion

All children should be considered equally in the strategy papers, regardless of physical and mental limitations, age group, background, migration status, religion or sex.

Inclusion of stakeholders and professionals

The designers of city strategy papers and/or guidelines should work closely with internal stakeholders and specialist agencies (social services, playgroup managers, public youth work, etc.) in order for all groups to be equally represented and accounted for. These could be specialist disability agencies, integration agencies, health agencies, children and youth work agencies, etc. Children and young people are also included in an appropriate manner.

Embedding child-friendly issues

Issues relevant to children and young people and to the child-friendly design of open, play and public spaces should be explicitly included in legislative aims.

This also applies to the creation and securing of institutional parameters such as the specification of structures and processes in favour of more child-friendliness (see chapter on the institutional framework, p.40 of this handbook).

Specifying binding measures

To supplement the legislative aims, a plan should be formulated of measures including time plan, responsibilities and resources for issues relating to children and young people and on open and public spaces.

**Provision****Institutionalised advocacy**

There should be institutionalised advocacy for children and young people, such as a children and youth promotion agency.² At a minimum, there should be a children and youth officer, a children and youth commission or a children and youth office with the right to submit motions directly to the executive and legislative.

Active children and youth work

The city should support actively working with neighbourhoods, children and young people and promote and support a close network of all relevant communal stakeholders in the field of child-friendly living spaces.

Family-friendly working conditions

The city's staff/working time regulations should include family-friendly working conditions, such as flexible hours, part-time positions, internal childcare provisions and extended maternity/paternity/parental leave.

**Cooperation Intersections****Supporting children and young people as a cross-sector task**

The advocacy for children and young people should coordinate all issues concerning children and young people within the administration and should communicate constantly with the service providers supplying provisions for children and young people.

Intersectoral and /or interdisciplinary cooperation

The executive should advocate for intersectoral and/or interdisciplinary cooperation beyond the administrative departments and for the design of living spaces in the communal and regional environment in respect of issues relating to children and young people.

For this, suitable activities and forms of cooperation between planning, traffic and construction authorities, private stakeholders and specialist agencies and administrative units dealing with children and young people should be sought and established: specialist commissions, round tables, cross-departmental project groups.



Public information

Publishing

Guidelines, legislative aims, action plans, position and strategy papers on children and young people's issues and open spaces should be published and regularly re-communicated (e.g. at new resident events, annual input articles in city newsletters, family newsletters, etc.).

Information on children's rights and existing provisions

Children, young people and their caregivers should be systematically informed about children's rights, existing services and provisions including means of communication. This could be done via cooperation with schools on a project basis on the issue of children's rights, topic-specific workshops, etc.

Target-group-appropriate information

All the information on issues relating to children and young people should be made available for them by providing target-group-appropriate information (children's newspapers, children's consultations, children and young people's day of action, digital media).

This information process should take account of various groups of children, young people and caregivers in a city, such as age groups, sex, children and young people with mental and physical disabilities or multiple stress factors and migration or asylum seeking backgrounds.

Contact person

It should be ensured that children and young people know who they can turn to with their personal concerns and needs.



Finances

Financial support for the activities

Provisions and activities for children and young people should be secured in the ordinary budget and include all areas of life (formal education, non-formal education, health, prevention, etc.).

Subsidies

Opportunities to apply for funding from cities, the state or third parties for children and young people's projects and programmes should be used, for example in prevention and health promotion, sustainable education, leisure.



Quality assurance

Assuring quality

Activities in the field of children, young people and families should be regularly evaluated and adjusted accordingly. The results of these evaluations should be published.

Needs Analysis

The city should regularly conduct open surveys and/or clarifications about the needs of children and young people in order to gauge children's opinions in respect of the city. The survey should include issues such as leisure design, open space quality, traffic safety, etc.

Training

Administrative staff (including caretakers of public buildings and school campuses and work yard staff) should be offered training in children and youth-friendliness, e.g. on children's rights or participation.



Participation

Enshrining participation

Children and young people's right to participation should be enshrined in the political guidelines, in the planning and/or construction regulations, via a participation article in the communal constitution, etc.

Vessels for participation

There should be clearly defined participation options for children and young people.

At a political level, these would be a right to petition, children and youth parliaments including the ability to adopt a budget and the right to submit motions to the executive and legislative, children and youth planning commissions or similar.

In project terms, these would be invitations to take part in visions, guidelines and specific activities, for example.

Facilitation/methodology

The administrative and organisational support of children and young people in participation processes should be supplied by experienced facilitators in a target group and age-appropriate way, for example by representatives from children and youth work.

Inclusion

The development of the guidelines/strategy paper and their evaluation should be done via the representatives and/or with the direct inclusion of children and young people.

Supporting and facilitating service providers

The city should support and facilitate service providers in the design and implementation of children and young people's participation.

Further German-language reading

see also annexe

Partizipation. Arbeitshilfe für die Planung von partizipativen Prozessen bei der Gestaltung und Nutzung des öffentlichen Raums.
Herausgeber: ZORA, Zentrum öffentlicher Raum des Schweizerischen Städteverbandes (2014)

Für eine Politik der frühen Kindheit. Eine Investition in die Zukunft. Frühkindliche Bildung, Betreuung und Erziehung / Frühe Förderung in der Schweiz.
Herausgeber: Schweizerische UNESCO-Kommission, c/o Eidgenössisches Departement für auswärtige Angelegenheiten EDA (2019)

Kindergerechtigkeits-Check. Ein Leitfaden für die Verwaltung zur Umsetzung der Kinderrechte.
Herausgeber: Netzwerk Kinderrechte Schweiz (o.J.)

Leitfaden Augenhöhe 1,20 m.
Herausgeber: Präsidialamt des Kantons Basel-Stadt (2. Auflage, 2016)

PROMO 35. Online-Tool.
Zugriff am 24.12.2019 auf www.promo35.ch Das Online-Tool zur politischen Nachwuchsförderung für Gemeinden.
Herausgeber: Fachhochschule Graubünden (FHGR)

TOOL: Politische Partizipation mit Kindern und Jugendlichen.
Herausgeber: Fachstelle Jugendarbeit Region Baden (2017)

Quali-Tool. Online-Tool.
Zugriff am 24.12.2019 auf www.quali-tool.ch
Herausgeber: Dachverband Offene Kinder- und Jugendarbeit Schweiz DOJ

Case studies of particular interest for this stakeholder group

- 03 Baden**
Political guidelines for the promotion of children and young people
- 09 Breitenbach**
Children's participation – on the way to the new school
- 12 Frauenfeld**
Baby reception
- 15 Köniz**
Communities that care (CTC)
- 28 Sitten**
Youth observatory
- 29 Steffisburg**
Participative play and open space analysis



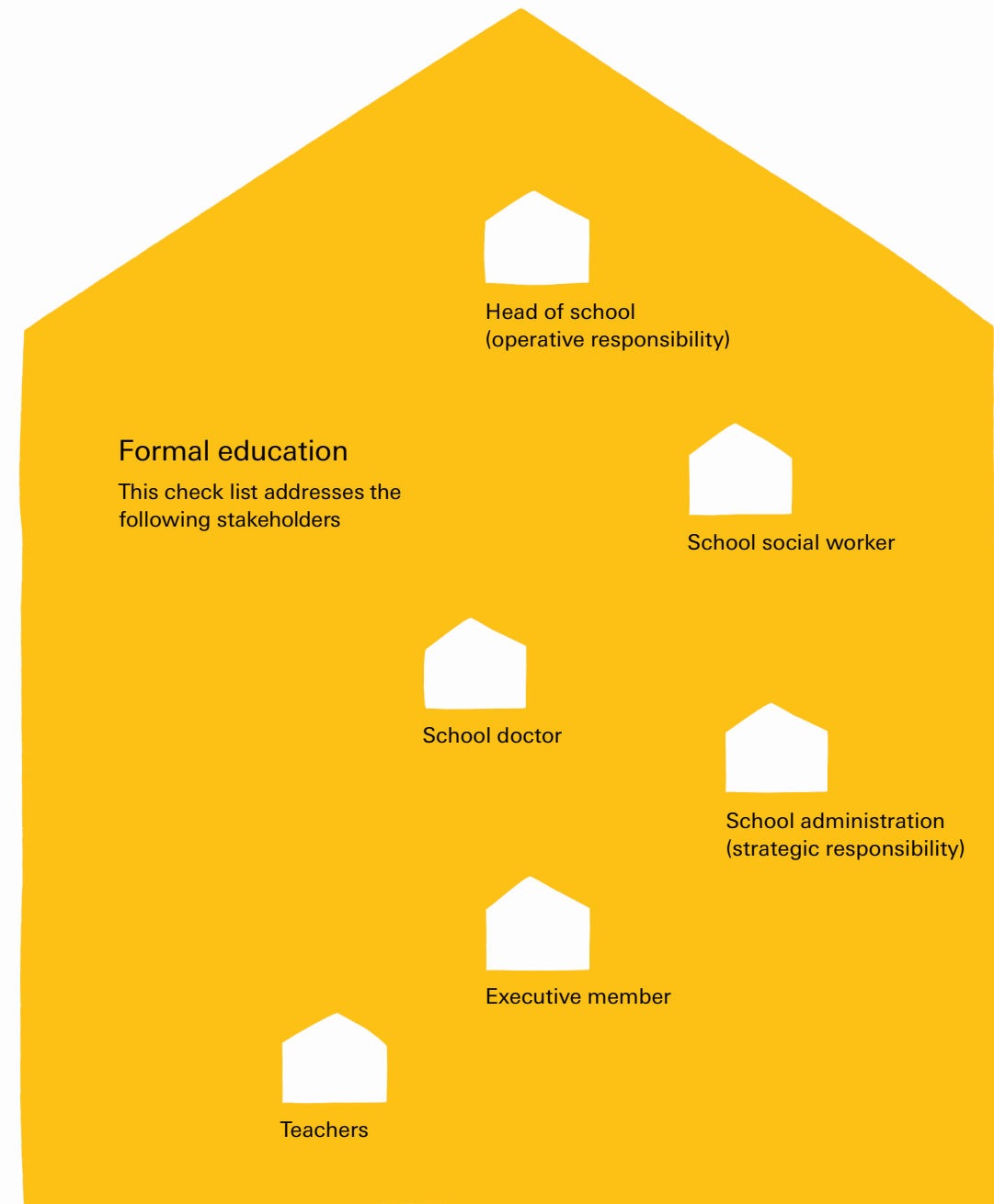
See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies

Formal education

In this chapter, a conscious decision was made not to differentiate between school administration (strategic level) and operative level. Responsibilities are structured differently in every country, and often within a country, meaning that a clear separation would not be productive here. This chapter focuses much more on the design of the school itself, whereby the term includes strategic and operative aspects and addresses stakeholders on both levels.

A school designed for children promotes the development and personality formation of children and young people. It promotes responsibility and initiative and provides guidance on recognising and solving problems, how to deal with conflicts and working individually or in a team. A child-friendly school values keeping children and young people, and their parents and other parties, informed, communicating with them, and their participation.

It supports children and young people according to their needs and performs an integrative and inclusive role: children with different social, linguistic and cultural backgrounds all attend the same school. A child-friendly school supports and seeks regular communication with other school levels, legal guardians, professionals from health, day care, and planning, traffic and construction authorities, private stakeholders plus specialist agencies and administration units that deal with children and young people.



Guiding principles Strategy papers

Considering the Convention on the Rights of the Child

The school should have guidelines or programmes that address the Convention on the Rights of the Child and its guiding principles of promotion, protection and participation.

Health and prevention strategy

The school should have a health and prevention strategy that covers the implementation of regional and/or communal prevention projects and programmes.

Health promotion

The school should take seriously the promotion of health and support of extra-curricular skills as a part of the school's care and education remit and ensure this is part of everyday school life: healthy schools, mastering the way to school on one's own.

Early intervention concept

The school should have an early intervention concept and a plan of action with regards to behavioural problems, violence and pupils' personal crisis situations.

Provisions

Provisions of regular operation

School social work

The school should have access to school social workers at kindergarten, primary and secondary school levels.

Integration and support programmes

There should be integration and support programmes for children with physical and mental disabilities or multiple stress factors: advice, support lessons, infrastructure measures, homework help.

There should also be special support programmes for children with special talents, for example in languages, science, sports, music, etc.

Voluntary courses

Pupils should have the option of taking voluntary courses: sports, theatre, dance, music, art, languages, IT, science, technology, etc.

Working with parents

The school should institutionalise working with parents through a parent committee/parent forum.

Communication, networking

Regular communication between the various classes and year groups should be supported through project weeks, tutoring systems, mentoring programmes, etc.

Traffic training

In collaboration with the police, regular traffic training should take place in the kindergarten and school.

Provisions

Bridging provisions/transition to working life

Support for school fees

In connection with bridging provisions from lower to upper secondary schools, the city should support lower income parents or guardians by supplementing school fees, costs of getting to school, etc.

Local funding of apprenticeships (dual education system)

The city should fully support local funding of apprenticeships. The city itself should train apprentices and also offer young people with physical and mental disabilities the option of completing an apprenticeship.

Provisions

School doctor/dentist services

Knowledge transfer

The school doctor and dentist service should be available for children, parents and guardians outside of examinations and vaccinations at school, and offer advice and information and/or carry out teacher training sessions.

Collaboration

The school should support an active collaboration between the school doctor/dentist service and the local paediatricians and/or children's dentists.

Cooperation Intersections

Organising the transitions between school level groups

Transitioning from kindergarten level to primary level, from primary school level to the lower secondary school level and from the lower to the upper secondary school level should be actively organised through e.g.:

- discussions with parents or guardians
- discussions with parents or guardians and children and young people
- discussions between teachers or
- visits to the future teacher

Supporting communication with specialists

The school should support communication between the various school levels and the stakeholders in the various support programmes in and outside of school, in order to give every child the best possible support.



Cooperation Intersections

Teaching concept

The school and the (extra-curricular) day care should develop a joint teaching concept.

Promoting intersectoral and/or interdisciplinary collaboration

The school should seek and promote suitable measures and forms of collaboration between planning, traffic and construction authorities, private stakeholders and specialist agencies and administrative units that deal with children and young people (school spatial planning commission, children and youth officer, open children and youth work, round tables, cross-departmental project groups).

Enabling participation

The school should also support participation processes in extra-curricular projects by enabling the planners to inform children and young people via the school and to carry out participative processes such as surveys or workshops during lessons.

Open school grounds

Grounds of kindergartens and schools should be accessible even outside of lessons and on weekends/during the holidays for play.

Public information

Information about children's rights and provisions

Children and young people should be informed about children's rights and about the aid and advice services available to them.

Clear communication

The school should ensure that

- children, young people and parents or guardians are well informed about the various integration, support and bridging provisions
- communications are designed to reach all children, young people and parents or guardians
- intercultural facilitators are deployed or translations provided where required.

Public information

Information

The school should inform young people about bridging provisions that facilitate their path into the upper secondary level. This information is communicated via various channels and is prepared in a target-group-appropriate manner: brochures, information evenings, individual consultations.

Contact person

It should be ensured that children and young people know who they can turn to with their personal concerns and project ideas at kindergarten, school and city level.

Finances

Safeguarding projects and training

The school should budget for making financial contributions to children's rights and participation projects in the kindergarten and school, and for training teachers on children's rights and participation.

Safeguarding suitable parameters

Financial means for safeguarding suitable parameters in terms of e.g. child-friendly indoor and outdoor space design, school route safety, etc., should be made available.

Quality assurance

Ensuring quality

The school should support the establishment of an internal school evaluation at all school levels. This is in addition to the external school evaluation and includes feedback from pupils. The results of both the internal and external evaluations should be published.

Indoor and outdoor spaces, school route safety

The school and the city should periodically review the quality of school indoor and outdoor spaces and the quality and safety of the school route and include the views of the children and young people. The results should be published with an overview of the necessary improvements.

Quality assurance

Needs analysis on provisions

The city should regularly carry out needs analyses on kindergarten, primary and secondary school provisions and on bridging provisions. The results should be published.

Needs analysis on extra-curricular care

The city should regularly assess the demand for extra-curricular care places so that it can make an early response.

Participation Consultation

Enshrining participation

Children and young people's participation should be enshrined in the school's guidelines. There should be opportunities within the school for children and young people to participate: class council, school council, ideas postbox, open pupil conferences or forums, head teacher consultations, future workshops, etc. In addition to these (formal) participation provisions, there should also be easily accessible, everyday options in lessons.

