Farzaneh Gharibi et. al
Prioritizing Children's Issues in the City of Arak to Achieve the Indicators of a Child-Friendly
City

Prioritizing Children's Issues in the City of Arak to Achieve the Indicators of a Child-Friendly City

Farzaneh Gharibi

PhD in Curriculum Planning, Department of Educational Sciences, Faculty of Humanities, Arak University, Arak, Iran

Saeed Mousavipour*

Associate Professor, Department of Educational Sciences and Psychology, Faculty of Humanities, Arak University, Arak, Iran

Sajad Molavi

Master's degree in psychology, education teacher of Central province, Shazand education and training, Arak, Iran.

Abstract

In recent years, policies and programs have been proposed under the title "Child-Friendly City" for the presence, growth, and creative participation of children in urban spaces. In this regard, the current research was conducted with the aim of investigating and prioritizing children's issues in Arak city to achieve the indicators of a child-friendly city in 1400. In this research, the content analysis method was used to investigate and extract the indicators of the child-friendly city based on the theoretical foundations of the research, UNICEF's perspective, the background of the research conducted inside and outside the country, and the descriptive survey method was used to collect data. it placed. The statistical population of the present study included all the children aged 6 to 12 years in Arak city, who were selected by random sampling method, based on the Kargesi Morgan table, and finally, after dropping the subjects and removing the incomplete questionnaires, the data of 209 children were statistically analyzed. it placed. The tool of data collection was a researcher-made questionnaire of child-friendly city indicators, whose validity and reliability was confirmed. To analyze the data, descriptive statistics and inferential statistics (one-sample t-test and Friedman's test) were used and the data were analyzed using R and spss23 software. The research findings showed that the current situation of Arak city in The field of indicators of a child-friendly city from the point of view of children, considering the scale, was lower than the average number of 3. Therefore, the results generally showed a clear difference between the current and desired conditions of the nine child-friendly city indicators, which were lower than the standards of the UNICEF organization and the measures taken in other developed and developing cities and countries. Other findings indicate It was because, from the children's point of view, participation, security, healthy

and clean environment, social services, green space, attention to cultural and religious issues, education, safety and ease of movement, and beauty of urban spaces are the most important priorities. On reaching the city of Arak, they were friendly with children. In the end, it can be said that despite the problems that exist in the city of Arak on the way to achieving the indicators of a child-friendly city, we cannot be denied the previous actions of various organizations and bodies. Therefore, it is hoped that the city of Arak can become a child-friendly city by preventing the parallel work of organizations and creating coordination and implementation measures suggested in the current research.

Keywords: children, Arak city, child-friendly city

Introduction

Cities are the source of children's growth and a place for their growth and personality formation. As members of society, children are considered users of urban environments with a set of specific demands and needs, and the issue of children's safety, growth and social health in industrial and large cities is more important for reasons such as population density, type of residential structure and apartment living. It is already in danger (Mustafapour, 2019).

Cities and urban spaces can be positive or negative places for children to live. Ideally, neighborhoods and neighborhoods should be social places for children, so that they can easily explain the principles of societies, cultures, and their exchanges to children (Karbalai Hosseini and Sohaili, 2013).

However, the main approach of most urban development plans has been to solve urban issues and problems by using local measures and without paying attention to the factors that cause the aforementioned issues and problems (Tibbalds, 2006). The scale of urbanization and the problems caused by it indicate that their consequences are currently global (Shirazikhah, Mousavi, Mirtaher, and Sarmedi, 2010). Today, our urban space is formed based on the principles and standards of adults, and most of the urban spaces lack quality for the use of children. The time has come for children and their values to enter the equations of urban planning and urban planning, and city managers provide them with the possibility of an enjoyable life (Mousavipour, Gharibi, Molavi, 1400).

