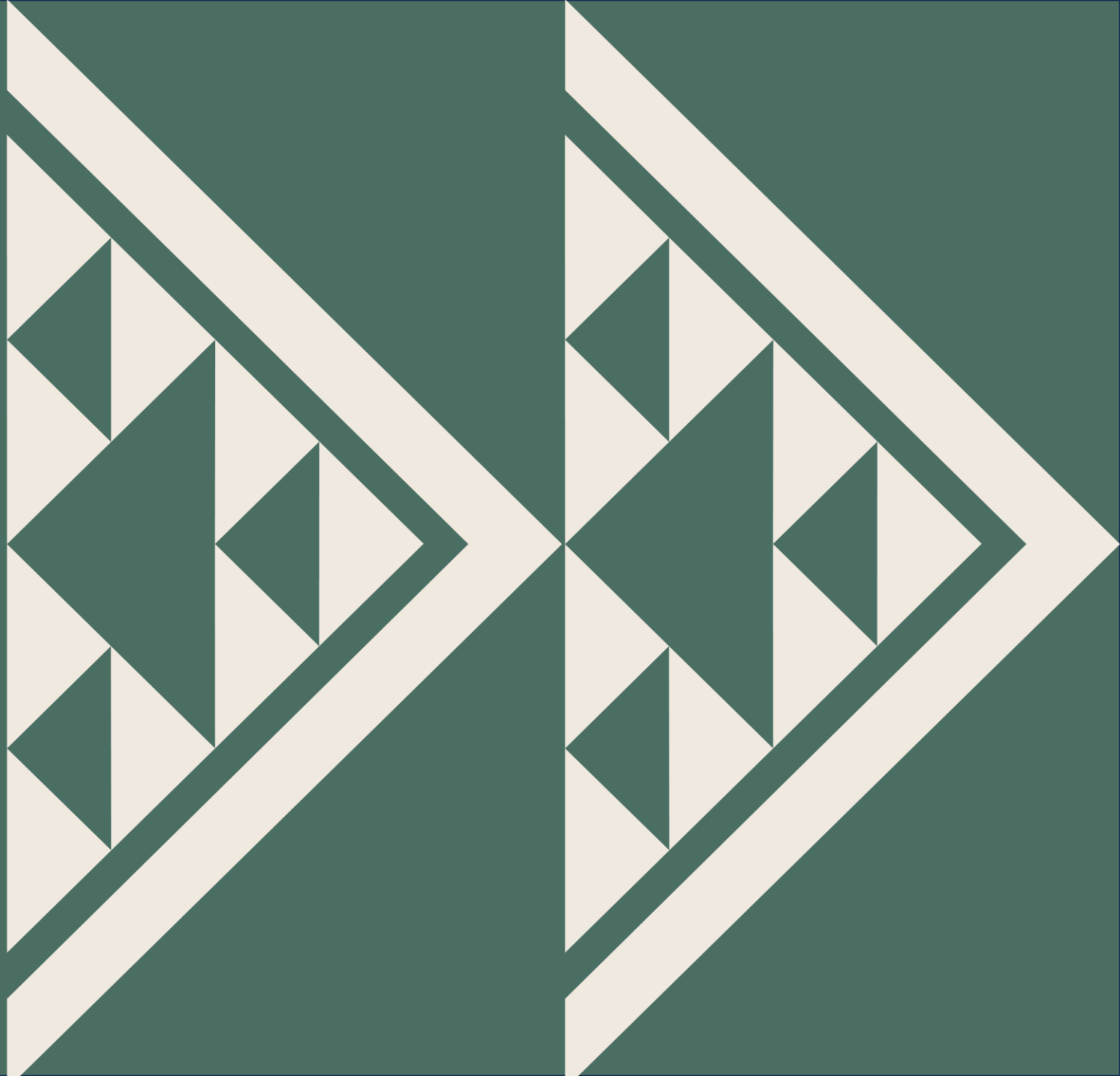


A city shaped by rangatahi

Alex Litherland
Suzie Olssen





Alex Litherland

Background in education,
environmental studies
and community
organising



Suzie Olssen

Prior background in youth
climate advocacy with
Generation Zero and
postgraduate studies
in climate sociology



Youth engagement at Wellington City council

CHILDREN and YOUNG PEOPLE...



