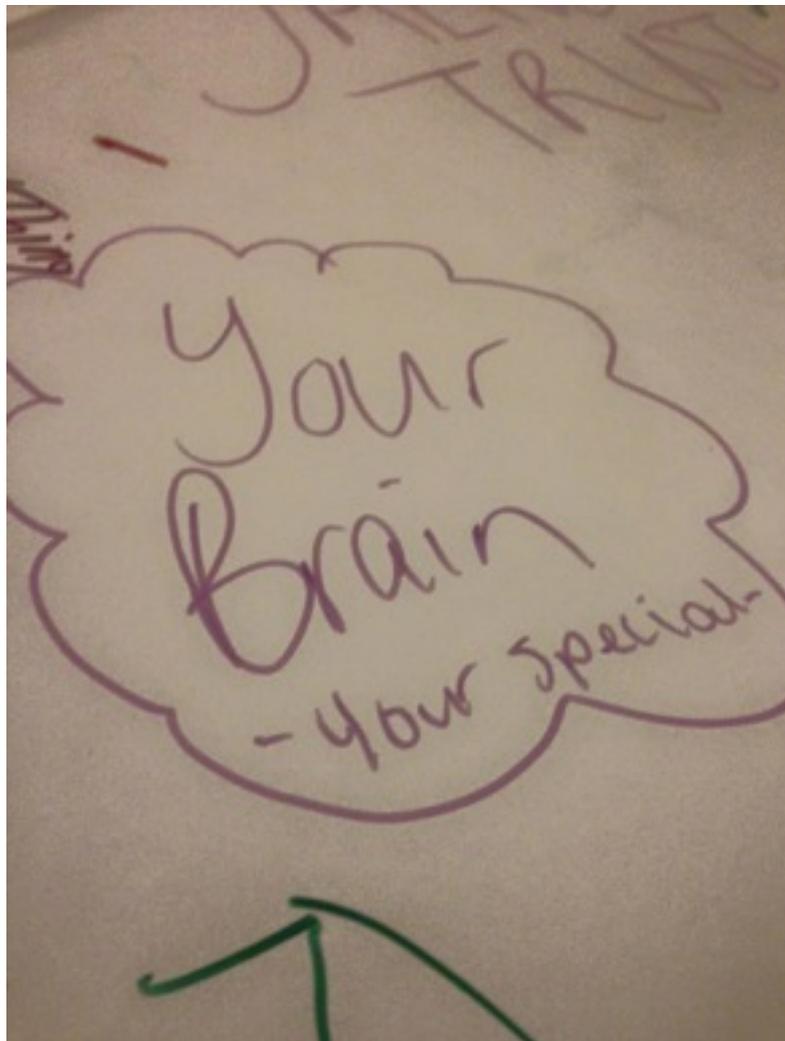

Child Friendly Christchurch

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Geography 402



Abstract

This research discusses the importance of a suitable active consultation method. Child friendly cities (CFC) is a framework developed by UNICEF. This framework includes 9-steps which a city must meet if it is to become an authorised child friendly city. A child friendly city is a place which includes children in policy making and the design of the city itself. The city must consider basic rights of the child such as safety for children, a chance to learn and a great place to grow up. Christchurch, New Zealand suffered from a sequence of earthquakes (2010-11) which destroyed the CBD and outer-suburbs. Out of this natural disaster came a chance for the city to re-build into something great and more importantly something different. This has given Christchurch a unique opportunity where it can build a child friendly city from the ground up. This research looks at an effective child/youth friendly consultation or engagement method, which could help the government and non-profit organisations begin the child friendly city process within Christchurch.

Introduction

The physical and social makeup of cities should be considered to accommodate and nourishes the needs of children and young people (Gleeson & Sipe, 2006). In many cases of modern city planning cities are no longer designed with children in mind (Gleeson & Sipe, 2006). Without allowing for children's wants and needs, cities can instead restrict inquisitive minds, reduce learning possibilities and encourage less active behaviour with young people more likely to just stay at home (Gleeson & Sipe, 2006). This could be because it is unappealing to venture outside or because children simply do not feel safe in the area which they live (Gleeson & Sipe, 2006). The initiative of Child Friendly Cities (CFC) has emerged in response to several global trends: the steady increase in the transformation and urbanisation of societies worldwide, the growing responsibilities of local governments for their communities through the processes of decentralisation, and the increasing inclusion and importance of cities and towns in political and economic systems at a national level (UNICEF, 2004). It has been established by UNICEF which is a United Nations children's charity. UNICEF works to help children and mothers especially in developing countries. UNICEF has set a number of targets which cities (or places) must meet to qualify to be able to become a child friendly. CFC promotes the United Nations (UN) Convention on the Rights of the Child to an extent where it can have the greatest impact on children's lives (UNICEF, 2004). Along with this strategising to promote higher qualities of life for all citizens (UNICEF, 2004). The underlying reality of CFC is acknowledgment of children as valued members of society with an important part to play in their communities (UNICEF New Zealand, 2015). However as children cannot yet vote and have no influence in this way, the way in which children can live, learn, grow and play is dependent on adults and other community members around them (UNICEF New Zealand, 2015). To ensure that these rights of children and young people are included when making decisions on their behalf, it is important that communities work together with the youth making them an integral part of city planning, using their experiences and opinions to help create cities and communities that raise healthy, educated and participating citizens (UNICEF New Zealand, 2015). In this way this initiative puts children at the forefront of decision making and helps to give children a voice (Gleeson & Sipe, 2006). It starts by inclusion of youth urban planning processes and goes all the way up to local and sometimes national governments incorporating children's rights in decision making (Gleeson & Sipe, 2006). A whole city may need to be re-designed to fit the needs of members of society who are often left voiceless (Gleeson & Sipe, 2006). CFC mean that children can feel safe to play and explore different places and situations. It also means that children and youth have their own areas which belong to them (such as youth groups, public spaces). One of the first cities to do this was Leeds in England. Since then Leeds has experienced