Therefore, in recent years, policies and programs have been proposed under the title of "child-friendly city" or for the presence, growth, and creative participation of children in urban spaces, and in these programs, criteria such as safety, security, access, beauty, Adaptability, ability to play, training, participation and having financial facilities are taken into consideration (Mustafapour,

Farzaneh Gharibi et. al
Prioritizing Children's Issues in the City of Arak to Achieve the Indicators of a Child-Friendly
City

2019). Such a city is a place where different parts of society are committed to providing the necessary standards for a decent life for children in their area.

Because children are one of the main social layers of cities. Today's children are the future generations of our society, which shows the necessity of general and comprehensive knowledge of children. They look at their surroundings and their city from a different perspective and have very different perceptions and beliefs about their surroundings than adults and their parents (Saidi Rizvani, Amir Ahmadi and Fatahi, 2014).

A child is an immature citizen who goes through his growth period and is considered to be a continuation of human life. If children are considered in the planning process of cities, cities can be more stable and livable in terms of social and environmental aspects (Rafiian, Karimzadeh, and Khosravi, 2018).

The main basis of the discussion about child-friendly cities is the discussion of citizenship. According to Dahrendorf (1974), modern history has not given adequate value to the citizenship characteristics of children. Even since the drafting of the Convention on the Rights of the Child (adopted in 1989), children have been defined as passive citizens. In such an approach, which always depends on the criterion of ability and biological age, the citizenship criteria of children are measured equal to the citizenship criteria of adults. However, by reconfiguring the concept of citizenship as a multi-generational matter, the ground has been provided for providing an approach to citizenship criteria that includes childhood as well (Bellamy et al., 2004).

To realize children's citizenship rights, child-friendly cities have been considered since the 1980s to pay attention to the needs and wishes of children, and cities to achieve child-friendly cities, walking and cycling, traffic calming and They targeted the redesign of the streets. The Convention on the Rights of the Child, including the most basic human rights for children, was approved on November 29, 2018, and this convention is the most accepted human rights document in history (www. unicef.org, 2019). In September 2000 AD, the World Secretariat of Child-Friendly Cities was created to provide this support and be a reference for this work.

In recent years, various types of research have been investigated individually or in general on the indicators of a child-friendly city, including: Play spaces(Kharazmi et al, 2019; AbulGhasempour, 2016; Kiani and Ismailzadeh Kowaki , 2012; Karbala Hosseini and Sohaili , 2013; Tayefi Nasrabadi, Garcia, and Pourzacaria , 2021; UNICEF, 2018; Satterthwaite, 2004), Safety of playgrounds and urban spaces (Abouqasempour 2016; Karbalai Hosseini and Sohaili, 2013; Ghafari et al., 2010; Howard, 2006; Nordstrom ,2010; Steele and Woolcock, 2008; Howard , 2006; Satterthwaite, 2004), Public transportation (Satterthwaite, 2004; Harley ,2007), Safety and ease of transportation (Kharazmi et al., 2019; Abuqasempour, 2016; Karbalai Hosseini and Sohaili, 2013; Ghafari et al., 2019; Brown , 2019; UNICEF , 2018; Nordstrom , 2010; Steele and Woolcock , 2007; Johnson, 2007; Harley , 2007; Howard, 2006; Satterthwaite, 2004), Healthy

Farzaneh Gharibi et. al
Prioritizing Children's Issues in the City of Arak to Achieve the Indicators of a Child-Friendly
City