Age-appropriate participation

Pupils should be kept informed about the results of participative processes. The participation methods and information channels are age- and target-group-appropriate.

Consultation on all concerns

Children and young people should be informed about and consulted on all education-related decisions that concern them. This includes changing classes, special educational measures, integrative measures, disciplinary procedures.

Networking with stakeholders

The school should work closely with representatives from spatial and traffic planning, parent groups and the police. It should support participative classroom and school route planning.

Lesson provision

Lessons should be targeted at different ability levels, so that they take account of the pupil's different abilities and give them the opportunity to actively co-design the lessons.

Further German-language reading

see also annexe

Dem Lernen Raum geben.
Lern- und Lebensraum planen.
Pädagogische Planungshilfe.
Herausgeber: Dienststelle
Volksschulbildung, Luzern
(2. Auflage, 2014)

Früherkennung und Frühintervention in Schulen und Gemeinden – Das Wichtigste in Kürze.
Herausgeber: RADIX, Schweizerische Gesundheitsstiftung, im Auftrag des Bundesamtes für Gesundheit (2015)

Früherkennung und Frühintervention. Der Weg zum schulhauseigenen Frühinterventionskonzept – eine Handreichung für Schulen und Fachstellen.
Herausgeber: Die Stellen für Suchtprävention im Kanton Zürich und Pädagogische Hochschule Zürich (o.J.)

Leitfaden Schulwegsicherung.
Ein Hilfsmittel für Gemeinden zu Schulwegfragen und zur Vermeidung von Elterntaxis.
Herausgeber:
EnergieSchweiz für Gemeinden,
c/o rundum mobil GmbH (2015)

Partizipation in der Schule.
Praxisleitfaden SchülerInnen-Partizipation.
Herausgeber: Stadt Zürich
Schulamt, Autorin Hildy Marty
(2013)

Praxisleitfaden zur Kinder- und Jugendpartizipation im Schulhausbau.
Herausgeber: Förderung und Projektbegleitung Stiftung 3F
Organisation (2016)

Case studies of particular interest for this stakeholder group

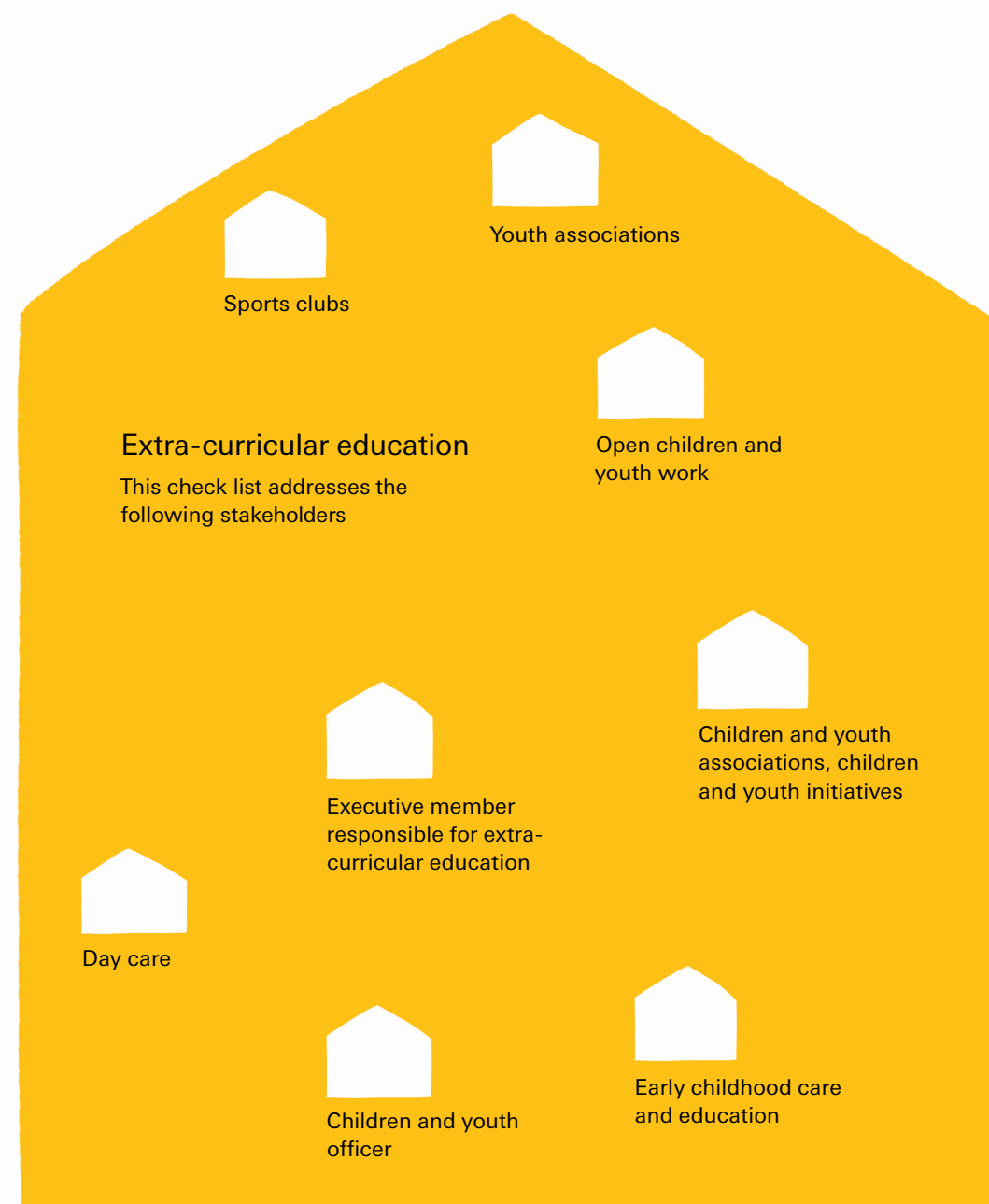
- 01 **Allschwil**
School route safety
- 09 **Breitenbach**
Children's participation – on the way to the new school
- 10 **Dulliken**
A concept for career choice in upper school / "Career choice parents' meeting"
- 14 **Hitzkirch**
"Participation of learners" label
- 25 **Rothenburg**
Early recognition and intervention in schools
- 32 **Wauwil**
Classrooms and dreams



See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies

Extra-curricular education

Many extra-curricular organisations can make a significant contribution to the design of child-friendly living spaces alongside politics and schools. Whether it's leisure-based or day care, children and young people depend on environments that take their needs seriously and that promote and support their development in the best way possible. Parent counselling institutions, associations and day care play a key role here. Specialist agencies with an explicit children/youth perspective and/or an advocacy or coordination role are especially well suited to driving forward developments and networking stakeholders. This means children and youth workers and/or children and youth officers are predestined to help improve the living spaces of children and young people – they have knowledge of their needs and concerns, know the relevant places, have personal access to children and young people and are often well networked with the administration.



**Guiding principle
Strategy papers****Considering the Convention on
the Rights of the Child**

Extra-curricular education institutions should have guidelines and strategies that take up the aspects of the Convention on the Rights of the Child.¹

**Provisions****Early childhood care
and education**

There should be specialist provisions for early childhood care and education that the city uses to give every child a healthy start in life and early childhood support such as parent consultation agencies, contact points and meeting points for families with small children, family and community centres.

The provisions should implement national and regional projects and programmes in early childhood care and education at the communal level.

Open children and youth work

The city provides open children and youth work (children's clubs, youth clubs, mobile and home visit provisions, children and youth information on leisure activities, school and career choices, personal advice and support, socio-spatial and children's/young people's cultural project works, etc.).

**Provisions****Leisure facilities and socio-
cultural provisions**

Children and young people should have access to leisure facilities and socio-cultural provisions of the open children and youth work, public spaces (parks and playgrounds, brownfield sites, sports fields), community centres, associations and youth groups, etc. Temporary and mobile stakeholders and campaigns should supplement the leisure provisions.

Day care

The city should have day care forms such as lunch clubs and leisure supervision, day school, childcare arrangement services, nurseries and day care centres.

- When a small child transitions to (pre-)school age, a day care place should be secured.
- Day care facilities should offer integration procedures for foreign-language children and their parents or guardians and/or for children with physical or mental disabilities.
- There should be day care provision during school holidays for kindergarten children and school pupils.



Cooperation Intersections

Provision coordination

There should be an institutionalised advocacy for children and young people, for example a children and youth promotion agency.² This agency focuses on the coordination and management of the various extra-curricular provisions.

The children and youth officer has a coordinating role in all matters concerning children and young people.

Promoting intersectoral and/or interdisciplinary collaboration

There should be intersectoral and/or interdisciplinary networking structures and communication platforms for the various stakeholders at local and/or regional level

- in day care
- in leisure provisions and/or extra-curricular children and youth work
- in early childhood care and education
- between the commercial leisure and course provisions and the schools.

There should be a search for suitable measures and forms of collaboration between planning, traffic and construction authorities, private stakeholders and specialist agencies and administrative units that deal with children and young people (specialist commissions, round tables, cross-departmental project groups).

Stakeholder communication and coordination

There should be regular communication between the city and the person responsible for leisure provisions. This coordination role and task could be given to a children and youth officer, for example.

Working with schools

The school and day care centres should work closely together in order to offer care that is tailored to needs.



Public information

Information about children's rights and provisions

Children and young people should be kept informed about their rights, about existing services, measures and provisions for extra-curricular education. It should be ensured that children and young people know who they can turn to with their personal concerns.

Information about leisure provisions

Children, young people and their caregivers should be systematically informed about the various leisure provisions in a target-group-appropriate way.

Some channels could be e.g.: a notice board in schools and kindergartens, in youth clubs, community centres, brochures, websites, social media, city newsletter, official journals, flyers.

Adapting information

Information should be tailored to the various target groups: age, sex, children and young people with physical and mental disabilities or multiple stress factors and those from a background of asylum seeking and migration.

Contact person

It should be ensured that children and young people know who they can turn to with their personal concerns and needs.



Finances

Securing funds

The city should provide financial contributions to

- privately owned provisions for children and young people
- associations/youth clubs/youth organisations
- privately owned provisions for early childhood care and education
- day care establishments through a structural or per-head contribution.

Securing training

The city should make available resources and funds for service providers so that they can be trained in children's right and participation, early childhood care and education, day care and leisure design/youth work.

Quality assurance

Ensuring quality

The city should regularly review the extra-curricular education provisions that it provides and supports in terms of quality and efficacy, and it should include feedback from parents, children and young people. It should draw conclusions from this, take the appropriate action and communicate all of this.

Needs analysis

The city should regularly carry out open surveys and/or evaluations in early childhood care and education, and leisure and day care provision. These should ask about the needs of children, young people and their guardians. The results should be published.

Participation

Enshrining participation

Children and young people's participation should be enshrined in service providers' guidelines or strategy papers. Extra-curricular facilities and provisions should specify processes and procedures for how children and young people's participation will be guaranteed in their decision-making and planning processes, for example in the design of the annual programme, holiday projects or in the design of the premises/building or determining rules.

Age-appropriate methods and information

Participation methods and information channels should be age- and target-group-appropriate.

Promoting participation

Extra-curricular staff should advocate for children and young people's participation at a community level and support and initiate appropriate participation processes where necessary. They should represent the concerns of children and young people in planning processes and keep the participants involved.

Advocating for the participation of children and young people

Professionals in extra-curricular education should advocate for the early inclusion and acknowledgement of children and young people's concerns in politics and with the contracting parties of planning processes and building construction.

Further German-language reading

see also annexe

Quali-Tool. Online-Tool.
Zugriff am 24.12.2019 auf
www.quali-tool.ch
Herausgeber: Dachverband
Offene Kinder- und Jugend-
arbeit Schweiz DOJ

Erfolgsfaktoren und Empfeh-
lungen für Präventionsprojekte
in Gemeinden.
Herausgeber: Fachhochschule
Nordwestschweiz, Hochschule
für Soziale Arbeit, Institut
Sozialplanung, Organisationaler
Wandel und Stadtentwicklung
(2018)

Früherkennung und Früh-
intervention in Schulen und
Gemeinden – Das Wichtigste
in Kürze.
Herausgeber: RADIX, Schwei-
zerische Gesundheitsstiftung,
im Auftrag des Bundesamtes
für Gesundheit (2015)

Jugendliche richtig anpacken –
Früherkennung und Früh-
intervention bei gefährdeten
Jugendlichen.
Herausgeber: Bundesamt für
Gesundheit (2008)

Leitfaden. Good-Practice
Kriterien Prävention von
Jugendgewalt in Familie,
Schule und Sozialraum.
Herausgeber: Fachhochschule
Nordwestschweiz, Hochschule
für Soziale Arbeit (2014)

Wohnumfeldverbesserung.
Leitfaden für die Quartier-
Partizipation.
Herausgeber: Direktion
für Tiefbau, Verkehr und Stadt-
grün Bern (2015)

Usse uff d Strooss.
Alles über Begegnungszonen in
Wohnquartieren.
Herausgeber: Bau- und Ver-
kehrsdepartement, Planungs-
amt Basel (2014)

Case studies of particular interest for this stakeholder group

- 02 **Baden**
Regional youth work support centre
- 19 **Menznau**
Sensor interdisciplinary work group
- 22 **Rapperswil-Jona**
Playground and break area concept
- 23 **Reinach**
Mischeli generations park
- 24 **Riehen**
Rüchlig area intermediary usage
- 33 **Wettingen**
Ideas pot



See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies

Child protection

Protecting children and young people means empowering children and young people. Children and young people's basic needs have to be met in an appropriate way so that they can develop healthily and reach their potential. Child protection, based on children's rights, consistently links all children's rights with the various departments and levels of the state and its society. Children and young people with multiple stress factors have limited opportunities to assert their rights. They are more often exposed to potential or direct abuses of their rights. Effective child protection means that systemic and structural stress factors can be identified and eliminated beyond the reactive elements. This way, the resilience of children and young people can be strengthened. Using a good communal prevention strategy, child protection helps to prevent threats to child welfare and to recognise and eliminate abuse early. The term "child protection" includes all government measures as well as measures by non-governmental entities for the protection of children and young people.



Guiding principle Strategy papers

Considering the Convention on the Rights of the Child

Institutions dealing with child protection should have guidelines or strategy papers that include the guiding principles of the Convention on the Rights of the Child.

Provisions

Aid and advice agencies in the city and region

There should be specialised provisions in the city/region in child protection such as:

- drop-in centres for children, young people and their caregivers
- school social work
- advice centres for parents
- easily accessible psycho-social counselling centres for children and young people
- communal or regional social services
- telephone emergency service for children, young people and /or caregivers.

The provisions should implement national and regional projects and programmes in the field of child protection at a community/regional level.

Aid for particularly disadvantaged children/families

There should be provisions for families and children/young people with multiple stress factors:

- specialist educational and advice provisions/specific support provisions such as home visit programmes
- family support
- budget advice
- intercultural facilitations, key people.

The provisions should implement national and regional projects and programmes in the field of provisions for disadvantaged families at a communal level.

Early recognition

The city should have mechanisms to identify families and children/young people with multiple stress factors. These could be for example:

- risk assessment for births
- outreach work
- networking specialists in health, social work
- school, early childhood care and education.

Cooperation Intersections

Provision coordination

There should be institutionalised representation of children and young people's interests, for example a children and youth promotion agency. This should coordinate the various aid provisions and take over the referral process to the provision in the field of child protection.

Intersectoral and/or interdisciplinary collaboration

Suitable measures and forms of collaboration between planning, traffic and construction authorities, private stakeholders, specialist agencies and administrative units dealing with children and young people should be sought (specialist commissions, round tables, cross-departmental project groups).

Vessels for collaboration

There should be communication/vessels for collaboration

- between the city's social services and the child and adult protection authority and
- between schools and extra-curricular stakeholders in the fields of child protection, prevention and healthcare.

There should also be interdisciplinary groups for collaboration at local or regional level: child protection group, crisis intervention group, specialist groups, etc.

Public information

Information on aid and advice agencies

Children, young people and their caregivers should be systematically informed about the various aid provisions in child protection in a target-group-appropriate way.

Some channels could be e.g.: a notice board in schools and kindergartens, in youth clubs, community centres, brochures, websites, social media, city newsletter, official journals, flyers.

Contact person

It should be ensured that children and young people know who they can turn to with their personal concerns and problems at city level.

