

# Children in Urban Environments

A Situational Analysis of Children Living in Urban  
Environments of Colombia, Kenya and Bangladesh



**Final Applied Research Project 2024**

Authors: Anthony Toscano, Gabriele Toso, Yixuan Wei, Leonie Wechsler

# Table of Contents

**01**

Acknowledgements

**02**

Executive Summary

**03**

Introduction

**04**

This Research

**08**

Urban Environments  
for Children

**11**

Overview of Countries

**13**

Bangladesh

**23**

Kenya

**34**

Colombia

**40**

Conclusions &  
Limitations

**45**

Reccomendations

**46**

References &  
Appendix



©Cities4Children, Colombia

## Acknowledgements

We would like to thank our partner supervisor at Save the Children Switzerland, Stephanie Nicol as well as our Faculty Lead, Valerio Simoni, for their invaluable professional, practical and academic guidance throughout this research project. We would also like to express our sincere gratitude to our local partners in Kenya; John Gitonga & Augustine Kyalo Mutiso; in Colombia, Florentino Márquez Ospina and in Bangladesh, Obidul Islam, Simon Rahman, Reefat Bin Sattar and Uzzal Chowdhury for their continuous enthusiasm, availability and invaluable insights into the specificities of the local contexts. Additionally, we would like to thank the interview participants: Moinul Islam, Jisan Ahmed, Adil Mohammad Khan, Simon Rahman, Adnan Hossain, Angela Fernanda Cabrera Fonseca, Augustine Kyalo Mutiso and John Gitonga, for their indispensable primary insights on the challenges children face in their respective urban environments. We moreover would like to thank Juan David Rincón and Rafael Rincón for their support in the primary data collection at the High School Villa de San Diego de Ubaté, Colombia.



# Executive Summary

This research identifies challenges faced by urban children in particularly vulnerable situations and living in challenging conditions in Bangladesh, Colombia and Kenya, and offers policy recommendations to local, regional and national governments to create more child-friendly urban environments. Local governments are deficient in providing adequate resources, housing, and living conditions for these children. Although rural development is well-studied, urban complexities for children remain under explored. By conducting a situational analysis of three countries Kenya, Bangladesh, and Colombia, this research contributes significantly to the Urban Situational Analysis tool, a practical guide developed by Save the Children in 2017, to help practitioners better understand and address the specific challenges faced by children in urban contexts.

Using primary and secondary data, the research combines quantitative and qualitative methods. A tailored quantitative survey on urban governance, urban design & mobility, and environment & climate change was administered to children and parents. Secondary data was gathered from a review of academic literature and of reports from international and non-governmental organisations.

The research has identified that while initiatives facilitating the inclusion and participation of children in urban environments exist, the overall picture reveals a disconnect between policy priorities and children's needs. Building up feedback mechanisms to promote communication with children and parents regarding government policies is an area for improvement. Unsafe and inadequate public transportation and poorly maintained public spaces greatly hinder children's safe movement and access to places of play, limiting their exploration, movement and social interaction. Moreover, environmental impacts of climate change amplify children's vulnerabilities by exposing them to dangers like flooding, extreme heat, and air pollution. Limited access to sanitation and green spaces further exacerbates these vulnerabilities, which underscores the urgent need for climate-resilient infrastructure development.

In conclusion, the research paints a complex picture of urban environments in Bangladesh, Kenya, and Colombia, highlighting that while certain initiatives promote child-friendly environments, significant gaps remain in areas like child participation, safe play areas, and sanitation infrastructure. These challenges are further exacerbated by climate change, with flooding, extreme heat, and air pollution posing threats to children's health and safety.



# Introduction

In recent years, the global urban landscape has undergone a profound transformation, with an increasing number of children experiencing their formative years within urban environments. By 2030, an estimated 60% of the urban population will be under the age of 18 (UN Habitat, 2022). This shift presents both opportunities and challenges in ensuring the rights and well-being of children. When delving into the complexities of urban childhood, it becomes evident that understanding the urban dynamics is imperative to safeguarding children's rights and promoting their holistic development. The rapid increase in urbanisation is accompanied by a concerning trend of growing inequality in cities. Despite the appeal of urban prosperity, a large portion of urban residents, particularly the poorest and most vulnerable, find themselves marginalised within informal settlements or slums. It is estimated that between 35% to 50% of the over 1 billion people living in slums are children, facing serious risks to their well-being and development (UN DESA, 2018).

Childhood, as a pivotal stage of life characterised by growth, learning, and exploration, is now predominantly situated within urban contexts (Cities4Children, 2024). Many factors shape children's prospects. Among them, the living environment is perceived as a determinant of their health, behaviour and development (ARUP, 2017). In addition to providing children with safe streets, green spaces, playgrounds and clean air, child-friendly urban environments foster the overall well-being of children in cities through a systematic approach to urban planning (ARUP, 2017).

Despite a wide consensus on a child-friendly approach to cities, urban planning often lacks adequate inclusion and support for children. Compounding these challenges is the scarcity of reliable data, hindering efforts to comprehensively grasp the magnitude of the issues faced by children in urban environments (Cities4Children, 2024). Without accurate data, policymakers, advocates, and organisations struggle to devise targeted interventions and allocate resources effectively. Therefore, conducting a thorough situational analysis becomes imperative to illuminate the realities of urban childhoods and inform evidence-based strategies for positive and sustained change.



©Cities4Children, Colombia

# This Research

## Relevance of this Research

The research was conducted by four students from the Geneva Graduate Institute in partnership with Save the Children International, specifically the three national country chapters Kenya, Bangladesh and Colombia from the Cities4Children (C4C) Global Alliance. The main objectives of the research is to map the challenges children face in urban environments in Kenya, Bangladesh and Colombia, identify subjects for further research, and policy and advocacy recommendations to create more child-friendly urban environments. Amidst an increasingly globalised and urbanising world local governments are increasingly confronted with having to provide resources, housing and adequate living conditions for children in urban environments (Beise et al., 2018; Bartlett et al., 2021). While much literature has focused on the situation of children in rural environments, the complexities and dynamics of urban environments, especially for children remain overlooked (Mortensen et al., 2017). In addressing this shortcoming, Save the Children, developed an “Urban Situational Analysis Guide” in 2017, to assist development practitioners, researchers and policymakers in understanding how the socio-political context of urban environments influence children's rights and well-being (ibid). This research on the situation of children in urban areas of Kenya, Bangladesh and Colombia contributes to the Urban Situational Analysis tool in understanding the specific challenges of children in the respective contexts, ultimately helping practitioners and governments to design urban programs that meet the needs of children in urban areas on a global scale.

## Research Questions

The report addresses the following research question: “What are the challenges children in urban environments of Kenya, Bangladesh and Colombia face?”. To further understand these challenges, the following sub-questions have been developed:

1.

### Urban Governance & Communications and Advocacy

*“To what extent do children have the opportunity to voice their concerns and actively participate in urban governance and communication processes?”*

2.

### Urban Design & Mobility

*“To what extent are urban environments designed and structured to accommodate the specific needs and requirements of children in terms of mobility, accessibility and safety?”*

3.

### Environment & Climate Change

*“How do environmental and climate change factors affect the lives of children living in urban settings, and what are the specific impacts experienced by them?”*



# Methodology

The research encompasses primary and secondary data collection methods, incorporating quantitative and qualitative methodological approaches. The intention for this research was to adopt a unified primary data collection framework across the three countries to ensure comparability, however, due to logistical constraints of conducting the research remote from Geneva, the primary data collection had to be adapted to each country's context and participants accessibility.

## Primary Data Collection

### *Quantitative Survey*

A quantitative survey was conducted with children and parents in urban environments across Kenya, Bangladesh, and Colombia, focusing on three thematic indicators: urban governance and communications & advocacy, urban design and mobility, and environment and climate change (Appendix 1 and 2). In Kenya, with the help of the Green Flag Association [1], the survey was distributed in schools, churches, and community centres in Nairobi and Kiambu, yielding 32 responses from children aged 6-17. Due to flooding, distribution was halted after three weeks. Additionally, a Google Forms questionnaire was sent to 20 government representatives in Nairobi, with 18 responses, focusing on the role of the government in fostering children's participation and inclusion (Appendix 3). Save the Children Bangladesh facilitated the survey in the informal settlements of Rayer Bazar and Bauniabad in Dkaha, resulting in 80 responses (41 from children aged 6-17 years and 39 from parents). In Colombia, the survey was distributed in a high school in Villa de San Diego de Ubaté, a municipality 80 km from Bogotá, yielding 222 responses (103 from children, 119 from parents). Despite the rural setting of this school, the children were chosen as participants in the survey due to their extensive work on urban development projects in Bogotá. This geographical limitation is considered in the report findings.

### *Interviews*

Online semi-structured interviews were conducted to identify key challenges and solutions for integrating children's needs and rights in urban planning. An interview guide was developed and adopted for each interview context (Appendix 4). In Kenya one interview was conducted with John Gitonga, CEO at the Green Flag Association and Augustine Kyalo Mutiso, Director of Civic Engagement at Machakos County discussing the impact of the recent flooding on children in Nairobi. In Bangladesh, five interviews were conducted with stakeholders in urban planning, climate change, children's resilience and education. The participants can be found in Appendix 5 and were recruited through contacts of Save the Children Bangladesh. In Colombia one interview was conducted with Professor Angela Fernanda Cabrera Fonseca from the University Distrital Francisco José de Caldas to provide further insights into child participation at governance level in Bogotá.

---

[1] The Green Flag Association is a non-profit organization established in 2020 in Kenya, working on capacity building programmes, consultancies and advocacy to promote sustainable urban development and environmental sustainability. Read more about their work on their website: <https://gfa.or.ke/>.

## *Focus Group Discussion*

In Colombia, one focus group discussion was organised and facilitated by the local partner Hill Consulting [2], including various stakeholders such as UN Habitat, the Young Gamechangers Initiative, the National Institute of Well-Being and local planning and health departments from the city of Armenia. The discussion focused on how public spaces are currently designed and how children have the ability to influence the city systems and processes.

## **Secondary Data Collection**

Secondary data was gathered through an extensive literature review and desk research, including reports from international and non-governmental organisations and scholarly articles addressing relevant issues for the settings and topics being studied. The full literature review can be requested for further reading.

---

[2] Hill Consulting is based in Bogotá, Colombia and specializes in citizens participation in public policy, research and advising through analytical tools and evidence-supported decisions in the field of climate change action, air quality and emissions as well as sustainable mobility in Latin America and the Caribbean. Read more about their work on their website: <https://hill.com.co/inicio>



©thecityfix.com

# Urban Environments for Children

For the scope of the research, the definition of the European Commission on urban centres (cities) and urban clusters (towns and suburbs) was adopted:

## Urban Centres

Urban centres will be defined by a density of at least 1,500 inhabitants per 1 km<sup>2</sup> and a minimum of 50,000 inhabitants (European Commission, 2015; Brandmueller, 2020).

