

REPORT ON THE FEBRUARY 25, 2009, WORKSHOP AT QUEEN'S HOUSE, SASKATOON CONCERNING THE DEVELOPMENT OF THE SASKATCHEWAN VERSION OF CHILD- AND YOUTH-FRIENDLY LAND USE AND TRANSPORTATION PLANNING GUIDELINES

An electronic version of this report is available at the project's Web site (<http://www.kidsonthemove.ca>, under the 'Documents' tab).

Introduction

This workshop was organized by the University of Winnipeg's Centre for Sustainable Transportation in connection with a project funded by the Public Health Agency of Canada entitled 'Child and Youth Friendly Land Use and Transport Planning: Guidelines and Literature Review' (#6269-15-2007/8420031). The duration of the project is November 2007 to April 2009.

The primary purpose of the project is to develop a set of guidelines for child- and youth-friendly transportation and land use planning for each of the nine provinces other than Ontario, along the lines of a set developed for Ontario in 2005. The present version of the 92-page Ontario guidelines document is available [here](#).¹

Information about the Centre for Sustainable Transportation (CST) can be found at CST's [Web site](#). This project is being managed by two of CST's research associates, Richard Gilbert and Catherine O'Brien, the authors of the Ontario guidelines document. Richard Gilbert can be reached at mail@richardgilbert.ca or 416 923 8839, or through his Web site at www.richardgilbert.ca. Catherine O'Brien can be reached at catherine_obrien@cbu.ca or 902 563 1849.

The February 25 workshop was organized with the assistance of [Child and Youth Friendly Saskatoon](#) (CYFS), which handled logistics and managed the youth engagement process reported on below. The workshop was held at Queen's House Retreat and Renewal Centre, Saskatoon.

The purpose of the February 25 workshop was to bring together interested parties to discuss the development of guidelines generally and the available draft for Saskatchewan. The workshop program is provided here in Appendix A.

¹ What is now available is the second version of the Ontario guidelines document. It differs from the first version, produced in 2005, chiefly in that the number of guidelines has been reduced from 27 to 21, the result of input from Saskatchewan and elsewhere.

There were 29 participants in the workshop, listed in Appendix B of this report. They included participants from the following types of organization: municipal government (council members and staff), provincial government including health agencies, academia, and a variety of not-for-profit organizations.

Overview of the current draft of the Saskatchewan guidelines document

Richard Gilbert began the workshop by providing an overview of the current of the Saskatchewan version of the Guidelines, focusing on the history and process of their development. A PDF version of the presentation is available [here](#). He noted that administrative challenges within the project had meant that work in Saskatchewan had proceeded rather more slowly than in most other provinces. This had resulted in both advantages (learning from experience elsewhere) and disadvantages (too little time was available for the work in Saskatchewan).

Here are other points made during this presentation:

- The present project concerns development of guidelines in nine provinces other than Ontario, although work on the Quebec version will not begin until May 2009.
- Richard stressed that the focus of the present project is *development* of guidelines for the nine provinces other than Ontario. This necessarily involves some dissemination, but the ‘heavy lifting’ as regards dissemination will come later, and should be done by people within each province. At the moment, Ontario is the only province where there is a focus on dissemination, i.e., getting municipalities to adopt the guidelines. There are plans to proceed with dissemination during 2009-2010 in at least three provinces, BC, Manitoba, and Nova Scotia. This dissemination work will be led by organizations within these provinces. The hope is that dissemination will begin in all provinces before not too long.
- The primary target of the guidelines is municipalities, particularly transportation and land-use planners and the councillors they advise. There are many other target groups, notably the parts of provincial governments that direct or influence municipal actions. Other sectors have a substantial interest in the guidelines, notably those concerned with the health and welfare of young people.
- The primary purpose of having the guidelines is to change how municipalities go about doing things, specifically to put children and youth front and centre in their operations that can have an impact on children and youth.