Finances

Supporting provisions

The city should support advice and support provisions in the field of children and young people's protection and children and youth aid financially or make use of regional support provisions.

Training service providers

The city should make available funds and resources so that service providers in children's rights and child and young people's protection can get further training. The city should make use of regional training funds and inform their own service providers about them.

Participation Consultation

Information about children's rights and provisions

Children and young people are kept informed about their rights, about existing services, measures and provisions, including the communication channels in child protection.

Consultation

The child should be consulted on all child protection decisions affecting him/her and kept informed (child protection measures, procedures, process steps, visiting rules, etc.).

Age-appropriate methods and information

Methods of participation and information should be target-group-appropriate and adapted to the various groups of children and young people (age, sex, children and young people with physical and mental disabilities or multiple stress factors such as a background of asylum seeking or migration).

Quality assurance

Ensuring quality

The city should regularly evaluate the child protection measures and provisions they support financially for quality and efficacy.

Needs analysis

The city should regularly carry out open surveys and/or evaluations about the needs of children, young people and their caregivers in the field of child protection. The results should be published.

Guardianships

The city should review and ensure the professional status of children and young people's guardians where the provision of guardianships is within their remit.

Further German-language reading

see also annexe


Die Kindesanhörung.
Ein Leitfaden für die Praxis im Rechts-, Bildungs- und Gesundheitswesen.
Herausgeber: Marie Meierhofer
Institut für das Kind, UNICEF Schweiz und Liechtenstein (2014)

Jugendliche richtig anpacken – Früherkennung und Frühintervention bei gefährdeten Jugendlichen.
Herausgeber: Bundesamt für Gesundheit (2008)

Vom Kinderschutz zum Kinderrechtsstaat. Stärken, schützen, fördern durch eine umfassende Umsetzung der UN-Kinderrechtskonvention.
Herausgeber: UNICEF Schweiz und Liechtenstein (2010)

Case studies of particular interest for this stakeholder group

- 11 **Egg**
Early recognition and intervention (R&I) in the community
- 15 **Köniz**
Communities that care (CTC)
- 19 **Menznau**
Sensor interdisciplinary work group
- 22 **Rapperswil-Jona**
Schlüssel family centre
- 25 **Rothenburg**
Early recognition and intervention in schools
- 28 **Sitten**
Youth observatory

 See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies

Prevention and health promotion

Child-friendly living spaces should always be based on an integrative perspective. Health promotion is not just a task for health authorities. Health promotion should take place every day through the promotion of cognitive and social skills, integration, protection and participation.

In a city aligned with child-friendly living spaces, the social work and healthcare sectors should have the tools enabling them to act in a timely and preventative manner and to influence intersections. This means that a holistic concept, including the establishment of processes for early recognition and early intervention, for the issues of prevention and health promotion should also be developed in cities. This should be done taking account of local parameters and including the relevant stakeholders.

By cooperation and formulating shared packages of measures, the various stakeholders can identify and address problematic developments early. Developing an appropriate early recognition and intervention concept through an interdisciplinary specialist group clarifies responsibilities and enables a coordinated approach to prevention and health promotion. Good networking at communal level enables the distillation of the respective health-related factors and their inclusion in the rest of the project when planning leisure facilities, recreation areas, advice services and traffic management, for example.



Guiding principles Strategy papers

Considering the Convention on the Rights of the Child

Institutions dealing with prevention and health promotion should have guidelines or strategy papers that include the guiding principles of the Convention on the Rights of the Child.

Prevention and health promotion strategy

There should be a city-wide strategy for prevention and health promotion that provides for the implementation of regional and communal prevention projects.

Provisions

Nutrition and exercise

Projects on nutrition and exercise should be provided for children and young people.

Addiction prevention

The city should have its own projects for addiction prevention or provide information on existing provisions (addiction advice centres, campaigns) and work with specialist centres for prevention and health promotion.

Early childhood care and education

There should be specialist provisions for birth, with which the city ensures a healthy start in life and early childhood support:

- institutions for early intervention
- support for good conditions for midwives and health visitors
- parental advice centre
- contact and meeting points for families with small children.

The provisions should implement national and regional projects and programmes in early childhood care and education at the communal level.

Mental health

The city should have its own projects to promote mental health of children and young people or inform children, young people and their caregivers about existing projects (life skills training, bullying prevention projects in schools, children and youth advice services).

Cooperation Intersections

Intersectoral and/or interdisciplinary collaboration

Suitable measures and forms of collaboration between the various administrative units, schools, private stakeholders (such as advice centres, associations, day care centres, specialist health centres, etc.) should be established so that a shared early recognition and intervention concept can be developed.

Networking stakeholders

There should be interdisciplinary communication and suitable vessels for collaboration between stakeholders in formal and extra-curricular education, child protection organisations or prevention provisions in the field of prevention and health promotion so that reactions to developing problems can be made early and suitable measures can be coordinated and implemented in a timely manner.

Provision coordination

Provisions in prevention and health promotion should be coordinated and synchronised at all political levels.

Public information

Information on provisions

Children, young people and their caregivers should be systematically informed about the existing provisions in prevention and health promotion in a target-group-appropriate way. Some channels could be e.g.: a notice board in schools and kindergartens, in youth clubs, community centres, brochures, websites, social media, city newsletter, official journals, flyers.

Target-group-appropriate information

The information should take account of different groups of children, young people and caregivers in a community such as age groups, sex, children and young people with physical and mental disabilities or multiple stress factors such as a background of asylum seeking or migration.

Contact person

It should be ensured that children and young people know who they can turn to with their personal concerns and needs.

**Finances****Funding provisions**

The city should support provisions in prevention and health promotion financially or apply for regional or national funding for this purpose.

Training service providers

The city should make funds and resources available so that service providers in children's rights and health promotion and prevention can get further training.

**Quality assurance****Ensuring quality**

The city should regularly review whether the overall provisions in prevention and health promotion meet current demand. The results should be published and the provisions adapted accordingly.

Reviewing the evaluations

The city should examine the evaluation of regional and city-wide provisions and projects and those of service providers in prevention and health promotion.

**Participation Consultation****Information on children's rights**

Children and young people should be kept informed about their rights, about existing services, measures and provisions, including the communication channels in the field of health.

Consultation in all issues

The child should be consulted on and informed about all decisions concerning him/her in the field of health – e.g. relating to examinations, diagnoses, medical interventions.

Age-appropriate methods and information

Methods of participation and information should be target-group-appropriate and adapted to the various groups of children and young people (age, sex, children and young people with physical and mental disabilities or multiple stress factors such as a background of asylum seeking or migration).

Further German-language reading**see also annexe**

Erfolgsfaktoren und Empfehlungen für Präventionsprojekte in Gemeinden.
Herausgeber: Fachhochschule Nordwestschweiz, Hochschule für Soziale Arbeit, Institut Sozialplanung, Organisationaler Wandel und Stadtentwicklung (2018)

Leitfaden. Good-Practice Kriterien Prävention von Jugendgewalt in Familie, Schule und Sozialraum.
Herausgeber: Fachhochschule Nordwestschweiz, Hochschule für Soziale Arbeit (2014)

Früherkennung und Frühintervention in Schulen und Gemeinden – Das Wichtigste in Kürze.
Herausgeber: RADIX, Schweizerische Gesundheitsstiftung, im Auftrag des Bundesamtes für Gesundheit (2015)

Früherkennung und Frühintervention (F+F) im Fokus der Lebensphasen: Ein übergreifender Ansatz. Nationale Strategie Prävention nicht-übertragbarer Krankheiten (NCD-Strategie) 2017–2024
Herausgeber: Bundesamt für Gesundheit (2019)

Für eine Politik der frühen Kindheit. Eine Investition in die Zukunft. Frühkindliche Bildung, Betreuung und Erziehung / Frühe Förderung in der Schweiz.
Herausgeber: Schweizerische UNESCO-Kommission, c/o Eidgenössisches Departement für auswärtige Angelegenheiten EDA (2019)

Gesundheitsförderung und Prävention in der Gemeinde. Praxis-hilfe zur bedarfsgerechten Planung.
Herausgeber: Radix, Schweizerische Gesundheitsstiftung (2. Auflage, 2010)

Jugendliche richtig anpacken – Früherkennung und Frühintervention bei gefährdeten Jugendlichen.
Herausgeber: Bundesamt für Gesundheit (2008)

Case studies of particular interest for this stakeholder group

- 11 Egg**
Early recognition and intervention (R&I) in the community
- 12 Frauenfeld**
Baby reception
- 13 Grenchen**
Collaboration on traffic safety
- 15 Köniz**
Communities that care (CTC)
- 17 Kriens**
Langmatt leisure facility
- 21 Rapperswil-Jona**
Schlüssel family centre



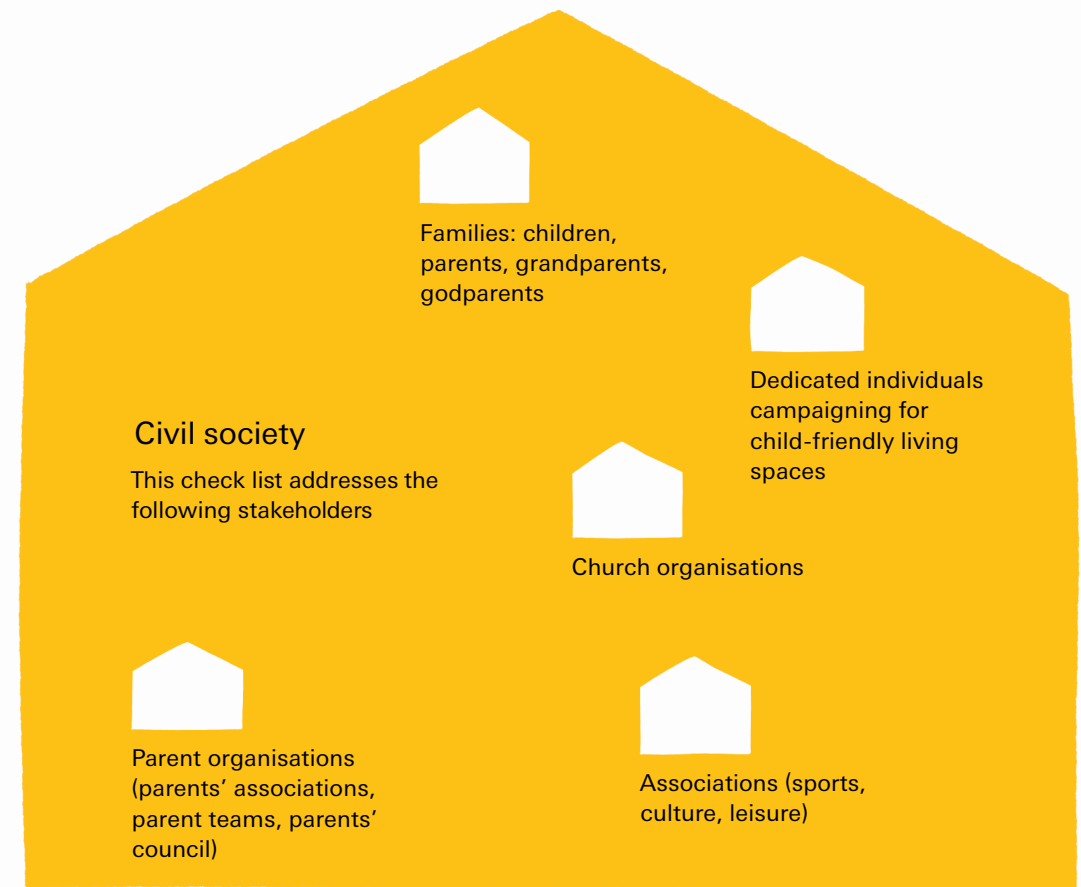
See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies

Civil society

The various living spaces of children and young people are often directly or indirectly influenced by government structures. This is done through the way provisions and structures in formal and extra-curricular education are designed or how many or few opportunities for participating in public life are available.

Alongside government stakeholders, there are multiple organisations and agencies in close contact with children and young people in the private sphere. They can also contribute to the implementation of children's rights and to children and young people being able to grow up in child-friendly living spaces. It is not least within the power of the stakeholders mentioned below to advocate for children and young people's interests at government agencies. They could do this by seeking face-to-face discussions with the responsible agencies. Every representative of the civil society is of course also able to campaign for child-friendly living spaces in general political discourse at all political levels.

For example, a team of parents could lobby the person responsible to ensure that pupils are able to include their needs and concerns in the planning of a school renovation. Parents and grandparents can get in touch with property management and encourage them to upgrade playgrounds and to make the living environment exciting and interesting. Or families could demand more child-friendly house rules if they feel this is necessary.



Guiding principles Strategy papers

Considering the Convention on the Rights of the Child

Associations and organisations should have guidelines or strategy papers that include the guiding principles of the Convention on the Rights of the Child.

Provisions

Programme networking

Remits should include taking part in regional or communal health and prevention programmes for children and young people where possible.

Inclusion

Provisions should take account of all children and young people, including those with physical or mental disabilities, multiple stress factors or backgrounds of asylum seeking or migration.

Public information

Information about aid provisions

In-house websites and social media channels should also be used to inform children and young people and their caregivers about children's rights and about the most important advice and aid agencies in the city/region. Children's rights issues should be included in events and awareness of them raised in the population.

Cooperation Intersections

Intersectoral and/or interdisciplinary collaboration

Collaboration and communication should be actively sought with other stakeholders in the city such as planning, traffic and construction authorities, other private bodies and specialist agencies and administrative units dealing with children and young people. Potential synergies should be recognised and made use of.

Representing interests

Civil society organisations should be aware of their responsibility to play a key role in representing the interest of children and young people. They should actively get involved in political discussions and processes and advocate for children and young people.

Finances

Reduced fees

Where provisions are funded by member contributions, lower income families should have the option of reduced membership fees.

Quality assurance

Training, Evaluation

Active leaders in direct contact with children and young people should be offered regular training, for example on participation. The city's training provisions should be available to them. They should also be kept informed about potential aid and advice agencies in the city/region and be able to refer children and young people to the correct agencies when needed.

In-house provisions should be regularly reviewed with the involvement of children and young people.

Participation Consultation

Promoting participation

Children and young people's participation should be promoted within one's own remit. Children and young people should have the opportunity to include their own ideas and to help work on and make decisions on the range of provisions and projects.

Encouraging participation

The people responsible should be encouraged to include children and young people early on in the planning process (needs analysis) when planning and designing child-friendly living spaces and in one's own remit or environment.

Advocating for children

In public consultations on issues concerning children and young people, their perspectives should be represented and included.



Using political means to implement child-friendly living space

Petition, signature gathering

Representatives of civil society should use means such as petitions or signature gatherings when required to make their voice heard by political authorities in the city in favour of children and young people.

Potential supporters should be sought within the city and signed up for this purpose.³

Further German-language reading

see also annexe

Grundlagen für kinderfreundliche Wohnumfelder.
Herausgeber: die Stiftung Spielraum und die Berner Fachstelle SpielRaum (2014)

Kinder- und Jugendförderung als Querschnittaufgabe.
Grundlagen und Empfehlungen für kommunale Entscheidungsträger/-innen, Plakat.
Herausgeber: Dachverband Offene Jugendarbeit (o. J.)