environment and proper management of waste collection and disposal system (Abouqasempour ,2006; Ghafari et al., 2004; Satterthwaite, 2004), Healthy environment and proper management of waste collection and disposal system (Satterthwaite, 2004), Healthy environment and proper management of waste collection and disposal system (Kharazmi et al., 2019; Ghafari et al.,2013; Ebrahimi et al., 2018; UNICEF, 2018; Nordstrom ,2010; Woolcock and Steele, 2008) , Access to basic facilities and services (Driskell, 2007; Harley, 2007; Howard ,2006) Aboughasempour,2016; Kiani and Ismailzadeh Kowaki,2011; Ghafari et al, 2010), Children's participation in city issues (Adams, Savahl, Florence, and Jackson, 2019; Percy Smith,2010; Woolcock and Steele,2008; Harley,2007; Howard,2006), The existence of public spaces for interactions (Kiani and Ismailzadeh Kowaki,2011; Ghafari et al. ,2010; Adams, Savahl; Woolcock and Steele,2008; Harley ,2007), Green and natural space (Woolcock and Steele, 2008; Harley ,2007), Designing creative spaces for children (Howard ,2006), Education and providing a platform for learning and development for children and culture(Kharazmi et al.,2019; Safavi Moghadam et al.,2014; UNICEF,2018; Woolcock and Steele, 2008; Howard ,2006).

With the sum of the investigations carried out in domestic and foreign records and considering the importance of the position of children that different sciences have investigated and recognized the needs of children and the ways of better nurturing their talents, new approaches in the field of urban planning in the field of investigating children's perception of the city and Recognition of his needs has been formed in the city. The main goal of these efforts is to create child-friendly cities that, along with creating a safe space for life, create an innovative space for fostering children's creativity. Considering the importance of children as one of the most important sections of society that build the future of the country, it is necessary to conduct more studies in this field. For this purpose, in this research, an attempt was made to examine the prioritization of children's issues in Arak city to achieve the indicators of a child-friendly city. In this regard, the goals of this research are:

1. Investigating the degree of deviation of Arak city to become a child-friendly city

2. Prioritization of effective measures to achieve the indicators of a child-friendly city

Research method

The research method according to the type of research and the nature of the research topic is different in this research from the content analysis method to examine and extract the indicators of the child-friendly city based on the theoretical foundations of the research, UNICEF's perspective, and the background of the research conducted inside and outside of the country and a descriptive survey method was used to collect data. The current research is considered applied research in terms of its nature, type of findings, and the result it gives.The statistical population included all children between 6 and 12 years of age and using Morgan's Kargesi table, after dropping the subjects and removing incomplete questionnaires, the data of 209 children were

Farzaneh Gharibi et. al
Prioritizing Children's Issues in the City of Arak to Achieve the Indicators of a Child-Friendly
City

analyzed statistically.The data collection tool of this research included a researcher-made questionnaire, which according to the theoretical foundations, internal and external research backgrounds, field investigations and interviews, and statistical data and reports related to the city of Arak, the indicators of the 8-dimensional child-friendly city include: Participation (the right to be heard and valued), education, safety and ease of transportation, enjoyment of social services, family life and play and recreation, cultural and religious, healthy and clean environment, green space, the beauty of urban spaces were achieved With each index, items related to it were also extracted. To check the validity of the questionnaire, 10 professors and experts including sociologists, city managers, psychologists, and knowledgeable people were given them and they were asked to express their opinions about the questionnaire. After completing three stages of modification, the desired items were approved. Cronbach's alpha method was used to calculate reliability and its reliability was evaluated as favorable (Cronbach's alpha > 0.67).