... are LOVED, SAFE and NURTURED



... have WHAT they NEED



... are HAPPY and HEALTHY



... are LEARNING and DEVELOPING



... are ACCEPTED, RESPECTED and CONNECTED



... are INVOLVED and EMPOWERED



Our approach

- Make it easy for young people to have a say on Council's decisions
- Focus on digital inclusion at Council libraries and facilities
- Involve young people in the design of aspects of the city that are important to them
- Leverage our unique status as capital city to help empower young people
- Ensure that harm-reduction policies and bylaws support children and young people to make positive choices

What you will see

- Children and young people actively involved in their local communities
- Greater involvement by young people in Council decision making
- More schools from around Aotearoa visit Wellington.
- More young people making positive choices around smoking, drinking, drug use and sex

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Child and Youth Wellbeing Strategy Framework (New Zealand Government 2019)

Children and Young People Strategy (Wellington City Council, 2021)



Youth engagement in transport and climate change



“Really enjoyed the conference and I definitely took a lot away from it... Being able to talk about issues and solutions (Climate Cafe specifically) with so many new people was fascinating”.

2023
PARTICIPANT



WCC Transitional Cycleways Programme: Youth Engagement

600+

Engagements
with
young people

350+

Written
submissions
from young
people across 9
cycle routes

10

Oral
submissions

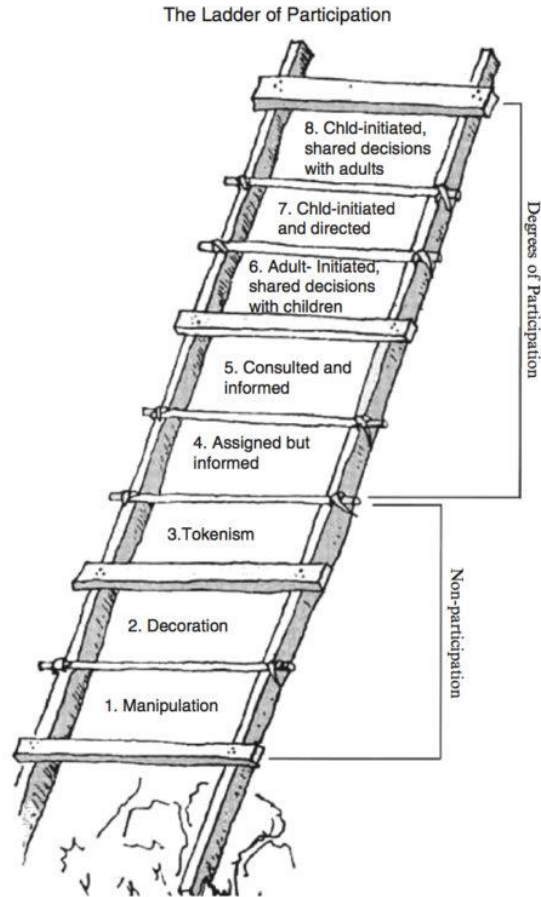
50

written
submissions
per route
average
from young
people

Targeted youth engagement = high participation



Spectrums of engagement



How can we enable youth led engagement while still meeting government objectives?

Our learning journey with the School Cycling Support programme

Roger Hart's original 1992 illustration of the Ladder of Children's Participation from *Children's Participation: From Tokenism to Citizenship* (UNICEF).