Kinder als Nachbarn. Eine Hausordnung für Kinder und Erwachsene.
Herausgeber: Immobilien Basel Stadt (2013)

Handlungsempfehlung für die transdisziplinäre und partizipative Planung von Spielräumen für Kinder.
Herausgeber: Hochschule Luzern – Soziale Arbeit (2017)

Wohnumfeldverbesserung. Leitfaden für die Quartier-Partizipation.
Herausgeber: Direktion für Tiefbau, Verkehr und Stadtgrün Bern (2015)

Case studies of particular interest for this stakeholder group

- 06 Basel**
Intermediary use of a brownfield site as a children's workshop
- 16 Kloten**
Ref. church parish playground
- 17 Kriens**
Langmatt leisure facility
- 20 Pratteln**
Designing the outside space at the Längi property
- 31 Triengen**
Key people – building bridges to people from a migration background
- 33 Wettingen**
Ideas pot



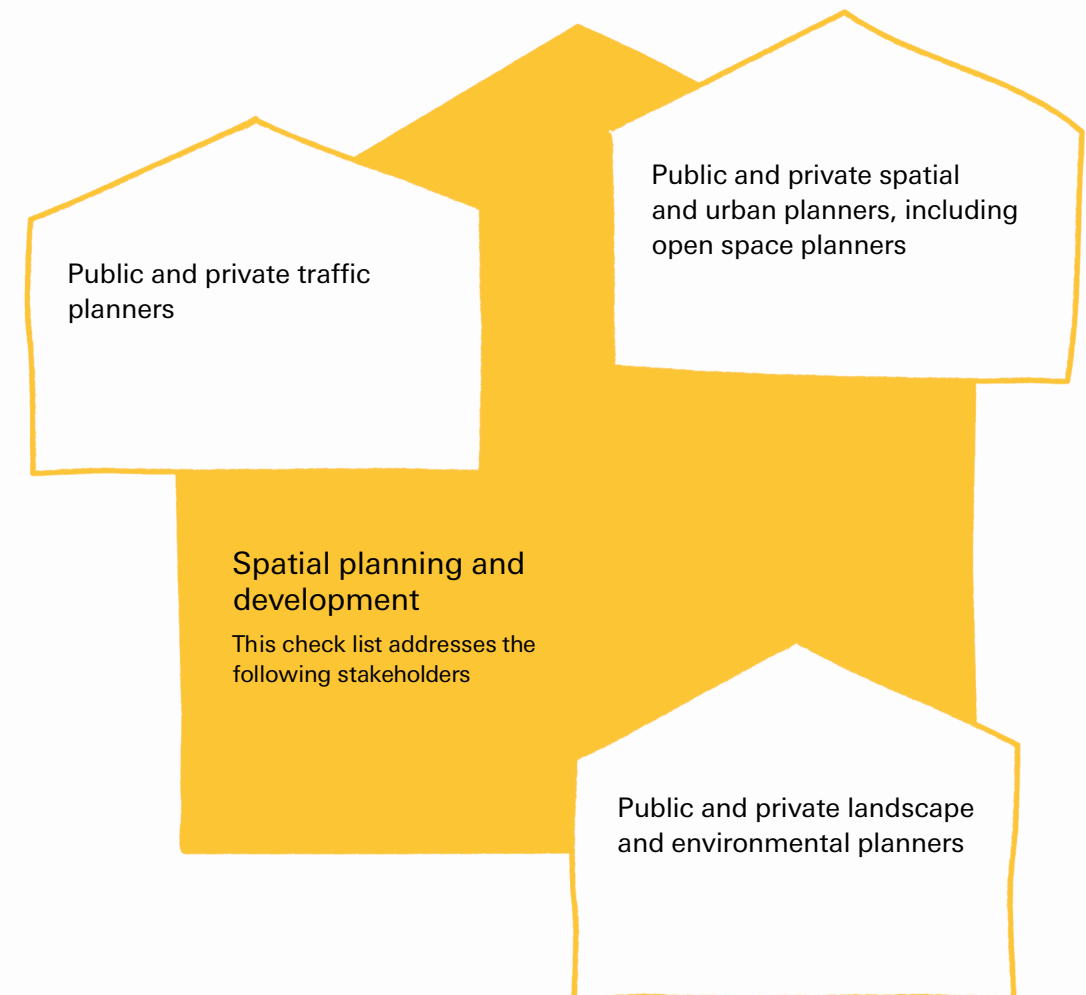
See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies

Spatial planning and development

When it comes to spatial planning, highly-developed federalism prevails in Switzerland. Communes are given many organisational and design options. They often develop planning guidelines, communal structure plans, etc., to form the basis for their utilisation planning and their communal construction and planning regulations. They differentiate between the subsections of spatial and urban planning, traffic planning and landscape and environmental planning.

Spaces shape the everyday lives and development of children through the way they are designed. Good communal spatial planning and development enables identity-building processes and supports children and young people in their development and in their use and appropriation of public spaces. It protects against traffic pollution, ensures a good micro-climate, promotes social control and recognises the specific needs of children and young people as active members of society.

With an awareness of the complex processes and tools in spatial planning and development, UNICEF Switzerland and Liechtenstein used the present checklists to derive the child's perspective and key aspects of the Convention on the Rights of the Child and implemented this into everyday working life and the procedural phases of communal spatial planning and development. Certain aspects can also be applied at other administrative levels. These checklists are intended to help in the systematic inclusion of child-friendliness issues, but also to help stimulate and initiate them.





The basics

Integrating child-friendly aspects

Planning instruments should be explicitly inclusive of issues surrounding child-friendly living spaces and living environments, for example in design, safety and experience of nature.

Intersectoral and/or interdisciplinary collaboration

Suitable measures and forms of collaboration between planning, traffic and construction authorities, private stakeholders and specialist agencies and administrative units that deal with children and young people should be established. These could be a school spatial planning commission, a “child-friendly living spaces” round table or a cross-departmental playground planning project group, for example.

Creating basic planning principles

If there is a lack of basic planning principles taking into account the needs of children and young people, these should be created by the stakeholders responsible, such as a participation position paper or guidelines for child-friendly living environments.

Consulting resources and specialist expertise

When planning and designing buildings and spaces that children and young people will also be using, key stakeholders, resources and information relating to child-friendly design should be known and consulted in the planning. If required, external specialists in children and young people should be consulted.

Retaining green and open spaces

An urban densification of high quality also takes account of retaining and creating green and open spaces for children and young people.

Recognising aspects of micro-climate and health

The positive effects of green spaces, trees, vegetation and water on the health of the population, the micro-climate and biodiversity should be recognised and integrated into planning.

Scenarios, strategy and guidelines level

Integrating child-friendly aspects

Guidelines, scenarios and strategies should set out priorities for a sustainable community, especially for children and young people, and address issues relevant to children and young people. This is because children and young people need spaces they can appropriate and help design in order to grow up and into the community.

Promoting social integration

The strategies, scenarios and guidelines should account for the diversity of the population and promote social, ethnic and age-based integration.

Participation Special needs

Children and young people should be expressly accounted for in the formulation of basic principles, development aims and future development priorities. Processes should be designed so that children and young people can include their needs in participative processes.

Concept level Spatial concept, master plan, area development →

Child-relevant concepts

Instruments should be created such as a leisure and playground concept or an open space concept. These should address issues relevant to children and young people.

Coordinating concepts

The leisure and playground concept, the open space concept and the slow traffic concept should be coordinated with each other.

Linking

Play and open spaces should be linked to one another with safe and interesting paths (e.g. trails, etc.)

Promoting autonomy

The locations of children and young people-specific provisions, such as sports halls, schools, playgrounds, parks, etc., should be set so as to make them safe and autonomously accessible for all children and young people.

Recognising children as a user group

A user/stakeholder analysis in a relevant planning process should explicitly account for children and young people as a specific group and integrate it.

Concept level Spatial concept, master plan, area developments

Participation

Promoting local knowledge

When children and young people participate substantively in development concepts, this ensures that the children and young people's local knowledge is included and makes way for new input.

Retaining green and open spaces

A balanced mix of superstructures, built-up areas and open areas should be maintained in neighbourhoods.

Different interests

Different usage by children and young people should be accounted for by providing space to play for the smallest ones, places for young people to retreat to and, where needed, separation of the various user groups.

Urban structure plan

Integrating child-friendly aspects

The communal structure plan should expressly address issues relevant to children and young people, such as securing children and youth-specific spaces and account for the specific needs of children and young people.

A commitment to child-friendliness

The issue of child-friendliness should be expressly and comprehensively incorporated into the communal structure plan in terms of both space and content.

Participation in spaces

The communal structure plan should specify issues and spaces in which the planning and /or implementation will include children and young people.

Promoting autonomy

Public buildings and public spaces should be safely and autonomously accessible for children and young people.

Accounting for quality aspects of child-friendliness

Quality aspects of child-friendliness should be specified and established as part of the legal bases, such as natural design, good links between the spaces, so that they are easy and autonomously accessible, etc.

**Usage plan**
Framework usage plan**Enshrining participation**

The participation of the population, including that of children and young people, should be enshrined in the building regulations.

Exemption tax for high quality

The building regulations should specify that an exemption tax for a specific purpose can be paid by private individuals for playgrounds, so that the city can create high-quality and larger open spaces for children and young people.

Special needs

Public spaces and buildings should account for the special needs of children and young people, especially in regards to e.g. child-friendly public toilets, lighting, pictograms instead of lettering, shelters for all weathers, height of signage, etc.

Intermediary usage and repurposing

In the case of intermediary usage, repurposing or brownfield sites, the option of making these available to children and young people for their own projects should be considered.

**Usage plan**
Special usage plan**Accounting for quality aspects of child-friendliness**

Specific quality aspects of friendliness to children and young people should be included in the special quality requirements in the special usage rights.

Recognising children as a user group

When developing a special usage plan, children and young people should be seen as a specific and separate part of the user group.

Multifunctionality

When planning outside spaces, open-usage areas and multifunctional facilities should be provided for.

**Usage plan**
Special usage plan**Quality in the design of public spaces**

Public spaces should be of a high quality in terms of experience and socialisation and can be designed and used in a way that meets needs. They should be easily accessible, able to be appropriated and offer attractive spaces for various age groups to socialise, meet and play.

- This means there should be, for example, hills and hollows, retreats, roofed and shaded areas, trees to climb, water areas, sand pits, generic spaces and multifunctional facilities, etc.

- When selecting materials, a wide range of looks and textures ensures a richer experience for children using the outside space. Natural materials provide multiple sensory experiences.
- The selection of plants should represent the local territory and promote biodiversity, and thus also children's understanding of nature, with a wide range of various aspects of leaves, fruits, flowers, colours and scents. Plants poisonous to humans should be avoided.

**Competition procedure**
Commissioning studies, test planning and calls for project tenders**Accounting for quality aspects of child-friendliness**

The city should expressly require accounting for quality aspects of child-friendliness as a criterion in calls for tenders, study commissions or test planning procedures.

Participation
Completing a needs analysis before setting the terms of reference

In competitions for child-relevant projects or spaces, the interests of children and young people should be ascertained from them by the client before formulating the criteria for the call for tender and/or terms of reference.

Participation
Enshrining needs analysis for a later date

The option for users, including children and young people, to participate within an appropriate framework at a later date should be enshrined in the call for tender programme and/or terms of reference.

Assessing child-friendliness with the children and young people themselves

When assessing submissions, there should be a focus on friendliness to children and young people and the children and young people should be included in a suitable way.



Building permits

Accounting for quality aspects of child-friendliness

Specified quality aspects of friendliness towards children and young people should be assessed in the permit process.

Representing the interests of children and young people

Someone should be responsible for the special concerns of children and young people in the permit commission and represent their needs, such as the children and youth officer.

Participation Local knowledge

The timely inclusion of local expert knowledge and accounting for local needs are an important part of the permit process, therefore children and young people should also be included as experts in childhood.

Intermediary usage and repurposing

The building authority should be sympathetic to granting permits for the temporary use of public properties and brownfield sites by children and young people and also advocate for this with private owners.

Further German-language reading

see also annexe

Familienfreundliche Stadtplanung. Kriterien für Städtebau mit Zukunft.
Herausgeber: Stadt Aachen, Fachbereich Stadtentwicklung und Verkehrsanlagen (2016)

Leitfaden für die Beteiligung Jugendlicher in der Planung.
Herausgeber: HSR Hochschule für Technik Rapperswil, FHO Fachhochschule Ostschweiz (2012)

Naturnahe Freiräume für Kinder und mit Kindern planen und gestalten. Grundlagen, Vorgehensweise und Methoden.
Herausgeber: Fachhochschule Nordwestschweiz, Hochschule für Soziale Arbeit (2016)

Partizipation. Arbeitshilfe für die Planung von partizipativen Prozessen bei der Gestaltung und Nutzung des öffentlichen Raums.
Herausgeber: ZORA, Zentrum öffentlicher Raum des Schweizerischen Städteverbandes (2014)

Stadtoasen für Jugendliche. Stadtbrachen und Restflächen temporär nutzen.
Herausgeber: Bundesministerium für Verkehr, Bau und Stadtentwicklung und Bundesinstitut für Bau, Stadt- und Raumforschung, Deutschland (2010)

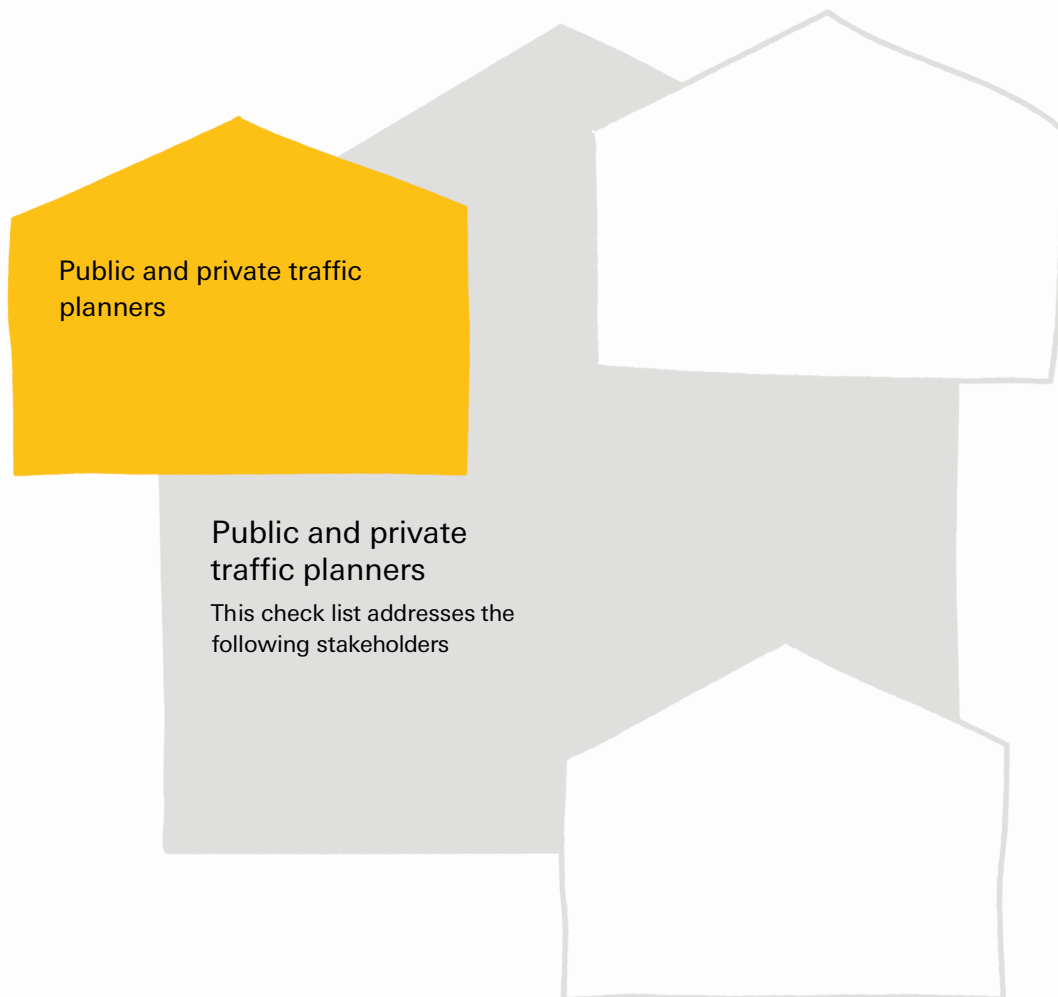
Wohnumfeldqualität. Kriterien und Handlungsansätze für die Planung.
Herausgeber: HSR Hochschule für Technik Rapperswil – Kompetenzzentrum Wohnumfeld (2018)

Case studies of particular interest for this stakeholder group

- 05 **Basel**
Temporary 30 zones
- 22 **Rapperswil-Jona**
Playground and break area concept
- 23 **Reinach**
Mischeli generations park
- 26 **Sarnen**
Guidelines on quality living environments enshrined in the building and zoning ordinances
- 29 **Steffisburg**
Participative play and open space analysis
- 30 **Thun**
Children and young people's participation in local planning revision



See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies



The basics

Sustainable traffic planning

The elements of sustainable traffic planning, such as pedestrian-friendliness, bike suitability, promotion of public transport, parking management and mobility management all should impact every planning process.

Promoting autonomy

Children and young people's mobility and autonomy on bikes, kickboards, skateboards or on foot should be promoted through a closely linked, cohesive, attractive, safe, direct and barrier-free pedestrian and bike network.