## Urban Clusters

Urban clusters will be defined by a density of at least 300 inhabitants per 1 km<sup>2</sup> and a minimum of 5,000 inhabitants (European Commission, 2015; Brandmueller, 2020).

Urban areas are growing constantly more unequal, often concealing the plight of the poorest, marginalised and most vulnerable urban residents. There is a homogenization of data which neglects the real challenges faced in urban centres and clusters, making the magnitude of urban challenges difficult to estimate (Cities4Children, 2023). Throughout the research, the understanding of the most deprived and marginalised areas of the urban environment in which children are living is given priority— focusing specifically on slum households and informal settlements. Children will be defined according to the Convention on the Rights of the Child (CRC) as “any individual under the age of 18 years” (UN General Assembly, 1990).



## Choice of Thematic Indicators

In Kenya, Bangladesh and Colombia, the cities where these children grow up and live are often large and populous (up to 20 million inhabitants). When we talk about the condition of children, it is immediately evident that one can look at the topic from a myriad of different aspects. From physical and mental health to sports, from education to the environment, from safety to migration. Moreover, each of the countries in this research have its own peculiarities, making comparisons far from straightforward. Every urban context and every country has well-established social, economic and political structures that, combined with peculiar historical and urban development plans and patterns, influence today's urban environments. Targeted choices had to be made, dictated by the available time, the experience of researchers and access to the field. Aware that much remains to be explored, efforts were made to use indicators that were meaningful to assess on the lives of children in urban contexts in Bangladesh, Colombia, and Kenya.



©infra.global

Given the breadth of the topic, it was decided to coordinate with local partners to focus on themes that would be relevant and useful to them. After reviewing the literature, interviews were conducted with Save the Children's local partners, to assess their needs and experiences.

Three macro-themes were identified:

Urban  
Governance &  
Communications  
and Advocacy;

Urban Design &  
Mobility;

Environment &  
Climate Change

## 1. Urban Governance & Communications and Advocacy

The first thematic indicator “Urban Governance and Communications & Advocacy” encompasses the extent to which decisions made by policymakers in the three countries are inclusive of and responsive to the needs of children and youth. This depends on many factors, including the ability to communicate decisions to the community and gather feedback and proposals from stakeholders. An indicator may be, for instance, the proportion of public financing allocated to public amenities for children (such as schools, recreation facilities and childcare) by local governors. Many cities have an integrated city/town development strategy that identifies, supports, and coordinates investment in all required urban systems for children. Understanding which cities lack such strategies gives an idea of where children's needs (such as housing, water, sanitation, waste management, child protection, social services, education, healthcare, transportation, electricity and more) may be less addressed.

## 2. Urban Design & Mobility

Among the most complex indicators to assess, urban design and mobility vary extensively in the chosen countries, primarily due to different patterns in children's everyday life. Cities in Bangladesh, Colombia, and Kenya are designed in vastly different ways to meet the diverse needs of citizens, often making it difficult to compare and contrast such differences. Regarding urban design, as with urban governance, this thematic indicator encompasses the extent to which urban design is inclusive and responsive to the needs of children and youth. As for mobility, the indicator centers around the safety and ability of children to travel to school, home, play and recreation facilities, markets, libraries, and other places of interest. It is important to remember that for a local government, committing to the creation of public spaces for children can yield multiple benefits for the city. These include environmental advantages, such as the establishment of green and clean areas, as well as improvements in the physical and mental health of citizens who have dedicated spaces for recreation and physical activity.

## 3. Environment & Climate Change

The climatic and environmental aspect is one that, up to 30-40 years ago, did not have a significant presence in the public debate. Today, partly due to information from experts and to the mobilisation of youth groups, it is a theme that can not be ignored in the analysis of urban environments and children. Environment and climate change are multifaceted, complex themes which open up many avenues of investigation. For the purpose of this study, this thematic indicator encompasses the extent to which children have access to environments where they can live healthy, safe lives with essential services. Among the aims, to ascertain if children and youth are aware of and protected from the impacts of climate change and actively involved in adaptation, mitigation, and resilience strategies. Indeed, the new generations are the ones most affected by the climate crisis. The issues associated with it can lead to cases of malnutrition, negative effects on child development, air pollution-related diseases, drowning, and water-borne diseases. These problems will be more severe the longer the exposure to extreme heat, floods, and pollution continues. These conditions have a significant impact on children, particularly those living in slums.

# Overview of Countries

The establishment of the Cities4Children alliance country chapters in Kenya, Bangladesh and Colombia in 2022, stemmed from a broader mission of the Global Alliance - Cities4Children to amplify collective impact and foster collaboration at the country and city level. Through a rigorous selection process with numerous organisations from over 29 countries, Kenya, Bangladesh and Colombia were selected as leading countries, based on a multitude of factors including their unique experiences with rapid urbanisation growth, as well as representation across three continents of Asia, Latin America and Africa. This approach fosters a collective understanding of urban challenges and facilitates cross-cultural learning ultimately reflecting the effort to empower local communities, policymakers and stakeholders to create safer, more inclusive and friendly cities. Before moving into the discussion on the challenges children face in the respective urban areas, it is crucial to understand the background and context of each country in which the chapters are based which will be succinctly in this chapter.

## Map of Case Study Cities and Countries



**Figure 1:** Worldmap showing the case study cities and countries of this report. Created using Canva by Author (June 2024)



# Factsheet of Countries

## Bangladesh



©Britannica

## Colombia



©Britannica

## Kenya



©Britannica

National population  
172.9 million - 36% under 18

Rapid urbanisation  
from 9% in 1974 to 40% in  
2023

Trends - 50% urban  
population by 2041

Capital City: Dakha  
22 million inhabitants  
30% of children sleeping  
on the street

20 million children are  
severely exposed to  
flooding and air pollution

National population  
52 million - 25% under 18

Rapid urbanisation  
1.3% urban growth rate

Trends - 76% urban  
population by 2050

Capital City: Bogotá  
11 million inhabitants  
Trends shows population  
reaching 12.8M by 2035

Children are severely  
exposed to extreme heat  
and air pollution

National population  
53 million - 45% under 18

Rapid urbanisation  
4.3% urban growth rate

Trends - 50% urban  
population by 2050

Capital City: Nairobi  
2.7 million inhabitants  
60% are living in informal  
settlements

Children are severely  
exposed to flooding





©Stephanie Nicol & Islam Obidul

# Bangladesh

1. Urban Governance & Communications and Advocacy
2. Urban Design & Mobility
3. Environment & Climate Change





©Stephanie Nicol & Obidul Islam

## Case Study: Bangladesh

# 1. Urban Governance & Communications and Advocacy

This chapter will discuss the extent to which children have opportunities to voice their concerns and participate in urban governance and communication processes in the context of Dhaka, Bangladesh.

### Urban Planning Framework in Bangladesh

Although Bangladesh lacks an overarching urban strategic planning framework, various urban-related policies provide some guidance (UN Habitat, 2019). The National Urban Sector Policy (2011) (NUSP) outlines priorities for local governance, regulatory frameworks, and sustainable practices. Urban planning in Bangladesh is governed by a layered framework involving national and local authorities through plans like the Perspective Plan (2010-2021), Five-Year Plans (FYP), and Annual Development Plans (ADP) (Sowgat and Roy, 2018). However, the lack of capacity of local government units may hinder the implementation of effective urban governance and child-centred initiatives. The 2011 National Children's Policy and National Education Policy (2010) emphasise child protection and development, but their implementation is often symbolic and lacks strong enforcement (Save the Children, 2013). An analysis of current urban and children's policies in Bangladesh reveals a clear disconnect between urban development strategies and the needs of children. Strengthening the authority and funding of local governments will be critical for creating sustainable and child-friendly urban environments.



### Good Awareness and Limited Participation: A Barrier to Progress

A high percentage of children (88%) reported having heard about human rights. Schools and families appear to be the primary sources of information on this topic, with 85% of children learning about human rights from these sources. Despite a high awareness of human rights, a significant proportion of children perceive limited access to basic rights, particularly education, healthcare, and freedom of expression. For instance, while 85% of them have access to education, only 45% report similar access to healthcare (Figure 2). Education and healthcare are also the most common challenges parents face when trying to access government-provided services for their children.

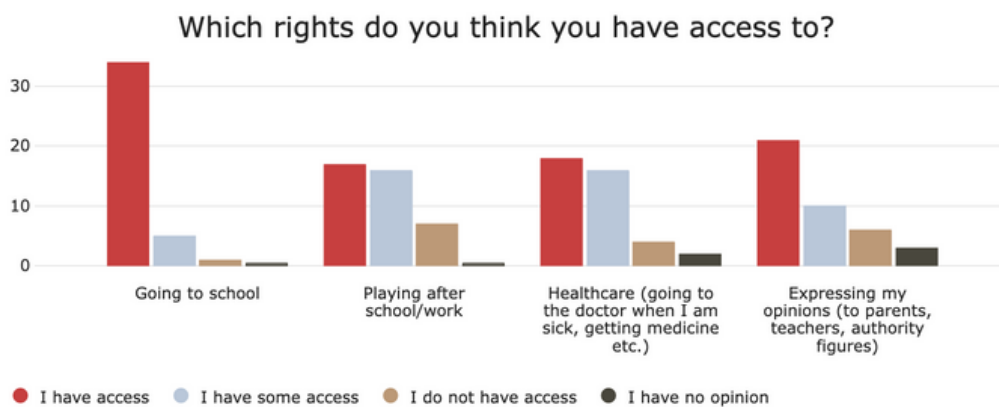


Figure 2: Barchart created in Qualtrics using quantitative survey data by author, May 2024

The right to engage in recreational activities after school appears to be more restricted, with 42.5% indicating full access. Limited access to leisure opportunities suggests a lack of child-friendly spaces in the city. A significant portion of parents (42%) indicated a need for government facilities to be more child-friendly. This highlights a potential disconnect between perceived policy focus and the reality on the ground. While policies might involve children's needs, existing facilities may not adequately cater to them.

A significant portion of parents (56%) agreed with the statement "Local government policies involve the needs of my child." While this suggests a potential sense of inclusion in decision-making processes, it doesn't necessarily translate to satisfaction with those policies. Over a quarter of parents expressed concerns about trust or awareness of government initiatives, and a considerable portion (26%) felt uninformed about child-related policies. This suggests potential gaps in communication or a lack of transparency in policy implementation.

## Case Study: Bangladesh

Children manifest a strong desire for increased opportunities to express their ideas and concerns, particularly regarding improvements to their surroundings and personal well-being. When asked about their top priority for the city, children listed access to safe drinking water, better air quality and the provision of green spaces. To address these issues, the children proposed practical solutions, such as cleaning up polluted canals, ensuring the availability of clean drinking water, building more playgrounds and making roads safer for everyone.