a positive shift in the functioning of the city, aiming to be the United Kingdom's best city by 2030 (Leeds City Council, 2012). Their commitment to becoming the best city for young people and children is based on the the UNICEF initiative (Leeds City Council, 2012). In New Zealand many of the main cities are investigating the idea of becoming CFC. Unfortunately violence is a common occurrence in the homes of New Zealand families where children through no fault of their own are often directly or indirectly targeted (UNICEF New Zealand, 2008). In this country UNICEF aims to help give children a chance to be heard by creating spaces and environments where they feel safe and nurtured (UNICEF New Zealand, 2008). Auckland and Wellington are both becoming involved with UNICEF to become certified cities, along with Whangarei which is New Zealand's first official CFC (UNICEF New Zealand, 2015). In Christchurch after the 2010-11 earthquake sequence, the city was left devastated. Valuable infrastructure was lost and the city is now in a period of recovery. This gives the city of Christchurch a rare opportunity to foster the CFC approach and incorporate the rights and needs of children and young people into the planning process and future of the city. Some evidence of this already exists with the Christchurch City Council's Share an Idea initiative. This was a public engagement campaign which sought to involve the community to share their thought and ideas for the redevelopment of the city in particular the central city (Christchurch City Council, 2011). They consulted with many residents including a large majority of children and youth, which contributed to the international recognition it received for its success and creativity (Christchurch City Council, 2011). Therefore the basis of Child Friendly Christchurch is already evident and this research project seeks to further determine ways to best engage with young people to ensure that they are not forgotten in the redevelopment process and this unique opportunity for Christchurch is not wasted. This report will explore and trial one possible method of engagement with youth and discuss the results in relation to the importance developing this movement further in Christchurch. In this way it is hoped that through taking on the CFC initiative in Christchurch city it can become a place where the rights of young people are prioritised and defended and the leaders of the future will have the best possible environment to experiment, learn, explore and feel safe, in their own city.

Literature review

Brief History of Christchurch Earthquakes

Christchurch city is located on the more recently formed land of the Canterbury plains, bordered by the volcanic Bank Peninsula, the foothills of the Southern Alps and the eastern coast of New Zealand (Wilson, 2005). Two small spring-fed rivers drained the Christchurch swampland the Heathcote and Avon rivers (Wilson, 2005). Before the Christchurch earthquakes, beginning in 2010, the Canterbury plains had no record of active fault lines mapped, although due to New Zealand's location it is a region where

seismic activity is not uncommon (Wilkinson, et al., 2013). On September 4th 2010 and February 22nd 2011 two significant earthquake events took place which were followed by thousands of aftershock sequences (Gawith, 2012). These events caused significant damage and loss of life in the city, bringing down buildings, causing liquefaction in many suburbs and triggering rockfalls on the port hills (Gawith, 2012). The long term impacts of the earthquakes are ongoing with people learning to live with damage to homes, workplaces, roads, school environments, sewerage systems and the Central Business District (CBD) (Gawith, 2012). The social and emotional stress that residents had to endure due to the major disruption to their livelihoods was immense (Gawith, 2012). However out of the long-lasting and continuing impacts of the devastation caused by the earthquakes has arisen a unique opportunity to almost entirely rebuild certain aspects of the city, in particular the CBD. With this in mind CFC is an initiative that can make the most of these experiences and ensure that Christchurch becomes a city that seeks to include the rights and needs of children and young people in its future.

Child Friendly Cities (CFC)

To establish a framework for defining and developing CFC it is important to implement the steps needed to build a local system of governance committed to fulfilling children's rights (UNICEF, 2004). The framework also translates the processes needed to implement the United Nations Convention on the 'Rights of the Child' by national governments into a local government process incorporating political commitments and concerted actions. It has however been established that, Building CFC is a practical process which must engage actively with children and their real lives not by government alone but in collaboration with partnerships, Non-governmental organisations, children themselves, with families and with all other stakeholders who affect the lives of children. The concept of CFC is equally applicable to governance of all communities which include children in urban and rural areas. The framework is intended to provide a foundation for adaptation to suit all localities.

The aim of the CFC to improve the lives of children now by recognizing and realising their rights and hence transforming them for the better communities today and for the future. The CFC Initiative began in recognition of several important trends in the rapid transformation and urbanisation of global societies and the growing responsibilities of local governments and communities for their populations in the context of decentralisation; and consequently, the increasing importance of cities and towns within national political and economic systems. The Child Friendly City Initiative promotes the implementation of the resolution on the rights of the child at the level where it has the greatest direct impact on their lives. This is a strategy for promoting the highest quality of life for all citizens more importantly children.

A large part of CFC focuses on the rights of children being heard and becoming an even more important part of policy. Below are four key principles of the convention of the rights of a child:

- i. Non-discrimination: All children should be included in a child friendly city

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- ii. Best interest of children: A child friendly city should seek to ensure the priority is given to the best interest of children
 - iii. Every child's life should be maximised: A child friendly city should seek to maximise the survival and development of all its children.
 - iv. Listening to children: Promoting and ensuring that children have freedom to express their views and participate in all issues that affect them.

If a city wants to become a child friendly city then they must formulate child friendly policies, develop infrastructure and re-design traffic and transport schemes according to UNICEF. They must also complete 9-steps to become an accredited child friendly city.

A Child Friendly City is an initiative driven by a system of good local governance committed to the fullest implementation of the Convention on the Rights of the Child. Large and medium sized cities, small towns as well as smaller communities in rural settings are all tasked to ensure that their governance gives priority to children. Also ensuring that they are involved in decision-making processes. The CFC framework provides an extensive approach that will be tailored towards local needs, aspirations and practices (UNICEF, 20014). Adapting the framework is a participatory process involving all concerned stakeholders such as local authorities, civil society, experts, communities and, especially, children themselves.

CFC interpret national processes for implementing the Convention on the Rights of the Child into actions at the local level where children live and have the tangible opportunity to influence decisions that affect their lives. Child friendly cities are developing in all regions of the world. They reflect the incorporation and commitment of communities, children and their governments in making the Convention on the Rights of the Child an everyday practice. UNICEF is fundamental in the development of CFC also.