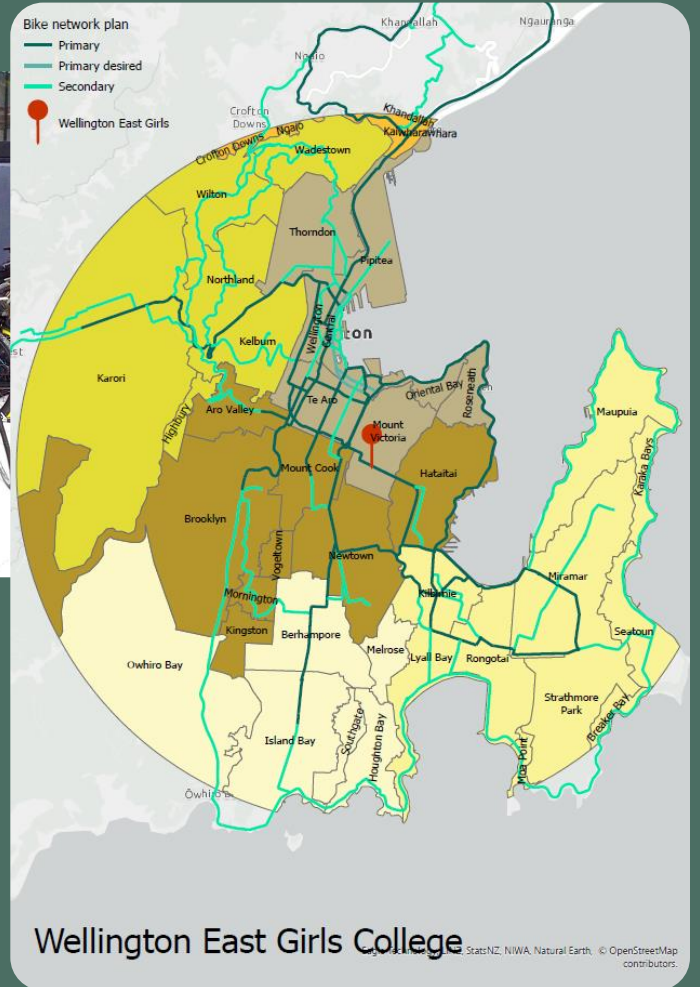


School Cycling Support Programme

Increase accessibility, visibility and uptake of active transport in schools on the new sections of the Paneke Pōneke cycleway



How do we achieve our project goals while doing meaningful youth engagement?





