

Youth Spaces and Places Design for the Development of Socio-spatial Communal Values

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ABSTRACT

Youth is best seen as a transitional phase from the dependency of childhood to the independence of adulthood, typically spanning ages 18 to 24. This development period is vital, as young people experience a more fluid state than fixed age groups, encountering various challenges arising from technological advancements and socio-cultural issues. However, in the context of the built environment, most of the current designs, namely in urban cities, lack concern towards the youth community's needs and aspirations and are less empowering in both representation and inclusivity of youth through the participatory design processes. This resulted in the provision of spaces that are not autonomous, enclosed, unsafe, and inaccessible, which did not fully manage to engage and improve the well-being of youth communities. Furthermore, fewer studies have been provided on designing youth spaces and places in Malaysia based on theoretical design principles and approaches. This is because many past studies focus only on youth social empowerment and political engagement, technology advancement and utilization amongst youth, youth employment and macroeconomics factors, intellectual wellness, and youth resiliency in current society. This study, therefore, is crucial as it aims to highlight how to design better youth spaces and places that concern socio-spatial aspects towards enhancing the needs of youth and aiming at holistic empowerment of them, making them more resilient. To achieve this, best practices for recognizing the needs and interests of youth will be gathered collectively through a qualitative approach, utilizing critique sessions and focus group discussions with young people from diverse backgrounds as the primary methods for data collection. This involves referencing established case studies from literature reviews on prominent youth centres to support the findings. The insights gained are then translated into design strategies that emphasize socio-spatial elements, aiming to meet the needs of youth by fostering a sense of attachment and community. This paper benefits designers and authorities as a reference for creating better youth spaces and places to accommodate youth needs from different walks of life and backgrounds.

Keywords: *Youth, Spaces and places, Sense of attachment, Sense of community*

INTRODUCTION

Youth are recognized as a group that significantly influences the growth and development of a country. This period, situated between childhood and adulthood, is typically marked by physical, emotional, and social development (Krauss et al., 2012). The United Nations defines youth as individuals aged 15 to 24, highlighting that this demographic accounts for over 16% of the world's population (Ramli, 2012). Youth is essential to every country as this population is the cornerstone for establishing and sustaining the country's leadership. It is crucial to invest in the education and development of young people to ensure they have the necessary skills and knowledge to contribute to the growth and progress of their nation (Ali et al., 2017). By empowering the youth with opportunities for employment, entrepreneurship, and leadership, a country can harness the potential of its young population and pave the way for a prosperous future. Additionally, supporting and guiding young people during this crucial stage can help shape their values, attitudes, and behaviours, leading to a more responsible and engaged citizenry (Ahmad Zaharuddin Sani & Azirah, 2018).

The World Health Organization (WHO) describes youth as a crucial period of transition and development, where young people encounter various physical, emotional, and social challenges. Youth exhibit a spectrum of positive and negative behaviours, significantly impacting their personal growth and societal contributions (Zalinah & Zawiyah, 2021). Positive behaviours among youth include a sense of responsibility, active engagement in education, effective communication skills, work ethic, discipline, positive attitudes, tolerance, commitment to health, leadership qualities, teamwork abilities, and community engagement (Ting, 2022). However, negative behaviours also emerge alongside these positive attributes, posing challenges to individual well-being and societal harmony.

These challenges may involve navigating the transition from school to work, building meaningful relationships with peers and adults, and addressing issues related to mental health and substance abuse (Ganaprakasam, 2018). Youth in urban cities face various topics, including academic challenges, peer competition, psychological neglect, financial struggles, employment and unemployment concerns, and family matters. These stressors can lead to psychological problems such as depression, anxiety, and stress, which may disrupt their mental and physical health, affecting their ability to perform daily functions. Moreover, youth experiencing these mental health challenges are often more susceptible to moral decline, social issues, and drug abuse. These social problems are frequently linked to youth due to a lack of self-care awareness, inadequate response strategies, and insufficient resilience. Furthermore, the restricted and inadequate environmental space in urban cities that has arisen from this densely populated living arrangement has also led to a situation in which there is an excessive population and a scarcity of natural spaces for youth to relieve themselves from the stress, anxiety, and depressive aspects of urban living. This condition disrupted the youth's psychological health and well-being (Antonova et al., 2020).