Working with Children research

Reinstating kids in the city: Creating child friendly cities discusses how to include children into a decision making process (Gleeson, Sipe, P.69, 2006). Gleeson and Sipe start by talking about how they believe that obesity is linked to the urban planning of a city. How a city is planned and laid out can dictate how much people move around it. Sedentary lifestyles can be encouraged by poor urban planning. They also add that children are stuck in the middle of political debates but are never actually included in them. This needs to change if children are to be 'reinstated into the city'. Children should be able to move around their cities freely and with ease. They should feel safe and enjoy the experience. Children should be at the forefront of decision making and it is critically important to insure cities are adapted to fit the needs of Children.

Rae Bridgman is a University professor in Canada who agrees with the argument that Gleeson and Sipe present. Bridgman re-designed one of his urban planning courses to 'child friendly cities'. This course included the main principles that a child friendly city should hold, its importance and why they are beneficial for the child (Bridgman, 2004). The course went outside of the class room walls and students for to experience what a

CFC program was like. They had to test an engagement method on children and gain an understanding of what children wanted in their city. One successful engagement method was called the educational programming method. This include getting a planning expert into a class and teaching the students the process which is undertaking when designing a building. The children then got to (in groups) draw how they would imagine a recreational centre. This activity was the inspiration behind the one which we have conducted in this research project. This interactive activity allows children to think outside the box and draws their attention to CFC. At the end of the chapter Bridgman does not that by the end of the semester the students he taught “saw hands on the ethical issues presented when working with children”. Through this research the ethical issues behind working with children became very clear.

Aim and research questions:

Based on ideas and requirements discussed with our partner at Barnardo's the aim and research questions for this topic were developed to fulfil these needs they are as follows:

The aim of this research project is: **To determine a successful consultation method for gathering information from children.** To do this we will had to develop an activity to test on a group of children and youth. We also needed to develop a way in which we could gather feedback from the activity to see if it had or had not been successful.

The Research Question for this project is: **How do children respond to an active consultation method? Does this engagement method provide adequate results?** The first question is based on how children react to the activity and if the reaction is positive or negative. The second question relates more to our aim as it looks at if the activity provides the results that are required.

The aim and the questions will help give further focus to this research and insure that we produce work that our community partner would like.

Methodology

The methods chosen to run an activity with children and young people were based on several case studies that were found involving interaction with children for similar purposes of developing CFC. One study we looked at was a Canadian example which described a research project conducted called Child Friendly Cities and Participatory Planning in Canada (Bridgman,2004). The purpose of the research was to identify examples of best practices in education programs and environmental design projects that best address the needs of young people in Canadian cities. One of the methods they acknowledged as a way to get feedback from young people about their ideas was to run hands-on activity to get youth to write or draw what they would like for a

particular place. Therefore this was an idea that stood out to us as something we could test out with groups of young people.

The chosen method for this project was to run a children's activity with two different groups of children and young people. The first group were year seven and year eight's and the second group are high school students ranging from year nine to year thirteen. The activity was run in New Brighton, through Youth Alive Trust, with willing participants from two of their after school programs. There was a total of 68 participants altogether and also for the completion of the survey. The participants came from different schools around the east side and although the activity was conducted in New Brighton, not all the children were from that area. Before the activity begun both groups were briefed on what 'Child Friendly Cities' are and how this is relevant to post-earthquake Christchurch. They were also told about Unicef and what the organisation does which was a suggestion of the key leaders at Youth Alive Trust as it would have helped to tie the activity in with what they have planned (40 hour famine night). It was then explained to the participants that they have no obligation to complete the activity and can withdraw at any time. As well as this they were informed that any information they provided would be analysed and may be included in this final write up. They were also told that it may be used in the future for further research surrounding CFC. The activity included children that were in groups answering question which were put in front of them. Children had the choice of writing or drawing their answers. After this activity had finished, the children were given a survey of five questions. This survey was about understanding how much the children enjoyed the activity and how worthwhile it was. The finalised activity is included in Appendix 3.

Results

Children's Activity

For the children's/youth activity (Appendix 1) the first question of the activity was designed to gain an understanding of what youth enjoy the most about walking around the streets. It was specified in this case as a footpath they would like to walk on. This was identified as something they recognised and could describe. The results for the younger group were more related to what the footpath was made of such as concrete, gold, glass and wood. Several people from this group mentioned that it was important for the footpath to be flat. This could be because after the earthquakes, many Eastern suburbs suffered significant infrastructural damage especially to roading and footpaths (Gawith, 2012). Both groups wanted a footpath that was interesting and to have shapes, colours or flowers along it. Some children mentioned where they would like the path to go, an example was to the beach. These results are represented in a visual mind-map (Appendix 2) and table 1 shows the difference between the physical and social attributes that the young people valued and identified as important to them. Many of the responses were physical which was expected considering that the question asked them to discuss a physical place.

TABLE 1: Responses to activity question 1 (Draw or Write about a footpath you would like to walk on).

Physical Attributes	Social Attributes
Materials used to build footpath: Gold, glass, wood, concrete, plastic, beach shells, stone, spongy	Path that leads somewhere exciting e.g. Library, Beach
Flat surface	Activities
Interesting shapes, colours, patterns, pictures	Can walk on anytime in any type of weather
Flowers along side	
Recyclable path	

Question two asked the youth what they enjoy doing in their spare time. It was included to discover what young people like to do as this may be a reflection of things that are important to them and therefore could be included in the planning of a child friendly city. There was a big emphasis placed on sport and talking to friends. In this section both age groups answered with similar answers which is again represented by the mind-map in appendix 2. For this question table 2 shows the responses categorised into physical and social activities. In many cases there may be some overlap as activities fit into both categories, such as sport which is both physical and social.

TABLE TWO: Responses to question 2 (Draw or Write about activities you do in your spare time).