Designing for student-led engagement

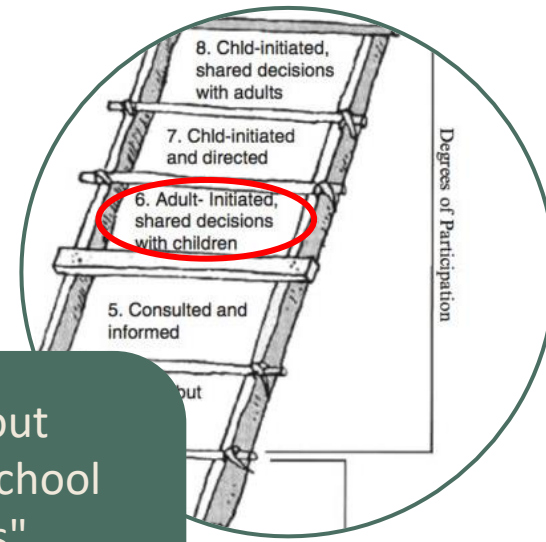


Onslow College

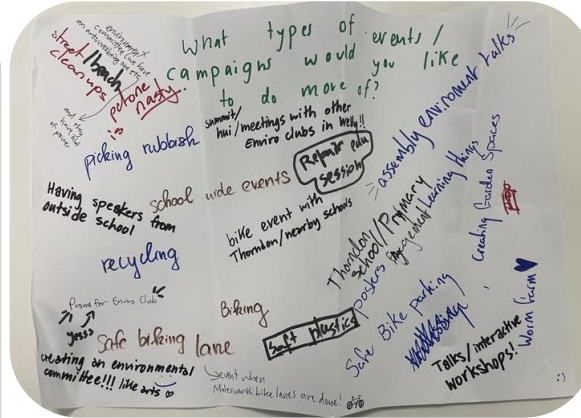
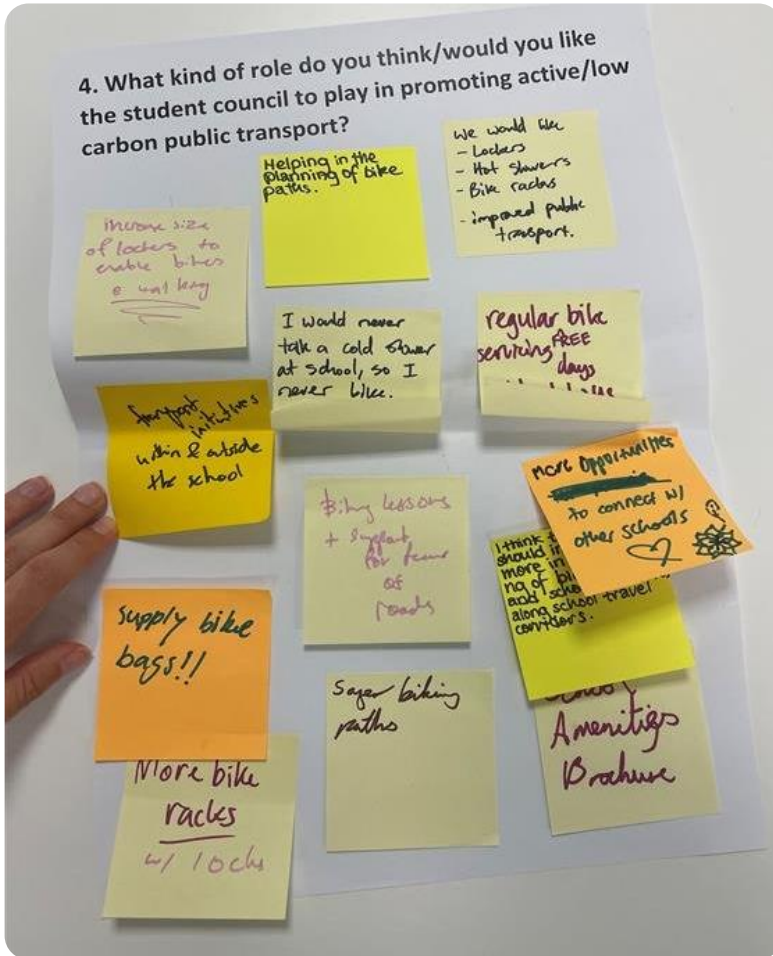
- Lots of good intentions, lots of pre-determined fancy solutions!
- Focused on fixed outcomes and assumed OC Enviro Club would 'buy-in'
- No focus on building relationships, understanding students' wants and motivations
- Lack of co-design on solutions and directions
- Overall, no demonstration of interest from students: are we surprised?

How can we change our engagement style to create conditions for youth led initiatives?