- A guiding principle for the project is a statement by Enrique Peñalosa, former mayor of Bogotá, Colombia: “If we can build a successful city for children we will have a successful city for all people.”²
- A goal of the project, although not the highest priority, is to achieve a set of Canadian guidelines. The actual guidelines would be the same for each province, but the accompanying text would vary according to legislative and other differences. This may require revisiting the Ontario guidelines towards the end of the project. A set of Canadian guidelines could have more status both inside and outside Canada.

Richard Gilbert made two other brief presentations during the workshop, on development of the guidelines in other provinces and on dissemination of the guidelines in Ontario. One slide was used for the first of these presentations: the last slide of overview presentation noted above. The second of these presentations was prepared by Catherine O’Brien, who is leading the dissemination work in Ontario. It is available [here](#).

Presentation on youth perspectives, and the process that led to it

Next was a much-appreciated presentation on Saskatchewan youth’s perspectives on the guidelines document. Marcy Cook of CYFS coordinated the process that led to the presentation. The process is described here in Appendix C. At the workshop, the results of the process were presented by Robin Mitchell, CYFC’s president, who is a high-school principal, and Chandree Gudmundson, a high-school student. The accompanying slides can be viewed [here](#).

Here is a selection of some of the points made by youth on the guidelines (view the slide show to see all of the points):

- Make provision for children and youth with physical challenges.
- Pay more attention to seasonal differences in getting around, especially winter challenges.
- Emphasize more strongly the need for sidewalks everywhere.
- Focus more on intersections: more crossing guards, tighter parking restrictions to ensure visibility, etc.
- Make it clear that children under 12 can ride bikes on sidewalks (where there exist).

² From ‘The Politics of Happiness’ by Susan Ives, based on a conversation with Enrique Peñalosa, in *Land & People*, Fall 2002, http://www.tpl.org/tier3_cd.cfm?content_item_id=10710&folder_id=2225 (accessed May 19, 2008).

- Bike lanes on roads should have more demarcation than a painted line, e.g., railings where possible.
- More strongly emphasize the need for secure bike storage.
- Make transit more affordable for young people, especially bus passes.
- Put security cameras on buses, even security personnel in some cases.
- Emphasize avoiding transit transfer more strongly – by better route planning.
- A 30-minute maximum school bus trip may be more realistic than 20 minutes; but do not add to pollution by using more buses to reduce trip times.

Youth consultation processes in Alberta and Manitoba

Jackie Avent, Active and Safe Routes to School Program Coordinator with Resource Conservation Manitoba, then made a brief presentation on youth processes in neighbouring provinces that had been conducted along the lines of the Saskatchewan process. Her presentation is [here](#).

Among the points Jackie made were these:

- Youth in Alberta and Manitoba had similar things to say.
- The approaches were different. The Alberta process focussed on community facilitations. The Manitoba process focussed on engaging youth through photography.
- Each process focussed disproportionately more on transit (in relation to the treatment of transit in the Guidelines), with the strongest emphases on accessibility, affordability, and personal safety.
- Both emphasized the need to accommodate young people's input, including staging consultation at 'youth-friendly' times.

Discussions of the individual guidelines and of the guidelines work generally

The largest part of the workshop was dedicated to small-group discussions of the 21 guidelines in the draft Saskatchewan guidelines document and more general discussion of the whole project. Below are points made during the discussions that took place in the break-out groups and during plenary discussions of the break-out groups' reports. (These points also include comments filed at the meeting on behalf of City of Regina staff who could not attend the workshop.)

Comments on specific guidelines

(see Appendix D for the numbering and wording of the guidelines as discussed at the workshop):