Physical Activities	Social Activities
Library	Youth Group
Visiting the mall	Internet (Social Media) - Twitter, Facebook, Snapchat
Sport - Football, motocross, basketball, table tennis, swimming, dance	Talking to Mum
Gaming	Talking to friends on the phone
Eat food	Walk with Dog
Drawing	Hang with friends
Reading	Eat food
Shopping	

Go to New Brighton	
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In the third question children were asked what was good about their local area (New Brighton). This was to find out what they valued about existing areas and places and what positive things they thought about their local environment. There was an emphasis on the Beach and the New Brighton Library as places where they felt they could relax, learn and possibly take part in some of their hobbies. Youth group was also identified by both groups as a place where they felt included, listened to and have fun in a safe environment. These ideas were displayed visually in appendix 2, as well as table 3 differentiates the physical and social differences of the responses that were received. Again many of the results may apply in both social and physical contexts.

TABLE THREE: Responses from question 3 (Draw or write about a place in New Brighton that you think is child/youth friendly. What makes this place child/youth friendly?).

Physical Attributes	Social Attributes
Beach - swimming, relaxing	Youth Alive Trust
New Brighton mall - cheap, can buy things	Nice feel to the community
Basketball courts	School
House - free food	Rock Solid (Youth group) - year 7-8s living in the east can have fun with friends, feel welcome, leaders are nice, make new friends from different schools.
Dairy - lollies	
Thompson Park	
Library - free WiFi, books, place to research	

The fourth question asks, what made the participants feel safe, as incorporation of safe places for young people and their rights is important for CFC. These results are presented in table 4 which shows the data from both groups categorised into either social or physical responses. The younger group mentioned the presence of emergency services as something that made them feel safe, as well as listing places they felt safe in such as their own homes were considered a safe place by some (Table 4; Appendix 2). The older group differentiated slightly as they mentioned more characteristics of places that they perceived as safe such as warmth, familiarity and brightness (Table 4).

Although table 4 does not show the difference between age groups the difference can be seen in the mind-map in the second appendix.

TABLE FOUR: Responses to question 4 (Draw or Write about things that make you feel safe).

Physical	Social
Emergency services - fire station, police, hospital	Church
Cars	Familiarity
Skate Park	Bright Places
Time Zone	Pets - Dog
PAK'nSave/Countdown	Friends
Parks	Not being lonely
Bed	
Bright Places	
Warm Places	

The last question asked groups what areas about New Brighton they think could be improved so they could identify what areas are potentially unsafe or unsuitable for young people. A lot of the responses from both ages were to do with things that could be introduced to New Brighton to improve the overall community, such as more crossings, more public swimming pools, less alleyways, and maybe a movie theatre. A few places were also identified with suggested improvements. For example they thought the beach could somehow be made a safer place for children. The older group also identified that the New Brighton mall area leading up to the library is surrounded by two bars which was something they felt uncomfortable with (Figure 1). These results are presented in table 5 categorised into social and physical attributes that could be improved upon.

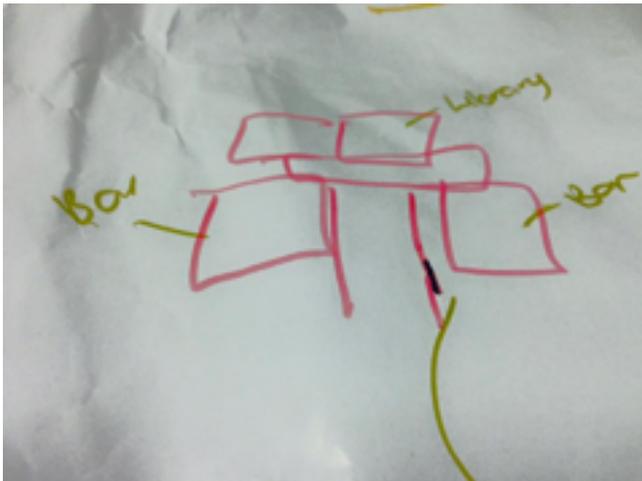


Figure 1: Drawing from year 9-13 age group of the area in New Brighton leading up to the Library. Shows two bars either side of walkway leading to main entrance.

Although some of the responses to question 5 were related to activities that young people would enjoy doing, there were some interesting points brought up about needing less alleyways and more shelter. Since the earthquakes there have been many alleyways created with the demolition of buildings. This suggests that there is room for the rebuild process to incorporate the opinions of young people outside the CBD, in other significantly damaged areas.

TABLE FIVE: Responses to question 5 (Draw or write about an area in New Brighton that you think could be more child/youth friendly. How could this place be improved?).

Physical Attributes	Social Attributes
More public pools - with lifeguards over 16	More holiday programmes
More crossings	Library - more like home (chairs, pillows, bean bags), technology (iPads)
Fish playground - more variety of swings	The beach - safe for children, more items for hire (floaties, noodles, boogie boards)
New movie theatre	More youth groups
Places to hang out/shelter	More shops that youth like
Less alleyways	More food places
More playgrounds - swings, can be used by older people	

The feedback from the activity was mostly positive. Despite the purpose of this activity being to trial an engagement method, the feedback and responses gained raised some valid points of concern for children and young people. If this data were to be used in a real-world planning scenario the opinions gathered from the young people could be influential. The results we got reflect some ideas of what environments young people enjoy or don't enjoy and what makes them like they are being heard and feel safe. Many of the young people said they would do this again to give their input into the planning process.

Survey

The results from the quick survey helped to determine how much the young people understood about CFC and how they found the activity. The first question asked them how clear the activity was. 41% of the year 7-8s said that it was very clear, but 36% said it was just OK. Whereas all of the year 9-13s said that they found it either clear or very clear. This may indicate that perhaps some aspects of the activity needed to be further clarified or simplified for the younger age group. Or perhaps because the activity was first run with the younger group, the second time we already knew what we were doing and learnt from what went well the first time. Figure 2 shows the distribution of results from question 1. The next question asked how they would describe CFC to see how much they had understood of the project. From the year 7-8 group the most common response was that CFC are fun places with activities for young people (figure 3). They also mentioned that they thought it was good safe places, where adults listen to what children have to say. The year 9-13 group said very similar things about being places that are safe for all ages and people are aware of children, also emphasising the importance of no bullying as seen in figure 4.