Designing for student led engagement

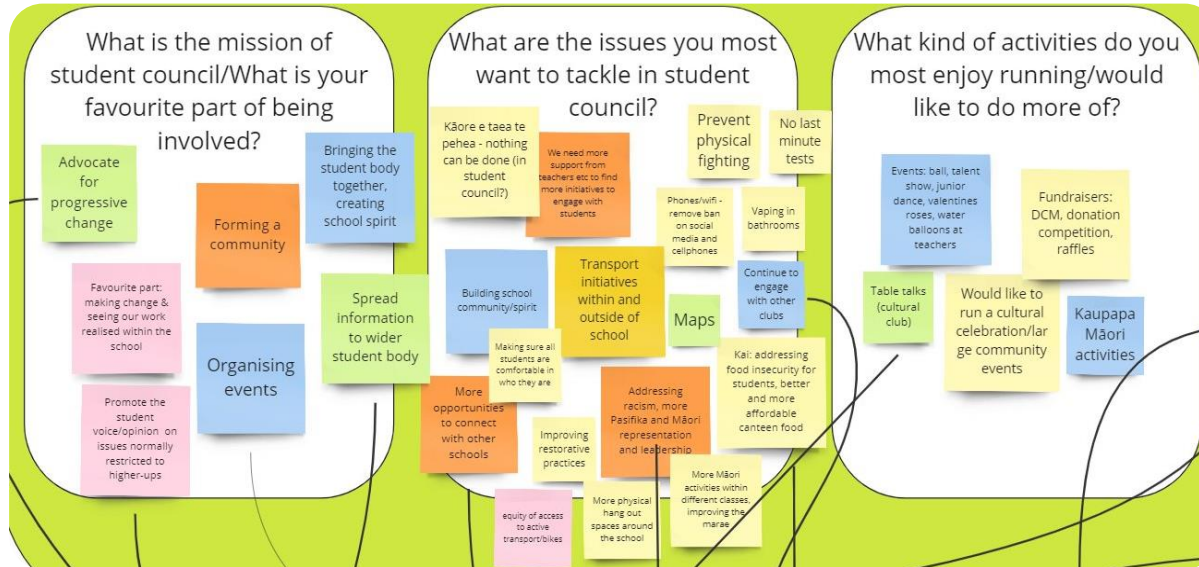


4. What kind of role do you think/would you like the student council to play in promoting active/low carbon public transport?



"Can we share info about safe bike paths along school corridors with students"

"We would like support to run fun events"

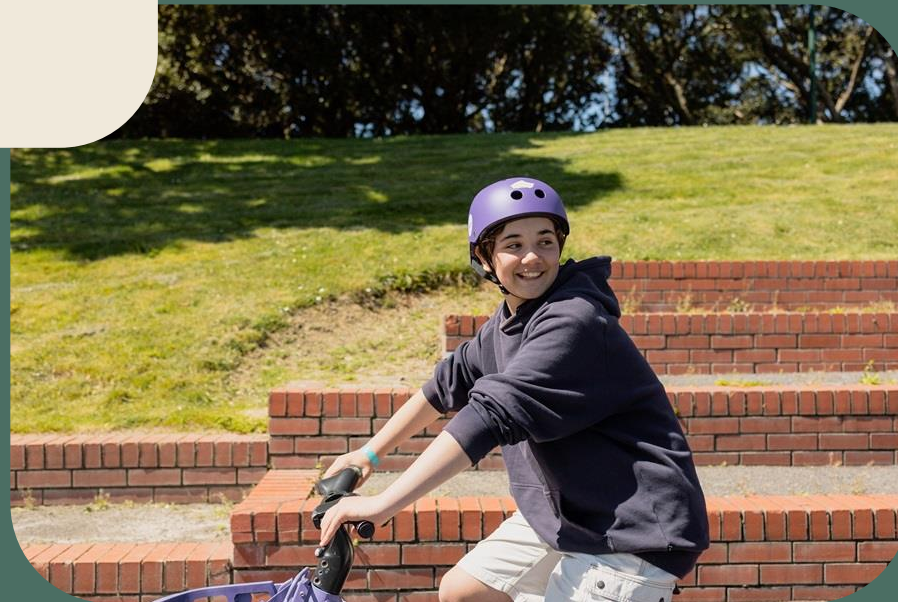
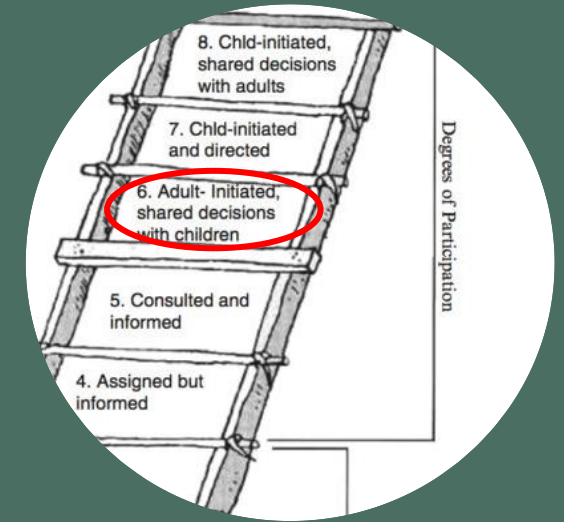