Findings

Considering that in the current research, there are several dependent variables (the eight components of a child-friendly city), the multivariate Hotelling's t-squared test and its univariate mode, i.e. one-sample t-test, were used to analyze the data. To use the t-squared analysis method, first, the basic assumptions of this statistical method, i.e. multivariate normality and the absence of multivariate outlier data, as well as the existence of a correlation structure between the research variables, have been investigated. At the same time, Mahalanobis Distance Index was used
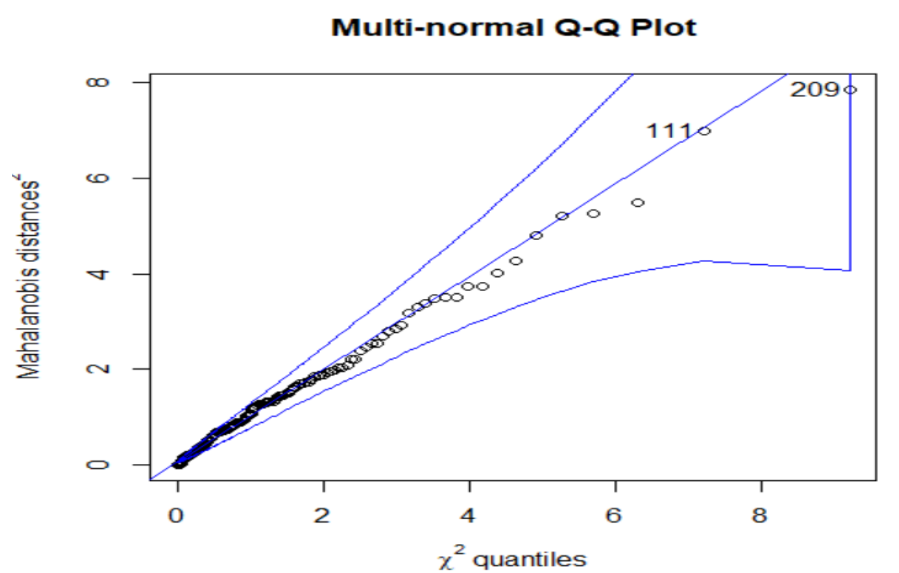
Figure 1. Mahalanobis distance index to check the normality and absence of multivariate outlier data

As can be seen in Figure 1, due to the location of the points on the 45-degree line, it can be said that multivariate normality is established.

Farzaneh Gharibi et. al
Prioritizing Children's Issues in the City of Arak to Achieve the Indicators of a Child-Friendly City

Next, to check the existence of the correlation structure between the scores of the dependent variables of the research, Bartlett's test of sphericity was used for the possibility of multivariate analysis. There is a test, a relationship. As a result, due to the existence of the necessary correlation structure between research variables, there is no obstacle to using multivariate statistical methods.

The results of the Hetling t-square test in examining the status of the eight components of the child-friendly city show that the average linear combination of the nine components of the child-friendly city at the 0.95 confidence level is significantly different from the standard value of 3 (P< 0.05). In other words, it can be said that children's opinions were different from the average in at least one of the components of the child-friendly city. In the following, the status of each component has been examined.

Table 1. Comparison of the average indicators of a child-friendly city from the point of view of children with standard number 3

indicators	df	mean	t	p
participation	208	2/68	24/07	0/001
Education	208	1/85	-67/24	0/001
Safety and ease of transportation	208	1/81	-48/05	0/001
Having social services, family life, and play and recreation	208	2/06	-40/48	0/001
Attention to cultural and religious issues	208	1/84	-54/32	0/001
Healthy and clean environment	208	2/38	-29/88	0/001
green space	208	2/21	-23/86	0/001
The beauty of urban spaces	208	1/55	-45/50	0/001

As can be seen in Table 1, according to the value of the test statistic and the obtained significance level (P<0.01), the average obtained at the error level of 0.05 in all indicators of participation, education, Safety and ease of transportation, having social services, family life, and play and recreation, attention to cultural and religious issues, healthy and clean environment green space & the beauty of urban spaces component is lower than the average value. As a result, it can be said that the state of the child-friendly city is not in a favorable state in terms of the indicators.

Farzaneh Gharibi et. al
Prioritizing Children's Issues in the City of Arak to Achieve the Indicators of a Child-Friendly
City

Friedman's test was used to rank the nine components from children's point of view, the results of which are presented in table 2.

Table 2. Friedman's test for ranking the components of a child-friendly city from the perspective of children

Number	Chi-square	df	P
209	961/01	**8**	0/001

The results of Table No. 2, according to the value of the test statistic (961.01) and with 8 degrees of freedom, show that the null hypothesis that the importance of the components of a child-friendly city is the same from the point of view of children is rejected.