2. Having someone in a municipality responsible for children and youth's interests is a good concept; perhaps Regina should do this.
3. Approach youth through a currently operating organization. Appeal to youth's values, in a way they are familiar with. Recognise that consistent representation from youth is difficult to achieve. Youth can be especially sensitive to token processes.
4. Need to pay attention to the 'monkey trails' or 'goat trails', i.e., young people's informal routes including shortcuts.
5. An effort is being made in Prince Albert to include sidewalks in all development. Crossing guards are needed.
6. Place sidewalks 5 feet away from roads. Re-word to 'Create a separation between sidewalks and roads with heavy traffic'.
7. Everyone should clear abutting sidewalks of snow and ice, including the municipalities themselves and businesses. Municipalities should require and enforce this. Clear paths in parks too. Give priority to where there are—or could be—many pedestrians.
9. Focus on wide sidewalks that include a bike lane. In any case, allow young people to ride bikes on sidewalks.
10. Road repairs are another issue for cyclists.
11. Have walk lights at intersections and make it clear they are for cyclists too. The bike box concept should be tested in Saskatchewan.
12. Have better bike racks. Educate re. stronger locks; make them available for a deposit. Make bike racks visible.
13. In Saskatoon, one school system subsidizes bus passes for students outside school boundaries; the other does not. Make bus passes more affordable generally, perhaps 'free' to all as part of school fees as for University of Saskatchewan students. Regina is considering raising the age of riding bus free from under 6 years to under 10 years. Put cameras or security people on buses. On some Saskatoon routes, buses have a 'Child Friendly' sticker, meaning that a young person can flag down a bus between stops, but not all operators or young people know this. There needs to be more operator training re. young people generally. Bus drivers who acknowledge passengers when they board have fewer problems. There is a special safety concern at Saskatoon's bus mall. Bus drivers and other passengers can be intimidated when large numbers of young people

board buses. Keep the same operator on the same routes at the same times so that he/she and passengers get to know each other.

14. Young people need to be involved in transit route planning; this would be a useful function of a municipal youth advisory committee. It's important to avoid transfers, or make them easier, but perhaps not in the ways Regina and Saskatoon have tried to do it, which is to have all routes pass through the downtown (which can make for very long journeys.)
16. There is a potentially strong role for parent councils in introducing good policies re. journeys to and from school. Often much is left to the discretion of the principal, which can be good and bad. Use public health nurses in schools as agents for change. School location and design must favour walking and cycling. Make it difficult for older students to park at schools.
17. Issue re. walking school buses is who takes responsibility? Could municipalities be the champion and facilitator? They could make school travel as part of neighbourhood development plans.
18. Enforce school catchment areas. Municipalities can have little control over school buses. The province should have stricter enforcement of emissions standards.
19. For new neighbourhoods, plan for commercial and residential together; avoid 'big box' stores.
20. Lower speed limits in residential areas and where there are pedestrians, but not necessarily throughout urban areas.
21. Municipalities should educate about the value of transit. Avoid stigma, as in Moose Jaw and Prince Albert, that buses are for poor people only. Use smaller buses for routes with fewer passengers. Force car pooling by reducing available parking spaces. Increase age when drivers' licenses can be attained. Coordinate efforts to reduce traffic and its adverse impacts, including education and community design.

General comments on the guidelines:

- Note there can be large differences between urban and rural communities.
- Many problems are due to poor communication among school boards, municipalities, and developers. Too much is often left to developers' discretion.
- It's important to hear aboriginal voices, including youth.
- Another problem is media portrayal of negative youth behaviour.

- Provincial support of the guidelines will be necessary for their widespread adoption.
- In dissemination of the guidelines, don't focus only on municipalities. Include boards of educations, health regions, and the provincial government in the discussions.
- Provide some focus on travel between communities.
- Municipalities should not hesitate to use street layout to influence transportation choice.
- Make the guidelines more specific and action-oriented.
- The Guidelines report is too long, and there are still too many guidelines. Provide even better documentation of statements made.

A word about the organization of the break-out sessions may be appropriate. As for the Winnipeg workshop on February 11, breakout groups were kept small, with four or five participants in each. Again, this arrangement seemed to produce a high quality of discussion and analysis. However, unlike the February 11 workshop, some participants felt the breakout sessions could have been better organized.

Evaluation

An evaluation form distributed at the workshop was completed by 24 participants. The form is reproduced here as Appendix E. Here is an analysis of the responses to the five evaluation questions.