Intersectoral and/or interdisciplinary collaboration

Suitable forms and instruments for collaborations between planning, traffic, police, school, mobility and construction authorities, private stakeholders, specialist agencies and administration units should be established in order to communicate about projects relating to children and young people.

Creating the basic principles

Where the basic planning principles or vessels for accounting for the needs of children and young people are absent, they should be developed by the responsible stakeholders. These could be guidelines on safe bike paths for children or managing participation with children and young people in traffic planning, for example.

Consulting resources and specialist expertise

When planning and designing traffic spaces and areas that children and young people will also be using, key stakeholders, resources and information relating to child-friendly design should be known and consulted in the planning. If required, external specialists in children and young people should be consulted.

Participation needs analysis

Children and young people should be included in projects relating to them in a suitable manner, such as neighbourhood meet and greets, digital tools, direct surveys or similar methods.

**Scenarios, strategy, guidelines and analyses level****Child-friendly traffic strategy guidelines**

The specific needs of children and young people such as safety, direct paths, low pollution or socialising spaces should be set out in the traffic strategy guidelines.

Integrating specific needs

The specific needs of children and young people for freedom of movement, independent learning and discovery, and for freely accessible experiential spaces as pedestrians should be included in scenarios and analyses.

Participation**Assessing traffic safety**

Children and young people should be systematically included in the analysis of road safety by appointing traffic detectives, using e-participation or similar.

**Concept level
Pedestrian concept****Concept connectivity**

The pedestrian traffic concept should be coordinated with the leisure, open space and school route concept, so that children can independently and safely move between the locations that are attractive to them.

Accounting for barrier-free access

Footpaths should be designed to be free from motorised traffic and barrier-free where possible.

User analysis including children and young people

Children and young people should be explicitly represented within the user group and their specific needs should be considered.

Increasing the feeling of safety

The subjective and objective feeling of safety should be enabled through short crossings, sufficient lines of sight, waiting space visibility, appropriate speeds for each situation and longer green light phases.

Promoting a cohesive network

A small, cohesive communal network of paths should be aimed for, with a horizontal and vertical line layout that is as direct and secure as possible. At crossings, safe and conflict-free waiting spaces should be available.

**Concept level
Pedestrian concept****Promoting orientation**

The pedestrian concept should enable good orientation and clear pathways from the child's line of sight, such as signals, sight lines at relevant hazard points at 1.2 m eye level or similar.

Promoting self-efficacy and natural experiences

The design of the pedestrian paths allows for experiencing nature, for socialising spaces and autonomous usage.

Child-friendly surfaces

When making decisions about surfaces, the usability for kickboards, skateboards and other transport means for children and young people should be discussed. Alongside this, natural surfaces provide alternative ways of movement and discovery.

**Concept level
Bike concept****Promoting a cohesive network**

A cohesive, communal network of paths should be aimed for, with a line layout on roads and on shared or separated pedestrian and bike paths that is as direct and secure as possible.

Communal connectivity

The bike traffic concept should be coordinated with the leisure, open space and school route concept so that children and young people can move independently and safely between the locations they find attractive and relevant at any time and in a connected way.

Regional connectivity

The bike traffic concept should be coordinated with neighbouring communities in the region in a user-appropriate way.

Increasing the feeling of safety

Children and young people's need for safety should be accounted for in bike traffic.

Promoting parking facilities

Attractive and safe parking facilities for bikes, scooters or bike trailers close to the bike route network should be ensured for children and young people.

**Concept level**
Low-speed concept**Integrating the low-speed concept**

A low-speed concept should be a fixed part of the communal traffic concepts.

Enabling speed limits

Speed limits should be planned and/or provided for in order to improve traffic safety, reduce emissions and to enable more utilisation options.

Reviewing traffic safety

The traffic law and planning options to improve the safety of children and young people on the roads should be reviewed and the necessary measures implemented where required, such as sight lines at 1.2 m eye level, creating traffic-calmed zones or designing the traffic zone to reduce speeds.

Promoting traffic calming

Traffic calming measures should be provided for in and around all children and young people's provisions, such as traffic-calmed zones around schools or traffic calming measures near playgrounds.

Carrying out speed checks

Regular speed checks should be carried out in traffic-calmed zones and suitable measures for compliance with the speed limits should be developed and realised.

**Concept level**
Parking concept**Accounting for the specific needs of children and young people**

The car park concept should account for the specific protection and safety needs of children and young people, particularly in residential areas, schools and leisure facilities.

Restricting car parks

Restrictive car park planning and a corresponding car park management system should be operated near facilities and infrastructures for children and young people.

**Concept level**
Public transport concept**Public transport priority**

Public transport should be given priority in town or city centres in accordance with Swiss road traffic law.

Accessible stops

Public transport stops should be accessible via safe and barrier-free pedestrian and bike links.

A well-developed night network

The public transport night networks should be purposely developed for weekends so that young people can be out and about safely and independently.

Coordination

Public transport should be coordinated with neighbouring communities.

**Traffic structure plan****Integrating child-friendly aspects**

The traffic structure plan should explicitly address issues relevant to children and young people such as noise, safety and a barrier-free network of paths.

Adapting ordinances and regulations

Ordinances and regulations should be aligned with the aspects of child-friendly concepts set out above and include for example restrictive car park planning or exemption taxes for playgrounds.

**Usage plan****Traffic and road planning,
road projects and development plans****Pedestrian network planning**

There should be comprehensive pedestrian network plans. The plans should be coordinated with neighbouring communities.

Bike traffic plan

There should be a comprehensive bike traffic plan that is coordinated with neighbouring communities.

Increasing school route safety

The stakeholders responsible for traffic planning work together with schools to systematically ensure school route safety for children and young people of all ages. If required, suitable measures for school route safety should be developed and realised, such as a school route plan or ground markings for children.

Specific needs

The specific needs of children should be considered when designing and building road projects: adapted green light phases at zebra crossings, signals taking account of children's eye level, sight lines at hazard points from a child's perspective, etc.

Improving orientation

Uniform and child-friendly design elements should aid good orientation and create identity, such as specific signage for traffic-calmed neighbourhoods, specific signage for child-friendly public spaces or separate route signage for kickboards and children's trails.

Developing roads and paths

Roads and paths are public meeting spaces. They should be designed to be high-quality, user-friendly and safe in terms of their network and socialising function.

Freedom from barriers

The specific needs of children and young people with disabilities (barrier-free and /or disability-friendly planning) should be accounted for and external experts consulted where required.

Further German-language reading**see also annexe**

Handbuch Fusswegnetzplanung. Vollzugshilfe Langsamverkehr Nr. 14. Herausgeber: Fussverkehr Schweiz, Bundesamt für Strassen (2015)

Leitfaden Augenhöhe 1,20 m. Herausgeber: Präsidialamt des Kantons Basel-Stadt (2. Auflage, 2016)

Leitfaden Schulwegsicherung. Ein Hilfsmittel für Gemeinden zu Schulwegfragen und zur Vermeidung von Elterntaxis. Herausgeber: EnergieSchweiz für Gemeinden, c/o rundum mobil GmbH (2015)

MIWO – Mobilitätsmanagement in Wohnsiedlungen. Handbuch zur Optimierung der wohnungsbezogenen Mobilität. Herausgeber: Fussverkehr Schweiz, VCS Verkehrsclub der Schweiz (2014)

Pedibus. Online-Tool. Zugriff am 24.12.2019 auf www.pedibus.ch Herausgeber: Verkehrsclub der Schweiz (VCS)

Schulwegpläne leicht gemacht. Herausgeber: Bundesanstalt für Strassenwesen Deutschland (2013)

**Case studies of particular interest
for this stakeholder group**

- 01 Allschwil**
School route safety
- 05 Basel**
Temporary 30 zones
- 13 Grenchen**
Collaboration on traffic safety
- 30 Thun**
Children and young people's participation in local planning revision



See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies



The basics

Retaining stimulating landscapes and recreation areas

Retaining, establishing and designing beautiful and stimulating landscapes and recreation areas in and outside of settlements should be planned while also considering the specific needs of children and young people.

Intersectoral and/or interdisciplinary collaboration

Suitable forms and instruments of collaboration between planning, traffic and construction authorities, private stakeholders and specialist agencies and administrative units that deal with children and young people should be sought. These could be specialist commissions, round tables or cross-departmental project groups, for example.

Consulting resources and specialist expertise

When planning and designing buildings and spaces that children and young people will also be using, key stakeholders, resources and information relating to child-friendly design should be known and consulted. If required, external specialists in children and young people should be consulted.

Creating the basic principles

Where there are no basic principles or forms of collaboration allowing the needs of children and young people to be accounted for, these should be developed by the stakeholders responsible.

Retaining green and open spaces

In the context of the densification of existing urban areas, the creation and retention of attractive green and open spaces for children and young people should be accorded increased significance.

Participations options

Children and young people should be given the option of participating in planning and expressing their needs.

Scenarios, strategy and guidelines level

Promoting sustainability aspects

Key sustainability principles, e.g. in terms of energy supply, clean air, noise protection and environmental protection, should be included in the strategies and scenarios for sustainable development.

Increasing access to nature

Children and young people should be guaranteed autonomous access to natural spaces and be able to experience nature.

Controlling and minimising pollution

Regular analyses and reviews of existing pollution levels should be carried out such as emissions, ground pollution, etc.

Integrating health aspects

Aspects of cleanliness, safety and health should be considered. This includes, for example, a waste concept and controlling the frequency of cleaning public spaces and playgrounds.

Concept level

Play and open space concept

Instruments such as a playground concept or open space concept should be established. This should address issues relevant to children and young people.

Linking play and open spaces

Play and open spaces should be linked via safe and stimulating paths. These could be trails, non-concreted natural paths or cut-throughs.

Children as a user group

Children and young people should be explicitly accounted for in any user analysis and considered as a specific group in further planning.

Participation

Local knowledge

When children and young people participate substantively, this ensures that this user group's local knowledge is included and makes it possible to receive new impulses.

Accounting for different interests

Different usage by children and young people is accounted for through room to play for the smallest ones, retreats for young people and, where required, separation of the various user groups.

Structure plan

Integrating child-friendly aspects

The structure plan should explicitly address issues relevant to children and young people, such as an open space concept, locating children's provisions at low-emissions sites or easy access to natural spaces for children and young people.

Usage plan

Usage framework and special usage plan

Noise protection measures

In collaboration with the urban planning department, noise-sensitive residential areas should be protected with noise protection measures, particularly those areas where many families and children live.

Accessibility of natural spaces

Local recreation areas, landscapes and natural spaces should be autonomously accessible to all children and young people.

Considering ecological parameters

Ecological parameters such as reducing waste, retaining open spaces and creating green spaces should be considered in usage planning.

Promoting and making accessible landscapes and natural spaces

Landscapes and natural spaces should be recognised as spaces for learning and developing and be promoted and made accessible accordingly.

Designing natural, stimulating and recreational spaces

When planning and designing natural, stimulating and recreational spaces

- different usage by children and young people should be accounted for
- consideration should be given to the special needs of children and young people with physical and mental disabilities

Further German-language reading

see also annexe

Handbuch Raum für Bewegung und Sport. Eine Antwort auf die Verdichtung im urbanen Raum. Herausgeber: Stadt Winterthur (2014)

Leitfaden Augenhöhe 1,20 m. Herausgeber: Präsidialamt des Kantons Basel-Stadt (2. Auflage, 2016)

Naturnahe Freiräume für Kinder und mit Kindern planen und gestalten. Grundlagen, Vorgehensweise und Methoden. Herausgeber: Fachhochschule Nordwestschweiz, Hochschule für Soziale Arbeit (2016)

Partizipation. Arbeitshilfe für die Planung von partizipativen Prozessen bei der Gestaltung und Nutzung des öffentlichen Raums. Herausgeber: ZORA, Zentrum öffentlicher Raum des Schweizerischen Städteverbandes (2014)

Case studies of particular interest for this stakeholder group

- 17 Kriens**
Langmatt leisure facility
- 22 Rapperswil-Jona**
Playground and break area concept
- 29 Steffisburg**
Participative play and open space analysis
- 30 Thun**
Children and young people's participation in local planning revision

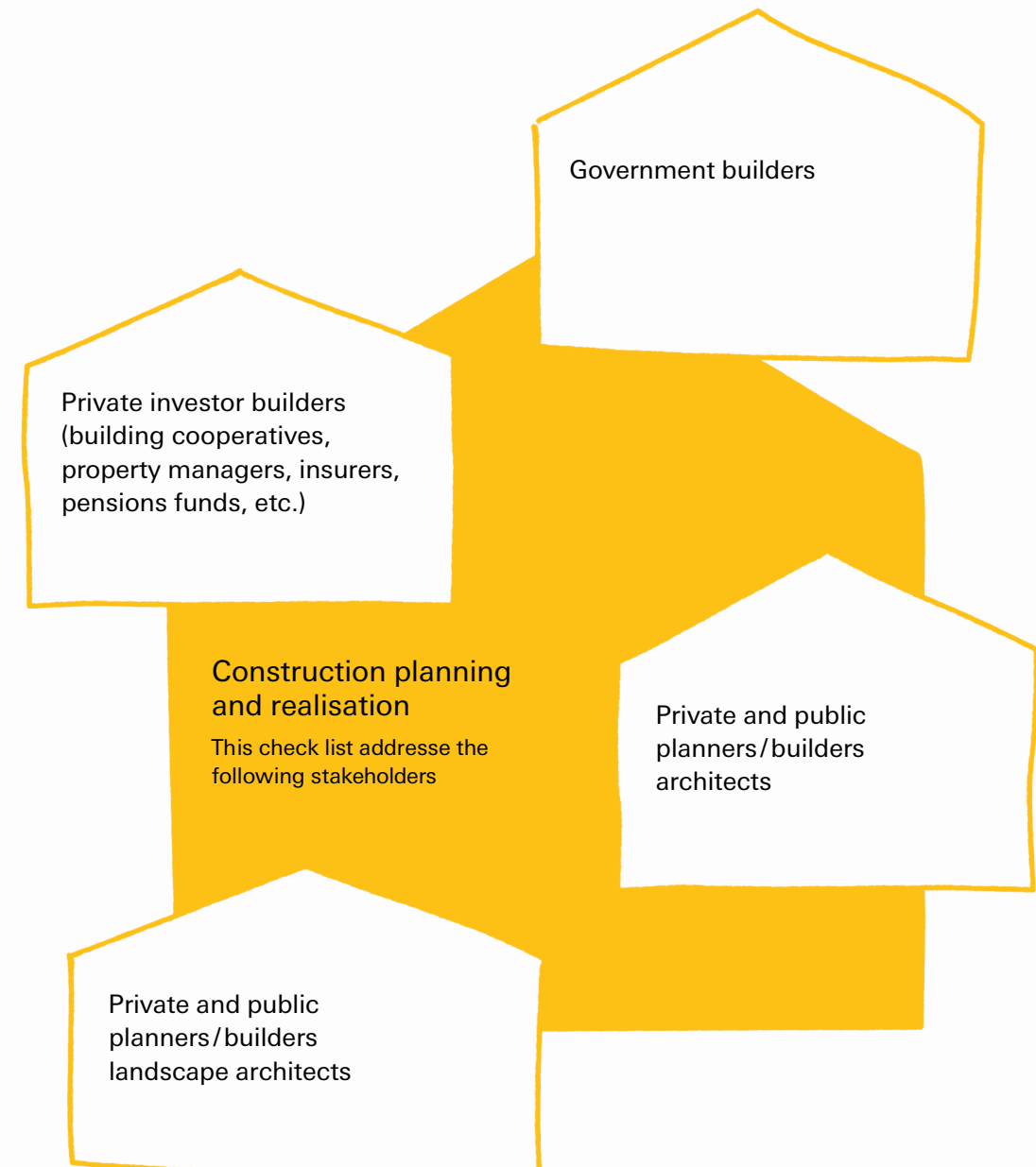


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Construction planning and realisation

According to UNICEF Switzerland and Liechtenstein, the aim of child-friendly construction planning and realisation is to create infrastructure, buildings and spaces that are an asset for the future rather than a relic. Buildings last for many generations, after all, and have a significant impact on our living spaces – and those of children. The infrastructure and residential buildings created through construction planning and realisation form the spaces in which children develop, that influence them and give them space in which they grow up into society and identify with it. With a view to the specific needs of children and young people, aspects such as outside space design, neighbourhood links and traffic, the proportion between open and built-up areas, the social make-up and mix and the options for users to help influence and design should be highlighted.