Figure 2: Graph showing the results of both age groups from survey question 1.

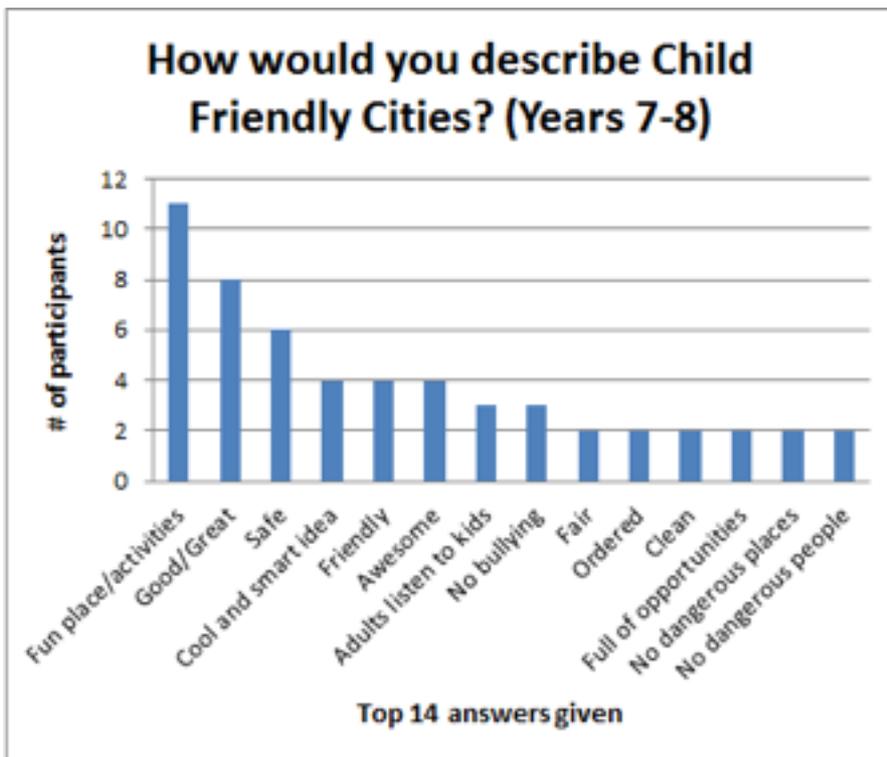


Figure 3: Graph showing the Year 7-8s responses to the second survey question

The third question asked them how much they enjoyed the activity to get an idea if it was a method of engagement that they were happy to participate in. From the year 7-8 group 72% said they enjoyed it either a bit or a lot, with only 28% saying they only found it OK. This may again suggest that perhaps some variation of the activity should be considered for younger ages. For the older group 62% said they enjoyed it a lot and only 14% said they found it just OK (Figure 5).

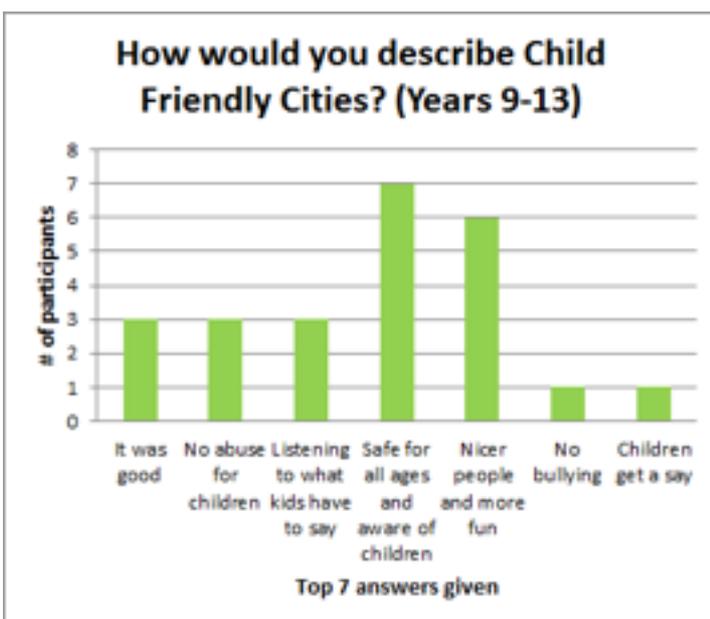


Figure 4: Graph showing the responses of the year 9-13 group to the second survey question.

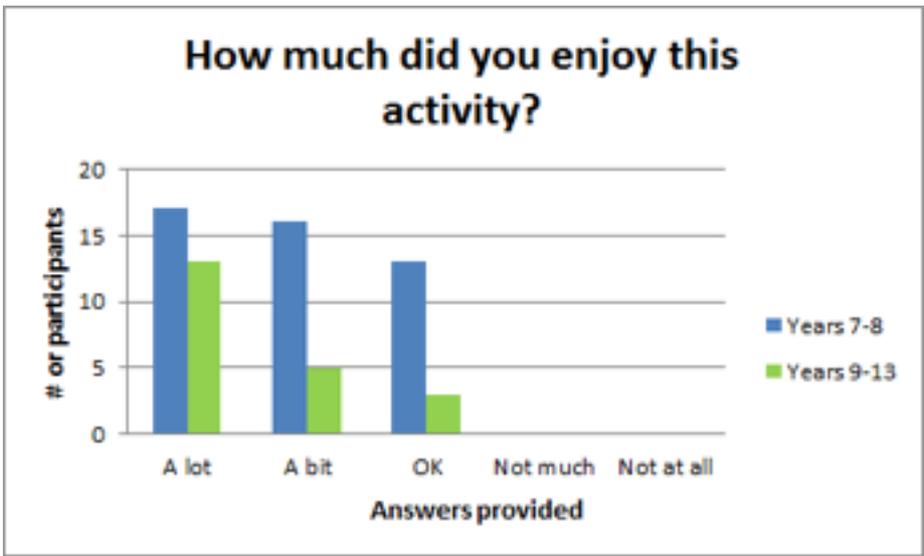


Figure 5: Graph showing results of both age groups to the third survey question.

