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Evaluating the Effectiveness of the Right to the City Components to Improve Sustainable Urban Spaces Quality for Children

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A R T I C L E   I N F O

A B S T R A C T

The Right to the City is based on all residents of the city enjoyment from the urban life opportunities. In particular, it seeks to support those groups that are designated as "special threat groups" in the laws and regulations. The Children Right to the City means that the public and social space and the general atmosphere of the city for the presence of children and interaction with the body of the city and other citizens of the city should be provided. Moreover, alignment between sustainable principles and children's rights clearly emphasizes on the need for paying attention to children in urban planning. The current research is developmental-applied research and to achieve the goals, a mixed research method has been used. In the qualitative part, the method of content analysis and Grounded theory method were used together and NVivo software was applied to code the data. In the department of qualitative studies, the statistical community includes experts as well as university professors in the field of urban planning, and 32 people have been selected as the research sample using the snowball technique.

In the quantitative part, based on the results of the interview and the conceptual model obtained from the qualitative studies, a questionnaire based on the 5-point Likert scale was designed. In this section, the statistical population includes specialists and experts of urban planning as well as managers and decision makers in urban issues. To calculate the sample size, Cochran's formula was used, taking into account the error of 0.05, so 218 people was determined as the sample size. To analyze the results of the questionnaire and examine how the variables are related, SPSS statistical software, T-test and multivariate regression were used.

Based on the results of qualitative studies, a conceptual model of the components of the concept of the Right to the City was presented in order to improve the quality of sustainable urban spaces for children. The results of quantitative studies demonstrate the relationships between the variables and their impact coefficient and ranking.

Running Title: Effectiveness of the right to the city components for children

NUMBER OF REFERENCES
26

NUMBER OF FIGURES
13

NUMBER OF TABLES
5

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1. Introduction

Cities are the center of economic, social, political and cultural activities and are always growing, moving and changing. During this movement and change, they affect the lives of the residents, and in turn, the residents affect the cities structure by their life style and the way of using resources. One of the main challenges that require the attention of city managers is how and how much different groups of citizens use urban spaces.

Among the city residents, children are known as a group of citizens with different needs and desires from adults. They have psychological needs that are much more complex than biological needs, and accordingly, they need special attention. Children go through the process of socialization in the family, school and urban spaces. However, the increase of the urban population and the dominance of the machineries over the urbane life, until they reach the age of confronting the urban environment, children are directed to protected spaces and under the supervision of adults (such as indoor playgrounds and spaces, extracurricular classes and ...). The consequences of such a view on children's use of urban spaces lead to a decrease in their interaction with the environment and the use of adults' artificial environments. On this basis, children will go through an artificial period that is guided and planned by adults. Children who are the product of this kind of growth and planning cannot be expected to be bold and creative people.

The Right to the City is based on the enjoyment of all residents of the city from the urban life opportunities. In particular, it seeks to support those groups that are designated as "special threat groups" in the laws and regulations.

The Children Right to the City means that the public and social space and the general atmosphere of the city for the presence of children and interaction with the body of the city and other citizens of the city should be provided. In addition, alignment between sustainable principles and children's rights clearly emphasizes on the need for paying attention to children in urban planning

Meanwhile, according to the evaluations, in 2030, 30% of the world's urban population will be under 18 years old (Gilbert, 2016:8). Due to the differential nature of multi-stakeholder planning, children's needs are often neglected. Cities have realized this gap in planning and are now looking to pay attention to the children's needs by adding child-friendly aspects to urban planning. In order to support child-friendly procedures, it is necessary to pay attention to issues such as appropriate safety standards, guidelines related to physical and spatial quality, equal opportunities for mutual participation of children in decision-making, and the convergence of the actions in different urban organizations (NIUA, 2016:1). The United Nations Convention on the Rights of the Child has identified the health and quality of life of a child as the ultimate indicator of a healthy environment, good governance and sustainable development. The principles of sustainable development clearly demand that while achieving environmental, social, and economic goals, the rights of the current generation of children are fulfilled without threatening the rights of future children. Sustainable goals insist that the nation and local governments maintain the integrity of the environment through participatory and fair processes. The principles of the Convention on the Rights of the Child have clearly strengthened these rights; because it has challenged the governments to support the rights of children to live in a safe, clean and healthy environment and insists that children should be allowed to play, and have fun in the environment. Children have a special importance in these goals, so that if the sustainability goals are not realized, they will be severely affected. There is a clear convergence between the principles of sustainable development and children's rights, and this reveals the growing need to pay attention to children in the context of cities (Malone, 2015).

From the point of view of UNICEF, homes and the surrounding environment are the first and most important places that affect children. These places should provide the physical and mental health of the child by providing opportunities for play, recreation, entertainment, and communication with nature. A child-friendly city is a city where children's wishes are prioritized and the social, cultural, and architectural conditions of the city are aligned with their needs, and children's rights are reflected in policies, laws, programs

and budgets. The approach of a child-friendly city leads the city to a direction where children play an effective role and their opinions become a tool in city decisions, and families and society are obliged to involve children in important issues and decisions (Karbalaei Hosseini Ghiyasvand et al, 2013). The child-friendly city encourages children to act as informed citizens and take care of their entire environment. By consulting with children, the city can turn its system into an enabling environment for their healthy and complete development. (Hart, 1997; Chawla, 2002). The environment around children directly affects the way they interact with the world and has a major impact on the child's social, psychological and physical health; but so far, there has been little focus on creating child-friendly communities. Children have been neglected in land use planning in two ways. First, according to Matthew and Lim (1999), little attention has been paid to them when designing (although they look at the world and interact differently from adults): there is a lack of "planning for children". Second, according to Bartlett (2005), children are not given the opportunity to participate in decision-making: there is a lack of "planning with children". This combination can cause a decrease in physical activity and lack of attention to social participation. Children's participation in social planning and decision-making helps to promote physical activity and improve children's mental and social health through community participation and empowerment. Many researchers have studied how to involve children in decision-making processes. United Nations initiatives such as "Child Friendly Cities" (UNICEF) and "Growing Up in Cities" (UNESCO) have promoted inclusive decision-making. The child-friendly city program includes increasing children's participation, evaluating children's effects, and creating a coordination mechanism for children's rights, which provides a suitable framework for the realization of children's rights (McAllister, 2011).

In Iran, despite the concern of urban planners and managers regarding the realization of the rights of different categories of citizens (including children) in cities and the formation of associations (such as associations for the

protection of women and children's rights, etc.), in practice, inefficiency of the spaces produced for different age groups and the existing inequalities in the public arena of cities (including poverty, social exclusion, gender discrimination, etc.) are witnessed. (Habibi et al, 2015)

To solve this problem, it seems necessary to create a legal framework in order to flourish equality and social justice. "Right to the City" as an approach based on citizenship rights, guarantee all citizens, including children, equal opportunities to benefit from urban spaces. Therefore, emphasizing on the need for paying attention to children's rights in the city, this research aims to investigate the impact of each component on the Urban Space Quality.