This checklist links the most important aspects for a healthy child development with the complex processes and content of construction planning and realisation. UNICEF Switzerland and Liechtenstein has consciously depicted the everyday work of construction planning and realisation and applied it to the quality criteria for child-friendly living spaces derived from the Convention on the Rights of the Child. Interior rooms and outside space design elements in single-family houses are not addressed.





The basics



Recognising user groups

Children and young people should count as a fixed part of the user group when planning and realising contracts.

Integrating child-friendly aspects

The city should have guidelines that include families, children and young people. The perspective of families, children and young people should be enshrined in statutes, regulations and business visions – for example, by declaring this handbook and the check lists as obligatory.

Accounting for quality aspects of child-friendliness

As the client, the city should take a stand for the quality aspects of child-friendly living spaces. Its own planning instruments should contain corresponding guidelines on how residential areas or playgrounds should be designed.

Intersectoral and/or interdisciplinary collaboration

Suitable measures and collaboration forms should be sought for public buildings between planning, traffic and construction authorities, private stakeholders, specialist agencies and administrative units that deal with children and young people, such as the school spatial planning commission or cross-departmental project groups.

Creating the basic principles

Where there are no basic principles for considering the needs of children and young people, these should be developed by the responsible stakeholders and coordinated with the other stakeholders. Obligatory measures should be specified, the responsibilities organised, the basic principles set out and implemented in a timely manner and resolutions communicated to the responsible stakeholders. Audits should be carried out to confirm compliance with these resolutions.

Consulting resources and specialist expertise

When planning and designing buildings and rooms that children and young people will also be using, key stakeholders, resources and information relating to child-friendly design should be known and consulted in the planning. Where necessary, external professionals specialising in children and young people should be consulted.

Participation Enshrining participation

The government should account for children and young people in building projects/implementations as a basic principle and specify participation at an early stage in the planning process where possible, e.g. in the needs analysis.

**The basics****Accounting for the specific needs**

The specific needs of children and young people with physical and mental disabilities should be accounted for in planning.

Ensuring the quality of outside space

The outside space of buildings, in particular residential buildings and schools, should be part of the planning process from the beginning and enshrined in the budget.

Recognising aspects of micro-climate and health

The positive effects of green spaces, trees, vegetation, water and permeable soil on the health of the population, the micro-climate and biodiversity should be recognised and integrated into the construction planning and realisation.

Child-friendly information

Information on building plans and implementations should be communicated in a timely and child-friendly manner. In the case of buildings directly impacting them, such as a school renovation, a new youth centre or playground renovations, children and young people should be informed as an independent user group.

Being a role model

The government as a client should see itself as a role model when it comes to sustainability, child-friendliness, user-friendly construction and participation. It not only prescribes this behaviour, it also models it.

**Strategic planning**

If there is no strategic planning, the points mentioned here come under preliminary studies.

Enshrining participation

In all planning tasks and constructions that will also be subsequently used by children and young people, their needs should be included in the preliminary study/needs analysis.

This should be done either through a direct participation process or by representation in consultation with experts from corresponding specialist agencies or the children and youth officer.

Family-friendly living spaces

Residential building planning (new constructions and renovations) should be done in a family-friendly manner in terms of the provisions (rental price, layout, interaction between inside and outside space, etc.).

Social blend

The social and age-group blend, preferably representing the demographic profile, should be a significant basis for the socialisation of children and young people. Social blending should be sought via the housing prices and space design.

Embedding integration

The local infrastructure should be accounted for in advance when planning the buildings. This includes aspects such as the history and culture of the environment, demographic structure, etc.

Quality outside space

Outside spaces should be of a high quality in terms of experience and recreation, and able to be designed and used in a needs-appropriate way. They should be easily accessible, able to be appropriated and offer attractive recreation and play areas for various age groups:

- There should be hills and hollows, retreats, roofed and shaded play areas, trees to climb, water areas, sand pits, generic spaces and multifunctional facilities, etc.
- When selecting the materials for outside spaces, a wide range of looks and textures ensures a richer experience for children. Natural materials provide multiple sensory experiences.
- The selection of plants should represent the local territory. A wide range of various aspects of leaves, fruits, flowers, colours and scents promotes biodiversity and children's understanding of nature. Plants poisonous to humans should be avoided.

Recognising the needs of children and young people

The city as a client should account for the physical circumstances of children and young people in their space and usage concept in order to promote their independence and identification (e.g. distances, sight lines).



Preliminary studies



Participation/scheduling and funds

The schedule and budget of the building project should have enough time and funds for the participation of children and young people.

Space diversity

Different, age-appropriate usage of the spaces by children and young people should be accounted for. This means: space to play for the smallest ones, retreats for young people, separation of the various user groups where required.

Flexibility

The high level of flexibility in children and young people is accounted for to the extent that space for appropriation, design and participation is provided.

Orientation

Children and young people should be able to orient themselves well and sight lines should also be available at the 1.2 m eye level.

Centrality

Land registry agreements or value-added taxes should be used to promote and regulate attractive, central and consolidated play and socialising options.

Developing, creating and reinforcing links

Building projects should reinforce existing links to the city and/or neighbourhood and to the everyday places children go, such as schools, kindergartens, playgrounds and sports areas, etc.

Identification

The building project should give itself and its direct environment an identity that is accessible for children. This could be through construction measures, plants, topography, colouring, etc.

Access roads and the path network

Access roads/the path network should be planned while accounting for the specific needs of children and young people (surfaces, plants, sight lines, slow traffic, lighting).

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.



Preliminary studies

Safety, health

The building project should recognise external influences and hazards and promote the safety of children through appropriate measures. Hazards could be legacy buildings, emissions, natural hazards or darkness for example.

Restrictive car park planning

Restrictive car park planning should be in operation around spaces and infrastructure for children and young people.

Signs and signals

Hazard points should be mitigated through structural means. Where this is not possible, such as with underground garage exits, they should be made recognisable for children using signs or signals.

Emergency exits

Emergency exits should be signposted in an easily understood and visible manner for children.

Parking facilities

There should be generous parking facilities for bikes, scooters and buggies.

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.



Project development

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.

Presenting the submission

Planning contents with usage by children should be extensively described in plans and papers (e.g. explanatory report) and explained in talks with the responsible bodies in advance. Child-friendly plans should be recognised and ensured through the approval process.

Appeal processing

In the case of appeals against child-friendly plans, the planner should stand by opponents and recipients of the appeal and be involved in the settlement of appeals while simultaneously retaining the best child-friendly planning possible.



Realisation

Implementation

Where they are already known, later users should be able to become active where possible during the implementation of child-friendly outside spaces. This should be accounted for early on in the construction process. For example, planting with children, setting up play equipment while the children observe or tours of the construction site ensure that children can identify early on with the project once completed and can get to know and love the result.

Commissioning

If the client and/or later users have ordered a care home, it should be considered that children can also be included in certain aspects of the design and care of the outside space.

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.

Operation

The care of the green spaces and the maintenance of hard surfaces should have the space, recreation and play space quality factors. The care and maintenance measures should account for the needs of children and young people.



Quality criteria for child-friendliness in the tender process

Criteria catalogue definition

When formulating the criteria catalogue for the tender process for buildings or outside spaces that will also be used by children and young people, care should be taken to ensure that the needs of children and young people are accounted for. The inclusion of children and young people in needs clarification should be integrated into the criteria catalogue.

Defining and reviewing quality standards

The quality standards relating to child and youth-friendliness should be specified using studies, guidelines and other aids and be included in the decision. The tender review should be carried out using the criteria set out above on child-friendliness.

Interdisciplinary work

When awarding construction and outside space design contracts that directly impact children and young people, emphasis should be placed on creating an interdisciplinary team so that the specific needs of children and young people can be represented in the best way possible.

Specialist jury interest representation

When selecting the jury, it should be ensured that children and young people are also represented by, for example, a children and youth worker/member of the children and youth commission.

Further German-language reading

see also annex

Grundlagen für kinderfreundliche Wohnumfelder. Herausgeber: die Stiftung Spielraum und die Berner Fachstelle SpielRaum (2014)

Handbuch Raum für Bewegung und Sport. Eine Antwort auf die Verdichtung im urbanen Raum. Herausgeber: Stadt Winterthur (2014)

Naturnahe Freiräume für Kinder und mit Kindern planen und gestalten. Grundlagen, Vorgehensweise und Methoden. Herausgeber: Fachhochschule Nordwestschweiz, Hochschule für Soziale Arbeit (2016)

Praxisleitfaden zur Kinder- und Jugendpartizipation im Schulhausbau. Herausgeber: Förderung und Projektbegleitung Stiftung 3F Organisation (2016)

Wohnumfeldverbesserung. Leitfaden für die Quartier-Partizipation. Herausgeber: Direktion für Tiefbau, Verkehr und Stadtgrün Bern (2015)

Wohnumfeldqualität. Kriterien und Handlungsansätze für die Planung. Herausgeber: HSR Hochschule für Technik Rapperswil – Kompetenzzentrum Wohnumfeld (2018)

Case studies of particular interest for this stakeholder group

- 06 Basel**
Intermediary use of a brownfield site as a children's workshop
- 07 Bern**
Brünnen school outside space design
- 09 Breitenbach**
Children's participation – on the way to the new school
- 21 Rapperswil-Jona**
Schlüssel family centre
- 26 Sarnen**
Guidelines on quality living environments enshrined in the building and zoning ordinances
- 32 Wauwil**
Classrooms and dreams



See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies



The basics



Recognising user groups

Children and young people should count as a fixed part of the user group when planning and realising contracts.

Integrating child-friendly aspects

Private builders should have guidelines that account for families, children and young people. The perspective of families, children and young people should be enshrined in statutes, regulations and business visions. This handbook and the checklists should be obligatory for projects.

Accounting for quality aspects of child-friendliness

Private builders should take a stand on quality aspects of child-friendly living spaces and residential environments. Their own planning instruments should contain corresponding guidelines on how residential areas or playgrounds should be designed.

Intersectoral and/or interdisciplinary collaboration

Suitable measures and collaboration forms should be sought for public buildings between planning, traffic and construction authorities, private stakeholders, specialist agencies and administrative units that deal with children and young people, such as the school spatial planning commission or cross-departmental project groups.

Creating the basic principles

Where there are no basic principles for considering the needs of children and young people, these should be developed by the responsible stakeholders and coordinated with the other stakeholders. Obligatory measures should be specified, the responsibilities organised, the basic principles set out and implemented in a timely manner and resolutions communicated to the responsible stakeholders. Audits should be carried out to confirm compliance with these resolutions.

Consulting resources and specialist expertise

Existing guidelines and handbooks should be consulted for orientation when planning and designing buildings and rooms that will also be used by children and young people. If required, external specialists in children and young people should be consulted.

Participation Enshrining participation

Private builders should account for children and young people in building projects/implementations as a basic principle and specify participation at an early stage in the planning process where possible, for example in the needs analysis.



The basics

Specific needs

The specific needs of children and young people with physical and mental disabilities should be accounted for in planning.

Ensuring the quality of outside space

The outside space of buildings, in particular residential buildings, leisure facilities and schools, should be part of the planning process from the beginning and enshrined in the budget.

Recognising aspects of micro-climate and health

The positive effects of green spaces, trees, vegetation, water and permeable soil on the health of the population, the micro-climate and biodiversity should be recognised and integrated into the construction planning and realisation.



Strategic planning



Enshrining participation

In all planning tasks and constructions that will also be subsequently used by children and young people, their needs should be included in the preliminary study/needs analysis. This can be done either through a direct participation process or by representation in consultation with experts from corresponding specialist agencies or the children and youth officer.

Family-friendly living spaces

Residential building planning (new constructions and renovations) should be done in a family-friendly manner in terms of rental prices, layout, interaction between inside and outside space, etc.).

Promoting social blending

The social and age-group blend, preferably representing the demographic profile, should be a significant basis for the socialisation of children and young people: Social blending should be sought through housing prices and space design.

Embedding integration

The local infrastructure should be accounted for in advance when planning constructions. This includes aspects such as the history and culture of the environment, demographic structure, etc.

If there is no strategic planning, the points mentioned here come under preliminary studies.



Strategic planning

Quality outside space

Outside spaces should be of a high quality in terms of experience and recreation, and able to be designed and used in a needs-appropriate way. They should be easily accessible, able to be appropriated and offer attractive recreation and play areas for various age groups:

- There should be hills and hollows, retreats, roofed and shaded play areas, trees to climb, water areas, sand pits, generic spaces and multifunctional facilities, etc.
- When selecting materials, for outside spaces, a wide range of looks and textures ensures a richer experience for children. Natural materials provide multiple sensory experiences.

- The selection of plants should represent the local territory. A wide range of various aspects of leaves, fruits, flowers, colours and scents promotes biodiversity and children's understanding of nature. Plants poisonous to humans should be avoided.

Recognising the specific needs of children and young people

Private builders should account for the physical characteristics of children and young people in the space and usage concept, in order to promote their independence and identification (e.g. distances, sight lines).

If there is no strategic planning, the points mentioned here come under preliminary studies.



Preliminary studies



When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.

Participation Schedule and funds

The schedule and budget of the building project should have enough time and funds for the participation of children and young people.

Space diversity

Different and age-appropriate usage of the spaces should be accounted for. This means: space to play for the smallest ones, retreats for young people, separation of the various user groups if required.

Flexibility

The high level of flexibility in children and young people is accounted for to the extent that space for appropriation, design and participation is provided.

Orientation

Children and young people should be able to orient themselves well within the space. Care should be taken that sight lines at 1.2 m eye level are provided.



Preliminary studies

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.

Centrality

Land registry agreements or value-added taxes should be used to promote and regulate attractive, central and consolidated play and socialising options.

Developing, creating and reinforcing links

Building projects should reinforce existing links to the city and/or neighbourhood and to the everyday places children go, such as school, kindergartens, playgrounds and sports areas, etc.

Identification

The building project should give itself and its direct environment an identity that is accessible for children. This could be through construction measures, plants, topography, colouring, etc.

Access roads and the path network

Access roads/the path network should be planned while accounting for the specific needs of children and young people (surfaces, plants, sight lines, slow traffic, lighting).

Safety, health

The building project should recognise external influences and hazards and promote the safety of children through appropriate measures. Hazards could be legacy buildings, emissions, natural hazards or darkness for example.

Restrictive car park planning

Restrictive car park planning should be in operation around spaces and infrastructure for children and young people.

Signs and signals

Hazard points should be mitigated through structural means. Where this is not possible, such as with underground garage exits, they should be made recognisable for children using signs or signals.

Emergency exits

Emergency exits should be signposted in an easily understood and visible manner for children.

Parking facilities

There should be generous parking facilities for bikes, scooters and buggies.



Project planning

Presenting the submission

Planning content that will be used by children should be extensively described in plans and papers, and clarified in discussions with the responsible bodies in advance. Child-friendly plans should be recognised and ensured through the approval process.

Appeal processing

In the case of appeals against child-friendly plans, the planner should stand by opponents and recipients of the appeal and be involved in the settlement of appeals while simultaneously retaining the best child-friendly planning possible.

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.



Realisation

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.

Implementation

Where they are already known, later users should be able to become active where possible during the implementation of child-friendly outside spaces. This should be accounted for early on in the construction process. For example, planting with children, setting up play equipment while the children observe or tours of the construction site ensure that children can identify early on with the eventually completed project and can get to know and love the result.

Commissioning

If the client and/or later users have ordered a care home, it should be considered that children can also be included in certain aspects of the design and care of the outside space.

Operation

The care of the green spaces and the maintenance of hard surfaces should have the space, recreation and play space quality factors. The care and maintenance measures should account for the needs of children and young people.



Quality criteria for child-friendliness in the tender process

Criteria catalogue definition

When formulating the criteria catalogue for the tender process for buildings or outside spaces that will also be used by children and young people, care should be taken to ensure that the needs of children and young people are accounted for. The inclusion of children and young people in needs clarification should be integrated into the criteria catalogue.

Defining and reviewing quality standards

The quality standards relating to child and young people-friendliness should be specified using studies, guidelines and other aids and be included in the decision.

The tender review should be carried out using the criteria set out above on child-friendliness.

Interdisciplinary work

When awarding construction and outside space design contracts that directly impact children and young people, emphasis should be placed on creating an interdisciplinary team so that the specific needs of children and young people can be represented in the best way possible.

Specialist jury interest representation

When selecting the jury, it should be ensured that children and young people are also represented by, for example, a children and youth worker/member of the children and youth commission.