Therefore, establishing adequate and dedicated youth spaces and places may ensure youth life is supported and considered central. In other words, it provides ample youth space and a place to spend time collectively as a community, do leisure activities, hang out, and socialize (Robinson, 2000). To achieve this, more youth spaces and places should be designed to unite youth communities and be equipped with various activities, programs, and services in dense urban areas. Hence, this paper will answer two main objectives.

First, this paper highlights the importance of youth spaces and places. Second, it seeks to explain how socio-spatial design aspects play a crucial role in creating conducive environments for youth, offering a range of activities and services. These spaces will function as youth community hubs, bringing people together and fostering new relationships and support networks. Such youth spaces should be easily

accessible, featuring a welcoming atmosphere and an environment that provides services reflecting local needs, potentially delivered by local individuals, organizations, or public agencies. These hubs will host various activities that strengthen bonds within existing communities, raise awareness, enhance knowledge, and encourage involvement from all sectors of society.

The following sections are organized into three main parts to benefit the study and achieve the above mentioned objectives. The first section explores the need for design approaches in youth spaces and places that foster communal development. This is followed by a discussion on the definition and characteristics of socio-spatial and communal values that influence the design of youth spaces. The following section explains the relationship between socio-spatial determinants and the creation of quality spaces for youth, supported by findings from a literature review of selected case studies on prominent youth spaces globally. Based on these insights, design strategies for youth spaces that address socio-spatial aspects will be highlighted and incorporated into the proposed design project, serving as a reference for future designers and relevant authorities.

LITERATURE REVIEW

Design approaches in youth spaces and places for communal development

Creating better spaces for youth is vital to encourage and promote positive youth development. Making places more appealing for youth will foster increased social activity and promote well-being (Farrugia, 2014). To effectively develop spaces for youth, it is crucial to understand the conceptual and theoretical design approach that fosters environments promoting health, well-being, and productivity (Farrugia, 2014). In this matter, to build the theoretical framework and to support the development of the determinants to be used to analyze the case study, two design approaches will be used as they are significantly related to the development of youth spaces and places of design.

The first approach involves designing with a focus on attachment, which explores the emotional bond between individuals and specific environments (Counted, 2016). Two key elements define this connection: the "sense of place," which refers to the emotional and cognitive association between a person and a particular location. It encompasses the feelings and memories associated with that place, contributing to a more profound sense of belonging and identity. The sense of place also involves active engagement in an environment or system, fostering a feeling of being an integral part of that environment or system. This concept aligns with Maslow's hierarchy of needs, where the sense of place is closely linked to the feeling of belonging, which holds the third position and is recognized as a fundamental human necessity (Taormina & Gao, 2013). Any interruption in an individual's sense of connection or absence of belongingness can result in social, biological, and psychological disruptions, emotional anguish, sensations of isolation, and mental disorders. However, studies suggest that individuals who feel a sense of belonging can significantly alleviate their levels of anxiety, depression, and loneliness. The findings from the survey conducted by scholars regarding the sense of belongingness and acceptance indicate that there is a favourable relationship between "belongingness" and both "emotion-acceptance" and "social self-representation" (Painter, 2013). This implies that individuals who strongly need to belong are more inclined to seek acceptance for their emotions and share them with others. This corresponds with scholars' assertion that these two requirements are intertwined, and it corroborates scholars' viewpoint that the need for belongingness is fulfilled by sharing emotions and forming mutual connections (Painter, 2013).