The fourth question asked how they would change the activity if they were to do it again (Figure 6 and 7). From both groups the majority said they would change nothing, although there was some feedback that there could be more questions, include different places or each do it individually. These suggestions can also be acknowledged as limitations as they each impact the outcome of results.

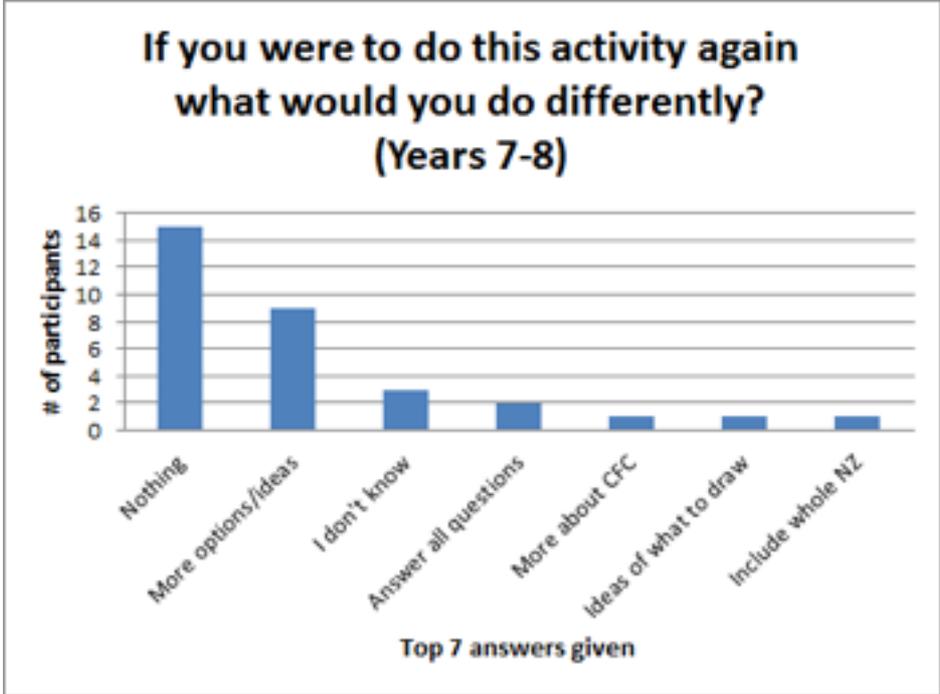


Figure 6: Graph showing year 7-8 responses to question four.

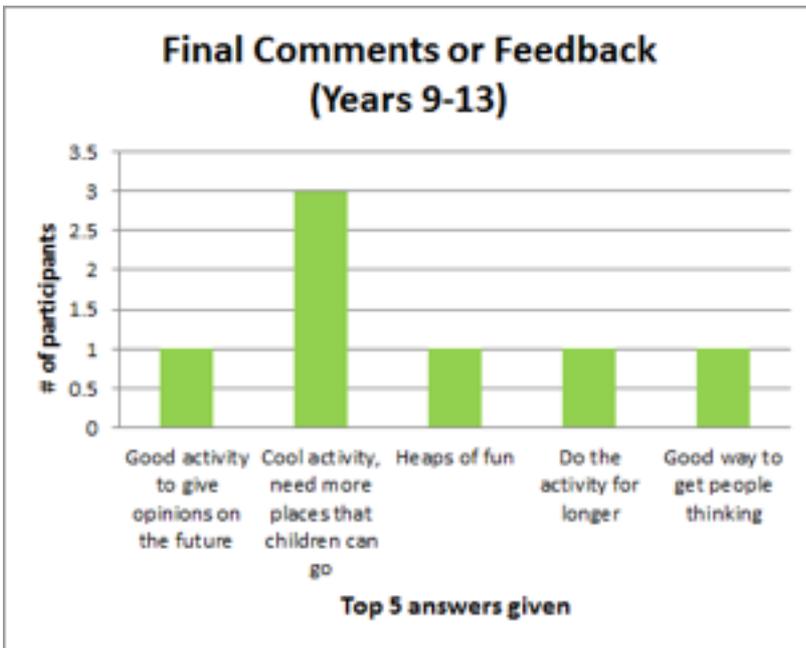


Figure 7: Graph showing year 9-13 responses to question four.

Lastly we asked them for any final comments or suggestions. The general feedback was that they thought CFC is a great initiative and they were happy to participate in an activity that meant that their opinions could be heard and have a role in the future of the city (Figure 8 and 9).

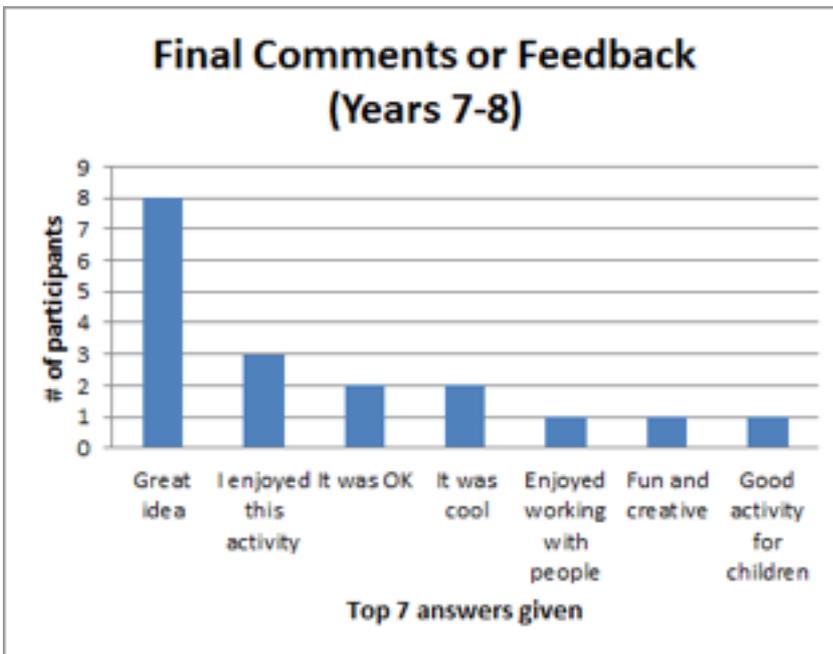


Figure 8: Graph showing Year 7-8s responses to final question.