2. Review of Theoretical Foundations

2.1. Right to the City

According to Lefebvre's theory, the issue of the Right to the City actually emphasizes on two main rights: 1) the right to urban participation, 2) the right to allocate space; "Participation" allows the citizens to be involved in the decision-making for the city on the one hand and to be aware of the decisions made by the city managers on the other hand. "Allocation" includes the rights of access, possession, and use of urban space and the creation of a new space that meets the needs of people. Lefebvre has stated that the Right to the City is only perceived as "the right to recreate and change the shape of urban life" (Boer et al, 2009). According to Lefebvre, the Right to the City encourages all citizens to participate in the use and production of urban space and to have control over the production of urban space and spatial and social relations of the city. (Brown, 2011) The Right to the City refers to the right of all current and future residents, permanent and temporary use, residence and production, and inclusive and sustainable cities, which is necessary as a common advantage for a full decent life. There are two important points in defining the right to the city: 1) it is a collective and universal human right, developed from a "bottom-up" approach that belongs to all urban residents. Its interpretation is similar to the environmental rights contained in international agreements regarding the environment, sustainable development and

cultural rights of international conventions that have stated many provisions for collective and universal rights. The Right to the City as a collective right belongs to all diverse residents based on their common interests. The Right to the City as a universal right belongs to current and future generations; the share of generations is indivisible and is not reserved for the exclusive use of individuals. 2) The Right to the City requires understanding cities as a shared concept; This means that all residents should have the capacity to have equal access to urban resources, services, goods, urban life opportunities and participation in the construction of the city (Chueca, 2017:3). The purpose of this concept is to protect all urban residents and especially vulnerable groups. In fact, it seeks to support those groups that are defined as "special threat groups" in the laws and regulations. Among the examples of these groups are poor, low-income people, homeless, women, victims of violence, the elderly, disabled people, children, ethnic minorities, displaced people, disabled people, displaced workers and refugees.

From the point of view of the International Rescue Committee (2017), the Right to the City refers to the ability of urban residents to have safe and fair access to public and social services, self-sufficiency opportunities, education, employment, and safe and pleasant environments for living. (International Rescue Committee, 2017). According to Harvey (2008), "the Right to the City is more than personal freedoms to access urban resources: it is the right to change ourselves by changing the city." Moreover, it is a common right and not an individual right, because this transformation inevitably depends on the exercise of collective power to reshape urbanization processes. In this regard, the demand for the Right to the City should be about achieving "more democratic control over production and exploitation of surplus production". Lefebvre interpreted the Right to the City as "the revolutionary project of today's world" (Purcell, 2014:148).

The concept of the Right to the City pays special attention to various issues such as children. According to the Declaration of the League of Nations or the Convention of Nations on the Rights of the Child (1924), one of the most important goals (if not called as the most important) of the international laws on the rights of the child is to ensure the development of the child. Article 6 of the United Nations Convention (1989) regarding the Rights of the Child supports the child's right to development. In addition, five other articles of the Convention (Articles 18 (1), 23 (3), 27 (1), 29 (1) (a) and 32 (1)) protect eight specific areas of development.

These domains include physical, psychological, moral, social, cultural, spiritual, personality and talent domains (Peleg, 2012). A child's primary environment guides the formation of values, choices and aspirations, and long-term physical, social and mental health. On this basis, an environment for children that brings positive choices and healthy lifestyles should be provided; opportunities for children to learn how to help community members are also needed (McAllister, 2011:1).

From the point of view of UNICEF (1996), homes and the surrounding environment are the first and most important places that affect children. These places should provide the physical and mental health of the child by providing opportunities for play, recreation, entertainment, and communication with nature. A child-friendly city is a city where children's wishes are prioritized and the social, cultural and architectural conditions of the city are aligned with their needs, and children's rights are reflected in policies, laws, programs and budgets. The approach of a child-friendly city leads the city to a direction where children play an effective role in the city and their opinions become a tool in city decisions, and families and society are obliged to involve children in important issues and decisions (Karbalaei Hosseini Ghiyasvand et al, 2013).

The literature of child`s friendly city in North America and Europe began in the 1960s. Between 1968-1978, Kevin Lynch directed an international action and research program entitled "Growth in sync with cities". This program was carried out with the financial support of UNICEF and has been given to children from low-income urban neighborhoods. The research was done to answer two questions: 1) How do children perceive their small environments? 2) How do small environments affect children's behavior? In the
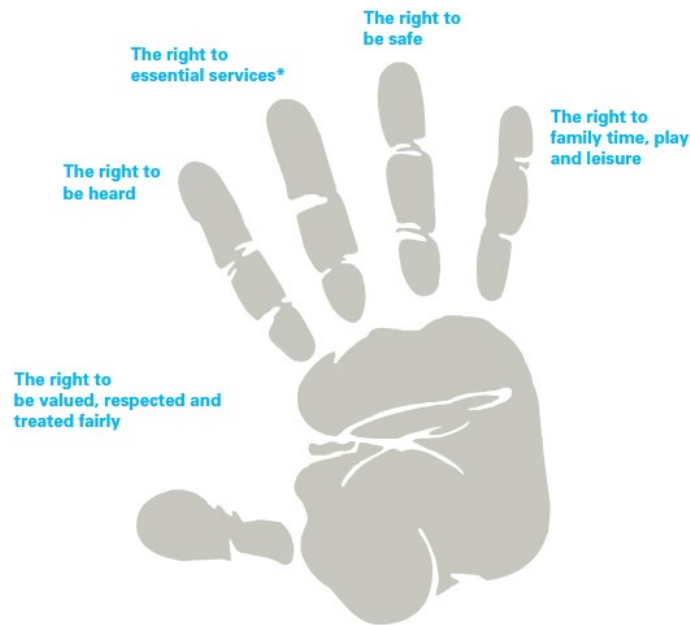
Fig. 1: Five goals of the child:friendly city
Source: Child:Friendly Cities Initiative around the World, UNICEF. 2018

1980s, special attention was paid to the impact of the physical environment on the psychological and social development of children (Mizrak et al., 2014:3). The United Nations adopted the Convention on the Rights of the Child in 1989, and then this convention was ratified by more than 150 member states of the United Nations. The members of the countries ratifying this convention are responsible for "protecting, respecting, implementing and promoting each of the rights of the child" based on the guiding principles as follows:

a) "Non-discrimination" (Article 2): The Convention is applied to all children of any race, religion, family base, with any level of ability and way of thinking; it doesn't matter where they live; What language do they speak? What do their parents do? Their gender is boy or girl; What culture do they belong to? They are disabled, poor or rich. No child should be treated unfairly.

b) "Best interests of children" (Article 3): The best interests of children should be the main issue in decision makings that may affect their lives. All adults should do the best they can for children.