1. Has the workshop provided a good occasion for learning about the Guidelines?

Yes 23

No 0

Other 1

Explanations given:

- It was a great overview and a good discussion
- Good presentations and background
- Read before, but learn better in presentation and discussion
- Presentations from Jackie Avent on Saskatoon, Winnipeg, and Calgary enhanced understanding.
- These are very applicable to my daily role at work
- Did not know of this initiative before this seminar
- Good to hear what other province's discussions were.

- Yes, I now know that these guidelines are biased or one group's personal agenda, and not open to other ideas or perspective.
- Provided prior to meeting -- helpful.
- To be more involved in the final guidelines.
- Lots of discussion
- Good room; lots of space; great lunch.
- Not entirely, unless some reading online.
- Successfully.
- Excellent opportunity.

2. Has the workshop provided a good opportunity to provide comments on the Guidelines?

Yes 22

No 2

Other 0

Explanations given:

- While it's always a struggle to balance time and comments, I find presentations like provide context and opportunity for people in different fields in the same region to discuss thoughts, ideas and strategies. Time to discuss and collaborate among people is vital!
- Small group discussions and presentations were great.
- Table discussions and presentations were a great way to talk about issues.
- Good representation of different sectors and interesting to hear other perspectives.
- We could provide comments in our group discussion but they were not accepted by facilitator.
- But, feels like we are the latecomers, though. Rural nature of province must be considered.
- Presentation from Child and Youth Friendly Saskatoon.
- Lots of discussion
- The group talks were very useful/
- Sounds like they're a fait accompli.
- Excellent morning discussion
- Need follow-up action; lots of ideas generated.
- Good small group discussion

3. Has the workshop provided a good opportunity to discuss issues of interest to you?

Yes 21

No 2

Other 1

Explanations given:

- Excellent discussion
- I've been interested in alternative transportation and the offshoot holistic benefits, opportunities, drawbacks, and challenges of collaborative investments.
- For the most part it's just too bad there were not more people from other communities, especially small cities and rural areas.
- Transit issues
- A great cross-section of participants. Only wish some school division personnel could have been involved in this learning opportunity.
- Great to network and get ideas for future contacts.
- Transit issues
- Our issues were 'shut down' and not validated/valued by facilitator.
- Somewhat. I think the collaborative approach that is necessary to achieve goals in this area is missing -- at least from this meeting.
- Breakout sessions to discuss the guidelines. Getting me to think how to get municipalities to adopt these guidelines.
- Not much time. Seems more like an opportunity to sell use on the guidelines than adopt them to our use.
- Could use more time for discussion

4. What was the most useful part of today's meeting?

Responses given:

- Group discussion
- Talking to others who work in different disciplines about ideas to improve child and youth friendly land use and transport, i.e., health, city planning, province, community.
- The ideas
- The focus on involving youth in planning and the importance of getting all the partners involved.
- Overview of draft guidelines.

- Breakout sessions
- Networking
- Discussion groups and examples provided by presenters; these provided alternative areas to research outside of workshop
- I am very pleased that this is being brought to the forefront, both provincially and nationally.
- Learning about other initiatives and strategies that are occurring in different communities. It was useful to hear the youth perspective input.
- Thought-provoking
- Hearing the background on the project and the group discussions.
- Awareness into future land development agendas.
- Learning more about the guidelines. (Should have been a round of introductions at beginning of meeting for networking purposes.)
- Listening from Youth input.
- Youth input was good. Detailed discussion of the proposed guidelines, as well as input and observations from participants.
- The breakout groups
- Networking with other participants.
- Jackie Avent's presentation was the most useful for me. The youth presentation.
- Discussions -- lots of valuable information.
- Information about guidelines; good networking.
- New information for me and new ideas/food for thought.
- Small group discussion.

5. What was the least useful part of today's meeting?

Responses given:

- No school board participation!
- I would have dedicated another hour for more discussion.
- It would have been interesting to learn or be told more on how to move the guidelines forward and get them adopted.
- Ontario dissemination.

