**Child Friendly Places is an approach for integrating children’s rights into local development initiatives** and educational programs through a participatory, intergenerational and child friendly assessment and planning methodology that empowers communities to improve their local conditions and environments with children, adolescents, families, educators, service providers and decision makers.

### Outcomes

- **National, Sub-National and/or Local Processes**
  - Increased understanding of local governance structures and processes or how decisions are made on behalf of children
  - Improved or enhanced environments (such as: New schools, Pedestrian crossings, access to electricity, Waste removal, Additional street lights, School infrastructure, Safe routes to school, Community gardens, Community cleanliness)
  - Improved or enhanced programs and services (such as: Access to health care, Access to food, After school programs, New youth councils, Child protection, More free time for play, More inclusive child/youth groups, Advocacy campaigns, Increased/improved job opportunities)
  - Priorities of children, adolescents and adults integrated into existing local plans and/or policies
  - Data on the current conditions for children and adolescents (assets and challenges)
  - Improved larger public awareness of children’s rights and concerns
  - Increased awareness of children’s rights as they apply to everyday experiences
  - Increased opportunities to voice opinions about school and community conditions

- **Assessment**
  - Groups will identify the strengths and weaknesses of the current living and learning conditions in their community and/or school input

- **Planning**
  - Groups will develop a plan of their improvement plans to better their living and learning conditions

- **Advocacy & Action**
  - Groups will document and reflect upon the lessons learned to help sustain and replicate the process

- **Outcomes**
  - New or improved approaches for working with children, adolescents and families
  - New schools
  - Pedestrian crossings
  - Access to electricity
  - Waste removal
  - Additional street lights
  - School infrastructure
  - Safe routes to school
  - Community gardens
  - Community cleanliness

### Child Friendly Places Webiste
Target Audience: Local Organizations and Groups
[http://childfriendlyplaces.org](http://childfriendlyplaces.org)

### Childwatch International Network Website
Target Audience: Researchers, NGOs, CSOs
[http://www.childwatchweb.org](http://www.childwatchweb.org)

### Child Friendly Citites Website
Target Audience: Global/National Groups
[http://www.childfriendlycities.org](http://www.childfriendlycities.org)

### National Organizations or Groups

- **Community-Based Organizations (CBOs)**
- **Civil Society Organizations (CSOs)**
- **Local Government Agencies**
- **Child and Youth-Led Groups/Councils**
- **Schools and After School Programs**

### National Organizations or Groups

- **Civil Society Organizations (CSOs)**
- **Government Ministries or Departments**

### Global Organizations or Groups

- **UN Agencies** (UNICEF, UN-Habitat)
- **Civil Society Organizations (CSOs)**
- **Government Ministries or Departments**

### Research and Conceptual Development

- **Children’s Environment Research Group**
  - Institute Paulo Montenegro (Brazil)
  - Tata Institute of Social Sciences (India)
  - Shikshak Shiksha Working Children’s Group (India)

- **Children’s Environment Research Group**
  - Institute of Philosophy, Finn Church Aid
  - UNICEF Country Office (Turkey)
  - Youth for Habitat Organization (Turkey)

- **Children’s Environment Research Group**
  - Childwatch International Network Research Group
  - UNICEF Office of Research, 3 National Committees and 6 Country Offices

### Funding

- **Bernard van Leer Foundation**
- **UNICEF Education Section (NY HQ)**
- **Bernard van Leer Foundation**
- **UNICEF Office of Research**

### Governance & Accountability

- To enhance governance structures and processes that improve the conditions that fulfill children’s rights at the local level

### Phase 2 [2010-2012]: Adapting and Scaling

- Adaptations to the methodology for use in schools in emergencies, after school programs, and with citizen councils (women, disabled, youth)

### Phase 3 [2012-2014]: Evaluation and Refinement

- Follow-up evaluation with all groups in Phase 1 and 2, new groups, and refinement of methodology for use in schools and with child/youth-led groups

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**Child Rights Education**
- To educate children, adolescents and parents about children’s rights as they apply to their everyday living and learning conditions and experiences

**Participation & Empowerment**
- To improve the living and learning conditions of children, adolescents, parents, teachers, and service providers

**Monitoring & Evaluation**
- To gather disaggregated data at the local level on living and learning conditions for children and adolescents over time by gender, age, community, etc.

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**Assumption:** Groups are aware of the methodology and how to obtain the materials

**Asociation:** Groups are already engaged in a local development initiative or educational program that will benefit from the methodology

**How do groups integrate the methodology into existing initiatives or programs?**

- **Child/Adolescent-Led**
  - Local communities and decision makers are prepared to participate in the process
- **Intergenerational / Collaborative**
  - Coordinators and facilitators have the skills to implement the methodology
- **Adult-Led**
  - Local groups have a plan for applying the methodology within existing initiatives

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**Which groups are potential distributors of the methodology?**

- Local communities and decision makers
- Coordinators and facilitators
- Local groups

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**What are the potential mid-term direct results from applying the methodology?**

- Increased awareness of the potential long-term initiative results from integrating the methodology?

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**Who**

- Children
- Adolescents
- Families
- Educators
- Service providers
- Decision makers

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**What are the potential mid-term direct results from applying the methodology?**

- Increased awareness of children’s rights
- New or improved approaches for working with children, adolescents and families

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**What are the potential long-term initiative results from integrating the methodology?**

- Improved or enhanced environments
- Improved or enhanced programs and services
- More inclusive child/youth groups
- Increased/improved job opportunities
- New schools
- Pedestrian crossings
- Access to electricity
- Waste removal
- Additional street lights
- School infrastructure
- Safe routes to school
- Community gardens
- Community cleanliness