When adults make decisions, they should think about the impact of their decisions on children. This is especially applicable to the budget, policymaking and legislation.

c) "Right to life, survival, and development" (Article 6): Children have the right to life. Governments must ensure that children grow and develop healthily.

d) "Respecting the views of children" (Article 12): When the decision of adults affects the lives of children, children have the right to say what should happen and their opinions should be taken into account. This does not mean that children can now tell their parents what to do. This convention encourages adults to respect children's opinions and involve them in decision-making (Sutama, 2016:26).

According to UNICEF's vision of child-friendly cities, "all children and youth should be able to enjoy their childhood and youth and realize their full potential through their rights in the city and their local community."

In order to take action in achieving the vision, the local governments, and their partners, under the support of the five final goals (achievements)
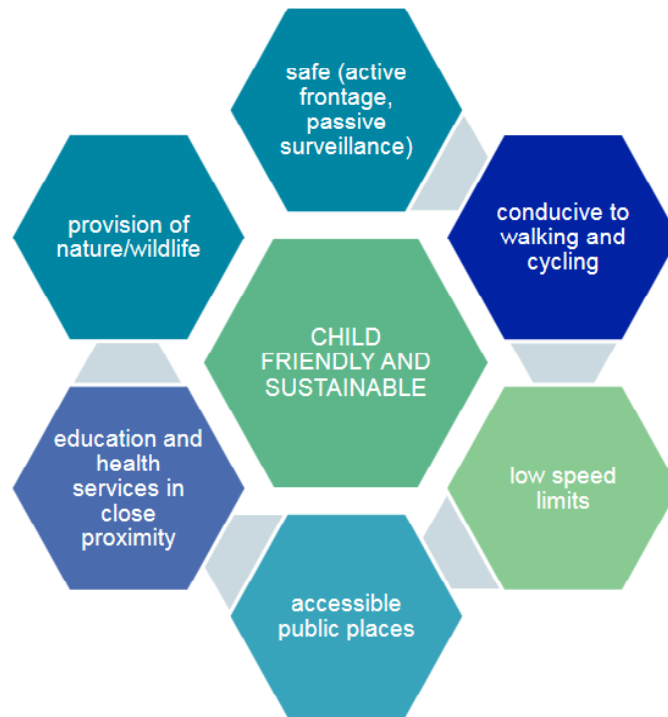
Fig. 2: Characteristics of a Child-friendly sustainable city
Source: Gilbert, 2016

identified in the operational framework of child-friendly cities, identify the objectives (outputs).
- All children and youths should be respected and treated fairly by the local authorities in the local society;
- The opinions, needs and priorities of all children and young people are taken into account in the related public laws (if possible), policies, budgets, programs and decisions that affect them;
- All children and youth have access to necessary social services of appropriate quality;
- All children and youth live in a safe, secure, and clean environment;
- All children and teenagers should have opportunities to enjoy family life, play, and have fun.

These five general goals include the rights that have been passed in the Convention on the Rights of the Child. The long-term goal of child-friendly cities is to ensure the achievement of sustainable results for children and to commit to the advancement of child labor rights by creating the necessary capacities for local stakeholders.

The United Nations Human Settlements Conference in 1996 recognized and agreed that "children are at the center of development agendas". Afterwards, in May 2002, a special session of the United Nations General Assembly regarding children was held. At the end of this meeting, with the focus on creating a "world suitable for children", it was agreed that they should live in a safe and comfortable environment. In order to realize this agreement, it was emphasized that local authorities and governments, as strategic partners, should strive to improve children's lives by improving child-friendly communities and slum-free cities. The aim of this initiative was to implement the rights of all children and adolescents by emphasizing the following points: 1) participation, freedom of expression and access to information; 2) access to basic services such as health care, education and housing; 3) access to safe water and proper sanitation; 4) protection

from exploitation, violence, discrimination and abuse (Sutama, 2016:27). Child-friendly cities seek to create children's participation in order to shape their surroundings; practical participation that creates interest and belongingness of the child towards the city. On this basis, the most important characteristics of a child-friendly city include "comfort, safety and security; connection with nature; link with history, culture and collective identity; attractiveness and novelty; readability; access to facilities; the existence of child-related institutions and spaces; paying attention to disabled children" (Karbalaei Hosseini Ghiyasvand et al, 2013). According to Gilbert (2016), the existence of a set of indicators leads to the formation of the feeling of a child-friendly environment: social cohesion; coherent community identity; free and safe movement; meeting places for groups of the same age; diverse fields of activity; safe green spaces; provision of basic needs and security of possession. On the other hand, a set of indicators causes the lack of a child-friendly environment: social exclusion; stigma and notoriety; violence and crime; lack of diverse fields of activity; boring environment; waste; failure to provide basic needs; lack of security of possession and political powerlessness (Gilbert, 2016).

A child- friendly city in accordance with the Universal Convention on the Rights of the Child and the 1989 Universal Declaration of Human Rights, education and shelter, safe drinking water and other related services, protection against violence and exploitation, meeting friends and playing, the possibility of safe movement on the streets, the right to live in a clean environment, having a suitable and accessible green space and recognizing children as a citizen are the rights for all children (Riggio, 2018).

In addition, the child-friendly city provides the health and medical needs of children as a suitable hospital with an efficient medical system, so that, it can monitor children's education with more Principles of Child-Friendly City precise focus (Gill, 2019). Similarly, the issue of care and nutrition monitoring, in addition to parents, will be a burden on society to provide a more appropriate environment for the child's

development (Goldfeld et al. 2020).

Children's needs as citizens should be taken into account; because they are in the stage of growth, as human beings who can learn everything around them. Often, children have not been considered as an essential element in urban development. The rapid development of the city is dominated by the perceptions of adults, and the needs of children have been paid attention through the lens of adults' perceptions. As citizens of the city, children have their own perceptions about the surrounding environment, values, experiences, and expectations from their living place. Cities play an important role in children's development. Cities can facilitate children's needs for outdoor space, such as parks, playgrounds and other open spaces. Outdoor spaces have many benefits for children. Among them, reducing the possibility of illness, increasing creativity, and improving children's physical abilities could be mentioned. The natural environment that manifests in the open space brings many benefits including cognitive development, physical/motor development, social development, emotional development and psychological development for the child. Kevin Lynch first proposed the concept of a child-friendly city in a study entitled "Children's perception of the environment" (1971). The results of Lynch's research show that the best urban environment for children is a community that is physically and socially strong, has clear and explicit rules and regulations, and provides opportunities for children. It also acts as an educational environment as it provides many opportunities for children to learn and explore their environment and world (Aji et al., 2016:15).