Paneke Pōneke route ride-throughs

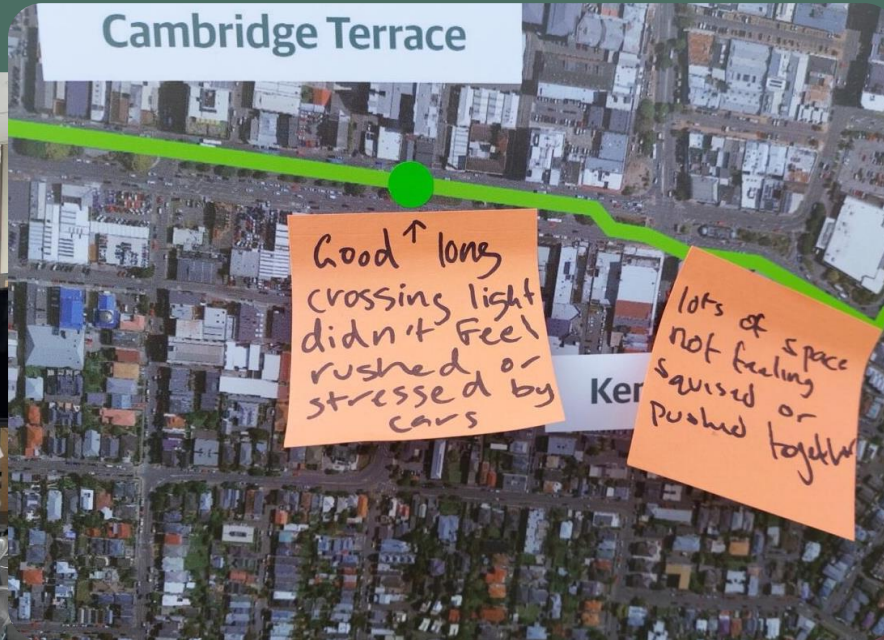
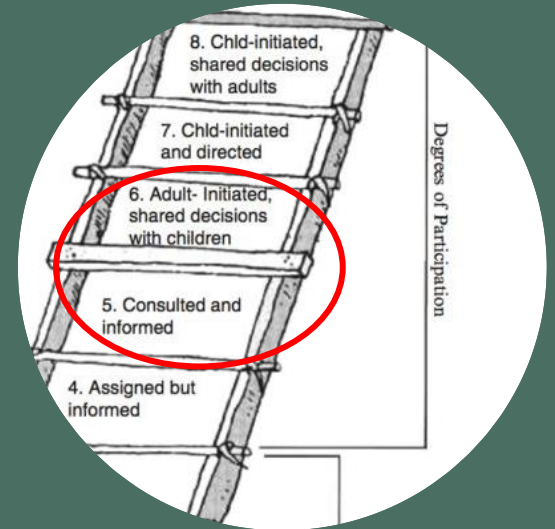
Participant feedback
"Felt safe and fun with friends and without."

"Using an e-bike made biking much more accessible!"