Table 3. Ranking of child-friendly city components from children's point of view

indicators	mean	mean Rank	Rank
participation	68/2	2/68	1
Education	85/1	1/85	6
Safety and ease of transportation	81/1	1/81	7
Having social services, family life, and play and recreation	06/2	2/06	4
Attention to cultural and religious issues	84/1	1/84	5
Healthy and clean environment	38/2	2/38	2
green space	21/2	2/21	3
The beauty of urban spaces	55/1	1/55	8

The results of Table No. 3 regarding the ranking of the nine indicators of a child-friendly city from the children's point of view, according to the average calculated for each of the factors, show that the component of participation has the best status and the component of the beauty of urban spaces with the lowest average in the last rank. contract.

Discussion and conclusion

The purpose of this research was to prioritize children's issues in Arak city to achieve the indicators of a child-friendly city. To investigate the current situation of Arak city and the degree of deviation from the indicators of a child-friendly city, the eight indicators of a child-friendly city were analyzed from the perspective of children. The results showed that all indicators are lower than the average number 3 from the point of view of children, considering the scale. Therefore, the results showed a clear difference between the current and desired conditions of the eight indicators of a child-friendly city.

But what is important is that, despite all the efforts made by various organizations and bodies, especially the municipality, for the urban planning process regarding the improvement of the quality of Arak city, the results show that in many cases, per capita green, educational, Cultural and social centers, including mosques, cultural and social centers, sports halls, etc., to achieve sustainable development in general and the indicators of a child-friendly city in particular, from the perspective of the children of this city, are less and lower than their expectations.

Urban planning can achieve its goals and objectives when it takes into account the rights of all citizens, including children, as one of the most important and sensitive sections of society, in urban spaces (Mousavipour, Gharibi, Molvi, 1400).

Other findings of the research regarding the priorities and importance of the eight indicators in the direction of achieving child-friendly indicators in the city of Arak showed that from the children's point of view, according to the components, participation with an average of 2.68, healthy and clean environment with an average of 2.38, From social services with an average of 2.06, green space with an average of 2.21, attention to cultural and religious issues with an average of 1.84, education with an average of 1.85, safety and ease of traffic with an average of 1.81, and the beauty of urban spaces with an average of 1.55 in order of priority in the ranking He was ranked one to eight.

The important point is that from the children's point of view, the component of participation (the right to be heard and valued) was at the top of the proposed priorities. A child-friendly city is an environment where children express their wishes and can influence their issues (Percy Smith, 2010, Carroll et al., 2019). The goal of the child-friendly city approach or city design for children is to guarantee children's rights in various urban contexts. Today, more than a third of the world's population is under 18 years of age and they form an important part of the urban population; This is despite the fact that Article 1 of the Universal Declaration of the Rights of the Child defines a child as someone who is less than 18 years old. Therefore, as members of our society, children are users of our artificial environment with a set of their res and needs (Kyani and Esmailzadeh Kowaki, 2011). However, the studies conducted on children's performance show that their demands are not completely compatible with the design approaches chosen by designers, because the value of a

Farzaneh Gharibi et. al
Prioritizing Children's Issues in the City of Arak to Achieve the Indicators of a Child-Friendly
City

place for children is determined more by the function of that place than by its shape. It (Christensen, 2003). That's why one of the important aspects of sustainable social development is creating opportunities for children and teenagers to participate, which has a profound effect on their personal and mental development. Until now, in our country, children and teenagers have been neglected in the planning process - despite the concern of designers and planners - in improving environmental qualities with the participation of people (and the large share of children and teenagers in the population) (Shaftoe, 2008).

The second priority of children was a clean and healthy environment. The green space and the clean and healthy environment of the city determine the body and overall appearance of the city, and in fact, the green space of every city serves as the backbone of the city, meeting the environmental needs of all citizens, especially children, along with urban structures. Undoubtedly, the green spaces and urban parks and their clean and healthy environment should be considered among the most essential factors for the sustainability of human life in today's urbanization. They will have positive effects. Urban parks, as one of the most important public service spaces in the city, play a large role in improving the social, cultural, economic and environmental conditions of urban areas.