2.2. Urban Space Quality

Many researches have been done on the Urban Space Quality. Different experts have defined various criteria to improve the urban space (Table No. 1). In total, 16 quality components have been introduced for urban spaces: legibility, identity, social interactions, order, environment, comfort and security, recreation, desirable view, sense of belonging, diversity, memorableness, vitality, meaning, and content, popular management, easy access and mobility (Rezvani, 2016).

Table 1: Urban Space Quality criteria from the point of view of experts

Criteria	Experts
Traveling from one place to another for work, meeting, a stimulus to excite feelings and a sense of place	Appleyard
Mixed use, social mixing, flexibility of spaces, accessibility of space	Jacobs
Meaningfulness, vitality, accessibility, adaptability, control and monitoring	Lynch
Permeability, diversity, legibility, visual proportions of color, belonging	Bentley et al
Access, mixing and density, urban landscape, safety and security, time management of space	Cremona

Source: Khak Zand er al, 2014

2.3. Children's sustainable urban spaces:

Urban spaces are places where children take steps towards socialization, from playing together in the playgrounds of parks to getting to know friends at school and on the street.

By communicating with their peers, children strengthen their communication skills, gain self-confidence, and gain a sense of independence in adolescence.

Sustainable Urban Spaces for children need to be designed with careful consideration of four basic environmental needs children have:

- *Movement*: The environment needs to offer children an invitation to move within safe and tolerable limits, and every child will move to a different drummer. If too restricted, children become frustrated and fidgety, or they try to gain access to prohibited components of the environment.
- *Comfort:* A feeling of comfort is important to children's use of and exploration of the environment. It needs to be moderate and varied levels of stimulation for all the senses. Behavior is optimized at a *comfort zone* of stimulation, neither too little or too much. An overload of sensory stimulation and noise will exacerbate children's feelings of discomfort and result in undesired behaviors.
- *Competence:* Children need to feel successful in negotiating the environment. Yet the world at large forces them to constantly confront intimidating and frustrating experiences. Successful children's environments are designed to make children competent inhabitants and users.
- *Control*: Children need the ability to exercise control over the environment and acquire increased levels of autonomy. Children must have experiences that allow them to experiment and make decisions. (White, 2004)

3. Materials and Methods

The approach of this article is a mixed research method. In the qualitative part, to review thematic literature and present the initial conceptual model of "Child's Right to the City", the content analysis method was used. In addition, to present the themes and sub-themes and final conceptual model of "The Child's Right to the City", the Grounded Theory method was used.

The data collection method is a documentary study, review of views, definitions and semi-structured individual interview.

The statistical community includes experts as well as university professors in in the field of urban planning in Tehran (with more than 15 years of work experience), and 32 people were selected as the research sample using the purposeful sampling method and snowball technique.

In order to generate data, a semi-structured interview method was used, which is suitable for qualitative research in terms of flexibility and depth.

After conducting 19 interviews, repetition was observed in the received information. From the 20th interview onwards, the data were completely repetitive and reached theoretical saturation. But to be sure, it continued until the 32nd interview and sufficient data were obtained, and as a result, the data collection process was terminated.

NVivo software was used for qualitative data analysis and coding and to check the frequency of the code extracted from the questionnaire.

Based on the results of qualitative studies, a conceptual model of the components of the concept of the Right to the City was presented in order to improve the quality of sustainable urban spaces for children.

In the quantitative part, based on the results of

the interview and the conceptual model obtained from the qualitative studies, a questionnaire based on the 5-point Likert scale was designed. In this section, the statistical population includes specialists and experts of urban planning as well as managers and decision makers in urban issues. To calculate the sample size, Cochran's formula was used, taking into account the error of 0.05, and 218 people were determined as the sample size. To analyze the results of the questionnaire and examine how the variables are related, SPSS statistical software and T-test and multivariate regression were used.

Multivariate Regression Test was used to investigate the relationships as well as the level of support of the components of the child's Right to the City of sustainable urban spaces. The results of the regression test provide equations that indicate the influence of the variables. The sustainable urban spaces index was considered as a dependent variable and the components of the child's Right to the City (Governance, social inclusion, access to space and diversity and vitality) were considered as independent variables. The multivariate regression test shows the impact and ranking of each of the components and sub-components of the child's Right to the City on improving the Urban Space Quality for children.

4. Results and Discussion

As mentioned earlier, the purpose of this research is to evaluate the effectiveness of the Right to the City components in order to improve the quality of sustainable urban spaces for children. To this aim, in the first step, it is necessary to understand what the "Right to the City" is by identifying its dimensions and components. Based on documentary studies and experts' opinions regarding the main variables of the research, the basic conceptual model of the Right to the City, including the four main dimensions of urban governance, social inclusion, spatial accessibility, and diversity and vitality, was extracted.
- The most important dimension of the Right to the City is "Urban Governance" which is vital to deal with the urban poverty.
- "Social inclusion" has considered groups of residents who experience the most
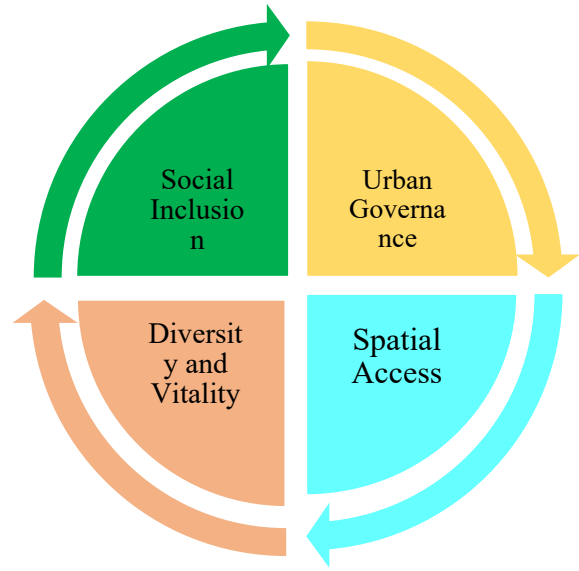

Fig. 3 : Conceptual model of the Right to the City

discrimination in cities. Meanwhile, different experts agree that the Right to the City means the right of all residents to access the benefits of the city.
- "Diversity and vitality"; Diversity means including all urban users in the city space, regardless of their cultural differences.
- "Spatial Access" completes the concept of the Right to the City. Nowadays, in relation to solving urban problems, the distribution of urban public services, social justice and the well-being of citizens are emphasized. Therefore, one of the most important challenges of the government and public institutions in responding to these needs is the issue of access to urban services. (Rafieian et al, 2017).