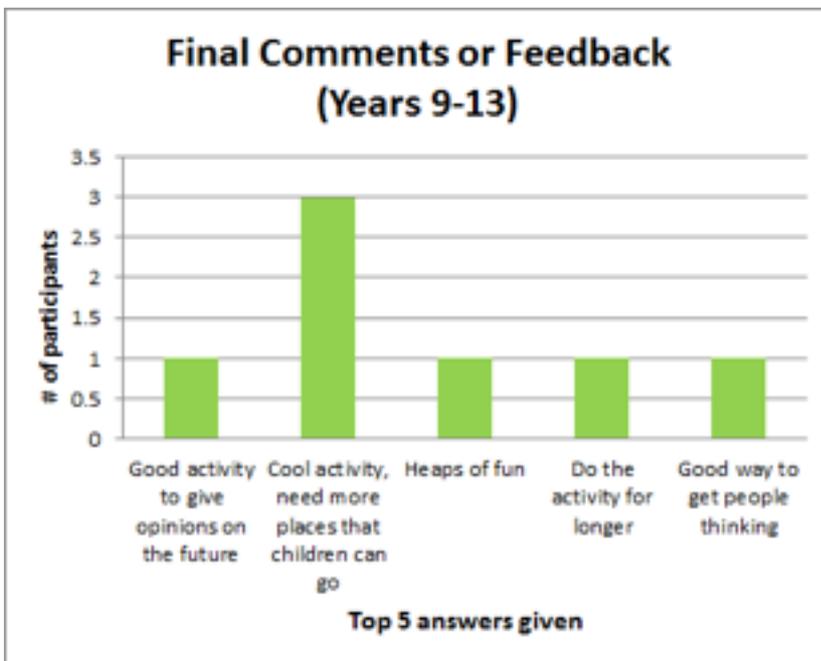


Figure 9: Graph showing Year 9-13s responses to final question.

The feedback from the survey was extremely valuable in determining how the young people found the activity and how much they understand after about CFC. With many young people from both age groups saying that they enjoyed the activity a lot or a bit and found the activity clear or very clear it seems that this method of engagement is effective.

Discussion

The importance of gaining a child's opinion is often overlooked. Children offer a unique opinion on the world and situations which may seem overwhelming to some adults. Children have often not developed the skill of thinking one thing and saying another and they simply say what they feel. This means the ideas are simply sometimes not tangible but other times they are pure genius. The results you have just read came straight from children who believed in every word or picture they put down on paper. Some of the answers were extremely powerful like the want to simply feel safe or have somewhere warm to be. This discussion will look at the importance of consulting with children and also summarise this research project and the results that were shown above.

Adults more often than not make the decisions for their children because it is perceived that children are not capable of making important decisions. Recent developments in child rights and child participation have seen it becoming more increasingly evident that children have a lot to say about their needs specifically within their environments. To determine a successful consultation method for gathering information from children, it is important to categorise children. This could be into different age groups, considering their needs, perceptions, skills and opinions. However, not all children are the same. This is particularly the case with the most marginalised children, whose needs are

often forgotten. In fact, children usually know their own situation best, can often identify those aspects which they would like changed and may even have sensible suggestions as to how to go about it. Thus their contributions can be both relevant and useful. The results above from both the activity show that the engagement method of drawing and writing down answers to a question within a group setting was successful. The children gave interesting responses and answers that adults may normally refrain from giving.

Placemaking is a concept which can be related back to CFC. Placemaking looks to increase the enjoyment people get from a space. Put simply placemaking looks to make a space a place. Like CFC, placemaking includes social capital (the networks of relationships among people who live and work in a particular society), it also includes happiness and wellbeing. CFC focuses on making places within a city valuable to children and also places which they feel welcome and safe in. Placemaking looks at these factors when producing new places. These two concepts directly tie in together because they both focus on community and the overall well being of society. Our research project started with the concept of placemaking and shrunk down to one part of it, the framework of CFC.

After reducing the scope of this project, we were left with a more manageable topic. After discovering an activity, it was very worthwhile being able to test it. Compiling the results of both the activity and the survey showed that our method had been successful and that it could work on a larger scale. In this way we have answered our aim and the questions which we set. An active engagement method is definitely the right approach when children are involved. This could be done in a different way to ours e.g a competitions within a school environment, a 'share an idea' concept or interactive video booth sharing. This research has shown that an active engagement method is effective when dealing with children and youth. For any future engagement activities to do with CFC an active approach should be taken.

Limitations

There were limitations presented throughout this project. For any research project time can be a limitation. There were different ways we could have approached CFCs but in the end testing an engagement method was not only less time intensive but also useful for our community partner. If we had more time then more engagement methods could have been tested. Although our engagement method seemed successful through literature there were also others which we read about. If we had more time we would have tested the other methods and then made a comparison as to which was more successful and engaging.

There are strict ethical guidelines which must be followed when dealing with children and youth. This is understandable as children are not just vulnerable members of society but are also impressionable. Although for us ethics was not direct issue, it did

limit what we could have done with the children. This limitation is unavoidable when dealing with children but allowances for loss of time should always be expected when dealing with gaining ethical approval.