Further German-language reading

see also annex

Grundlagen für kinderfreundliche Wohnumfelder.
Herausgeber: die Stiftung Spielraum und die Berner Fachstelle SpielRaum (2014)

Familienfreundliche Stadtplanung. Kriterien für Städtebau mit Zukunft.
Herausgeber: Stadt Aachen, Fachbereich Stadtentwicklung und Verkehrsanlagen (2016)

Handbuch Raum für Bewegung und Sport. Eine Antwort auf die Verdichtung im urbanen Raum.
Herausgeber: Stadt Winterthur (2014)

Handlungsempfehlung für die transdisziplinäre und partizipative Planung von Spielräumen für Kinder.
Herausgeber: Hochschule Luzern – Soziale Arbeit (2017)

Naturnahe Freiräume für Kinder und mit Kindern planen und gestalten. Grundlagen, Vorgehensweise und Methoden.
Herausgeber: Fachhochschule Nordwestschweiz, Hochschule für Soziale Arbeit (2016)

Richtlinien für Spielräume.
Herausgeber: Stiftung Pro Juventute (2019)

Wohnumfeldqualität. Kriterien und Handlungsansätze für die Planung.
Herausgeber: HSR Hochschule für Technik Rapperswil – Kompetenzzentrum Wohnumfeld (2018)

Case studies of particular interest for this stakeholder group

- 16 Kloten**
Ref. church parish playground
- 20 Pratteln**
Designing the outside space at the Längi property
- 27 Zurich**
Luchswiese settlement, open space design



See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies



The basics



Recognising user groups

Children and young people should count as a fixed part of the user group when planning and realising contracts.

Integrating child-friendly aspects

The architect should have guidelines that include families, children and young people. The perspective of families, children and young people should be enshrined in statutes, regulations and business visions – for example, by declaring this handbook and the checklists as obligatory.

Accounting for quality aspects of child-friendliness

Architects should state their position on quality aspects of child-friendly living spaces and residential environments. Their own planning instruments should include appropriate guidelines about the design of living environments or playgrounds.

Intersectoral and/or interdisciplinary collaboration

The architect should be open to suitable measures and collaboration forms between planning, traffic and construction authorities, private stakeholders, specialist agencies and administrative units that deal with children and young people.

Creating the basic principles

Where there are no basic principles for considering the needs of children and young people, these should be developed by the responsible stakeholders and coordinated with the other stakeholders. Obligatory measures should be specified, the responsibilities organised, the basic principles set out and implemented in a timely manner and resolutions communicated to the responsible stakeholders. Audits should be carried out to confirm compliance with these resolutions.

Consulting resources and specialist expertise

When planning and designing buildings and rooms that children and young people will also be using, key stakeholders, resources and information relating to child-friendly design should be known and consulted in the planning. If required, external specialists in children and young people should be consulted.

Participation

Enshrining participation

If no stipulations have been made to ensure child-friendliness in the tender process, the architect should advocate for the participation of children and young people in the planning of buildings that will also be used by children and young people, e.g. in the needs analysis.

**The basics****Specific needs**

The specific needs of children and young people with physical and mental disabilities should be accounted for in planning.

Ensuring the quality of outside space

The outside space of buildings, in particular residential buildings, leisure facilities and schools, should be part of the planning process from the beginning and enshrined in the budget.

Recognising aspects of micro-climate and health

The positive effects of green spaces, trees, vegetation, water and permeable soil on the health of the population, the micro-climate and biodiversity should be recognised and integrated into the construction planning and realisation.

**Strategic planning****Enshrining participation**

In all planning tasks and constructions that will also be subsequently used by children and young people, their needs should be included in the preliminary study/needs analysis. This could be done through a direct participation process or representation through discussions with experts from appropriate specialist agencies or the children and youth officer.

Family-friendly residential renovations (and environments)

Residential building planning (new constructions and renovations) should be done in a family-friendly manner in terms of the provisions (rental price, layout, interaction between inside and outside space, etc.).

Social blend

The social and age-group blend, preferably representing the demographic profile, should be a significant basis for the socialisation of children and young people: housing prices and spatial design can help achieve social and age-appropriate blending.

Embedding integration

The local infrastructure should be accounted for in advance when planning constructions. This includes aspects such as the history and culture of the environment, demographic structure, etc.

If there is no strategic planning, the points mentioned here come under preliminary studies.

**Strategic planning****Quality outside space**

Outside spaces should be of a high quality in terms of experience and recreation, and able to be designed and used in a needs-appropriate way. They should be easily accessible, able to be appropriated and offer attractive recreation and play areas for various age groups:

- There should be hills and hollows, retreats, roofed and shaded play areas, trees to climb, water areas, sand pits, generic spaces and multifunctional facilities, etc.
- When selecting materials, for outside spaces, a wide range of looks and textures ensures a richer experience for children. Natural materials provide multiple sensory experiences.

- The selection of plants should represent the local territory. A wide range of various aspects of leaves, fruits, flowers, colours and scents promotes biodiversity and children's understanding of nature. Plants poisonous to humans should be avoided.

Recognising the needs of children and young people

The physical characteristics of children and young people should be accounted for in the space and usage concept in order to promote their independence and identification (e.g. distances, sight lines).

If there is no strategic planning, the points mentioned here come under preliminary studies.

**Preliminary studies**

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.

**Participation
Schedule and funds**

The schedule and budget of the building project should have enough time and funds for the participation of children and young people.

Space diversity

Different, age-appropriate usage of the spaces by children and young people should be accounted for. This means: space to play for the smallest ones, retreats for young people, separation of the various user groups where required.



Preliminary studies

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.

Flexibility

The local infrastructure should be accounted for in advance when planning constructions. This includes aspects such as the history and culture of the environment, demographic structure, etc.

Orientation

Children and young people should be able to orient themselves well within the space. Care should be taken that sight lines at 1.2m eye level are provided.

Centrality

Land registry agreements or value-added taxes should be used to promote and regulate attractive, central and consolidated play and socialising options.

Developing, creating and reinforcing links

Building projects should reinforce existing links to the city and/or neighbourhood and to the everyday places children go, such as school, kindergartens, playgrounds and sports areas, etc.

Identification

The building project should give itself and its direct environment an identity that is accessible for children. This could be through construction measures, plants, topography, colouring, etc.

Access roads and the path network

Access roads/the path network should be planned while accounting for the specific needs of children and young people (surfaces, plants, sight lines, slow traffic, lighting).

Safety, health

The building project should recognise external influences and hazards and promote the safety of children through appropriate measures. Hazards could be legacy buildings, emissions, natural hazards or darkness for example.

Restrictive car park planning

Restrictive car park planning should be in operation around spaces and infrastructure for children and young people.

Signs and signals

Hazard points should be mitigated through structural means. Where this is not possible, such as with underground garage exits, they should be made recognisable for children using signs or signals.

Emergency exits

Emergency exits should be signposted in an easily understood and visible manner for children.

Parking facilities

There should be generous parking facilities for bikes, scooters and buggies.



Project planning

Presenting the submission

Planning content that will be used by children should be extensively described in plans and papers, and clarified in discussions with the responsible bodies in advance. Child-friendly plans should be recognised and ensured through the approval process.

Appeal processing

In the case of appeals against child-friendly plans, the planner should stand by opponents and recipients of the appeal and be involved in the settlement of appeals while simultaneously retaining the best child-friendly planning possible.

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.



Realisation

Including users, where known

Where they are already known, later users should be able to become active where possible during the implementation of child-friendly outside spaces. This should be accounted for early on in the construction process. For example, tours of the construction site ensure that children can identify early on with the eventually completed project and can get to know and love the result.

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.



Quality criteria for child-friendliness in the tender process

Criteria catalogue definition

When formulating the criteria catalogue for the tender process for buildings or outside spaces that will also be used by children and young people, care should be taken to ensure that the needs of children and young people are accounted for. The inclusion of children and young people in needs clarification should be integrated into the criteria catalogue.

Defining and reviewing quality standards

The quality standards relating to child and young people-friendliness should be specified using studies, guidelines and other aids and be included in the decision.

The tender review should be carried out using the criteria set out above on child-friendliness.

Interdisciplinary work

When awarding construction and outside space design contracts that directly impact children and young people, emphasis should be placed on creating an interdisciplinary team so that the specific needs of children and young people can be represented in the best way possible.

Specialist jury interest representation

When selecting the jury, it should be ensured that children and young people are also represented by, for example, a children and youth worker/member of the children and youth commission.

Further German-language reading

see also annex

Grundlagen für kinderfreundliche Wohnumfelder.
Herausgeber: die Stiftung Spielraum und die Berner Fachstelle SpielRaum (2014)

Handbuch Raum für Bewegung und Sport. Eine Antwort auf die Verdichtung im urbanen Raum.
Herausgeber: Stadt Winterthur (2014)

Handlungsempfehlung für die transdisziplinäre und partizipative Planung von Spielräumen für Kinder.
Herausgeber: Hochschule Luzern – Soziale Arbeit (2017)

Kindergerechter Wohnbau. Ein Leitfaden für die Planung.
Herausgeber: Kinderbüro Steiermark (2007)

Praxisleitfaden zur Kinder- und Jugendpartizipation im Schulhausbau.
Herausgeber: Förderung und Projektbegleitung Stiftung 3F Organisation (2016)

Richtlinien für Spielräume.
Herausgeber: Stiftung Pro Juventute (2019)

Wohnumfeldverbesserung. Leitfaden für die Quartier-Partizipation.
Herausgeber: Direktion für Tiefbau, Verkehr und Stadtgrün Bern (2015)

Case studies of particular interest for this stakeholder group

- 07 Bern**
Brünnen school outside space design
- 09 Breitenbach**
Children's participation – on the way to the new school
- 26 Sarnen**
Guidelines on quality living environments enshrined in the building and zoning ordinances
- 32 Wauwil**
Classrooms and dreams



See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies



The basics



Recognising user groups

Children and young people should count as a fixed part of the user group when planning and realising contracts.

Integrating child-friendly aspects

The landscape architect should have guidelines that include families, children and young people. The perspective of families, children and young people should be enshrined in statutes, regulations and business visions – for example, by declaring this handbook and the checklists as obligatory.

Accounting for quality aspects of child-friendliness

Landscape architects should take a stand on quality aspects of child-friendly living spaces and residential environments. Their own planning instruments should contain corresponding guidelines on how residential areas or playgrounds should be designed.

Intersectoral and/or interdisciplinary collaboration

The landscape architect should be open to measures and forms of collaboration between planning, traffic and construction authorities, private stakeholders and specialist agencies and administrative units dealing with children and young people.

Creating the basic principles

Where there are no basic principles for considering the needs of children and young people, these should be developed by the responsible stakeholders and coordinated with the other stakeholders. Obligatory measures should be specified, the responsibilities organised, the basic principles set out and implemented in a timely manner and resolutions communicated to the responsible stakeholders. Audits should be carried out to confirm compliance with these resolutions.

Consulting resources and specialist expertise

When planning and designing buildings and rooms that children and young people will also be using, key stakeholders, resources and information relating to child-friendly design should be known and consulted in the planning. If required, external specialists in children and young people should be consulted.

Participation Enshrining participation

The landscape architect should advocate for the participation of children and young people in the planning of buildings that will also be used by children and young people, e.g. in the needs analysis.

**The basics****Specific needs**

The specific needs of children and young people with physical and mental disabilities should be accounted for in planning.

High-quality outside spaces

Care should be taken that local, easily accessible to children and young people, attractive, appropriable and changeable outside spaces are available, whereby generic areas and multifunctional facilities are also provided for.

Retaining and promoting the experience of nature

Natural environment design that makes nature more tangible and malleable should be the aim.

Recognising aspects of micro-climate and health

The positive aspects of green spaces, trees, vegetation, water, permeable soil on the health of the population the micro-climate and biodiversity should be recognised and integrated into the planning.

**Strategic planning****Enshrining participation**

In all planning tasks and constructions that will also be subsequently used by children and young people, their needs should be included in the preliminary study/needs analysis.

This should be done either through a direct participation process or by representation in consultation with experts from corresponding specialist agencies or the children and youth officer.

Family-friendly environments

Environment planning (new constructions and renovations) should be done in a family-friendly manner in terms of the provisions (multiple uses, interaction between inside and outside space, retreats, etc.).

Social blending

The social and age-group blend, preferably representing the demographic profile, should be a significant basis for the socialisation of children and young people: The environment design should aim for social blending (e.g. create meeting places, roofed shelters for young people, bowling facilities for seniors).

If there is no strategic planning, the points mentioned here come under preliminary studies.

**Strategic planning****Embedding integration**

local infrastructure should be accounted for in advance when planning constructions. This includes aspects such as the history and culture of the environment, demographic structure, etc.

Recognising the specific needs of children and young people

The physical circumstances of children and young people should be accounted for in space and usage concepts in order to promote their independence and identification (e.g. distances, sight lines).

If there is no strategic planning, the points mentioned here come under preliminary studies.

**Preliminary studies****Participation****Schedule and funds**

The schedule and budget of the building project should have enough time and funds for the participation of children and young people.

Space diversity

Different, age-appropriate usage of the spaces by children and young people should be accounted for. This means: space to play for the smallest ones, retreats for young people, separation of the various user groups where required.

Flexibility

The high level of flexibility in children and young people is accounted for to the extent that space for appropriation, design and participation is provided.

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.

Orientation

Children and young people should be able to orient themselves well within the space. Care should be taken that sight lines at 1.2 m eye level are provided.

Centrality

Land registry agreements or value added taxes should be used to promote and regulate attractive, central and consolidated play and socialising options.

Developing, creating and reinforcing links

Building projects should reinforce existing links to the city and/or neighbourhood and to the everyday places children go, such as school, kindergartens, playgrounds and sports areas, etc.



Preliminary studies

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.

Identification

The building project should give itself and its direct environment an identity that is accessible for children. This could be through construction measures, plants, topography, colouring, etc.

Access roads and the path network

Access roads/the path network should be planned while accounting for the specific needs of children and young people (surfaces, plants, sight lines, slow traffic, lighting).

Safety, health

The building project should recognise external influences and hazards and promote the safety of children through appropriate measures. Hazards could be legacy buildings, emissions, natural hazards or darkness for example.

Restrictive car park planning

Restrictive car park planning should be in operation around spaces and infrastructure for children and young people.

Signs and signals

Hazard points should be mitigated through structural means. Where this is not possible, such as with underground garage exits, they should be made recognisable for children using signs or signals.

Emergency exits

Emergency exits should be signposted in an easily understood and visible manner for children.

Parking facilities

There should be generous parking facilities for bikes, scooters and buggies.



Project management



Quality concepts

The development of child-friendly open spaces should include the immediate environment and the extended radius of activity of the children and create links to neighbouring areas. Strong outside space concepts help to reinforce children's identifications with the location. Whilst ensuring safety, the maximum variety of options for recreation and play should appeal to all age groups and generations. There should still be enough space for independent appropriation.

Variety of nature, experiential and recreation spaces

Outside spaces should be of a high quality in terms of experience and recreation and able to be designed and used in a needs-appropriate way, such as e.g. hills and hollows, retreats, designability, etc.

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.



Project planning

Facilities

Infrastructure

Facilities for play and recreation areas should be made from natural materials where possible and be suitable for all age groups. Taking into account the recognised standards and guidelines, special and challenging play areas that promote children's development are preferable. Project content on the themes of vegetation and equipment in particular should be developed together with the children.

Materials

When selecting materials, a wide range of looks and textures ensures a richer experience for children.

Vegetation

The selection of plants should represent the local territory and promote biodiversity, and thus also children's understanding of nature, with a wide range of various aspects of leaves, fruits, flowers, colours and scents. Plants poisonous to humans should be avoided.

Documentation

The findings from planning for child-friendly outside spaces should be set out in a chapter of the explanatory report.

Adaptation to physical characteristics

The landscape architect should also account for the physical characteristics of children and young people (e.g. sight lines, materials, lighting, safety, plants, drinking water).

Presenting the submission

Planning content that will be used by children should be extensively described in plans and papers and clarified in discussions with the responsible bodies in advance. Child-friendly plans should be recognised and ensured through the approval process.

Appeal processing

In the case of appeals against child-friendly plans, the planner should stand by opponents and recipients of the appeal and be involved in the settlement of appeals while simultaneously retaining the best child-friendly planning possible.

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.