In the next step, in order to achieve the components of the child's Right to the City, semi-structured interviews with experts were analyzed and designed using NVivo software.

To show existing relationships between categories, NVivo software applies various clustering algorithms to classify similar cells in order to standardize and combines them.

Throughout the present research, 455 references were extracted, and by multiple revisions and integration of codes based on similarity during several stages, finally 13 themes
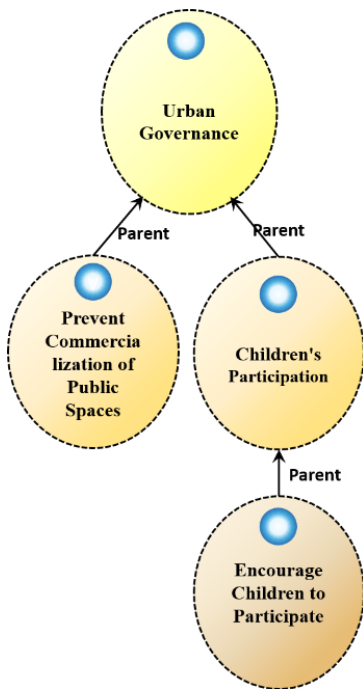
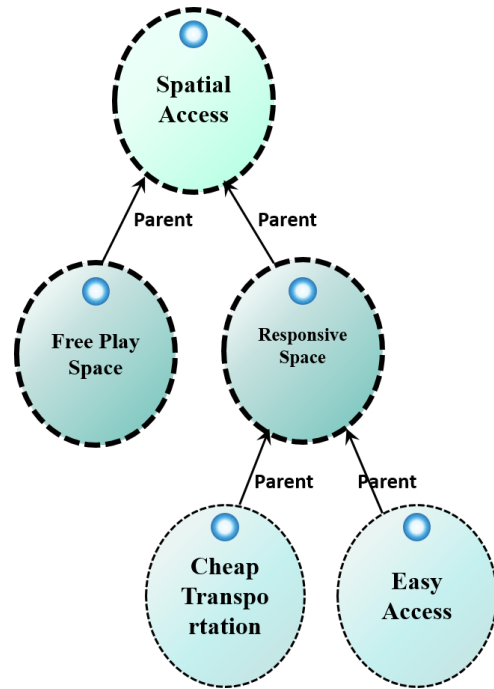Fig. 4: Themes and sub-themes related to the Urban Governance

Fig. 5: Themes and sub-themes related to the "Spatial Accessibility"
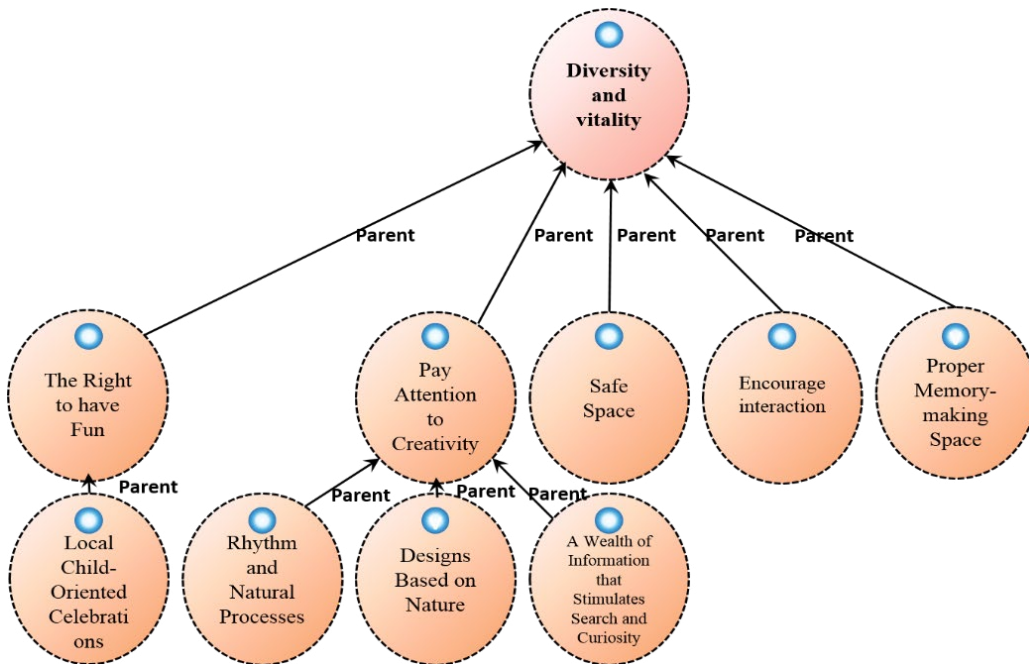
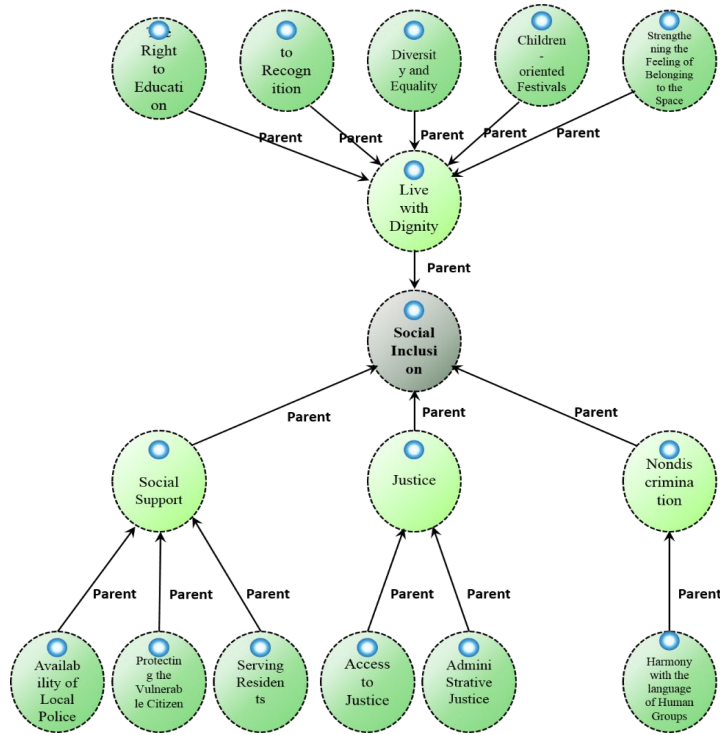Fig. 6: Themes and sub-themes related to the Diversity and Vitality

Fig. 7: Themes and sub-themes related to the Social Inclusion

were presented in line with the initial codes (extracted from the initial conceptual model).