The third priority for children in order to reach the indicators of a child-friendly city was the enjoyment of social services, family life and play and recreation. single bus or taxi station, educational uses (such as kindergartens, culture houses, neighborhood centers and schools), recreational uses (such as toy houses, parks, etc.), sports uses (such as sports clubs, sports clubs, swimming pools, etc.), cultural uses (such as libraries, art galleries, cultural centers, etc.), mosques, etc., according to the standard per capita, should be taken into account so that children throughout the city have access to fair and equal to all kinds of spaces and facilities to play and have a fun presence in the city.

A child-friendly city is a part of the discourse of an inclusive city that provides equal opportunities for a creative and humane life to all groups of citizens of all classes, genders, and ages, and all members of society have fair access to all types of services they need. With quality and comfort, it is a sign that all humanistic societies seek to fulfill its principles and requirements in their cities and small and large communities. Preparation for the development of child-friendly cities in the country is done in different ways. Some of the most important of these methods are: Creating cities with a mix of more child-friendly uses, including parks, playgrounds, and centers for children's creativity so that the services needed by children and teenagers are available to them safely and conveniently. be placed In the design of new urban streets or the modification of existing streets, children's entertainment and learning aspects should be taken into consideration in such a way that they have spaces for playing, social interaction, and mobility while being beautiful for children. These streets should not be just passing places but should become destinations where children can enjoy their social life. They should be equipped in such a way that while reducing the risks caused

by cars hitting children, they should protect children from noise and air pollution. Also, the development of the main uses referred to by children and teenagers such as schools, parks, playgrounds, computer entertainment centers, and residences with a focus on quality public transportation and safe connection of these uses in a way that is in line with the development Child-friendly cities are sustainable and are implemented in all urban development plans and projects. It is hoped that this research and its results can pave the way for the development of Arak city to reach the indicators of a child-friendly city.

References

1. Abouqasempour, Mah Laqa. (2016). Physical-spatial analysis of the child-friendly city (case of study: Bahar neighborhood, Haft district, Tehran). Master's Thesis of Geography and Urban Planning, Kharazmi University, Tehran.

2. Adams, S., Savahl, S., Florence, M., & Jackson, K. (2019). Considering the natural environment in the creation of child-friendly cities: Implications for children's subjective well-being. Child Indicators Research, 12(2), 545-567.

3. Bellamy, R., Castiglione, D., & Santoro, E. (2004). Lineages of European Citizenship: Rights, Belonging and Participation in Eleven Nation-States. Palgrave Macmillan UK.

4. Brown, C., de Lannoy, A., McCracken, D., Gill, T., Grant, M., Wright, H., & Williams, S. (2019). child-friendly cities.

5. Carroll, P., Witten, K., Asiasiga, L., & Lin, E. Y. (2019). Children's engagement as urban researchers and consultants in Aotearoa/New Zealand: Can it increase children's effective participation in urban planning? Children & Society, 33(5), 414-428.

6. Christensen, P., & O'Brien, M. (2003). Children in the City: Home, Neighborhood and Community, Routledge Falmer, First published, London,229 pages.

7. Dahrendorf, R. (1974). Citizenship and beyond: the social dynamics of an idea. Social Research, 673-701.

8. Dryskl, D (2007). Creating Better Cities with Children and Adolescents. Translated to Farsi by Tavakoli, M. & Rezvani, N. S. Tehran: Dipacheh Press.

9. Ebrahimi, Hamidreza, Saeedi Rizvani, Navid, Momani Manjili, Arzoo. (2018). Compilation of the principles of designing children's play spaces with an emphasis on the age group of 2 to 12 years (Rasht case study). Bagh Nazar, No. 19, 5-34.