- Descriptions of what has happened re. guidelines in other provinces (could be shortened).
- Sorry to disappoint but it was all useful.
- I enjoyed it all -- thank you!
- The room was cold, but otherwise a great venue. Thanks for sharing the work on these guidelines.
- All was useful.
- Can't think of anything. Now it will be useful to see where this goes in Saskatoon.
- The challenge that injury presentation practitioners have in getting acknowledged in these guidelines; such ideas were not welcomed by today's facilitator. This guideline is too municipality driven -- there must be input from other sectors/partners, i.e., Health, Aboriginal, School, so that this isn't a biased guideline that represents just one perspective.
- Perspectives from a wider variety of sectors.
- The fact that the school boards are not part of this.
- Good relevance of all material. Background perhaps not as important.
- There needed to be more work done of revising the guidelines.
- Breakout sessions -- too disorganized.
- I found it all useful and insightful.
- None.
- Coffee upstairs.

Additional comments

As well as the above responses, four participants provided additional comments on the evaluation form, as follows:

- I think we need to get provincial governments to buy into the adoption and implementation of the guidelines.
- Need to know next steps?
- The bias towards use (perhaps legislation) of helmets very evident. Promoting that bias will result in a backlash towards the guidelines from the injury prevention community. Consult Alison McPherson re. her study (UoT; Sick Kids).
- The guidelines need to be more Saskatchewan-based if you don't want this document to sit on a shelf. I think you need to team up with some Saskatchewan organizations to continue your program. By doing this study across Canada, you might be stretching yourself too thin. I

can see you are feeling the pressures of finishing on time before the money runs out. I would try and get some local organizations to take your project on and you oversee the product.

Concluding remarks

The February 25, 2009, workshop held in Saskatoon provided excellent input into the process of developing Child- and Youth-Friendly Land-use and Transportation Planning Guidelines for Saskatchewan. Diverse participants provided a wealth of useful comments, specific and general, that will contribute much to the development of a set of guidelines for Saskatchewan and to a Canada-wide set if one is developed.

The workshop appears to have been generally well regarded by participants, although three participants expressed overall dissatisfaction. Two felt the workshop could have been better organized, particularly the breakout sessions. Two felt that the workshop was more of a 'selling exercise' rather than an occasion for providing input that would be used. One expressed unhappiness about how safety issues are and are likely to be treated in the guidelines. The main criticism by participants who regarded the workshop favourably was that participants from a wider range of backgrounds, including education and health, would have been welcomed.

Acknowledgements

The workshop on February 25 was made possible by the excellent local organization provided by Mary Cook of Child and Youth Friendly Saskatoon. In particular, the presentation by and for youth, which she organized, was much appreciated.

APPENDIX A: WORKSHOP PROGRAM

(reduced in size to fit page)



The Centre for
Sustainable
Transportation

Le Centre pour
un transport
durable

AT THE UNIVERSITY OF WINNIPEG

Enquiries to Richard Gilbert
at mail@richardgilbert.ca



THE UNIVERSITY
OF WINNIPEG

AGENDA

for a workshop being held as part of the project entitled

Child and Youth Friendly Land Use and Transport Planning: Guidelines and Literature Review

Wednesday February 25, 2009, 8:30 a.m.-4:15 p.m., Queen's House, Saskatoon
Coffee, tea, muffins, etc., will be available from 8:00 a.m.

The main goal of the workshop is to discuss the current draft of the Saskatchewan version of the *Guidelines* document, available at <http://www.kidsonthemove.ca/files.php>.

- 08:30-09:00 a.m. — Welcome. Overview of the current draft of the Saskatchewan *Guidelines*
- 09:00-09:55 a.m. — Presentation by Saskatchewan youth on the *Guidelines*
- 09:55-10:15 a.m. — Presentation on youth input in Alberta and Manitoba
- 10:15-10:45 a.m. — Break
- 10:45-11:00 a.m. — Quick overview of *Guidelines* development in BC, AB, MB, NB, PE, NS, NL.
- 11:00-12:15 p.m. — Detailed discussion of Guidelines 1-12 (in breakout groups), and reports
- 12:15-01:15 p.m. — Lunch
- 01:15-02:45 p.m. — Detailed discussion of Guidelines 13-21 (in breakout groups), and reports
- 02:45-03:15 p.m. — Break
- 03:15-03:45 p.m. — Presentation on *dissemination* of the Ontario *Guidelines*, and discussion
- 03:45-04:15 p.m. — Plenary discussion, including discussion of the need for fewer/more/any guidelines, and for one set of Canadian guidelines

Queen's House of Retreats is at 601 Taylor Street West, Saskatoon (see the map on the right).