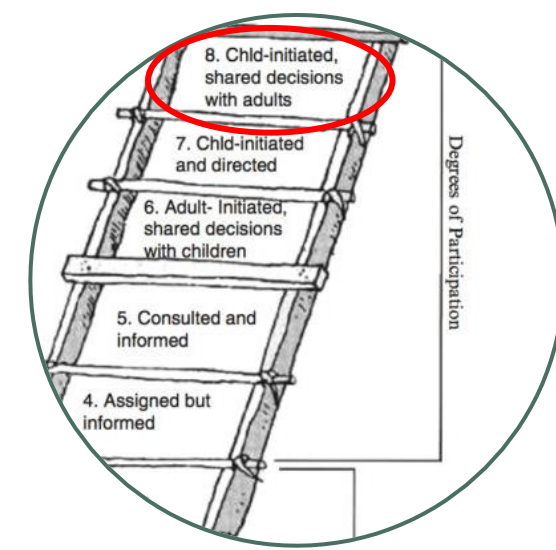




Paneke Pōneke route ride-throughs



Wellington East Girls' College link track

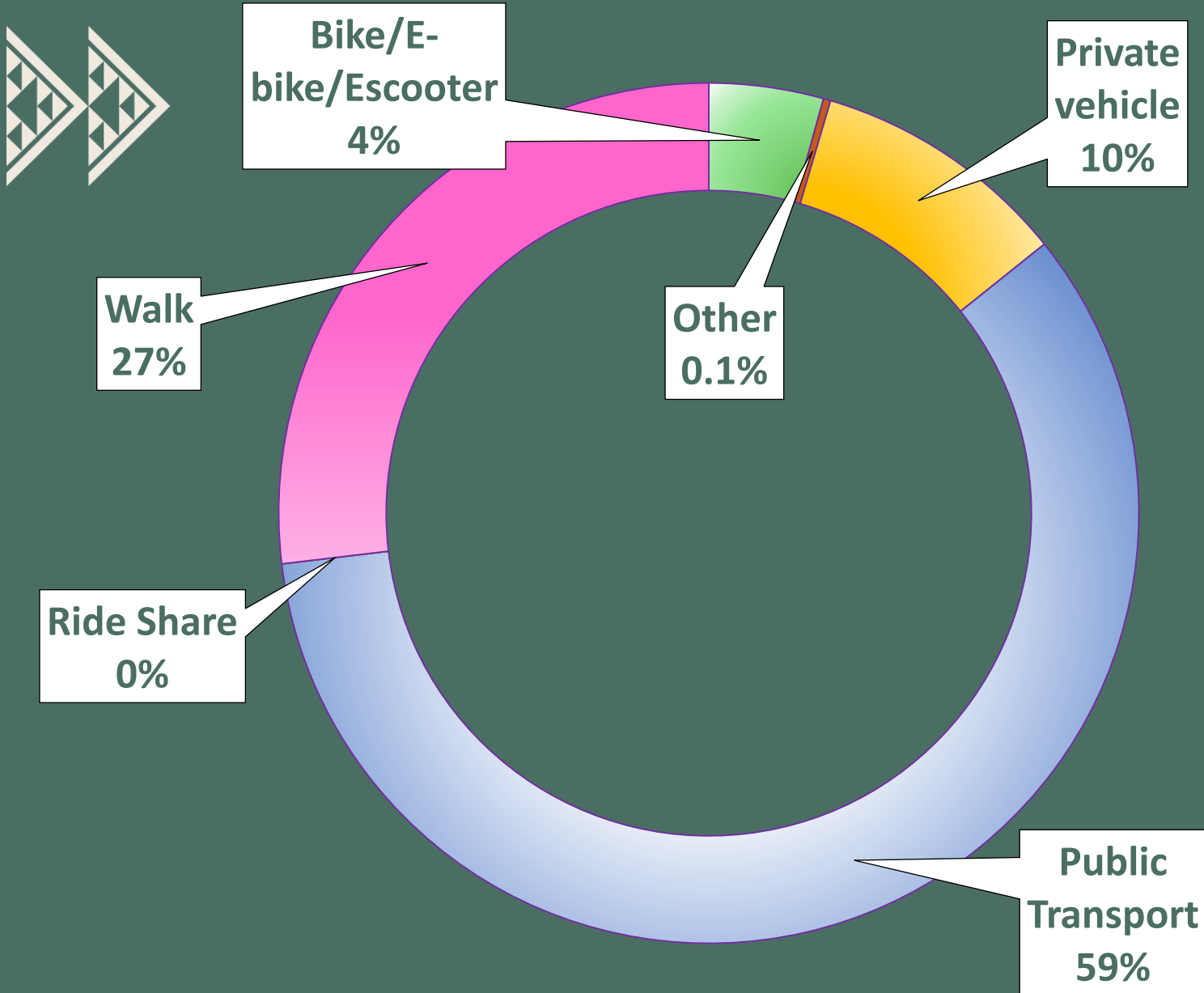




Whats next: School Cycling Support Programme



- CERF, LGWM (RIP), BIS funded
- 6 pilot schools
- 225 bike and scooter parks
- Student led, professional guidance and adult support to make it happen