In continue, to achieve the goal of the research and to find the intervention of the components of the child's Right to the City, in order to improve sustainable urban spaces quality for children, a questionnaire tool (based on the conceptual model of the child's Right to the City), SPSS software, T-test and multivariate regression were used to rank the effects of the components. The Beta coefficient value in regression equations shows the ranking of each component.

Table 2: The impact of "urban governance" components on the quality of urban spaces for children

	Unstandardized coefficients		Standardized coefficients	t	Sig
	B	Std.Error	Beta		
Constant	1.561	.171		9.761	.000
Children's participation	.375	.123	.341	1.123	.000
Prevent	.302	.151	.278	1.621	.000

Dependent Variable: Urban Space Quality

The regression equation between the constituent components of the urban governance dimension on improving Urban Space Quality is as follows: (Table 2)

The quality of sustainable urban space = 1.561+(0.375) Children,s Participation+(0.302) prevent Commercialization of Public Spaces

Table 3: The impact of "Social Inclusion" components on the quality of urban spaces for children

	Unstandardized coefficients		Standardized coefficients	t	Sig
	B	Std.Error	Beta		
Constant	2.421	.164		10.451	.000
Justice	.688	.222	.412	1.219	.000
social support	.512	.208	.345	1.512	.000
Live with dignity	.255	.101	.143	.312	.000
Nondiscrimination	.389	.121	.233	2.123	.000

Dependent Variable: Urban Space Quality

The regression equation between social inclusion and improving Urban Space Quality components is as follows: (Table 3)

The quality of sustainable urban space= 2.421 + (0.688) Justic + (0.512) Social support + (0.255) Live with dignity + (0.389) Nondiscrimination

Table 4: The impact of "Spatial Access" components on the quality of urban spaces for children

	Unstandardized coefficients		Standardized coefficients	t	Sig
	B	Std.Error	Beta		
Constant	2.213	.213		9.761	.000
Free play space	.214	.213	.221	2.341	.000
Responsive space	.341	.251	.412	1.890	.000

Dependent Variable: Urban Space Quality

The regression equation between Spatial Access on the improvement of the Urban Space Quality is as follows: (Table 4)

The quality of sustainable urban space = 2.213+ (0.341) Responsive spaces+ (0.214) Free play space

Table 5: The impact of "Diversity and vitality" components on the quality of urban spaces for children

	Unstandardized coefficients		Standardized coefficients	t	Sig
	B	Std.Error	Beta		
Constant	1.621	.164		11.353	.000
Pay attention to creativity	.712	.121	.651	1.761	.000
Encourage interaction	.421	.219	.411	2.431	.000
The right to have fun	.322	.171	.378	1.098	.000
Safe space	.211	.212	.181	2.133	.000
Proper memory-making space	.201	.189	.151	1.098	.000

Dependent Variable: Urban Space Quality

The regression equation between the Diversity and Vitality criteria and improving the Urban Space Quality is as follows: (Table 5)

The quality of sustainable urban space = 1.621+ (0.712) Pay attention to creativity + (0.421) Encourage interaction + (0.322) The right to have fun + (0.211) Safe space + (0.201) Proper memory-making space

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5. Conclusion

The Right to the City is the right of all city residents, regardless of age, sex, race and ethnicity, to use the services and facilities of the city. Meanwhile, it seems that the ruling discourse on urban planning, in Iran mainly does not pay attention to the age of the users of urban spaces. Due to the different needs and abilities of children compared to adults, they are more influenced by environmental factors than adults are, and a large part of their physical and mental needs is obtained through interaction with the surrounding environment. Their psychological needs are much more complex than biological and physical needs. What is provided to them during the years of growth plays a significant role in the flourishing of their talents and capabilities.

Despite the importance of children's presence in urban spaces and the need for their equal and fair access to urban services, practically they confront with many problems such as non-observance of basic rights, lack of security and safety, types of environmental pollution, high population, and construction density, lack of enough facilities and space for activities, games, etc.

The convergence between the principles of sustainable development and children's rights is another proof of the need to pay attention to this age group in cities. The principles of sustainable development clearly demand that while achieving environmental, social and economic goals, the rights of the current generation of children are fulfilled without threaten the rights of future children. Sustainability goals insist that the nation and local governments maintain the integrity of the environment through participatory and fair processes. The principles of the Convention on the Rights of the Child have clearly strengthened these rights: as it has challenged the governments to support children's rights to live in a safe, clean, and healthy environment and insists that children should be allowed to play, have fun in the environment. Children have a special importance in these goals, if the sustainability goals are not realized, children will be severely affected.

On the other hand, the Convention on the Rights of the Child is considered as the most important international law in the field of children's rights, which has been accepted and signed by 193 countries (including Iran). Moreover, since according to Article 9 of the Civil Law, "the provisions of the agreements concluded between the government of Iran, and other governments according to the constitution are in accordance with the law", this agreement is considered as one of Iran' internal laws. The Convention on the Rights of the Child clearly states that; No child should suffer from discrimination; during decision-makings for children, their best interests should be considered. Children have the right to live and grow. Children have the right to express their opinions freely.

On this basis and considering the importance of respecting children's rights in the city and the damage caused by neglecting this age group in urban planning, this research investigated the effectiveness of each component of the child's Right to the City in the quality of sustainable urban spaces. According to the studies conducted regarding the concepts related to the subject and the search in scientific databases and the opinion of experts, the four main dimensions of "Urban Governance", "Social Inclusion", "Spatial Access" and "Diversity and Vitality" as the main framework of the concept of right was extracted to the city. The aforementioned dimensions led to the presentation of the secondary conceptual model of the "child's right to the city" through a semi-structured interview and content analysis of the resulting data. Data coding in NVivo software shows the relationships between the themes and sub-themes of the child's right to the city.