There is no registration fee. Snacks and lunch will be provided for workshop participants.

Lists of the *Guidelines* will be available at the workshop. (See the URL above for the complete 69-page second draft of the Saskatchewan *Guidelines* document.)

This project is funded by the Public Health Agency of Canada. Further information about the project and contacts are at the Web site above. The workshop is being arranged with the help of Child and Youth Friendly Saskatoon.



APPENDIX B

Participants in the February 25, 2009, workshop

Noreen Agrey
Executive Director
Saskatchewan Prevention Institute

Jackie Avent
Active and Safe Routes to School
Program Coordinator
Resource Conservation Manitoba

Rachel Cheke
Planner
City of Prince Albert

Marcy Cook
Secretary/Program Coordinator
Child & Youth Friendly Saskatoon

Sheri Florizone
Emissions Reduction Coordinator
Planning and Sustainability Department
City of Regina

Terry Fusco
Senior Planner
Future Growth Section, Planning and
Development Branch
City of Saskatoon

Jordan Gasior
Crosby Hanna & Associates

Peggi-Lynn Gatin
Health Promotion Coordinator
Prince Albert Parkland Health Region

Richard Gilbert
Research Associate
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James Gilchrist
Service Supervisor
Saskatoon Transit
City of Saskatoon

Bonnie Gorelitza
Director of Planning and Regulations
Town of Martensville

Chandree Gudmundson
Bishop James Mahoney High School,
Saskatoon

Dione Kardynal
Health Promotion Coordinator
Prairie North Health Region

Heather Kuttai
Research Manager
Community Health and Epidemiology
University of Saskatchewan

Nancy Lackie
Saskatoon Health Region

Gail Lambert
Senior Communications Consultant
Communications Branch
City of Regina

Andrea Landell
A/Infrastructure Assessment Engineer
Transportation Policy
Saskatchewan Ministry of Highways and
Infrastructure

Heather Landine
Road Map 2020

Jan Letkeman
Education and Prevention Coordinator
(Acquired Brain Injury)
Prince Albert Parkland Health Region

Mimi Lodoen
In-motion Consultant
Saskatoon Health Region

Sue Luchuck
Senior Transit Planner
Regina Transit
City of Regina

Tyson McShane
Planner
Future Growth Section, Planning and
Development Branch
City of Saskatoon

Elisabeth Miller
Senior Planner – Neighbourhood Safety
City Planning
City of Saskatoon

Robin Mitchell
President
Child & Youth Friendly Saskatoon

Darrell Noakes
Vice-President, Public Relations
Saskatchewan Cycling Association

David Onodera
Director of Transit
Community and Protective Services
City of Regina

John Penner
Urban Design Consultant and Senior
Planner
Urban Design Section, Land Branch
City of Saskatoon

Ellen Quigley
CHEP Good Food Inc and We Are Many

Dan Zhao
Master Candidate
Human Geography
University of Saskatchewan

APPENDIX C

Shortened version of the report by Marcy Cook of Child and Youth Friendly Saskatoon (CYFS) on the youth consultation process

This report outlines the process that was used to engage the youth in the development of Child and Youth Friendly Land-Use and Transport Planning Guidelines for Saskatchewan and to prepare a presentation for the workshop held in Saskatoon on February 25, 2009.

Once we had received the parameters of the project, a number of contacts were made to engage young people. The young people involved were between the ages of 12 and 18 and were from both urban and rural settings. With the assistance of teachers in the Saskatoon area, CYFS was able to meet with a number of smaller groups to discuss the guidelines.

Each group was provided with a copy of the guidelines and was asked to consider their transportation habits and needs when discussing them. The young people were strongly encouraged to see things from their perspective and to not only consider the wording of the 21 guidelines, but to add comments for each of the guidelines. All the feedback was compiled as Power Point presentation made and discussed at the Saskatoon workshop.