The second is the "sense of community", which refers to the social relationships that develop within an individual's significant place (Francis, Giles-Corti, Wood, & Knuiiman, 2012). A sense of community is the feeling of belonging and connectedness individuals experience within a group. It is characterized by mutual support, shared values, and a commitment to the group's well-being. A strong sense of community fosters social cohesion, emotional well-being, and collective action. Shared experiences and interactions nurture these relationships. To understand this, there are two key aspects and ways to cultivate a sense of community (Francis et al., 2012). The first aspect is having components of a sense of community. This involves membership: A feeling of belonging and being part of the group. This includes shared symbols, boundaries, and emotional safety; the role of influence; A sense of mattering within the group, where members feel they have a say in decisions and can influence outcomes; Having integration and fulfilment of needs (Mahmoudi Farahani, 2016): The group meets the needs of its members, providing resources, support, and rewarding experiences, including shared emotional connection, a strong bond formed through shared history, experiences, and emotional interactions. The following second aspect is the importance of building a sense of community in which the need to have open, honest, and frequent communication fosters trust and understanding among members, the feeling of inclusivity to ensure that the community is welcoming and accessible to all, regardless of background or identity, the importance of establishing common objectives and values that unite members and give them a collective purpose (Mahmoudi Farahani, 2016). Concerning the above, by prioritizing a sense of place attachment, which comprises the sense of place and community in the design of youth spaces, communities can create environments that nurture the holistic development of young people, preparing them to become confident, engaged, and resilient members of society.

Nevertheless, it is crucial to incorporate biophilic design principles so that youth spaces can become more inviting, supportive, and conducive to the holistic development of young people (Ryan & Browning, 2020). These spaces can play a pivotal role in fostering a healthy, engaged, and environmentally conscious generation. Doing so will nurture and cultivate feelings of tranquillity, connection to nature, and well-being among youth towards the importance of sustainability values, which seeks to enhance these emotional connections by incorporating natural elements such as plants, water, and natural light into the built environment (Kellert, 2018). This approach fosters a more aesthetically pleasing environment and promotes psychological and physiological benefits, ultimately contributing to a stronger sense of place attachment and community cohesion. Implementing the biophilic design theory into the design strategy means banding the green elements in the building environment. Using natural light and other elements in youth spaces and settings can create a positive and welcoming environment that promotes healing and wellness. It can also reduce stress, improve cognitive function and creativity, and improve well-being (Kellert, 2018). Biophilic design's success relies on interconnected, complementary, and seamlessly integrated interventions into the overall environment rather than being isolated or temporary. The fundamental principles include having ample natural light and maximizing exposure to natural light through windows, skylights, and open spaces (Wijesooriya & Brambilla, 2021). Provide lush greenery: Integrating plants, green walls, and indoor gardens into the design and embedding natural materials in interior and exterior building structures using wood, stone, and other materials in construction and decoration with nature-inspired patterns that mimic natural forms and landscapes (Wijesooriya & Brambilla, 2021). Providing views of nature and visual access to outdoor landscapes and natural scenes with water features like fountains, ponds, and aquariums may also evoke water's calming effects. By integrating these design approaches into the built environment, youth communities can create inclusive, vibrant, and nurturing spaces supporting holistic well-being and fostering a strong sense of place and belonging. To further understand this, the next section will elaborate on the role of communal value in socio-spatial and youth development.

This is crucial in the design and functionality of youth spaces because it will describe how young people interact within their environments and with each other, impacting their overall development and well-being. Integrating socio-spatial and communal values into the design and operation of youth spaces, communities can create environments that not only meet the physical needs of young people but also nurture their social, emotional, and cognitive development. These spaces can become activity, learning, and support hubs, contributing to youth's overall well-being and success.

Role of socio-spatial and youth communal values

"Socio-spatial" refers to the connection between space and social relations (Literat, 2013). In other words, socio-spatial dynamics illustrate how social interactions shape and define our spaces. In social science, social relations or interactions refer to any relationship between two or more individuals. In essence, social relations stem from individual agency—the personal capacity to act independently and make free choices, which forms the foundation of social structures. This ability to act, along with social behaviours or norms, is closely tied to cultural practices or communal values (Pearsall, Hawthorne, Block, Walker, & Masucci, 2015). Community or communal identity can be categorized into two phases. The first is the territorial and geographical level (community of place). The second is a community of interest, which includes i) identity based on relational aspects involving the quality of human relationships, independent of location, and ii) formally organized groups such as network-based guilds or incorporated associations (Pearsall et al., 2015). For this paper, formal organizational groups and related factors, such as social bonding, neighbourhood attachment, and behavioural rootedness, will be emphasized. Youth development is greatly influenced by communal values, as solid social relationships and connectedness can foster positive and resilient youth communities.