SPSS software and single-sample T-tests and multivariate regression were used to measure the effect of each of the mentioned themes and sub-themes on the Urban Space Quality for children. Regression equations show that among the dimensions that constitute the concept of the right to the city, "Urban Governance" is the first priority, and "Social Inclusion", "Spatial Access" and "Diversity and Vitality" are in the next priorities, respectively. Based on this, the effectiveness of each sub-theme that constitute the mentioned dimensions was also analyzed through regression equations in improving sustainable Urban Spaces Quality, and by extracting the Beta coefficient, the themes and sub-themes were analyzed. The

Right to the city

The right to allocate space　　**The right to urban participation**

Spatial access	**Diversity and vitality**	**social inclusion**	**Urban governance**
Responsive space	The right to have fun	justice	Prevent commercialization of public space
Free Play Space	Safe space	social support	Decision-making with the participation of children
	Encourage interaction	Live with dignity	
	Pay attention to creativity	Nondiscrimination	
	Proper memory-making space		

Fig. 8 : Components and sub-Components of Children׳s Right to the City

The quality of sustainable urban space = 1.561+(0.375) Children,s Participation+(0.302) prevent Commercialization of Public Spaces

Components of urban governance

Childrens Participation → 37.5%

prevent Commercialization of Public Spaces → 30.2%
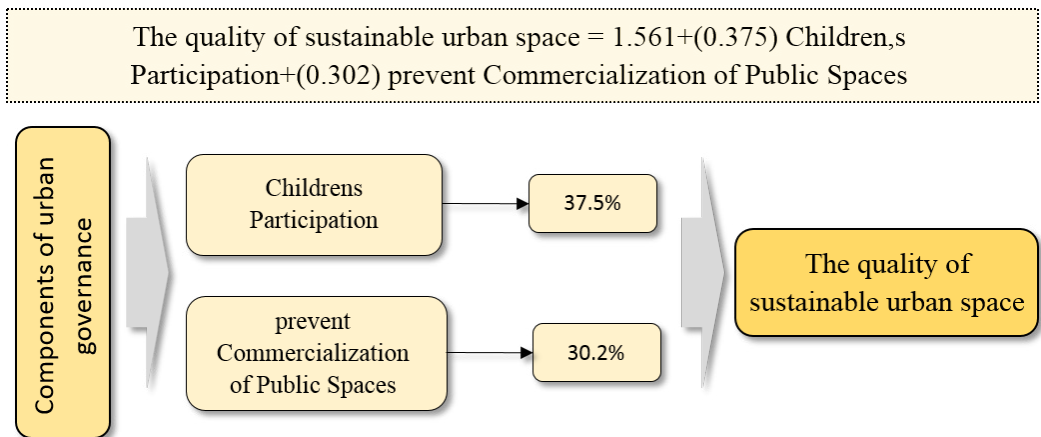
The quality of sustainable urban space

Fig. 9: The regression equation of the impact of the urban governance component on the quality of urban spaces for children

conceptual models of the child's Right to the City were ranked.

1-The regression equation about Components of "urban governance" means that by an increase of one unit in the decision-making index with the participation of children, the amount of 37.5% will change in the improvement of Urban Space Quality in a positive direction (assuming that the other factors of the equation are constant). By the increase of one unit, there will be a 30.2% increase in Urban Space Quality. In the ranking among the components of the "Urban Governance" dimension, decision-making with

the participation of children and preventing the commercialization of public spaces are at the first and second ranks, respectively. (Fig. 9)

2-The regression equation about Components of "Social Inclusion" means that by an increase of one unit in the justice index, the amount of 68.8% will change in the improvement of Urban Space Quality in a positive direction (assuming that the other factors of the equation are constant). On the similar base, by the increase of one social inclusion unit, 51.2% will increase in improving the Urban Space Quality. In the same way, by the increase of one unit of life index with dignity, an increase
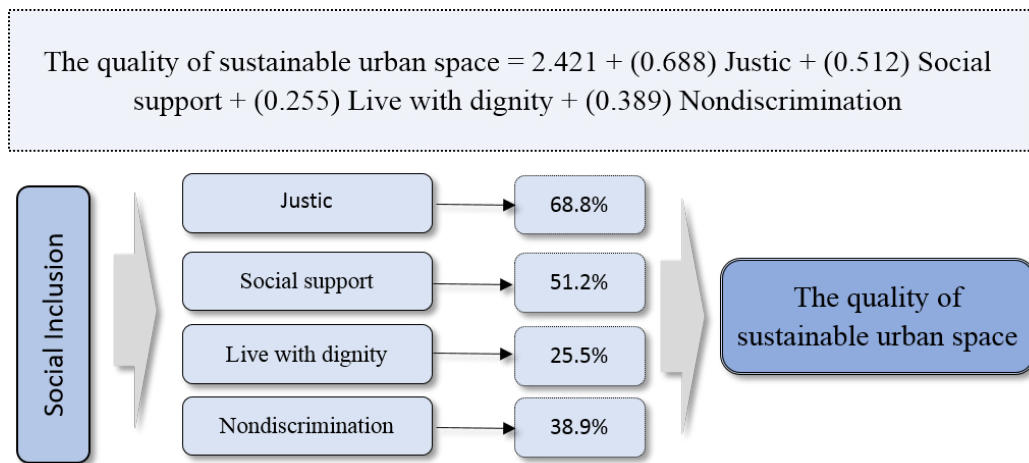
The quality of sustainable urban space = 2.421 + (0.688) Justic + (0.512) Social support + (0.255) Live with dignity + (0.389) Nondiscrimination

Social Inclusion		
Justic	68.8%	
Social support	51.2%	The quality of sustainable urban space
Live with dignity	25.5%	
Nondiscrimination	38.9%	

Fig. 10: The regression equation of the impact of the Social Inclusion component on the quality of urban spaces for children

The quality of sustainable urban space = 2.213+ (0.341) Responsive spaces+ (0.214) Free play space

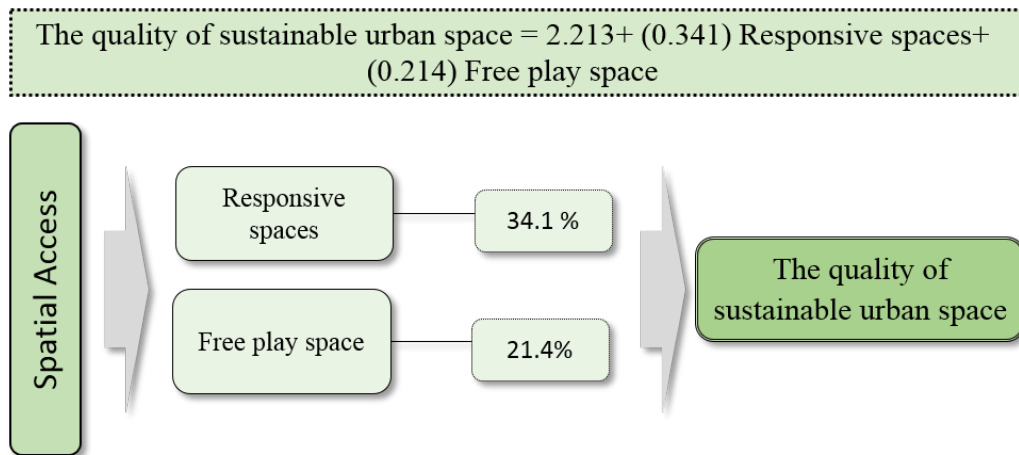| Spatial Access		
Responsive spaces	34.1 %	The quality of sustainable urban space
Free play space	21.4%	