Overall, while children have a good awareness of their rights and concerns and are willing to contribute ideas, their participation in urban governance processes is systematically limited by the lack of inclusive and effective feedback mechanisms.

### **Policy Advocacy and Community Engagement: A Good Starting Point**

Efforts to create child-friendly urban spaces in Bangladesh are accelerating with the combined efforts of stakeholders, advocacy groups and government agencies. The Bangladesh Institute of Planners (BIP) is taking the lead, organising workshops and round-table discussions to raise awareness among government officials and community members about the importance of considering children's needs in urban planning [3]. In addition to advocacy, BIP is actively involving children in the project planning process. A notable example is the establishment of a new playground based on the views of slum children. Furthermore, the Narayanganj City Corporation is undertaking the development of a planning framework for child-friendly cities [4]. The framework takes into account key aspects such as housing, transportation, and public spaces, all of which are aimed at creating urban environments that are conducive to children's interaction and growth. In order to encourage the active participation of children and youth, the framework proposes a biannual meeting program where children have the opportunity to discuss their problems directly with the mayor. While this initiative is not yet widely recognised by governmental institutions, some government officials are taking it seriously, to make these innovative solutions a reality in the near future.

Challenges remain, particularly in addressing complex urban dynamics exacerbated by overpopulation and lack of proper planning. A promising solution is decentralised development, which, along with targeted investments in smaller cities, can reduce the intense pressure on mega cities such as Dhaka. Despite the challenges, Bangladesh's efforts to build strong partnerships, integrate children and youth and develop inclusive urban policies will favour opportunities for every child to thrive in child-caring urban environments.

---

[3] Bangladesh Institute of Planners (BIP) is the national professional organisation of the Planners of the country established in 1974 for the advancement of Urban and Regional Planning which includes Rural Planning as well. <https://www.bip.org.bd/>

[4] Narayanganj City Corporation. <http://ncc.gov.bd/>



©Simon Rahman

## Case Study: Bangladesh

# 2. Urban Design & Mobility

This chapter will examine to what extent the design and structure of the urban environment in Dhaka cater to the unique needs of children regarding mobility, accessibility, and safety, highlighting both the challenges and ongoing initiatives to improve their daily experiences.

For the youngest residents in Dhaka, navigating the city can be a daunting experience. The lack of a safe and accessible transportation system forces children to move in dangerous conditions. In addition, public space, which is vital to their physical and mental development, is both limited and unevenly distributed. Many neighbourhoods lack adequate playgrounds, sports facilities and green spaces, leaving children with few places to play and explore safely.

## Urban Transportation & Children Mobility in Dhaka

Dhaka's transportation system creates daily obstacles for children. Survey data shows that a large number of children (over 65%) disagree that "public transportation is safe and reliable", especially for girls (Figure 3). About 60% of girls in surveys were concerned with their safety and security in public transportation. This fear stems from the reality of having to jump on moving buses, sexual and verbal abuse, men occupying reserved seats for women, and other forms of harassment (Quayyum, 2022).

Lack of relevant travel options, unqualified drivers and traffic congestion exacerbate the risks for children on their way to school. The presence of street vendors occupying sidewalks and public spaces adds another layer of obstacles. Survey data confirms that the majority of children (63%) take 15-30 minutes to get to school, highlighting the inefficiencies and potential dangers of the current transportation system.

## Case Study: Bangladesh

Save the Children is actively working to improve road safety, including raising public awareness of traffic rules and advocating for improved crosswalks and pedestrian bridges. However, these efforts need to be complemented by government action to address the core problem of the prevalence of substandard vehicles and untrained drivers.

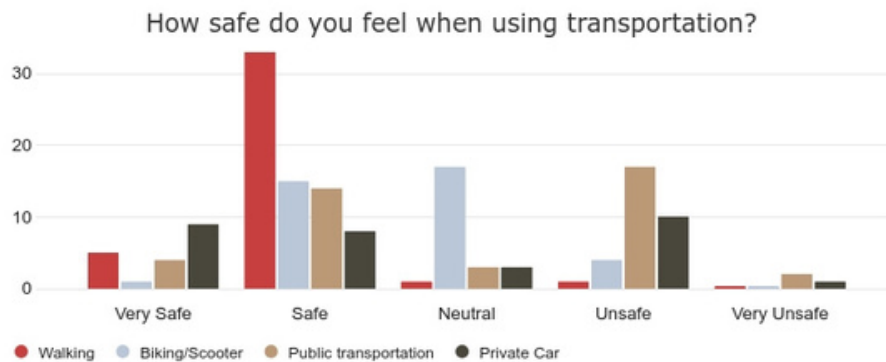


Figure 3: Barchart created in Qualtrics using quantitative survey data by author, May 2024

Despite the daunting challenges, there are reasons for optimism. Dhaka government's metro program, while not specifically designed for children, has the potential to provide safer and more comfortable options, especially when accompanied by an adult [5]. In addition, measures such as dedicated bus stops near schools and fare concessions can ease the burden on families [6]. Creating dedicated cycling lanes for children and families could encourage a healthy and active way to navigate the city [7].

### Public Spaces for Children in Dhaka

A staggering 30% of children have no access to public open spaces, and even among those who do, access to sports fields or community centres is rare. However, the high frequency of use (all children with access use them at least 1-2 times a week) underscores the importance of these spaces. The overwhelming demand for safety, more playgrounds, sports facilities, green spaces, and well-maintained public spaces is a clear call to action.

---

[5] The Bangladesh government is aiming to build a six-line metro network with a total length of 140 km by 2030 in order to reduce traffic congestion and improve air quality.

<https://www.railjournal.com/passenger/metros/dhaka-mrt-line-5-secures-us-4-5bn-funding-package/#:~:text=Dhaka's%20current%20population%20of%20over,congestion%20and%20improve%20air%20quality.>

[6] Interview with Md. Jisan Ahmed, April 2024.

[7] Interview with Md. Jisan Ahmed, April 2024.



## Case Study: Bangladesh

There is a severe lack of public open areas in Dhaka. On average, only 14.5 % of Dhaka is open space, and 25 % open green space, these spaces are key to a sustainable quality of life for urban dwellers (UN Habitat, 2018) [8]. Playgrounds and parks, which are essential for the physical and mental development of children, are scarce. They are often inaccessible to the common people, as they have been leased to upper classes (e.g., local councillors) or being occupied by sports clubs. Even in areas where playgrounds and parks are available, overcrowding due to high demand is a constant struggle. Also, various fee-based rides (e.g., roller coasters) occupy the main space of some public parks, which prevents poorer children from using public spaces for recreational activities (Rahman and Zhang, 2018).

Uneven access to open space is also a problem, exacerbating the vulnerability of children in slums. Wealthy children usually live in houses with private outdoor space and better access to parks and recreational facilities (Wang et al., 2024). In contrast, slum children live in the most densely populated and deprived areas, where nearby public areas are often the site of waste disposal or illegal activities (Nordbø et al., 2019). The unsafe conditions of limited open spaces further deprive slum children of the benefits of exercise and recreation. Creating and maintaining these essential public open spaces is a challenging endeavour. Various factors contribute to this difficulty, including inadequate and poorly enforced laws, building regulations, and master plans, which pose significant barriers to effective urban planning [9]. Often, governance and the private sector prioritise short-term gains over the city's long-term liveability and sustainability. Additionally, limited resources and funding remain persistent obstacles in addressing these issues comprehensively.

Despite the daunting challenges, there is a glimmer of hope. Community members, local leaders and stakeholders are endeavouring to improve the accessibility and quality of public spaces. Urban planners propose redevelopment and land readjustment techniques for new parks and green spaces [10]. The government leads public space development, but may engage private enterprises or other countries for future investment [11]. Involving local residents in the planning of child-friendly spaces can create a more liveable and green urban network.

---

[8] Open Spaces include playgrounds, parks, footpaths, water bodies, forests, etc (UN Habitat, 2018).

[9] Three main factors in urban planning: laws, building regulations and master plans. Interview with Md. Jisan Ahmed, April 2024.

[10] Interview with Adil Mohammad Khan, April 2024.

[11] Interview with Adil Mohammad Khan, April 2024.



©Simon Rahman

## Case Study: Bangladesh

### 3. Environment & Climate Change

This chapter will explore how environmental and climate change factors affect the lives of children living in urban settings, particularly those in Dhaka's slums, and the specific impacts they experience daily due to extreme weather conditions and pollution.

#### Climate-related Issues

Children in Dhaka are deeply affected by climate change, with 96% expressing concern about it. However, only 37.5% of parents believe that their children know how to cope with climate change. Their daily lives are disrupted by three major issues: extreme heat, frequent flooding and waterlogging, and severe air pollution (Figure 4). The wordcloud represents the responses of children when asked to identify the three climate-related issues that impact them the most, with larger words indicating the most frequently mentioned concerns.



Figure 4: Wordcloud from quantitative survey created by author using wordart.com, May 2024

## Case Study: Bangladesh

### ***Threat 1: The Scorching Grip of Extreme Heat***

Dhaka's 7% green cover significantly contributes to the "urban heat island effect", causing temperatures to rise from 35°C to 42°C in recent years. The heat disproportionately affects poorer areas, as rich neighbourhoods can afford air conditioning and access green spaces that mitigate the heat. Children in urban slums suffer the most, often trapped in densely populated areas without shade or airflow. Many cannot stay at home during the day and suffer from heat-related diseases (Amjad, 2019). Our survey shows that 77.5% of parents are concerned about climate-related issues for their children's health and well-being, with extreme heat posing serious risks, including heat stroke, dehydration and respiratory problems (WHO, 2018).

### ***Threat 2: Flooded Streets and Health Risks***

Floods frequently hit Dhaka's urban areas as a result of seasonal heavy rains. The increasing frequency of flooding along with poor waste management leads to clogged drains and severe waterlogging, particularly in informal settlements with inadequate infrastructure (Akther and Ahmad, 2022). This stagnant water promotes mosquito breeding, raising the risk of dengue fever, and contaminates water, increasing the threat of diseases like cholera and diarrhoea, especially among children (Amjad, 2019). Waterlogging disrupts daily life, flooding homes and damaging over 60% of slum houses, with 21% destroyed during flooding periods (Akther and Ahmad, 2022). Access to roads and sanitation worsens, forcing children to navigate contaminated water to reach essential services. During heavy rainfall, over 500 schools were damaged, preventing students from attending school, and many never returned, taking up jobs to support their families (Hossain, 2022) [12].