Four key aspects should be considered when describing communal values within youth communities, as they are essential for creating better spaces and places for young people (Abele, 2014). These aspects include membership (a sense of belonging), the ability to express freedom (influence), integration and fulfilment of needs (togetherness), and shared emotional connection. Membership refers to the feeling that one has committed a part of oneself to belong to a particular group with defined boundaries. In this context, a sense of membership fosters a strong feeling of belonging to a specific group (Botero, 2013).

In youth community development, expressing freedom and exerting influence is crucial for young people to engage more easily with their community and maintain strong bonds. A sense of community, integration, and fulfilment of needs (togetherness) is also essential for fostering deeper mutual connections among youth, strengthening the interdisciplinary ties that contribute to a productive community (Botero, 2013). This, in turn, cultivates a shared emotional connection between youth and their community, creating meaningful opportunities to connect, share, and grow together.

To effectively promote socio-spatial communal values in youth spaces, it is best to consider these values at three critical levels of the built environment: the unit, complex, and block levels. Site planning should incorporate numerous open, shared spaces for youth to highlight socio-spatial elements at the complex and block levels, as illustrated in Table 1. These three levels will revolve around the aspects of social-spatial values comprising accessibility to ensure that spaces are easily accessible to all youth, including those with disabilities, is vital for inclusivity; flexibility in which spaces should be adaptable to various activities and needs, allowing for multifunctional use; the need for safety and comfort whereby youth spaces should be designed to be safe, both physically and emotionally, fostering a sense of security

and finally the importance of having visibility and connectivity for clear sightlines and connected pathways promote social interaction and surveillance, enhancing safety (Neykova, 2022).

Table 1. Characteristics of socio-spatial elements that highlight communal values in youth spaces include a) open or public shared spaces, b) interconnected or interwoven pathways and c) wayfinding cues (Source: Author)

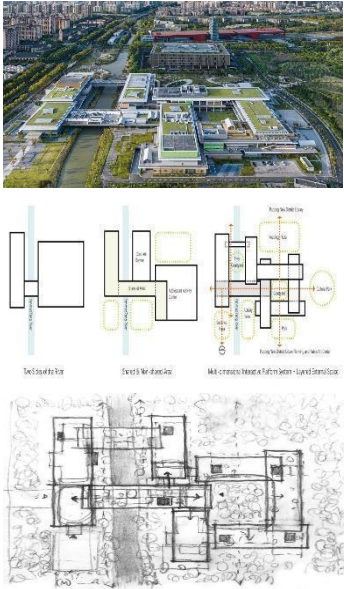
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| <p>Design an open/public shared youth spaces and places-</p> <p>a) with strategic placement and have free access for all</p> <p>b) with user-friendly amenities for all youth age groups and genders in the appropriate shape, dimension and location</p> <p>c) in a radial centralized manner within a U-shaped building complex to encourage the user to engage with the entire planning and have security for the youth user</p> <p>d) in a conducive manner and multifunctional for many activities to be shared by all</p> <p>e) with visual access from all directions and visible, surrounded by a subtle barrier</p> <p>f) with barrier-free aspects and free from vehicular entry</p> <p>Design interconnected or interweaved pathways in youth spaces and places-</p> <p>a) with clear boundary separation or buffer to public spaces and places entry for privacy like split level, hedge patio garden or planting screen</p> <p>b)with proper sidewalks, footpaths, and pedestrian pathways, interconnected within each building complex for casual social interaction with high visibility and natural daylighting to stimulate and increase social interaction</p> <p>Design wayfinding cues in youth spaces and places-</p> <p>a) Universal design elements for the physical characteristics (such as shapes, textures, materials, structure, scale, massing, colours, and lighting) should harmonize with the surrounding context to create an emotionally safe environment for youth. This includes incorporating wayfinding cues within the building complex using textured surfaces and interactive finishes to enhance accessibility and foster social connectivity.</p> |
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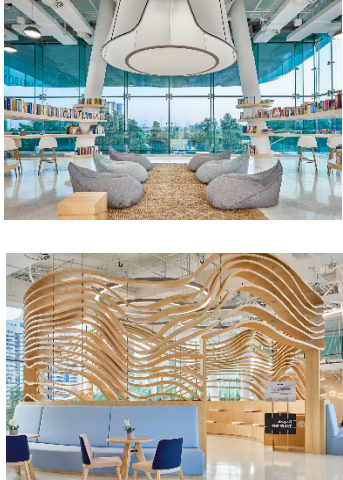