Fig. 11: The regression equation of the impact of the Spatial Access component on the quality of urban spaces for children
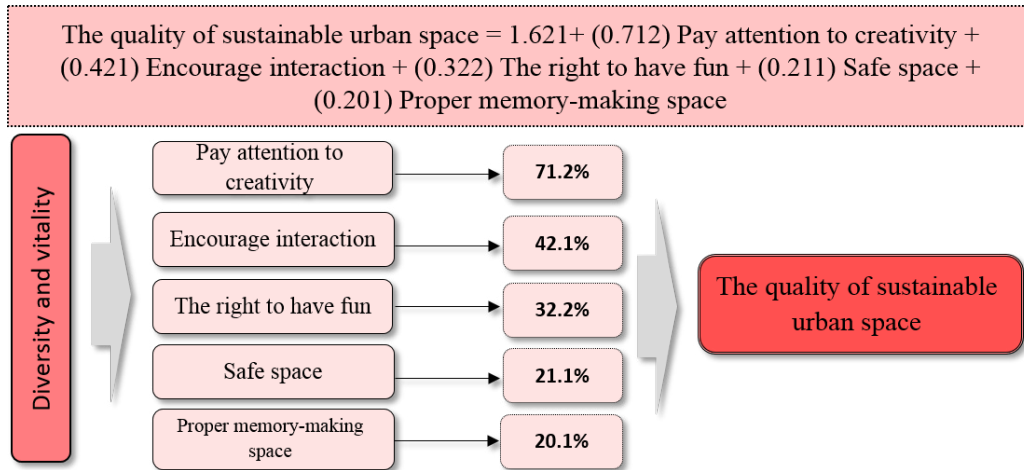
The quality of sustainable urban space = 1.621+ (0.712) Pay attention to creativity + (0.421) Encourage interaction + (0.322) The right to have fun + (0.211) Safe space + (0.201) Proper memory-making space

Diversity and vitality		
Pay attention to creativity	71.2%	
Encourage interaction	42.1%	The quality of sustainable urban space
The right to have fun	32.2%	
Safe space	21.1%	
Proper memory-making space	20.1%	

Fig. 12: The regression equation of the impact of the Diversity and vitality component on the quality of urban spaces for children

of 25.5% will be observed. By an increase of one unit in the non-discrimination index, cause an increase by 38.9%. The above regression equation confirms the support of social inclusion criteria on improving Urban Space Quality. Among the constituent components of the "Social Inclusion" dimension, Justice and Living with Dignity has shown the highest and lowest ranks, respectively. (Fig. 10)

3- The regression equation about components of "Spatial Access "means that by an increase of one unit in the space responsiveness index, there will be a 34.1% change in the improvement of Urban Space Quality in a positive direction (assuming that the other factors of the equation are constant). In the same way, by increase of one unit of free play space, there will be a 21.4% increase in the Urban Space Quality. Among the components that constitute the "Spatial Access" dimension, the space response and the free play space component ranks first and second, respectively. (Fig. 11)

4- The regression equation about the components of "Diversity and vitality" means that by an increase of one unit in the attention to creativity index, the amount of 71.2% will change in the improvement of Urban Space Quality in a positive direction (assuming, of course, that the other factors in the equation are constant). In the same way, with the increase of one unit,

there will be a 42.1% increase in encouraging interaction in improving the quality of the urban space. Similarly, by an increase of one unit of the right to recreation index, an increase of 32.2% will be observed. By an increase of one unit in the index of safe space and suitable space for making memories, the Urban Space Quality increase by 21.1% and 20.1%, respectively. The above regression equation confirms the support of the diversity and vitality criteria on improving the urban space quality. Among the components related to the "Variety and Vitality" dimension, the component of encouraging interaction has the highest rank and the component of a suitable space for making memories has the lowest rank. (Fig. 12).

Fig. 13 shows the relationships between the themes and sub-themes of the child's Right to the City and their ranking in improving the Sustainable Urban Spaces Quality for children.

Paying attention to the components that constitute the dimensions of the child's Right to the City and the effectiveness of each one in improving the Sustainable Urban Spaces Quality for children can help managers and urban planners to achieve the patterns and operational plans. Certainly, by paying attention to children's rights in the cities in parallel with the principles of sustainable development, useful and effective steps can be taken in this field.
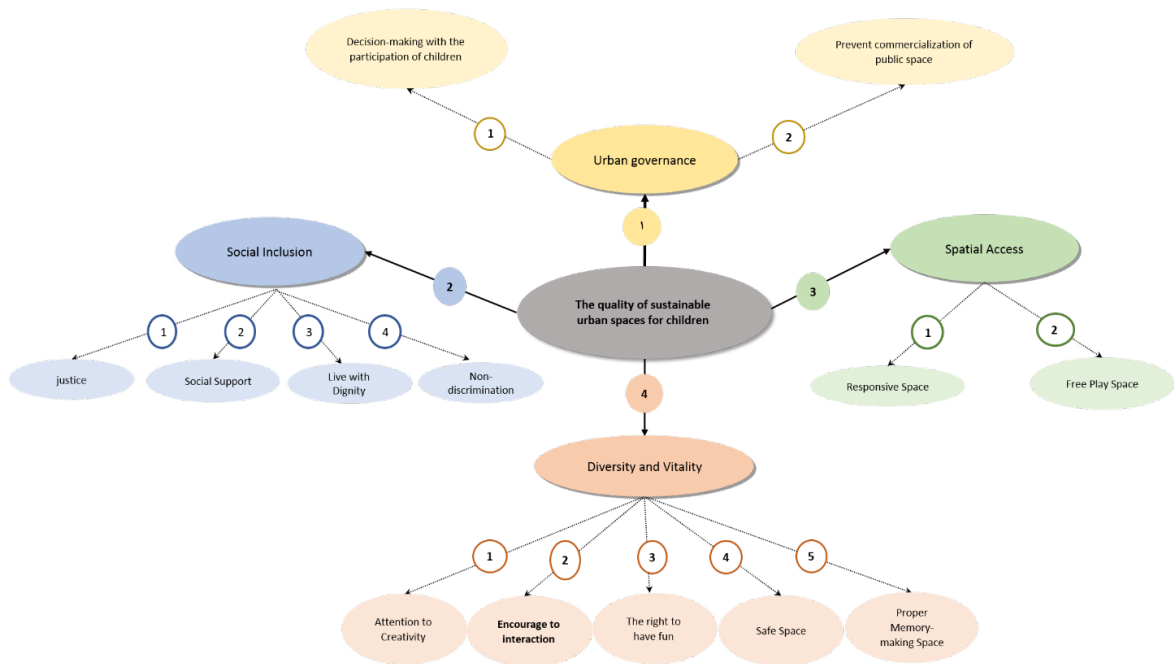
Fig. 13: Ranking of the child's Right to the City components

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