### ***Threat 3: A Choking City with Limited Escape***

Dhaka is struggling with a severe lack of green spaces and heavy reliance on vehicles and industries, which exacerbated air pollution for slum dwellers (Rahman et al., 2011). Children are particularly vulnerable to respiratory diseases such as asthma and bronchitis (UNICEF, 2023b). Air pollution in slums is twice as high as acceptable levels (TBS report, 2021), largely due to their proximity to sources of traffic and industrial pollution (UNICEF, 2023b). That is the case of Rayer Bazar in Mohammadpur, located next to many factories including steel rolling mills and garment factories (Mahmud, 2020). Indoor pollution also raises concerns, as slum families cook with portable stoves that release harmful particles like PM2.5 and PM10, exacerbating breathing difficulties in dense living conditions (World Bank, 2022).

---

[12] Heavy rainfall events in Bangladesh always occur in the pre-monsoon and monsoon (from March to September) (Hossain, 2022).





©Simon Rahman

## Case Study: Bangladesh

### Living Conditions and Access to Essential Services

Children in urban slums do not always benefit from the “urban advantage” of better access to basic services, with climate-related disasters exacerbating the limits of an already weak infrastructure. In Bangladesh, only 59.11% of the population has access to clean water, and only 31% safely managed sanitation services (World Bank, 2022). Slum dwellers are forced to resort to unsafe alternatives like illegal water connections or makeshift toilets, which heighten health risks. Water services are often interrupted or sometimes unavailable, and sanitation facilities are widely shared, with an average ratio of 16 households sharing a single facility (Arias-Granada et al., 2018). The government’s reluctance to invest in informal areas further compounds the problem, leaving these communities without regular services.

Informal settlements in precarious locations are highly vulnerable to natural disasters and fires. Low-lying areas and hillsides are prone to flooding and landslides, while densely packed housing increases fire hazards. Additionally, the lack of green spaces and recreational facilities negatively impacts children’s physical and mental health, as open spaces for safe play are often sacrificed for more housing. Save the Children has implemented several initiatives to promote sustainable and resilient communities, raising community awareness about proper waste disposal, engaging children in vertical gardening, and conducting safety assessments [13]. Save the Children has also transformed a dumping ground into a playground, promoting the sustainable use of resources. These efforts created a replicable and scalable model that was adopted by the local government and private sector.

---

[13] Interview with Simon Rahman, May 2024.





©Save the Children Kenya

# Kenya

1. Urban Governance & Communications and Advocacy
2. Urban Design & Mobility
3. Environment & Climate Change





©Save the Children Kenya

## Case Study: Kenya

# 1. Urban Governance & Communications and Advocacy

The first thematic indicator which will be addressed in the context of Kenya, refers to urban governance & communications and advocacy, evaluating the extent to which the rights of children are safeguarded, and the extent to which children are included as critical stakeholders in the urban agenda.

### Awareness and Access to Human Rights

The results from the quantitative survey illustrated that all but three out of 32 children have learned about their basic human rights, in school (58%), at home (29%) or on social media (29%). No children learned about their rights from governmental campaigns or initiatives. The majority of children indicated familiarity with rights to education, healthcare and shelter, however, only one child mentioned the right to democracy in the realm of governance and advocacy (Figure 5).



Figure 5: Wordcloud from quantitative survey created by author using wordart.com, May 2024

## Case Study: Kenya

The survey indicated that 87% of the respondents had access to education and more than 75% of children had access to healthcare. Access to the right to play outside and express opinions to parents, authority figures and caregivers, was significantly lower, with 29%. When the children were asked whether they had been given space to give input on topics such as what they learned in school, how to improve the safety of their surroundings, and other topics as illustrated in figure 6, there was a limited availability. For example, out of the 32 children, 7 mentioned that they could provide input on what they learn in school, 5 on how to improve the safety of their surroundings such as playgrounds, parks and sports fields, 6 mentioned awareness on protecting themselves from climate change related impacts, and 4 on how many spaces there are for the children to play after school. This illustrates a limited availability of participation in advocacy and communication of the children's own rights to recreation, leisure, safety and opinions within the urban environment.

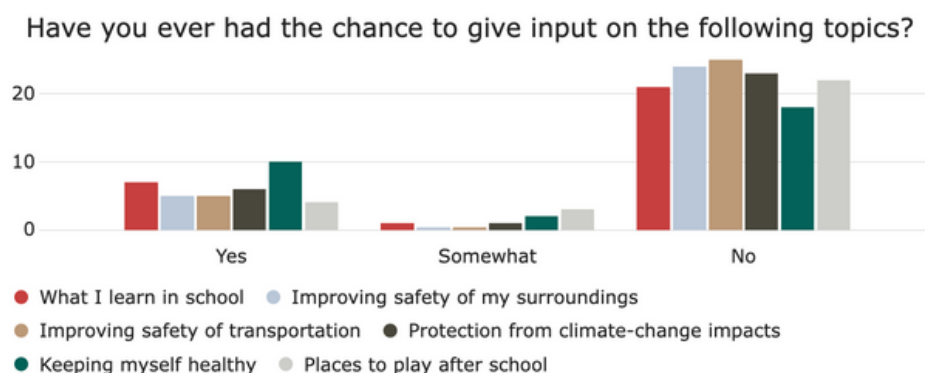


Figure 6: Barchart created in Qualtrics using quantitative survey data by author, May 2024

In the government questionnaire, while 14 representatives indicated dedicated departments promoting child inclusion, 12 representatives stated that there are limited to no feedback mechanisms to gather feedback for children and monitor this inclusion. The feedback mechanisms in place referred to child assemblies and advisory committees at the county level as well as a report desk at police stations for children to report misconduct. This is further illustrated when the government representatives were asked about these feedback mechanisms, where the responses yielded the following: "There are no feedback mechanisms in place, urban development is coined and developed at higher levels, children mainly express their experiences after implementation", as well as "Many decisions tend to be made by the adults representing children, and their inclusion may not be entirely guaranteed". This further illustrates the absence of child inclusion and participation at governance level.

## Case Study: Kenya

The absence of policies for children's inclusion and participation in urban governance is further illustrated in the interview with John Gitonga, CEO at the Green Flag Association and Augustine Kyalo Mutiso, Director of Civic Engagement at Machakos County, from the Green Flag Association and Department, stating: "While we have good policies in place, they are not being implemented and monitored". These findings are in line with extensive research conducted by Njagi (2021), and Amiri and Tostensen (2014), arguing that while there are conventions and agreements on the inclusion of children in urban governance as signed by the Kenyan national government, children remain at the periphery of participation and inclusion in the sphere of urban governance and decision-making processes due to a lack of implementation and monitoring of these policies.

### Participation & Inclusion of Children in Urban Governance

While the majority of government representatives in the questionnaire state that national and county governments involve children through public participation in urban planning policies, , many of these initiatives are not being implemented and monitored. This is illustrated in one of the statements made by a government representative: *"They conduct public participation just as a constitutional requirement but they don't put deliberations there in practice, children are never allowed to attend nor participate in public participation initiatives"*. When the government representatives were asked who they included in the design of urban areas, only one out of the 18 respondents mentioned youth amongst the important stakeholders, further contradicting the claim on public participation of children in urban planning and design. This is in line with existing literature, highlighting that while there are policies in place and conventions have been signed to ensure children's participation in urban design and planning, the monitoring and implementation thereof remains a challenge in the urban planning landscape (Nyamai & Schramm, 2023).

An example of this can be seen in the case of the Nairobi Expressway, which was developed and constructed next to an informal settlement, neglecting the safety of families and children living in and around these settlements (ibid).

Literature on the barriers to children's inclusion and participation in urban governance in Kenya has predominantly centred around cultural factors (Mogute, 2019; Mahr-Slotawa, 2020; Deacon, 2018), however, this research indicated insufficient funding, as well as a predominant focus on Early Childhood Development (ECD) [14] initiatives as the main barriers to children's inclusion in urban environments of Kenya, neglecting the needs of the children in this study. The majority of successful projects as indicated by the government representatives were devoted to ECD projects, leaving the children in our study at the periphery of these benefits and inclusions. A few examples of these projects included the construction of ECD classrooms, as well as the provision of food such as porridge in ECD Development Centres. Further research is required to understand additional barriers to the inclusion and participation of children in the urban governance realm in Kenya.

---

[14] The term Early Childhood Development (ECD) encompasses the determining and influential stages of children's development and lives between infancy and six years of age (Likhari et al., 2022).





©Stephanie Nicol

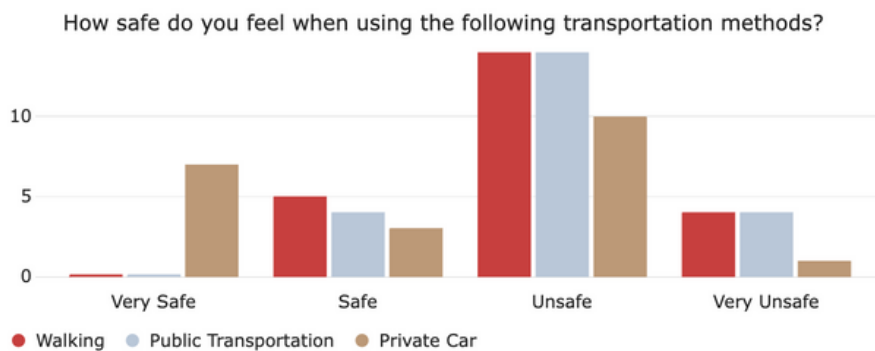
## Case Study: Kenya

# 2. Urban Design & Mobility

The second thematic indicator which will be discussed in the context of Kenya refers to the extent to which urban mobility systems and policies are designed and implemented to safeguard open and safe spaces for children to walk, play and grow within urban environments.

### Urban Transportation & Mobility in Nairobi

The survey results showed that the dominant forms of transportation for the children in this study are walking (68%), public transportation (42%) and private cars (23%). The majority of respondents reported feeling unsafe in all modes of transportation, with respectively 12.5% of children feeling very unsafe when walking and using public transportation (Figure 7).



**Figure 7:** Barchart created in Qualtrics using quantitative survey data by author, May 2024



## Case Study: Kenya

The government survey further underlines the inadequacy of recreational facilities for children in urban areas. In the questionnaire, 13 out of the 18 government representatives illustrated that while there are recreational parks and spaces available to children, these facilities are often left in substandard conditions compromising the safety of children. For example, one respondent mentioned that in Kiambu County, 12km outside of Nairobi, parks have become inaccessible to children due to overgrown vegetation, dumping and security issues.



**Figure 10:** AFP (2024), Aerial view showing damage of main road and houses submerged by water following heavy floods in Garissa (Photograph)

The floodings which started at the end of March 2024 further exacerbated the absence of recreational facilities for children in urban environments (O'Reagan, 2024). As a result of a lack of urban planning and drainage systems, roads have been flooded impacting children specifically, as illustrated by John Gitonga in the interview: *"The fields where children normally play have become dams and hold water"*, illustrating that as a result of the floodings, children face an absence of open spaces to play and have to stay inside their houses. This was further illustrated in the interview with Augustine Mutiso, stating *"Garissa town is right now a lake, I am just trying to imagine what children in that urban environment are going through"*. The adverse situation can be seen in Figure 10, illustrating the extent to which urban environments have become inaccessible for children to play, and move around, severely minimizing their urban mobility.