To further enhance how the spaces can be used, perceived, and valued by youth individuals and groups, the following section will further elaborate on the elements that are designed with a focus on the interplay between youth social interactions and the physical layout of the space by referring to the case study of youth centres at global context as benchmarking. The identified elements will be the determinants for developing design strategies for producing youth spaces and places to enhance youth community engagement, foster social cohesion, and support the well-being of individuals by considering how the physical environment influences youth social behaviours and interactions.

Determinants Relating to communal values in youth spaces and places design

This section presents the findings from the literature review of selected case studies of prominent youth centers on a global scale: CS1) Pudong Youth Centre, China, CS2) Youth Hub Abu Dhabi, UAE, and CS3) Tzu Chi Humanistic Youth Centre, Singapore. These youth hubs were chosen based on their relevance to the building category that reflects the characteristics and needs of youth communities. The review evaluates how these centers successfully address youth space design through their unique architectural approaches, focusing on socio-spatial organization and architectural values. The literature review of these case studies examines the internal level of socio-spatial arrangements, including a) open/public shared spaces, b) interconnected or interwoven pathways, and c) wayfinding cues (see Table 2).

Table 2. Findings from a case study in the global context to derive related indicators in determining design strategies (Source: Author)

| Typology of case study | A case study from the literature review in the global context | Internal elements design characteristics (socio-spatial organization) | | |
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| | | a) Open/ public shared space | b) interconnected or interweaved pathways | c) wayfinding cues |
| Youth centre | CS1- Pudong Youth Centre, China | <ul style="list-style-type: none"> Two interlocking courtyards within the site promote a smooth transition between inside and outside spaces. This approach creates a vibrant, versatile atmosphere, encouraging various cultural and social collaborations inside the centre. | <p>Multistoried spaces placed using interactive forms, "boxes" of programmatically different generics</p>  <p>Figure 1: Pudong Youth Centre, China spatial organization layout that considers the site conditions and human activities. (Source: https://www.archdaily.com/)</p> | <p>The institutions are interconnected underground and in a naive landscape, forming a single accessible public area. They facilitate connectivity and ease of cultural activity flow enhanced through its strategic positioning.</p> |

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| <p>CS2 –Youth Hub Abu Dhabi, UAE</p> | <p>Structured space planning divided the zoning into its uses and users, allowing better circulation for many user buildings.</p> | <p>The interlocked courtyard layout separated the building into parts where the space acts as a social hub where all idle activities during leisure time can be held. They create nooks and corners in the space planning where the small activities can be held and have some privacies to the space while shaping the protruding form in design massing.</p> |  <p>Figure 2: Youth Hub Abu Dhabi spatial organization layout that have open collaboration areas. (Source: https://www.lovetthatdesign.com/project/youth-hub-abu-dhabi/)</p> | <p>Using light colours to blend with the greenery, a light wood colour adds some modern regionalist effect to the building. The use of transparent material for the façade provides natural light to penetrate the building regarding its sustainability aspect and ease of wayfinding.</p> |
| <p>CS3–Tzu Chi Humanistic Youth Centre, Singapore</p> | <ul style="list-style-type: none"> • Conveys the idea of a dynamic, open workspace designed to accommodate collaborative activities and enhance the users' creativity. • Have a central space in the middle to act as a social space where people can enjoy leisure |  <p>Figure 3: Tzu Chi Humanistic Youth Centre spatial organization applies an open planning layout with multiple openings for easy access.</p> | <ul style="list-style-type: none"> • Non-traditional working space layouts with timber facade exposure act as cues for wayfinding within the interior space, providing a sense of relaxation. • Have textured timber wall allowing the user to navigate around the building through touch | |