10. Ghafari, Ali, Ghale Noui, Mahmoud, and Emadi, Khashayar (2010). Child-friendly city, evaluation and comparison of how to respond to the principles of a child-friendly city in new and traditional contexts of Iran (case study: Sepahan Shahr and Jobareh neighborhood of Isfahan). Hoviyt Shahr , 18, 27-38.

11. Horelli, L. (2007). Constructing a theoretical framework for environmental friendliness. Children, youth and environment. 17(4). 267-292.

Farzaneh Gharibi et. al
Prioritizing Children's Issues in the City of Arak to Achieve the Indicators of a Child-Friendly
City

12. Howard, A. (2006) What Constitutes Child Friendly Communities and how are they built?, report prepared for the Australian Research Alliance for Children and Youth (ARACY). Sydney: Perth.

13. Karbalai Hosseini Ghiathund, Abolfazl, Sohaili, Jamaluddin. (2012). Investigating the characteristics of a lovely city from the perspective of children (Case study: Qazvin two municipal districts. Urban Studies Quarterly, ‹3(9) .59-68.

14. Kayani, Akbar, and Ismailzadeh Kowaki, Ali. (2011). Analysis and planning of "Child Friendly City" (CFC) from children's point of view (case study: Quchan). Bagh Nazar, 9(20), 51-62.

15. Kharazmi, Omid Ali, and Johari, Leila., and Kharazmi, Amir Ali. (2019). Evaluation of child-friendly city indicators in Mashhad metropolis. Urban Social Geography, 7(1) (series 16) 210-191.

16. Mostafapour, Ali. (2019). About phenomenology in architecture. Sefe, (1) 21, 19-30.

17. Mousavipour, Saeed, Gharibi, Farzaneh, Molvi, Sajjad. (1400). Investigating the recognition and prioritization of children's issues in the city of Arak in order to achieve the indicators of a child-friendly city, research project, Central Governorate, Arak.

18. Nordström, M. (2010). Children's views on child-friendly environments in different geographical, cultural and social neighbourhoods. Urban studies, 47(3), 514-528.

19. Percy-Smith, B. (2010). Councils, consultations and community: rethinking the spaces for children and young people's participation. Children's Geographies, 8(2), 107-122.

20. Rafiyan, Mojtabi, Karimzadeh, Forough, and Khosravi Soheila (2001). A child-friendly city from idea to reality: looking at London's steps towards realizing the dreams of a child-friendly London. Abadi publication, (36) 23.

21. Safavi Moghadam, Seyed Maryam; Noghani Dekht Bahmani, Mohsen; Mazloum Khorasani, Mohammad. (2014). Survey of child-friendly city and children's sense of happiness in Mashhad city, Journal of Social Sciences, School of Literature and Human Sciences, Ferdowsi University of Mashhad, No. 12, 143-165.

22. Satterthwaite, D. (2002). City Governance for and with Children. In Conference Paper for the Child and the City Conference, Amman, December (pp. 11-13).

23. Shaftoe, H. (2008). Convivial Urban Spaces: Creating Effective Public Places, Sterling: VA, First published, London, 260 pages.

24. Shirazi Khah, Marzieh, Mousavi, Mirtaher, Sahaf, Rabab and Sarmadi, Majid. (1390). Studying the health and social indicators of elderly women in Iran (an article taken from a student's thesis). Al-Salmand Scientific Research Journal, 6, 66-78

25. Tayefi Nasrabadi, M., García, E. H., & Pourzakarya, M. (2021). Let children plan neighborhoods for a sustainable future: a sustainable child-friendly city approach. Local Environment, 26(2), 198-215.

26. UNICEF (2021). CFCI Framework, retrieved by https://childfriendlycities.org/cfci-framework.

Farzaneh Gharibi et. al
Prioritizing Children's Issues in the City of Arak to Achieve the Indicators of a Child-Friendly
City

27. Woolcock, G. and Steele, W. (2008). Child-friendly Community Indicators– A Literature Review. Queensland, AU: Griffith University.