©China Daily

## Case Study: Kenya

# 3. Environment & Climate Change

The third indicator which will be discussed in the context of Kenya refers to the extent to which children in urban areas are susceptible to urban environmental hazards in informal settlements as well as the extent to which they can become resilient and develop adaptive strategies to these challenges and vulnerabilities.

### Awareness and Resilience Initiatives

The survey results indicated that two out of the 32 children had not heard about the environmental impacts of climate change. Among the children that were informed, 62% learned at school, 40% through social media, 25% at home and 6% through governmental campaigns (Figure 11). Of these children, 71% were “very concerned” about the environmental impacts of climate change on their communities, as further reflected in the high priority (4.68 out of 5) they assigned to urban planners for resilience planning (Figure 12).

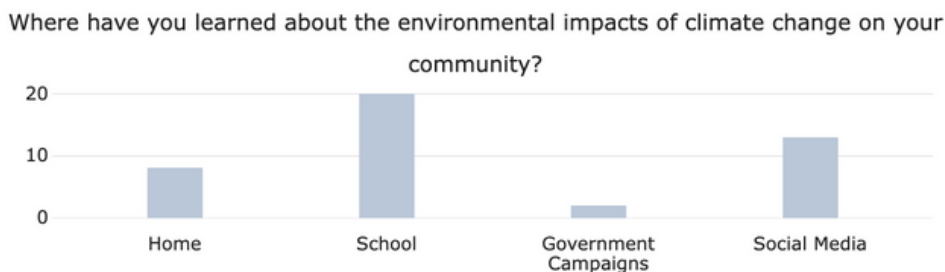


Figure 11: Barchart from quantitative survey data created by author using Qualtrics Software, May 2024

## Case Study: Kenya

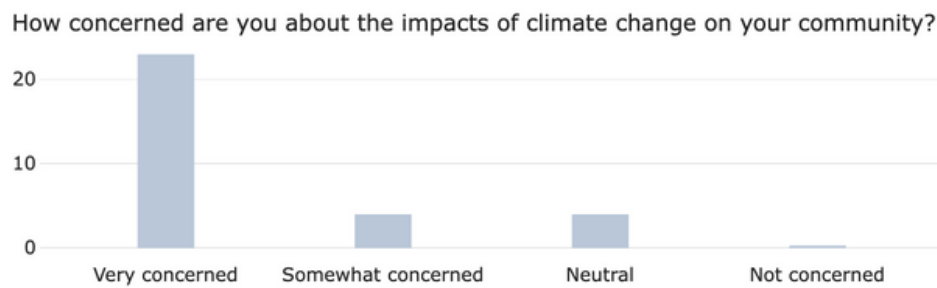


Figure 12: Barchart from quantitative survey data created by author using Qualtrics Software, May 2024

The primary environmental impacts of climate change were listed as flooding, air pollution and extreme heat. Government representatives mentioned environmental committees at schools, planting trees as well as a new hands-on school curriculum as initiatives for climate change resilience. These initiatives will be further discussed on page 33 on the response mechanisms to the current flooding situation in Kenya.

### Cause of Floodings in Nairobi

Kenya experienced severe El Niño induced rains and floodings from March to May 2024, causing, among others, displacement and fatalities, with children in informal settlements being particularly vulnerable (OCHA 2024; Shamim, 2024). The interview with John Gitonga and Augustine Mutiso highlighted factors such as insufficient environmental policy monitoring, corruption and inadequate waste management contributing to the flooding. John Gitonga and Augustine Mutiso suggested that while the National Environmental Management Authority (NEMA) conduct environmental impact assessment reports before the approval of new constructions in the urban landscape, there have been reported cases of bribery within NEMA, in which assessments have been circumvented enabling construction projects in flood-prone areas without adequate drainage and safety measures (Nation, 2020). Additionally, blocked drainage systems due to poor waste management further exacerbate flooding. In prolonged periods of dry spells, drainage systems are not monitored and become blocked as communities dispose of their waste in them, causing blockage and overflowing when rain falls.

Despite the existence of a national disaster management policy, which states that 3% of each county's budget must be allocated to disaster management, corruption hampers the effective implementation, thereof leading to significant discrepancies in reported and actual disaster management expenditures. This is highlighted in the interview with Augustine Mutiso: *"Disaster management is hard to measure, county governments tell us they spent 300 million, however on the ground, people will have received less than 30 million. This money goes to waste"*.

### **Impact of Flooding and Needs of Children**

Since March 2024, floodings in Kenya have affected 61'000 households, causing 34'000 internal displaced, 215 fatalities and 153 individuals still missing (Kenya Red Cross, 2024). Education has been disrupted with an estimated 15'000 children unable to return to school, and 101 schools closed (Save the Children, 2024; Kenya Red Cross, 2024). This disruption poses long-term challenges to children's education and resources for rebuilding these schools.

Children living in informal settlements already lacking access to clean water, sanitation and food, face heightened vulnerability. For example, 75% of informal settlement residents lack access to clean water, which has worsened due to the floods causing water contamination and disruption in water supply infrastructure (Okello & Kageni, 2024; Nyamongo & Taffa, 2003; Satterhwaite et al., 2018). The contamination of water places children further at risk for water-borne diseases such as cholera, typhoid and pneumonia.

Informal settlements in Nairobi are constructed using poor infrastructure such as iron sheets and waste materials which prevents resilience to extreme weather conditions (Okello & Kageni, 2024). This can be seen in Figures 15 and 16, showing the construction of informal settlements as well as structural damage caused by the floods.

These structural damages have led to the displacement of children to relative's dwellings or evacuation centres. The interview with Mr Gitonga & Mr Mutiso has revealed increasing cases of child trafficking and sexual abuse in evacuation centres, due to an absence of capacity to monitor the well-being of children.

In the long term, the psychological impact of flooding on children is furthermore significant with trauma from losing their home, family members and loved ones. This is further heightened by Mr Mutiso: "Children are already being exposed to much more than what they should be able to consume in terms of traumatic experiences". The loss of parents and caregivers renders children orphaned, adding to their vulnerability and need for support. The loss of recreational facilities and playing spaces, further deprives children of outlets for physical activity and socialization, confining them indoors and exacerbating feelings of distress and isolation.



### **Response and Future Resilience**

Resilience practices currently rely on ad-hoc approaches, highlighting the need for collaboration among government officials, civil society and stakeholders to strengthen community and children's resilience from environmental disasters. The primary needs for children in Nairobi at the moment centre around the provision of care and psychological support for trauma management and their mental health, as well as long-term investments in infrastructure and the provision of water, food and sanitation.

An initiative which could be implemented in the context of Kenya comes from Sweden and Norway, where children are educated on disaster management and resilience. Moreover, there is a call for an independent coordination and response centre as proposed by Augustine Mutiso, working alongside the government to enhance local capacities and response strategies. This is in line with the work of Corburn et. al, indicating the need for a citizen-led urban science transforming local efforts (Corburn et. al, 2022). Corruption and inadequate communication on the adversity of flooding impacts hinder effective responses. An independent team involving a wide range of stakeholders could ensure transparency and proper resource allocation to enhance local resilience and prevent the magnitude of floodings in the future.



©Cities4Children, Colombia

# Colombia

1. Urban Governance & Communications and Advocacy
2. Urban Design & Mobility
3. Environment & Climate Change





©Save the Children Colombia

## Case Study: Colombia

# 1. Urban Governance & Communications and Advocacy

This chapter will discuss the extent to which children have opportunities to voice their concerns and participate in urban governance and communication processes in Bogotá, Villa de San Diego de Ubate and Armenia.

Interviewed children and young people are generally very aware of the limitations and potential of the cities in which they live, regardless of their background or that of their parents. Similarly, the parents (especially mothers) appear to have a strong grasp of the urban reality in which they and their families live. This is independent of their educational background (which in 40% of cases does not go beyond middle school) and the number of children they have (1-2 in 90% of cases).

Communication between policymakers and young people, as well as the right of young people to advocate for their own rights, is crucial for the proper functioning of an urban reality. The research results show that communication regarding rights is very effective. In fact, 95% of the young people surveyed state that they have heard about and are aware of the basic human rights minors possess.

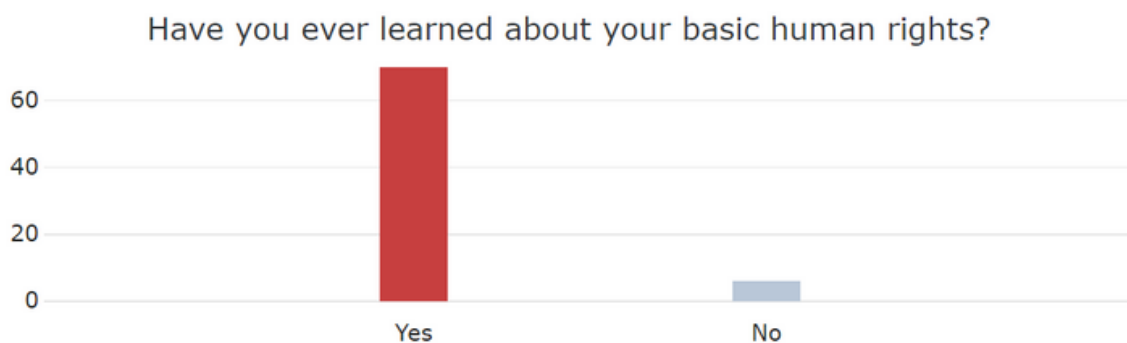


Figure 13: Barchart from quantitative survey data created by author using Qualtrics Software, May 2024



## Case Study: Colombia

When asked to provide examples of their human rights, the right to education and a healthy environment are the most frequently mentioned. However, the main sources from which they learn about their rights are their homes and schools, while only 1% say they have heard about them through government information campaigns (Figure 14).



**Figure 14:** Barchart from quantitative survey data created by author using Qualtrics Software, May 2024

Regarding access to these rights, all respondents state that they have full or almost full access to education [15]. Additionally, 97% say they have full or almost full access to play spaces, 96% have access to healthcare, and 95% feel free to express their opinions at home or in school. The percentages remain high but decline when it comes to the possibility of advocating for their rights with parents, teachers, or local government. The critical points are mainly about neighborhood and mobility safety, topics on which young people feel they have little ability to make their voices heard. Safety is a recurring theme in this research and it was one of the issues that was brought up most often by young people. This is where they feel local governments are the least effective. More than half of the parents refer to the lack of adequate representation of their minor children's needs in decision-making processes and inefficient communication on governmental policies and initiatives. Most of the parents (87%) also state that they have never participated in any type of meeting where it was possible to bring children's and young people's issues to the city's government.