The test groups we used were of smaller numbers and therefore this limited the results we could have had. Our first test group had 46 people in it and the second 22. If we had biggest test groups we would have had a larger array of answers from the activity. In saying this another limitation relating to the groups could be the fact that they were groups. If this activity was no longer a group one but an individual one then the answers could have been very different. Sometimes when people are pulled away from a group setting, their answers can be more personal and therefore a truer reflection of who they are as a person and what they really want.

We trialled this activity in a specific area of Christchurch (New Brighton). This gives us one set of answers from one particular area but it does not give us answers from wider Christchurch. What children and youth answer in New Brighton may differ from what children and youth in Merrivale may say. This may be because of difference in socio-economic environments or simply differences in suburbs post-quake. Some children may just want somewhere safe and warm to go, whereas others may want a new shopping mall. This difference is something which should be taken into consideration when reflecting on our research. To eliminate this limitation the activity would have to be accessible to children from all suburbs within Christchurch.

Our biggest limitation was time management. It is worth mentioning that in a small group of three, some parts of the research did suffer. If we had been more organised, more meetings could have been attended with Eve and contact could have been with the wider community. Potentially we could have also tested our activity on more than one group and tested more than one activity. Within a group setting, time management is always a potential limitation.

Although we did have limitations throughout the project they are part of an authentic research process. They helped to show us how difficult conducting research can be with time limits and the need to rely heavily on other people.

Recommendations

There is a strong possibility of a bright future for the concept of CFC. It would be a positive addition to Christchurch, post-earthquake. The recommendations section will start by discussing, where this research could go and recommendations on how to use it. It will then go on to discuss the positive addition the CFC initiative could have in Christchurch.

This research is a helpful base on how to get children's ideas and thoughts on a topic (in this case CFC). To further this research more engagement methods would need to be tested and in a wider area with more participants. This activity would be a great starting point in gathering informations on children's interest in the topic and how valuable it is to them. From here a bigger activity could take place, like Christchurch City Council's `share an idea` campaign. Then Barnados and other government organisations could work with youth councils to develop the framework from a Child Friendly Christchurch. This would give a wider variety of ideas and perspectives but also help to structure the project and eventually implement it.

“A city that is built for children is built for everyone” (LEEDS,2015). After completing this research task it is clear to see how true these words are. A city which is built with safety and enjoyment in mind is one which is going to benefit every member within society. A child friendly city is a happy one. This is what Christchurch after going through the earthquake sequence (2010-11) needs. The new city should be a green one and a vibrant one but it should also offer safety and support for those most vulnerable within society, children. The CFC initiative could have profoundly positive effects on the city but also on the children. Children`s rights are now becoming widely recognised areas of policy and incorporating this within a city would put Christchurch ahead of most countries in the world.

Conclusion

This research aimed to find a method of engagement which was suitable for children and youth. That would help to find out what they would like in a child friendly city or what they thought of the idea of CFC. The activity that was completed was successful because it gained the attention of the children and they enjoyed the process. There are however other methods of engagements which could be equally effective. An active method of engagement was the most effective with children and for any further research in this area this is important to note.

It is hoped that this research will be a valuable resource for the members of society who are aware to UNICEF'S CFC framework. There is still a long way to go in implementing this framework within Christchurch and then adapting it to fit the people that live within it however it is very worthwhile. It is constantly said that children are the leaders of the future well wouldn't it be great to think that these leaders had grown up within a community that had put them first and cared about them enough to activate this framework. We hope that in the future the city of Christchurch and other cities within New Zealand become known as CFC and put children at the forefront of society.

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Appendix



Appendix One (Instructions/outline of activity):

Child Friendly Christchurch - Youth/Children's Activity

- Relate to 40 hour famine - topic of the night at youth group
- Talk about UNICEF - Who they are? What they do?
- Explain to the group what a child friendly city is:
 - Kids who have a rough time at home have a city that's safe and exciting.
 - "A Child Friendly City is a city in which Children's rights are promoted and children have the best possible chance to realise their potential" (UNICEF, 2015).
 - Through strategies "to recognise and promote children's and young people's interests at a local level" (UNICEF, 2015).
- Show video of Child Friendly Leeds feedback from children. <https://www.youtube.com/watch?v=BnvdrDob9Gk>
 - Give them more of an idea about what Child Friendly cities is and how they can have a similar role in Christchurch.
- Explain to the group that participation is voluntary and that if they want to withdraw at any time they are able to. Also tell them what will be happening with the information they provide: it will be analysed and used to write our final report and by participating they agree for any information or drawings they provide to be used for our report and presentation. All information they provide will be kept confidential and they will not be able to be identified.
- Divide into groups of 5 or 6- each group is given a large piece of paper, pens and a place or question that they have to draw or write about based on what they would like to see in a child friendly city.
 - The five topics are:*
 1. Draw or write about a footpath you would like to walk on.
 2. Draw or write activities you do in your spare time (e.g. sports, hobbies, youth group...).
 3. Draw or write about an area in New Brighton that you think is child/youth friendly? What makes this place child/youth friendly? (e.g. green space, playgrounds, cheap places to eat...).
 4. Draw or write about things that make you feel safe.
 5. Draw or write about an area in New Brighton that you think could be more child/youth friendly? How could this place be more improved? (e.g. activities, learning, safer...).
- Paper collected at the end of the activity.
- Participants then asked to complete a survey to evaluate the activity
- Incentive given on completion of survey (small chocolate bar)

Appendix Two - Mind-Mapped Results of Children's/Youth Activity:

QUESTION ONE



QUESTION TWO



QUESTION THREE



QUESTION FOUR



QUESTION FIVE



Appendix 3 (Survey Questions):

Child Friendly Christchurch survey:

Having just completed the set activity please take some time to answer the following questions. This information will help us to understand if this activity is a good way of collecting information for future studies.

1. How clear was the purpose of the activity? (circle one)

Very clear Clear Ok Not Clear Very confusing

2. How would you describe Child Friendly Cities?

3. How much did you enjoy this activity?(Circle one)

A lot A bit OK Not much Not at all

4. If you were to do this activity again what would you do differently?

5. Please add any other final comments or feedback.