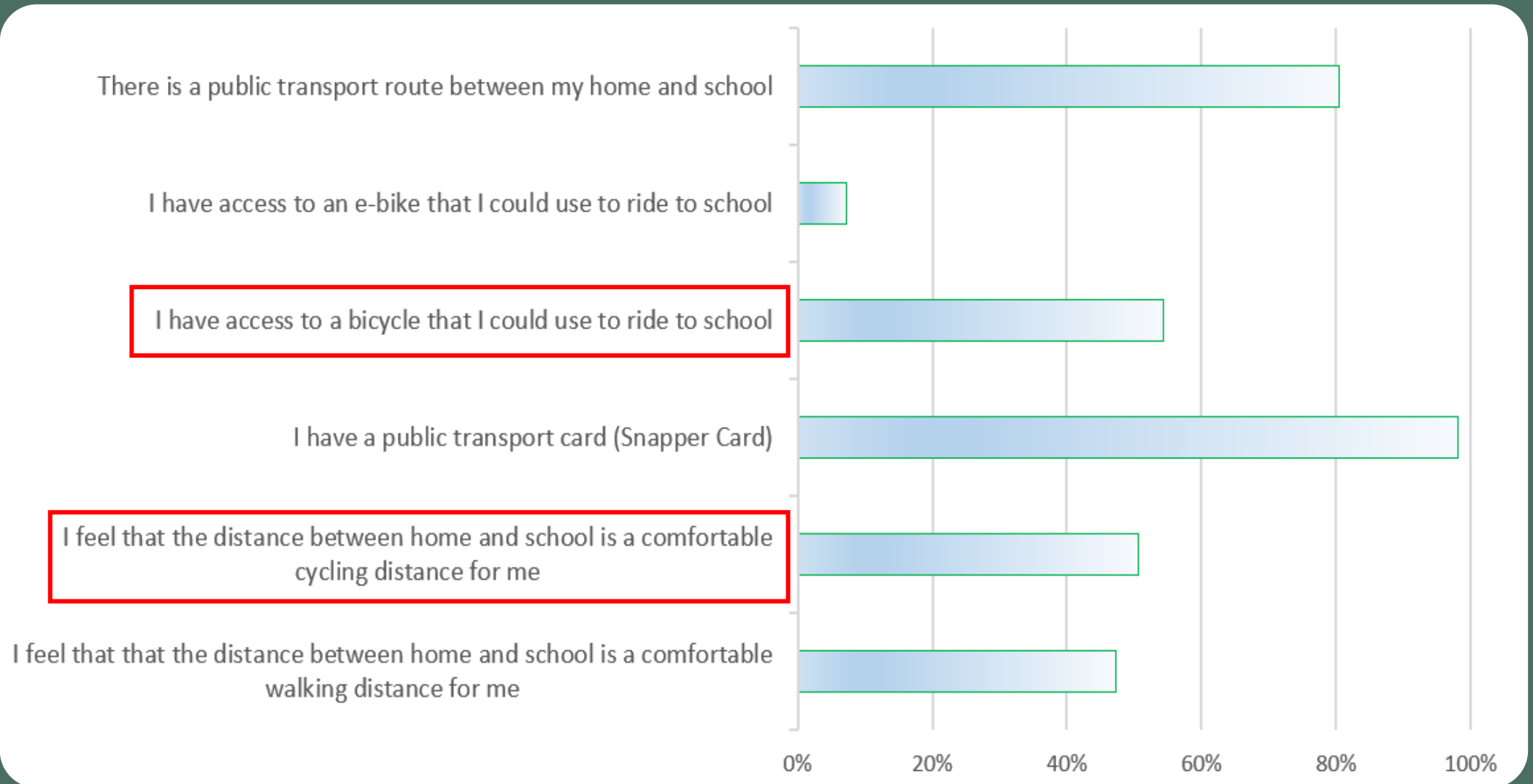


'What is the most common way you travelled to school over the last five school days?' %

- WHS population: **1,519**
- **n = 372**, 24.5% of total population



'Which of the following statements apply to you' %





Our key learnings

Where possible, meet government objectives in a way that also builds a relationship and encourages shared decision-making

In our experience, youth-initiated projects will be more likely to occur once a trusting relationship is established

Smaller engagements within larger projects offer the opportunity to trial youth-led processes



Where to next?

- How can we increase the equity of our approach to engage with the whole school community?
- Baseline survey – how can this data inform further opportunities for youth led engagement?
- How can we measure the quality of the engagements while still meeting our broader objectives?

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Questions?

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Wellington City Council

Me Heke Ki Pōneke