---

[15] The results of this part of the research are undoubtedly influenced by the fact that many of the interview respondents are students from a single school in Villa de San Diego de Ubaté.



©Canva

## Case Study: Colombia

# 2. Urban Design & Mobility

This chapter will examine to what extent the design and structure of the urban environment in three Colombian cities is thought for the unique needs of children regarding mobility, accessibility, and safety, highlighting the impact urban planning can have on their mental health.

The survey results indicated that two-thirds of the parents perceived the city's streets and infrastructure to be unsafe for their children's mobility. Additionally, 57% perceived a lack of easy and safe transportation systems for their children to get to school, so nearly half feel forced to drive them, resulting in increased pollution. Regarding urban planning, access to public spaces and green areas is a right basically guaranteed to everyone. For many children and adolescents, these spaces are reachable in a short time and frequently visited (at least weekly). In the city of Armenia [16] however, the theme of safety returns concerning public spaces. Public Spaces are often seen as dangerous areas frequented by people with substance abuse issues. When asked what is missing in their city, most young people's answers concerned the presence of safe areas to play and meet.

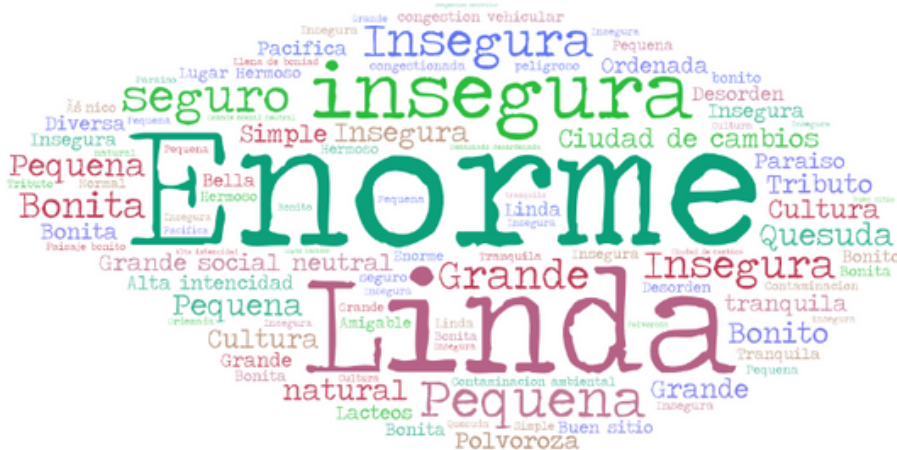


Figure 15: Wordcloud created using quantitative survey data by author in wordart.com, May 2024

[16] Focus group conducted with youngsters and local government of Armenia.

## Case Study: Colombia

Local governments like that of Armenia admit these difficulties but claim significant investments in creating and maintaining public spaces. Concerning safety deficiencies, they attribute these mostly to the large size of the city, which is difficult to control comprehensively. It also emerged that the Colombian children interviewed see public transport as particularly unsafe, even for short trips, with only 5.8% feeling very safe using buses and trains.

Another recurring theme in the findings linked to the absence of safe urban spaces, is mental health. Speaking with youth advocacy groups, it emerged that the lack of adequate gathering spaces has only exacerbated mental health issues already heightened by the COVID-19 pandemic. Mental health in children and adolescents is an important topic addressed in the literature. For example, a report from the Colombian Institute of Family Welfare (ICBF) states that in the wake of the COVID-19 pandemic, mental health has been at the forefront of the public policy agenda (ICBF, 2022). That historic moment was a window of opportunity to position actions that result in the substantial improvement of the socio-emotional well-being of children, adolescents, young people, and their families.





## Case Study: Colombia

# 3. Environment & Climate Change

This chapter will explore how environmental issues and extreme climate events affect the lives of children living in Bogotá, Villa de San Diego de Ubate and Armenia. Extreme heat and air pollution related issues will be covered as well.

From a report of Save the Children UK, it is clear that climate change is often described as a problem for future generations; however, 78% of Colombian children are affected by climate risk already today. The country has an ambitious NDC (Nationally Determined Contribution) to reduce greenhouse gas emissions by 51% by 2030 and reduce the risks and impacts of climate-related events. This NDC is certainly child-sensitive and rights-based (human rights and intergenerational justice) but fails to mention children as a vulnerable group (Laguna and Mohammed, 2023). While Colombia has included Net Zero targets for 2050, its policies to protect children from the effects of the climate crisis are considered insufficient by expert groups [17]. The survey results indicated that 89% of the children are very or somewhat concerned about the effects of the climate crisis. When asked about how the areas they live in are affected by climate change, the most cited responses are air pollution and extreme heat. These responses support findings in the literature. In fact, in a study conducted in Colombia it was shown that many children under 5 years of age are constantly exposed to particulate matter. These children have a 1.7 times higher risk of developing acute respiratory illness (Hernández-Flórez et al., 2013). From the parents' perspective, there is a strong awareness that climate change represents a significant threat to the health and well-being of their children. This converges with dissatisfaction with how the government and local authorities address climate change.

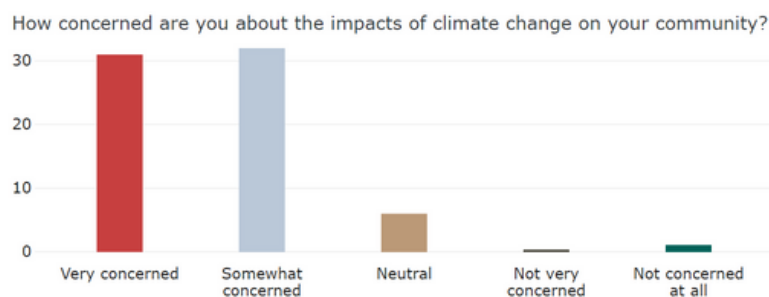


Figure 16: Barchart from quantitative survey data created by author using Qualtrics Software, May 2024

[17] The Climate Action Tracker is one of these. It is an independent scientific project that tracks government climate action and measures it against the globally agreed Paris Agreement aim of "holding warming well below 2°C, and pursuing efforts to limit warming to 1.5°C."



©Simon Rahman

# Conclusion

The purpose of this research was to address the question: "What are the primary challenges and needs of children living in urban environments in Kenya, Bangladesh, and Colombia?". As introduced at the beginning of the report, this report focusses on answering, in general terms, the three sub-questions related to the three thematic indicators that have been selected: (1) Urban Governance & Communication and Advocacy; (2) Urban Design & Mobility; (3) Environment & Climate Change.

## Sub-Questions for Thematic Indicators

### 1. Urban Governance & Communication and Advocacy

*"To what extent do children have the opportunity to voice their concerns and actively participate in urban governance and communication processes?"*

### 2. Urban Design & Mobility

*"To what extent are urban environments designed and structured to accommodate the specific needs and requirements of children in terms of mobility, accessibility and safety?"*

### 3. Environment & Climate Change

*"How do environmental and climate change factors affect the lives of children living in urban settings, and what are the specific impacts experienced by them?"*



# Conclusion

## 1. Urban Governance & Communication and Advocacy

The current urban governance within the three countries does not provide sufficient opportunities or space for children to interact with policymakers and contribute to the development of a more child-friendly urban environment. Our primary research findings reveal a prevailing sense of disconnection between policy priorities and the needs of children among the urban population. Participants emphasized the absence of adequate feedback mechanisms, noting that children often express their experiences only after policies have been implemented. Additionally, many decisions are made by adults representing children, and their inclusion in decision-making processes is not always guaranteed. Communication processes also require improvement. Parents express dissatisfaction with local government due to ineffective communication regarding governmental policies and initiatives.

## 2. Urban Design & Mobility

Across the cities studied in Bangladesh, Colombia, and Kenya, numerous challenges persist regarding urban mobility and design. The findings indicate that public transportation remains unsafe, particularly for walking and using such services. This safety issue is primarily attributed to unqualified drivers, poor vehicle maintenance, and a lack of regulations. Additionally, the presence of street vendors operating on sidewalks and public spaces poses further safety obstacles for children.

Furthermore, the report highlights the difficulty for children living in urban areas to access public spaces. The majority of social stakeholders in each country indicated that these facilities are in poor condition, and the safety of children is not always guaranteed. Although urban design plays a crucial role in the physical and mental development of children, it is not able to protect them from natural disasters such as violent flooding in Dhaka and Nairobi or extreme heat in Villa de San Diego de Ubaté.

## 3. Environment & Climate Change

Climate change emerges as a top priority and concern among children who participated in this research. Its catastrophic effects are keenly felt by children in urban areas, particularly those residing in informal settlements. The study identified several impacts on children, including flooding, extreme heat, air pollution, contaminated water leading to water-borne diseases, and inadequate sanitation and food security. These climate-related challenges are exacerbated by inadequate urban design, resulting in mismanaged waste and a lack of green spaces. Importantly, climate change impacts disproportionately affect children living in poor regions and informal settlements, as they lack the necessary resources to mitigate risks, such as access to air conditioners during extreme heat. Additionally, these children are more vulnerable to diseases in their region, such as cholera, typhoid, and pneumonia, as observed in Kenya. Furthermore, ongoing climate change exposes children to long-term psychological trauma and stress. They witness the destruction of their homes, the loss of livelihoods, the suffering of friends and family, and face uncertainty about their well-being in the future.



# Limitations

The research encountered several limitations, which are important to acknowledge to better situate the scope of the findings, without detracting from the study's conclusions.

## 1

### Access to Stakeholders

Interviewing similar stakeholders across the three countries and presenting a comparative analysis posed a significant methodological challenge. This was primarily a result of the considerable geographical distance between the researchers and the participants, making it difficult to build trust for online interviews and data collection. The same applied to engagements with children research participants: their perspectives have been collected through online surveys without any direct interaction. In Colombia, research was limited to gathering children's and parent's perspectives from a high school in Villa de San Diego de Ubaté (a rural municipality approximately 80 km from Bogotá). While this school was chosen due to the student's extensive knowledge on urban environments, their responses reflect the experience of children living in rural areas, and should therefore not be generalised to represent the situation of children living in urban environments like Bogotá.

## 3

### Language and Cultural Barriers

Conducting research in countries with diverse cultural and linguistic backgrounds presented challenges in understanding local contexts and effectively communicating with stakeholders. Translation issues may have led to misinterpretations of data or missing nuances in the experiences of children in urban areas.

## 2

### Data Availability and Reliability

Obtaining accurate and comprehensive data on the situation of children in urban areas of Colombia, Kenya, and Bangladesh was difficult due to inconsistencies in data collection methods, lack of standardised reporting mechanisms, and government restrictions on data access. These factors could affect the validity and reliability of the findings, potentially leading to biased conclusions. For instance, in the last three months of the research, Kenya and Bangladesh were severely impacted by climate-induced flooding. This halted data collection, as local partners prioritised disaster response over research. Consequently, gathering sufficient responses was challenging, indicating a need for further research to support our findings.