In the attempt to get as wide a range of young people involved as possible, there were a number of challenges. For the most part, the small groups met during class time placing a time restriction on the discussions. Other groups met during lunch breaks so lunch had to be provided for them.

As well, while trying not to influence the discussions in any way, there were times that the young people did not understand some of the terms used. With the assistance of some very helpful teachers the youth were directed in what we, the adults, believed to be the correct understanding of the guidelines.

The other challenge was the short time frame for the project. From beginning to end we had about five weeks. However, during this time there was a one week school break and January final exams for high school students. As well, the time of year created some obstacles with the attendance of some students who were not able to attend school on meeting days due to fact that their school bus did not run.

Despite these challenges, the young people that participated (approximately 60 in total) were pleased to be a part of the process. They appreciated being consulted; rarely are our young people given an opportunity to share their opinions on matters that also concern them. They were very generous with their time and were very willing to provide us with some very interesting feedback.

APPENDIX D

Current wording of the 21 Guidelines in the Saskatchewan version of the document *Child- and Youth-Friendly Land Use and Transportation Planning Guidelines*

Putting children and youth first

1. In transport and land-use planning, the needs of children and youth should receive as much priority as the needs of people of other ages and the requirements of business.
2. Within each municipality, designate a staff member or council member, or both, as responsible for bringing the perspectives of young people to consideration of transport and land-use planning issues.
3. As may be appropriate, establish or adapt one or more forums for children and youth to ensure that their perspectives are considered by land-use and transport planners.

Providing for children and youth as pedestrians

4. Identify where children and youth want to go or need to go and, to the extent possible, provide ways of getting there by foot.
5. Assess pedestrian routes used or to be used by children and youth to ensure that they are as safe and suitable for them as possible.
6. Separate sidewalks used by children and youth from heavily trafficked roads.
7. Ensure that sidewalks are always cleared of snow and ice.

Providing for children and youth on bicycles (and other wheels)

8. For older children and youth, ensure that destinations that cannot be a walk away are no more than a bicycle ride away
9. For younger children, ensure that sidewalks are suitable for their tricycles and bicycles.

10. For destinations to be reached by bicycle, provide separate bicycle paths or trails or, if not possible, install bicycle lanes on regular roads.
11. Ensure that bicycle riders are well provided for at intersections and have sufficient priority for forward movement.
12. At destinations, provide secure, convenient bicycle parking.

Providing for children and youth as transit users

13. Ensure that every part of a transit system is safe and welcoming to young people, and affordable.
14. Avoid transfers by routing vehicles where children and youth want to and need to go; make transfers easy where necessary.
15. Examine every aspect of the system from the perspective of a parent with a child in a stroller, and make adjustments to meet such a traveller's needs.

Providing for journeys to and from school

16. Act to ensure that school policies and practices favour walking and cycling to and from school, and other modes of active transportation.
17. For younger children, help arrange walking school buses and other means of supervision.
18. Act to reduce the time children spend in school buses to a maximum of no more than 40 minutes per day.

Reducing transport's adverse impacts on children and youth

19. Where destinations cannot be reached by foot, bicycle or transit, arrange land uses so that in-car time is reduced.
20. Particularly in urban areas, post and enforce much lower speed limits.
21. Do what is possible to reduce amounts of motorized road traffic generally and reduce its impacts.

APPENDIX E

**Wording of the evaluation questionnaire
used by workshop participants**

1. Has the workshop provided a good occasion for learning about the Guidelines?

Yes _____

No _____

Other _____

Explanation
(optional) _____

2. Has the workshop provided a good opportunity to provide comments on the Guidelines?

Yes _____

No _____

Other _____

Explanation
(optional) _____

3. Has the workshop provided a good opportunity to discuss issues of interest to you?

Yes _____

No _____

Other _____

Explanation
(optional) _____

4. What was the most useful part of today's meeting?

5. What was the least useful part of today's meeting?