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| | | in the time being. | <p>(Source: https://www.tzuchi.org.sg/en/our-missions/education/tzu-chi-humanistic-youth-centre/)</p> <ul style="list-style-type: none"> • Roofs cover large open areas to provide outdoor leisure space that simultaneously copes with the climate. • Provide a single visible spine route interconnected with more minor paved pathways free of obstacles at each level to force the user to engage with the entire layout of the building. | |
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RESEARCH METHODOLOGY

This study employs case studies as a qualitative research strategy. Methods such as critique sessions, focus group discussions, and literature reviews of established case studies on prominent youth spaces and place design are utilized for data collection. These methods are crucial for addressing the study's objectives, which aim to develop design strategies or guidelines for youth spaces focusing on communal values and socio-spatial elements. The data from the literature review are analyzed using the interpretivism paradigm and coding techniques (hermeneutics) to interpret the built environment and understand design approaches for youth spaces. This analysis informs the development of design strategies for proposed youth spaces and projects. Triangulation compares data from real-life case studies, critique sessions, and focus group discussions. The data from these sources are analyzed and tabulated to finalize the most effective design guidelines and strategies for youth spaces, enhancing social interaction. This approach proposes design guidelines that foster a sense of attachment and communal values, aligning with the study's objectives.

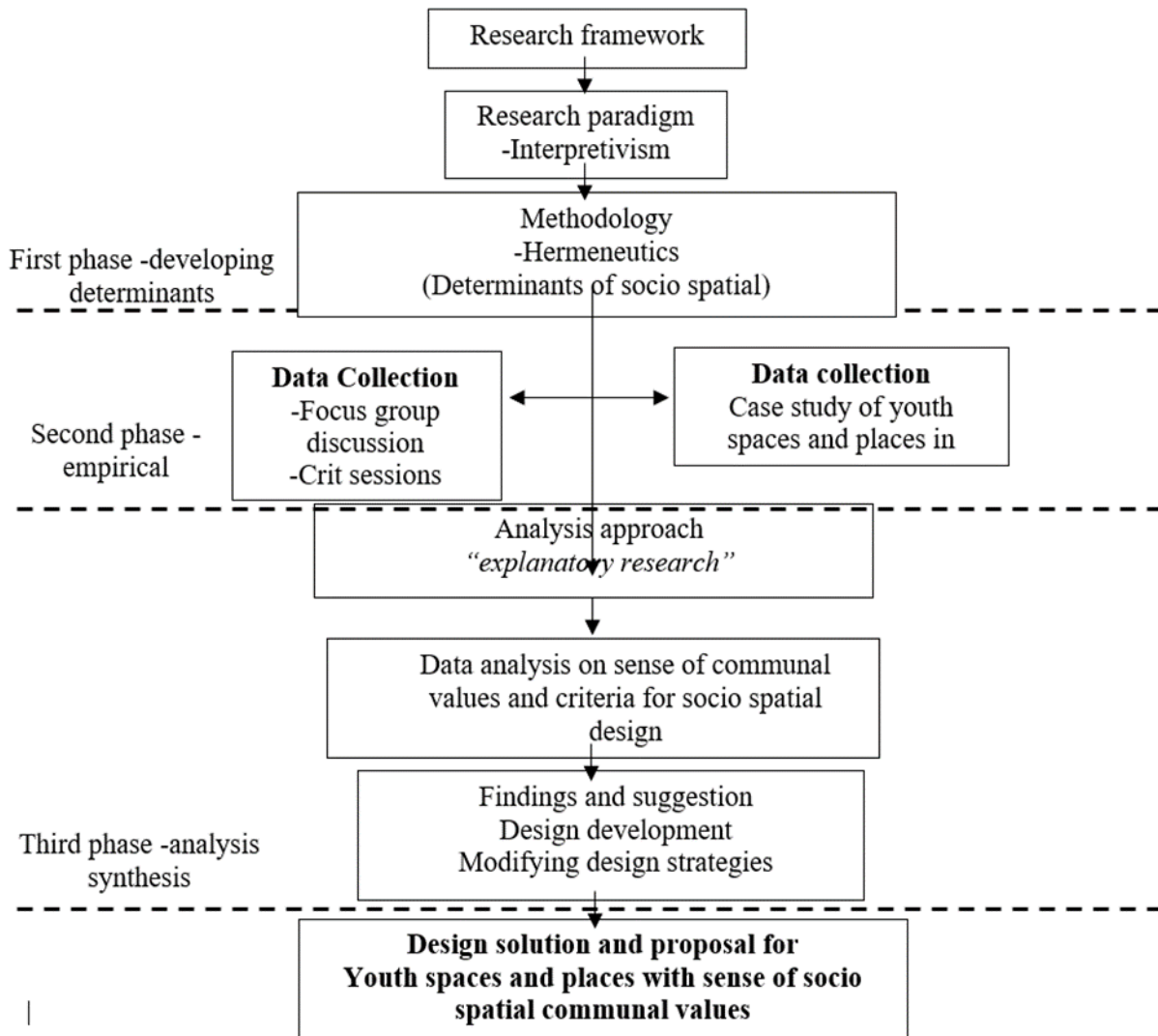


Figure 1. Research framework for study on youth spaces and places
 (Source: Author)

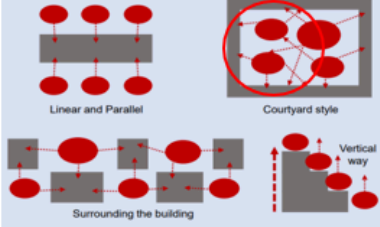
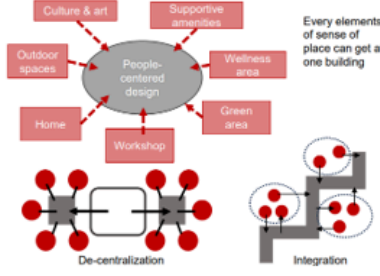


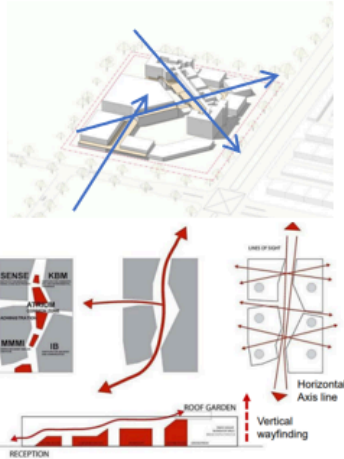
FINDINGS AND DISCUSSION



Designing youth spaces and places is complex, aiming to enhance quality of life so that young people can foster personal growth, social skills, and a sense of community. These spaces should be tailored to engage youth in various activities, support their development, and offer a safe and inclusive environment. They must take diverse forms and fulfill different functions, addressing both internal and external elements of the emotional and physical environment to shape the youth experience at the unit, block, and complex levels (see Table 3). In summary, incorporating appropriate building components for space-making is crucial in designing environments that encourage social interaction among youth (see Table 3), based on

the literature review findings from three global case studies (see Table 1.0 & Table 2.0) and the proposed design strategies from the author's perspective (see Table 3).

Table 3. Proposed Design Strategies for Youth Spaces and Places

(Source: Author)