## 4

### Limited Generalizability

The findings of this situational analysis may not be fully generalizable to all urban areas within Colombia, Kenya, and Bangladesh due to variations in socioeconomic status, infrastructure, governance structures, and cultural factors. The selected cities may not represent the diversity of experiences and challenges faced by children in other urban contexts within these countries, thus limiting the applicability of the research findings beyond the specific cities studied.

# Recommendations

Based on the research report, the following recommendations aim to inform policy formulation, and foster advocacy efforts, and programmatic interventions, paving the way for more inclusive and equitable urban environments for children in Bangladesh, Colombia and Kenya.

## 1

### Urban Governance & Communications and Advocacy

- Establish children's councils within urban municipalities in which children can directly interact with urban planners and government officials to express their needs and concerns as well as to provide feedback on policies affecting their rights and well-being.
- Develop child-friendly information campaigns to educate children on their rights and the urban services available, and use schools and community centres to disseminate these campaigns.
- Create dedicated departments and committees consisting of various stakeholders (government representatives, children from informal settlements, caregivers, NGOs) focused on children's inclusion at the local level, reporting to regional and national governments.
- Foster collaboration between local governments, NGOs, community organizations, and the private sector to develop and implement policies that benefit children.

## 2

### Urban Design & Mobility

- Develop urban planning and zoning laws which allocate space for the development of parks and recreational facilities that are safe and accessible for children with monthly monitoring practices ensuring that safety and usability are maintained.
- Implement child-safe pedestrian pathways and crossings around schools and informal settlements. These spaces must be equipped with adequate measures to moderate traffic.

## 3

### Environment & Climate Change

- Implement proper waste management systems within cities to mitigate the effects of flooding. Efficient waste disposal and recycling practices should prevent blockages in drainage systems, reducing the risk of waterlogging and flood damage.
- Provide access to clean water through kiosks to decrease the threat of diseases like cholera and diarrhoea from polluted water, especially among children. Ensuring a reliable supply of safe drinking water can significantly improve public health and reduce disease transmission.
- Implementation of disaster preparedness training and environmental conservation modules in school curricula for children.
- Acknowledge the capacity building needs of local authorities to initiate local programs focused on children, with implications for addressing climate change. This involves allocating adequate budgetary resources to execute actions ensuring children's rights amidst climate-related challenges.

# References

Akther, H., & Ahmad, M. M. (2022). Livelihood in the pluvial flood prone slum communities in Dhaka, Bangladesh. *Progress in Disaster Science*.

<https://www.sciencedirect.com/science/article/pii/S259006172200014X>

Amjad, K. (2019). (PDF) Climate change impacts on urban poor: A study on slum people in Dhaka City. *ResearchGate*.

[https://www.researchgate.net/publication/336284301\\_Climate\\_Change\\_Impacts\\_on\\_Urban\\_Poor\\_A\\_Study\\_on\\_Slum\\_People\\_in\\_Dhaka\\_City](https://www.researchgate.net/publication/336284301_Climate_Change_Impacts_on_Urban_Poor_A_Study_on_Slum_People_in_Dhaka_City)

Amiri, J., & Tostensen, A. (2014). Kenya country case study: Child rights.

<https://cdn.sida.se/publications/files/sida61389en-kenya-country-case-study-child-rights.pdf>

Aptekar, L. (1989). Characteristics of the street children of Colombia. *Child Abuse & Neglect*, 13(3), 427-437.

Arias-Granada, Y., Haque, S. S., George Joseph, G., & Yanez-Pagans, M. (2018). Water and sanitation in Dhaka slums: Access, quality, and informality in service provision.

<https://elibrary.worldbank.org/doi/abs/10.1596/1813-9450-8552>

ARUP. (2017). *Cities alive: Designing for urban childhoods*.

<https://www.arup.com/perspectives/cities-alive-urban-childhood> Cities4Children. (2024). *Whycities4children?*. <https://cities4children.org/why-c4c/>

Bartlett, S., Satterthwaite, D., & Sabry, S. (2021). *Cities for children: An overview of relevant issues*. Cities for children and couth research series. Global Alliance – Cities 4 Children.

Beise, J., Lian, B., & You, D. (2018). *Advantage or paradox? The challenge for children and young people of growing up in urban*. UNICEF.

Benjohnson. (2023). *How many children are there in Colombia? - How many*. Unicef Data <https://data.unicef.org/how-many/how-many-children-under-18-are-there-in-colombia/>

Brandmueller, T. (2020). *A recommendation on the method to delineate cities, urban and rural areas for international statistical comparisons*. CROS - European Commission. [https://cros-legacy.ec.europa.eu/content/recommendation-method-delineate-cities-urban-and-rural-areas-international-statistical-comparisons\\_en](https://cros-legacy.ec.europa.eu/content/recommendation-method-delineate-cities-urban-and-rural-areas-international-statistical-comparisons_en)

Bureau of Statistics Bangladesh. (2024). *Bangladesh Bureau of Statistics*.

<http://nsds.bbs.gov.bd/en/about-bbs>



Cervero, R. 2000. Informal transport in the developing world. Nairobi, Kenya: UNHabitat. <http://www.unhabitat.org/pmss/getElectronicVersion.aspx?nr=1534&alt=1>.

Cities4Children. (2023). Cities4Children website. Cities4Children. <https://cities4children.org/why-c4c/>

Cities4Children. (2024). Cities for Children and Youth Affiliates [NGO]. Cities4Children. [https://cities4children.org/cities-for-children-and-youth-affiliates /](https://cities4children.org/cities-for-children-and-youth-affiliates/)

Corburn, J., Njoroge, P., Weru, J., & Musya, M. (2022). Urban climate justice, human health, and citizen science in Nairobi's informal settlements. *Urban Science*, 6(2), Article 2. <https://doi.org/10.3390/urbansci6020036>

Deacon, H. J. (2018). Understanding the work that 'culture' does: A comparative perspective on cultural rights provisions in the Constitution of Kenya 2010. *African Studies*, 77(2), 171–188. <https://doi.org/10.1080/00020184.2018.1452853>

European Commission. (2015). Global human settlement—degree of urbanisation [Website]. Country fact sheets based on the degree of urbanisation. <https://ghsl.jrc.ec.europa.eu/CFS.php>

Hernández-Flórez, L. J., Aristizabal-Duque, G., Quiroz, L., Medina, K., Rodríguez-Moreno, N., Sarmiento, R., & Osorio-García, S. D. (2013). Air pollution and respiratory illness in children aged less than 5 years-old in Bogotá, 2007. *Revista de salud publica*, 15(4), 552-565.

Herrera, L., Buitrago, R. E., Lorenzo, O., & Badea, M. (2015). Socio-emotional intelligence in Colombian children of primary education. An analysis in rural and urban settings. *Procedia-Social and Behavioral Sciences*, 203, 4-10.

Hossain, M. (2022). Climate disasters drive Bangladesh children from classrooms to work. *PreventionWeb*. <https://www.preventionweb.net/news/climate-disasters-drive-bangladesh-children-classrooms-work>

Instituto Colombiano de Bienestar Familiar (ICBF) (2022). La salud mental en personal que atiende directamente a niñas, niños, adolescentes y jóvenes como un canal de transmisión del bienestar socioemocional

Kenya Red Cross. (2024). Floods update: <https://www.redcross.or.ke/floods/>

Laguna, A., & Mohammed, R. (2023). Tackling the climate and inequality crisis for children: Colombia Data Snapshot [Save the Children UK].

Likhar, A., Baghel, P., & Patil, M. (2022). Early Childhood Development and Social Determinants. *Cureus*. <https://doi.org/10.7759/cureus.29500>

Mahmud, P. (2020). A brief study of Rayer Bazaar Slum. *Scribd*.  
<https://www.scribd.com/presentation/485091935/A-Brief-Study-of-Rayer-Bazaar-Slum>

Mahr-Slotawa, J. (2020). The children's right to participate in the comprehensive school health programme in Kenya – How can this right become a reality? A participatory research project with children in three primary schools in Kiambu County in Kenya. <https://pub.uni-bielefeld.de/record/2946308>

McMillan, T. (2013). Children and Youth and Sustainable Urban Mobility.

Mogute, M. (2019). Investigating female children's rights to family property and its implication on children's justice in Kisii county, Kenya.  
<http://repository.daystar.ac.ke/xmlui/handle/123456789/3999>

Molano, A., Harker, A., & Cristancho, J. C. (2018). Effects of indirect exposure to homicide events on children's mental health: Evidence from urban settings in Colombia. *Journal of youth and adolescence*, 47, 2060-2072.

Mortensen, J., Ray, M., Sweeting, D., & Thakre, M. (2017). Urban Situational Analysis Guide (p. 40). Save the Children. <https://resourcecentre.savethechildren.net/document/urban-situational-analysis-guide-and-toolkit/>

Mwoma, T., Begi, N., & Murungi, C. (2018). Safety and security in preschools: A challenge in informal settlements.

Nation. (2020, July 3). Michuki puts corrupt NEMA staff on notice. *Nation*.  
<https://nation.africa/kenya/news/michuki-puts-corrupt-nema-staff-on-notice--637718>

Njagi, C. (2021). Children's right to participation in Kenya [Thesis, University of Nairobi].  
<http://erepository.uonbi.ac.ke/handle/11295/160861>

Nordbø, E. C., Raanaas, R. K., Nordh, H., & Aamodt, G. (2019). Neighborhood green spaces, facilities and population density as predictors of activity participation among 8-year-olds: A cross-sectional GIS study based on the Norwegian mother and child cohort study. *BMC Public Health*, 19(1). <https://doi.org/10.1186/s12889-019-7795-9>

Nyamai, D. N., & Schramm, S. (2023). Accessibility, mobility, and spatial justice in Nairobi, Kenya. *Journal of Urban Affairs*.

<https://www.tandfonline.com/doi/abs/10.1080/07352166.2022.2071284>

Nyamai, D. N. (2023). A historical account of walking in Nairobi within the context of spatial justice. *Urban Forum*, 34(4), 419–440. <https://doi.org/10.1007/s12132-022-09476-6>

Nyamongo, M., & Taffa, N. (2003). The triad of poverty, environment and child health in Nairobi informal settlements. *Journal of health and population in developing countries*, 6.

OCHA. (2024). Eastern Africa: El Niño floods impact OCHA.

<https://www.unocha.org/publications/report/somalia/eastern-africa-el-nino-floods-impact-snapshot-may-2024>

OECD. (2022). National urban policy review of Colombia. OECD.