Realisation

Including users, where known

Where they are already known, later users should be able to become active where possible during the implementation of child-friendly outside spaces. This should be accounted for early on in the construction process. For example, planting with children, setting up play equipment while the children observe or tours of the construction site ensure that children can identify early on with the eventually completed project and can get to know and love the result.

Commissioning

If the client and/or later users have ordered a care home, it should be considered that children can also be included in certain aspects of the design and care of the outside space.

Operation

The care of the green spaces and the maintenance of hard surfaces should have the space, recreation and play space quality factors. The care and maintenance measures should account for the needs of children and young people.

When developing the project for the preliminary study, the aims from the preceding principles and phases should be retained.

Quality criteria for child-friendliness in the tender process

Criteria catalogue definition

When formulating the criteria catalogue for the tender process for buildings or outside spaces that will also be used by children and young people, care should be taken to ensure that the needs of children and young people are accounted for. The inclusion of children and young people in needs clarification should be integrated into the criteria catalogue.

Defining and reviewing quality standards

The quality standards relating to child and young people-friendliness should be specified using studies, guidelines and other aids and be included in the decision. The tender review should be carried out using the criteria set out above on child-friendliness.

Interdisciplinary work

When awarding construction and outside space design contracts that directly impact children and young people, emphasis should be placed on creating an interdisciplinary team so that the specific needs of children and young people can be represented in the best way possible.

Specialist jury interest representation

When selecting the jury, it should be ensured that children and young people are also represented by, for example, a children and youth worker/member of the children and youth commission.

Further German-language reading

see also annex

Grundlagen für kinderfreundliche Wohnumfelder.
Herausgeber: die Stiftung Spielraum und die Berner Fachstelle SpielRaum (2014)

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Herausgeber: Stiftung Pro Juventute (2019)

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Herausgeber: Bundesministerium für Verkehr, Bau und Stadtentwicklung und Bundesinstitut für Bau, Stadt- und Raumforschung, Deutschland (2010)

Wohnumfeldverbesserung. Leitfaden für die Quartier-Partizipation.
Herausgeber: Direktion für Tiefbau, Verkehr und Stadtgrün Bern (2015)

Wohnumfeldqualität. Kriterien und Handlungsansätze für die Planung.
Herausgeber: HSR Hochschule für Technik Rapperswil – Kompetenzzentrum Wohnumfeld (2018)

Case studies of particular interest for this stakeholder group

- 07 Bern**
Brünnen school outside space design
- 16 Kloten**
Ref. church parish playground
- 22 Rapperswil-Jona**
Playground and break area concept
- 23 Reinach**
Mischeli generations park
- 32 Wauwil**
Classrooms and dreams
- 27 Zurich**
Luchswiese settlement, open space design



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Management

When managing private and public buildings and public spaces in cities, children and young people should be included as a user group. Management stakeholders influence the design and operation of the immediate living environment and public spaces where children and young people live and move around. Management should aim to achieve a variety of uses with retreat options, play and exercise, natural materials and high level of quality when it comes to experiencing and recreation quality. Linking the living environment and the public space with local public transport, linking access roads and path networks and signposting hazard points can be a significant contribution to making children's living spaces child-friendly. It is often down to the management to set out the rules for usage by children and young people and potentially to give them certain freedoms in appropriation, design and participation.

The following check list includes aspects that are important in management when it comes to children and young people.





Principles of management →

Integrating child-friendly aspects

The institution/construction management/property management should have guidelines that account for children and young people. The specific needs of children and young people should be included in the planning and design of outside spaces and the managers of facilities for children and young people should be made aware.

Promoting collaboration

The manager should be open to measures and forms of collaboration between private stakeholders leasing the property and who deal with children and young people. For example, nurseries, youth clubs, etc.

Ombudsman/-woman

The property management should establish an ombudsman/-woman who will take on an intermediary role in the case of conflict between the various user groups and/or the management.

Consulting resources and specialist expertise

When planning and designing open spaces that children and young people will also be using, key stakeholders, resources and information relating to child-friendly design should be known and consulted in the management (guidelines, round tables, commissions, training opportunities).

If required, external specialists in children and young people should be consulted.

Child-friendly house rules

House rules/usage regulations for the property and/or its outside facilities should be formulated in such a way that the needs of children and young people such as free play, plenty of exercise and design options are permitted.⁴

Outside spaces

Quality outside spaces in general

In public and private properties, care should be taken that outside spaces are easily accessible, attractive, appropriate and changeable for children and young people. There should be generic areas and multifunctional facilities for various age groups.

A variety of natural, stimulating and recreational spaces

Public and private properties should have outside spaces that are of high quality in terms of experiencing and recreation and that can be designed and used in a needs-appropriate manner, such as hills and hollows, retreats, designability, etc.



Principles of management →

Outside space accessibility

The outside spaces of public and private properties should remain accessible to children and young people even outside of opening times. This applies in particular to school and kindergarten playgrounds outside of school hours.

Specific needs

The specific needs of children and young people with physical and mental disabilities (barrier-free access) should be accounted for in planning and implementing outside spaces.

Parking facilities

There should be generous parking facilities for bikes, scooters and buggies.

Weather protection

The play and recreation areas should be designed for various weather conditions.

Outside space as a place for learning and experiencing

The planning, implementation and management of outside spaces should be recognised as places of learning and experiencing for children and integrated into planning.



Safety →

Play equipment maintenance

Play equipment should be regularly assessed for safety and maintained in accordance with the rules of the Council for Accident Prevention and the relevant legal standards.

Path network

Access roads/the path network should be maintained while accounting for the specific needs of children and young people (surfaces, plants, respective sight lines, lighting).

Protection from hazards

Play and recreational areas should be protected against road traffic or other hazards such as streams and rivers using suitable methods (nets for balls, planting, fences). Hazards such as underground garage exits should be made visible for children using signs and markings.

Emergency exits

Emergency exits should be signposted in an easily understood and visible manner for children.



Safety

Cigarette butts

Cigarette butts should be cleared away daily. If necessary, discussions should be held with young people, parents/guardians, etc., at critical areas to inform them of the dangers for small children if they swallow cigarette butts.

Sandpit hygiene

Play sand should be used in sandpits and replaced at regular intervals. There should be covers available.

Waste bins

There should be sufficient waste bins available that are regularly emptied.



Participation

Participation

In the case of renovations, a participation process should be carried out with children at an early stage so that their needs are included. In the case of new constructions, collaboration with the relevant specialist agencies in designing child-friendly living spaces should be sought.

Reviewing outside spaces

The quality of the outside spaces should be regularly reviewed in consultation with children and young people. This can be done in collaboration with local children and youth agencies.

Further German-language reading

see also annex

Kindergerechter Wohnbau. Ein Leitfaden für die Planung. Herausgeber: Kinderbüro Steiermark (2007)

Kinder als Nachbarn. Eine Hausordnung für Kinder und Erwachsene. Herausgeber: Immobilien Basel Stadt (2013)

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Wohnumfeldverbesserung. Leitfaden für die Quartier-Partizipation. Herausgeber: Direktion für Tiefbau, Verkehr und Stadtgrün Bern (2015)

Case studies of particular interest for this stakeholder group

- 09 **Breitenbach**
Children's participation – on the way to the new school
- 20 **Pratteln**
Designing the outside space at the Längi property
- 27 **Zurich**
Luchswiese settlement, open space design



See an overview of these and other case studies in part 3 or in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies

End notes (in German)

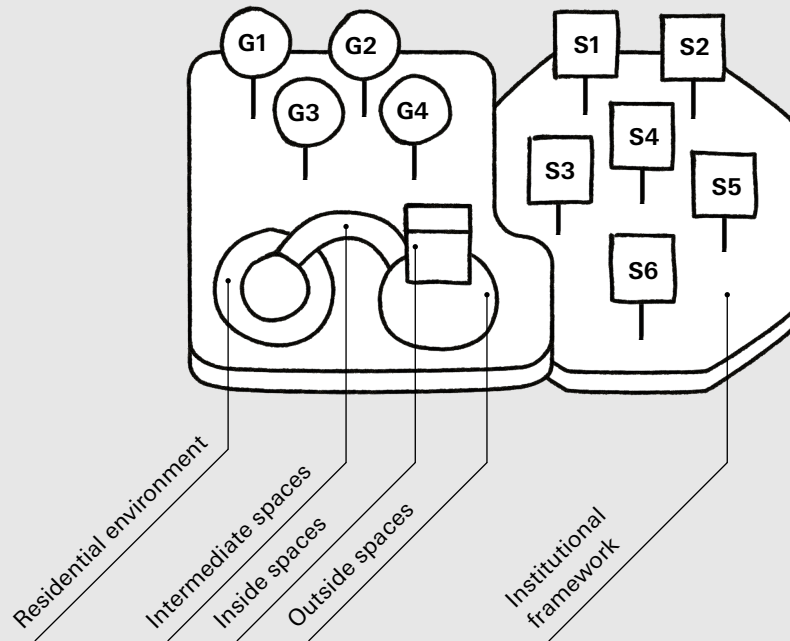
- 1 Das Amt für Soziales des Kantons St. Gallen hat eine Übersicht zusammengestellt, wie eine kommunale Kinder- und Jugendstrategie bzw. ein Konzept «Kinder und Jugend» sich aus der UN-Konvention über die Rechte des Kindes und aus einer kantonalen Strategie für Kinder- und Jugendpolitik ableiten lässt. <https://www.sg.ch/gesundheit-soziales/soziales/kinder-und-jugendliche/kinder--und-jugendpolitik/kinder--und-jugendbeauftragte.html>
- 2 Siehe dazu: Kinder- und Jugendförderung als Querschnittsaufgabe. Grundlagen und Empfehlungen für kommunale Entscheidungsträger/-innen. Dachverband Offene Jugendarbeit. Kinder- und Jugendförderung als Querschnittsaufgabe
- 3 Siehe dazu auch: <https://www.ch.ch/de/demokratie/politische-rechte/petition/> oder <https://www.ch.ch/de/demokratie/politische-rechte/volksinitiative/was-ist-eine-kantonale-volksinitiative-und-was-eine-kommunal/> sowie Beobachter, veröffentlicht am 27. Februar 2014. <https://www.beobachter.ch/burger-verwaltung/burger-initiativen-mit-vereinten-kraften>
- 4 Siehe dazu die gemeinsam erarbeiteten Empfehlungen von Immobilien Basel Stadt und des Kinderbüro Basel. Kinder als Nachbarn. Eine Hausordnung für Kinder und Erwachsene.



Case studies
overview

Case studies Data portraits

The typologies of living spaces



Design quality criteria

- D1** Freedom from danger
- D2** Accessibility
- D3** Designability
- D4** Opportunities to interact

Structure-related quality criteria

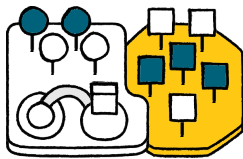
- S1** Strategic orientation
- S2** Designing the provisions / living spaces
- S3** Collaboration
- S4** Coordination
- S5** Efficacy review
- S6** Participation and identification

See all case studies in detail at www.unicef.ch/en/child-friendly-living-spaces/case-studies

<p>01</p> <p>Allschwil School route safety</p>	<p>02</p> <p>Baden Regional youth work support centre</p>	<p>03</p> <p>Baden Political guidelines for the promotion of children and young people</p>	<p>04</p> <p>Ct. of Basel-Stadt Preparing children for politics with the political tool box</p>
<p>05</p> <p>Basel Temporary 30 zones</p>	<p>06</p> <p>Basel Intermediary use of a brownfield site as a children's workshop</p>	<p>07</p> <p>Bern Brünnen school outside space design</p>	<p>08</p> <p>Bern Promoting children's and young people's culture with "Startstutz"</p>
<p>09</p> <p>Breitenbach Children's participation – on the way to the new school</p>	<p>10</p> <p>Dulliken A concept for career choice in upper school / "Career choice parents' meeting"</p>	<p>11</p> <p>Egg Early recognition and intervention (R&I) in the community</p>	<p>12</p> <p>Frauenfeld Baby reception</p>

Case studies Data portraits

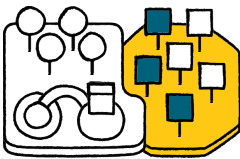
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Grenchen

Collaboration on traffic safety

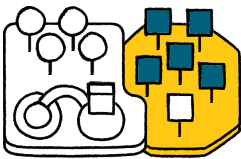
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Hitzkirch

"Participation of learners" label

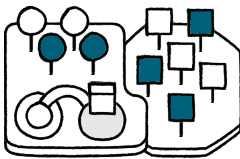
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Köniz

Communities that care (CTC)

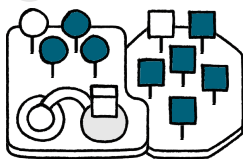
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Kloten

Ref. church parish playground

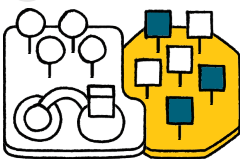
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Kriens

Langmatt leisure facility

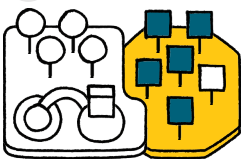
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Lyss

EVALyss – evaluating political aims with children

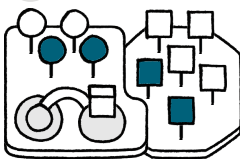
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Menznau

Sensor interdisciplinary working group

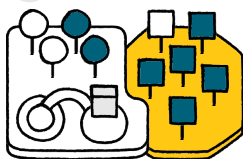
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Pratteln

Designing the outside space at the Längli property

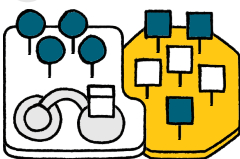
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Rapperswil-Jona

Schlüssel family centre

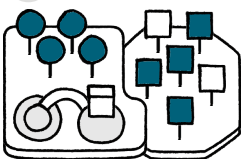
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Rapperswil-Jona

Playground and break area concept

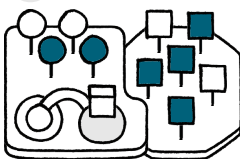
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Reinach

Mischeli generations park

24



Riehen

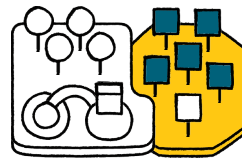
Rüchlig area intermediary usage



See all case studies in detail at

www.unicef.ch/en/child-friendly-living-spaces/case-studies

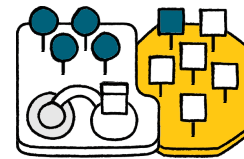
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Rothenburg

Early recognition and intervention in schools

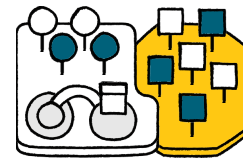
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Sarnen

Guidelines on quality living environments enshrined in the building and zoning ordinances

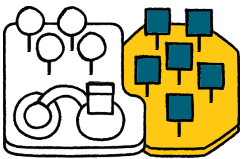
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Zurich

Luchswiese settlement, open space design

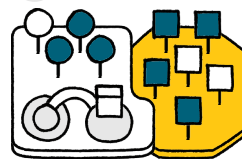
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Sitten

Youth observatory

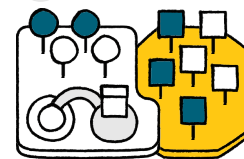
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Steffisburg

Participative play and open space analysis

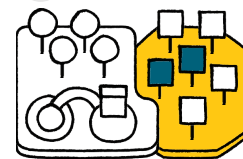
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Thun

Children and young people's participation in local planning revision

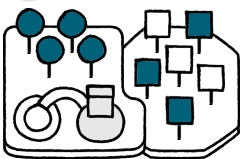
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Triengen

Key people – building bridges to people from a migration background

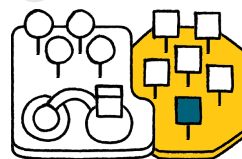
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Wauwil

Classrooms and dreams

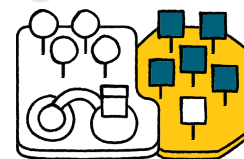
33



Wettingen

Ideas pot

34



Wil

Early childhood support

Further German-language reading

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Ein Leitfaden für die Praxis im Rechts-, Bildungs- und Gesundheitswesen.
Herausgeber: Marie Meierhofer Institut für das Kind, UNICEF Schweiz und Liechtenstein (2014)

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Herausgeber: Stadt Aachen, Fachbereich Stadtentwicklung und Verkehrsanlagen (2016)

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Leitfaden Augenhöhe 1,20 m.
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