| Youth spaces and places design Unit Internal element | Block level | Complex level |
|---|---|--|
|  <p>Fig 2 Proposed layout for internal horizontal and vertical spatial arrangement (source author)</p> <ul style="list-style-type: none"> Centralized planning with an open courtyard in the middle is connected by nodes representing (social interaction spaces in the overall complex. This kind of planning promotes space for socialization and communal interaction among youth according to phases –for a larger group, the smaller group followed by personalized group interaction.  <p>Fig 3 Proposed layout for internal spatial arrangement (source author)</p> <ul style="list-style-type: none"> Having Flexible and Adaptable secondary spaces surrounding |  <p>Fig 4 Have balanced Openness & Enclosure at each block level for visual interaction (source author)</p>  <ul style="list-style-type: none"> Should create a visual hierarchy that guides users in understanding the diverse space function and fosters a sense of connection & awareness by enhancing space transparency <p>Fig 5 Have Biophilic Design Approach (source author)</p> | <ul style="list-style-type: none"> There should be visible and transparent connectivity and circulation between indoor and outdoor social interaction nodes and spaces at all complex levels linked to the main space. This will maximize access to all social interaction spaces. Overlapping structures at the complex level helps mitigate the risk of isolation by creating visual connections and shared access points to create a space that is easy to navigate and promotes a sense of orientation and movement.  <p>Fig 7 create a mental map of environment for effective wayfinding system that helps youth users navigate the spaces at</p> |

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| <p>primary spaces and people-centred multi-purpose areas in a linear, parallel or centralized manner that can be easily reconfigured for different activities, such as open spaces that can host events, workshops, or casual gatherings.</p> <ul style="list-style-type: none"> ● Interval spaces with green places -Incorporate outdoor areas with greenery, such as gardens or courtyards, to promote environmental awareness and relaxation. | <ul style="list-style-type: none"> ● It should maximize visual connection at each block level to nature to enhance positive impact on cognitive, psychological, and physiological responses by utilizing natural material to provide other sensory experiences that are both calming and stimulating.  <p>Fig 6 Have Sensory Integration at every block level (source author)</p> <ul style="list-style-type: none"> ● The acoustical level and diffusion of light at the block level should be controlled by enhancing the sensory experience through tactile materials, scents, and other sensory stimuli that contribute to the overall block-level ambiance. | <p>complex level (source author)</p>  <p>Fig 8 creates the concept of microcosm at the complex level for Circuit Configuration (source author)</p> <ul style="list-style-type: none"> ● create a seamless transition zone for a gradual shift between different areas at complex levels, which is to be applied to all the transition zone |
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CONCLUSION

The importance of youth centres lies in their support for young people's overall development, helping them grow into healthy, responsible, and engaged members of society. Youth spaces provide numerous benefits, such as a safe environment where supervised areas help deter negative influences and risky behaviours. Additionally, these spaces serve as hubs for social and skill development, offering mental and emotional support and providing opportunities for young people to interact with peers, develop social skills, and form friendships. Given the critical role of youth spaces in fostering development and well-being, their design must facilitate social interaction and promote communal values among youth, enhancing opportunities to meet, connect, and grow. Therefore, it is essential to focus on both the internal and external elements of the emotional and physical environment at the unit, block, and complex levels to shape the youth experience effectively.

To emphasize the importance of a sense of attachment and community, two key factors address the needs of youth. The first factor includes internal elements such as socio-spatial organization, the configuration of courtyards or green spaces, indoor-outdoor spatial relationships, and space attachment. The second factor involves external elements related to form and finish, including universal design features, such as fittings, fixtures, furniture, colours, building materials and finishes, lighting, façade treatments, and scale. These aspects are vital as they create a social environment fostering community values among youth. This study aims to inform the development of new design strategies for youth spaces tailored to their specific needs.

By gaining a deeper understanding of youth needs, the design of future youth centres and spaces will instil a strong sense of pride among young people. The goal is to create adaptable, inclusive, and sustainable environments that address their evolving needs. For that matter, public involvement, experts and policymakers play a critical role in enhancing youth places by creating supportive frameworks, providing resources, and fostering an inclusive environment comprising of the policy development that prioritizes the creation and support of youth centres, ensuring they are accessible and inclusive; Enhancing proper infrastructure and planning like zoning and land use: that ensure urban planning and zoning regulations support the establishment of youth centres in convenient and accessible locations; revising the Design building Standards which Implement design standards that ensure youth centres are safe, inclusive, and conducive to learning and recreation. By actively engaging with the community and implementing supportive policies, public involvement and policymakers can significantly enhance the quality, accessibility, and impact of youth centres and spaces. This collaborative approach ensures that youth centres are well-equipped to meet the diverse needs of young people and contribute to their overall development and well-being.

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