<https://doi.org/10.1787/9ca1caae-en>

Okello, D., & Kageni, M. (2024, May 7). Strengthening the upgrading programmes of informal settlements in Nairobi – KIPPRRA. <https://kippra.or.ke/strengthening-the-upgrading-programmes-of-informal-settlements-in-nairobi/>

O'Reagan, K. (2024, May 10). Floodings in Kenya from march to may 2024. Global Flood Emergency Copernicus EU. <https://global-flood.emergency.copernicus.eu/news/168-flooding-in-kenya-march-to-may-2024/>

Quayyum Z. (2022). Taking the bus as a girl in Dhaka: A view of Dhaka city's broken commuting system. <https://www.dhakatribune.com/opinion/op-ed/271964/taking-the-bus-as-a-girl-in-dhaka>

Rahman, O., Rabbani, K. A., & Tooheen, R. B. (2011). (PDF) Slums, pollution, and ill Health: The case of Dhaka, Bangladesh.

[https://www.researchgate.net/publication/300467051\\_Chapter\\_3\\_Slums\\_Pollution\\_and\\_Ill\\_Health\\_The\\_Case\\_of\\_Dhaka\\_Bangladesh](https://www.researchgate.net/publication/300467051_Chapter_3_Slums_Pollution_and_Ill_Health_The_Case_of_Dhaka_Bangladesh)



Rahman, K. M. A., & Zhang, D. (2018). Analyzing the level of accessibility of public urban green spaces to different socially vulnerable groups of people. MDPI. <https://www.mdpi.com/2071-1050/10/11/3917>

Ritchie, H., & Roser, M. (2023). Urbanization. Our world in data. <https://ourworldindata.org/urbanization>

Sanchez-Serra, D. (2016), "Functional urban areas in Colombia", OECD Regional Development Working Papers, No. 2016/08, OECD publishing, Paris, <https://doi.org/10.1787/5jln4pn1zqq5-en>

Satterthwaite, D., Archer, D., Colenbrander, S., Dodman, D., Hardoy, J., & Patel, S. (2018). Responding to climate change in cities and their informal settlements and economies.

Save the Children. (2013). A study on child rights governance situation in Bangladesh. Scribd. <https://www.scribd.com/doc/118626953/A-Study-on-Child-Rights-Governance-Situation-in-Bangladesh>

Save the Children. (2023). Urban situation analysis. Derived from <https://docs.google.com/presentation/d/1QKMTbR5CMDUOYOYp1gPSReMRmVqbLb5r/edit>.

Save the Children Kenya. (2024, May). Kenya Floods: Damaged schools mean over 15'000 children will be unable to return to learning next week. Save the Children International. <https://www.savethechildren.net/news/kenya-floods-damaged-schools-mean-over-15000-children-will-be-unable-return-learning-next-week>

Shamim, S. (2024, May 3). Why has the flooding in Kenya been so devastating? Al Jazeera. <https://www.aljazeera.com/news/2024/5/3/kenya-floods-10>

Sowgat, T., & Roy, S. (2018). Bangladesh: National urban policies and city profiles for Dhaka and Khulna. <http://www.centreforsustainablecities.ac.uk/wp-content/uploads/2018/06/Research-Report-Bangladesh-National-Urban-Policies-and-City-Profiles-for-Dhaka-and-Khulna.pdf>

Taylor, W., & Goodfellow, T. (2009). Urban poverty and vulnerability in Kenya. The urgent need for co-ordinated action to reduce urban poverty. Oxfam.

TBS Report. (2021, May 19). Dhaka slums face severe air pollution. The Business Standard. <https://www.tbsnews.net/environment/dhaka-slums-face-severe-air-pollution-247996#:~:text=A%20study%20finds%20air%20pollution%20is%20twice%20the%20acceptable%20level%20in%20slums&text=People%20in%20Dhaka%20slums%20face,a%20study%20released%20on%20Wednesday>.

- UN DESA. (2018). 2018 revision of world urbanization prospects  
<https://www.un.org/development/desa/publications/2018-revision-of-world-urbanization-prospects.html>
- UN Habitat. (2018). Developing public space and land values in cities and neighbourhoods.  
<https://unhabitat.org/developing-public-space-and-land-values-in-cities-and-neighbourhoods>
- UN Habitat. (2019). Country case study: Bangladesh project.  
[https://unhabitat.org/sites/default/files/documents/2019-04/bangladesh\\_final.pdf](https://unhabitat.org/sites/default/files/documents/2019-04/bangladesh_final.pdf)
- UN Habitat. (2022). World cities report 2022: Envisaging the future of cities.  
[https://unhabitat.org/sites/default/files/2022/06/wcr\\_2022.pdf](https://unhabitat.org/sites/default/files/2022/06/wcr_2022.pdf)
- UN General Assembly. (1990). Convention on the Rights of the Child. OHCHR.  
<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>
- UNICEF and BBS (2018). Child wellbeing survey in urban areas of Bangladesh 2016.  
<https://www.unicef.org/bangladesh/media/986/file>
- UNICEF Bangladesh. (2019). A gathering storm | UNICEF South Asia. UNICEF.  
<https://www.unicef.org/rosa/reports/gathering-storm>
- UNICEF. (2023). Data warehouse—Colombia—Population under 18 years old. UNICEF DATA.  
[https://data.unicef.org/resources/data\\_explorer/unicef\\_f/](https://data.unicef.org/resources/data_explorer/unicef_f/)
- UNICEF. (2023a). The state of the world's children 2023: For every child, vaccination, UNICEF Innocenti—Global office for research and foresight. <https://www.unicef.org/reports/state-worlds-children-2023>
- UNICEF. (2023b). Breathing with care. UNICEF South Asia.  
<https://www.unicef.org/rosa/stories/breathing-care>
- Wang, Y., Desha, C., Caldera, S., & Beer, T. (2024). Roles of urban green spaces for children in high-density metropolitan areas during pandemics: A systematic literature review. MDPI.  
<https://www.mdpi.com/2071-1050/16/3/988>
- World Bank. (2019). Kenya informal settlements improvement project 2: Combined project information documents/ integrated safeguards datasheet (PID/ISDS) (p. 24). The World Bank.  
<https://documents1.worldbank.org/curated/pt/364621576423240976/pdf/Project-Information-Documents-Integrated-Safeguards-Data-Sheet-Kenya-Informal-Settlements-Improvement-Project-2-P167814.pdf>

World Bank. (2022). High air pollution level is creating physical and mental health hazards in Bangladesh.

World Bank. <https://www.worldbank.org/en/news/press-release/2022/12/03/high-air-pollution-level-is-creating-physical-and-mental-health-hazards-in-bangladesh-world-bank>

World Bank. (2024). The World Bank in Bangladesh. Retrieved May 8, 2024, from <https://www.worldbank.org/en/country/bangladesh/overview>

World Bank. (2024a). World Bank open data. Retrieved May 8, 2024, from <https://data.worldbank.org>

World Health Organization (WHO). (2018). Heat and health. World Health Organization. <https://www.who.int/news-room/fact-sheets/detail/climate-change-heat-and-health>

World Population Review. (2024). Population of cities in Kenya 2024. <https://worldpopulationreview.com/countries/cities/kenya>

World Population Review. (2024a). Bogota population 2024. <https://worldpopulationreview.com/world-cities/bogota-population>



# Appendix

**Appendix 1:** Link to quantitative survey questions for children in urban environments, created using Qualtrics software:

<https://docs.google.com/document/d/1LMT9Oz2daFfKwHghlwAywWUt7RmBWK7m/edit>

**Appendix 2:** Link to quantitative survey questions for parents in urban environments, created using Qualtrics software:

<https://docs.google.com/document/d/1mXBAzo1CwZqggJ93TIRPrJRIOUYCSqZh/edit#heading=h.mq1c93seaklw>

**Appendix 3:** Link to Google form questionnaire sent to government representatives in Kenya:

<https://forms.gle/yy2VpwqEW1esKy979>

**Appendix 4:** Semi-structured interview guide which was adapted to cater each interview:

## Confidential Information

- *It will be explained to respondents that there is a consent form to sign and that all information on data processing and confidentiality is listed on it.*

## Interview Guide

### *Introduction*

- Can you provide an overview of your role and responsibilities within the government? How long have you been involved in your current function? Do you have any relevant experience in the field of children's rights/advocacy?
- How many people are working alongside you in your department?
- Have you specifically worked on initiatives related to children's rights and the well-being of children in the city?

### *Urban Governance / Communications & Advocacy*

- Are there dedicated departments or committees focused on children's inclusion at a local, regional and national level?
- Does the government work with local communities, schools, parents, and children in decision-making processes related to urban development? (if yes, how, if not, why not?)
  - Can you provide examples of successful initiatives or programs where children's voices were considered in urban governance decisions?
  - How do you involve communities in informal settlements?
- Are there mechanisms in place to gather feedback from children on urban policies?
  - What challenges do you perceive in communicating with children and ensuring their understanding of urban policies and initiatives?
  - If there is a feedback mechanism in place, how is this feedback collected and incorporated into decision-making processes?
- Are there financial/human resources allocated to projects and programs that directly benefit children in urban areas?
- Are there ongoing advocacy campaigns to raise awareness about the importance of creating conducive urban environments for children?
- Does the government collaborate with non-governmental organizations (NGOs) and media to promote child-friendly urban development?

### Urban Environment & Climate Change

- Could you name the three most important climate change-related issues?
- Can you explain how these influence children?
- Are there specific policies or initiatives/activities in place to enhance the resilience of children in urban environments?
- Are there specific projects to enhance environmental education for children in schools or community programs?
- Is pollution monitored in urban areas and are measures being taken to improve air and water quality in urban areas to ensure a healthy environment for children?
- Are there initiatives concerning WASH (Water, Health, Sanitation) being implemented?

### Urban Design & Mobility

- Are there initiatives to create spaces for children to play and socialise within urban environments? (parks, recreational spaces, playgrounds etc.) Could you give us a few examples of these?
- Have you ever created surveys/questionnaires for children/parents on their levels of satisfaction regarding the availability of recreational spaces in urban areas?
- In what ways does the government involve the community, including parents and educators, in the planning and evaluation of urban design?
- What steps has the government taken to improve transportation infrastructure to enhance the mobility and safety of children in urban areas?
- Is public transportation managed by a public or private company?
- How often do you involve various stakeholders in urban design and mobility programs?

### Appendix 5: Overview of interview participants for Bangladesh

Name	Job Field	Organisation
Md. Moinul Islam	Urban Planning	Urban Planner at Narayanganj City Cooperation
Md. Jisan Ahmed	Urban and Regional Planning	Urban and Regional Planner at Acumen Architects and Planners Ltd.
Adil Mohammad Khan	Urban Planning and Development	The President of Bangladesh Institute of Planners (BIP)
Simon Rahman	Climate Change & Resilience: Child Protection	Manager at Save the Children Bangladesh
Adnan Hossain	Childrens Rights and Well-Being; Education	Founder and Executive Director at IT's Humanity Foundation