

Child Friendly Cities between theoretical conceptualization and real perception: Capturing the children's perspectives to the city; a pilot case study in GCR.

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Abstract:

The agenda of urban development is meeting challenges worldwide, and it has been ratified prior on the international scene. Comprehensive actions are taken globally and on governmental scales aimed to make such environments contribute to the positive changes in the future. Children, who are future adults, have their complete rights to engage and participate in developing and creating their surrounding urban environments. Many researches focused on child friendly urbanism and children's participation in their communities. Yet, this study will focus on mapping the perception of children to their surrounding living environments, and the ability of developing this perception to contribute productive participation towards urban spaces developments.

Therefore, the study drew good prioritization exercises to Cairene children through several workshops, to stand on Egyptian children's perception of their urban surrounding environmental spaces.

Keywords;

(Children's perception, Urban challenges, Cairene communities, Children's participation, living environment)

المخلص

إن التنمية العمرانية تواجه العديد من التحديات في جميع أنحاء العالم ، لذا نجد ان المؤسسات المختلفة تسعى إلي اتخاذ إجراءات شاملة و مبادرات للتغلب على تلك التحديات عالميا. وعلى المستوى الحكومي تهدف الدول إلى جعل البيئة العمرانية تساهم على نحو إيجابي في المستقبل؛ بعض تلك المبادرات تستهدف الأطفال علي وجه الخصوص. يتضمن ذلك أن يتمتع الأطفال بحقوقهم الكاملة في العمران ؛ والتي يمكن ان تكون إما بمراعاة احتياجاتهم كقوة مجتمعية مستهدفة أو من

خلال المشاركة الفعالة في عمليات التطوير وخلق بيئاتهم العمرانية المحيطة. وقد ركزت العديد من الأبحاث على العمران الصديق للطفل و آليات مشاركة الأطفال في مجتمعاتهم.

تركز هذه الدراسة على التعرف على مدى ادراك وتصور الأطفال للعمران المحيط بهم ، والقدرة على تطوير هذا التصور كخطوة أساسية للمساهمة في تطوير المدن. لذلك يقوم البحث بعرض مفهوم المدن الصديقة للأطفال وما بين الرؤى النظرية و تطورها في المجال البحثي بالإضافة إلى عرض تجربة عملية ودراسة تحليلية لتحديد احتياجات الاطفال فى النطاقات العمرانية التي يتعاملون معها. تمت الدراسة التطبيقية في نطاق بعض احياء القاهرة الكبرى؛ و ذلك من خلال انعقاد مجموعة من ورش العمل مع الاطفال في المرحلة التعليم الابتدائي للتعرف على تصورهم؛ كما تعكس نتائج هذه الورش احتياجات الاطفال و اولوياتهم العمرانية.

1 Introduction.

Nowadays urban development is essential worldwide, quality of the spaces is required to increase especially after passing through pandemic era. In this capacity, we figured out the importance of outdoor spaces to the users, especially who have children full of energy and power. (Javad Koohsaria M., Mavoaa S., Villanuevaa K. 2015). And to enhance quality of children urban life; it is important to build a good background about children, their needs, their rights, and how they are considered and presented in urban life.

Accordingly, some questioned were directly asked by the researchers to their selves such as; how can designing cities for children be an opportunity to have better cities? and another important one is how cities can be designed for children? To elaborate more it is important to recognize children's needs in the cities they live in moreover the services and ranges they usually use. How can urbanism enable all children to gain their rights in the city, regardless of family income, religion, race, caste, or ethnicity? (Garella Jeanine Sandra,2010)

Therefore, the study is divided into two parts. The first is literature which will be related to Child-Friendly City (CFC) as a concept, hand it digs into urban characteristics that affect children's use and perception towards their surrounding environments.(Ahmed, M.M, Shawket, I.M., Gabr, H.S., and Dorra, M.M., 2019). It also presents the concept of participation of children and providing a chronological analysis of child-friendliness as an urban concept. Including the international efforts since late 80s till present.

The second part is the empirical study; which will introduce workshops with children, and analyzing their output as an initiative towards mapping Egyptian Children's urban environmental perceptions to their urban surrounding environment.

2 children as a target user.

Much of the research on child well-being and development prove that the experiences of children in their early and middle childhood years have a profound effect on their future success and the type of their adult lives. (Bronfenbrenner, U. 1986), (Shonkoff, J., etl. 2012), (Hertzman, C., & Wiens, M. 1996). The following part is trying to identify children as target users. starting with defining child, and their psychological development. Then it will expose to children's rights generally with a focus on children in middle childhood.

According to UNICEF, and the Egyptian constitution, a child is defined as a citizen whose age is less than 18 years old. (Egyptian constitution, 2013.) Scientists in children psychology divide children into four stages according to intellectual and mental development of their ages (Piaget, J., 1952) Those four stages are as the following

- Sensory-motor period (0-24 month).
- The preoperational period (2-6years).
- Period of concrete (6-12years).
- Period of formal operations (12 years and onwards).

Piaget stated that the child is able to recognize the urban environment by the age of 7 years old. (Piaget, J., & Inhelder, B. 2013).By this age, he can handle proportions, personal logic, and concrete problem solving. (Vijender Sharma, 2011)

Children rights

Although the Universal Declaration of Human Rights extends to children, after it was ratified in 1948; some child advocates were concerned that children were not adequately protected, given their dependency and special needs (Edmonds, B.C.; Fernekes, W.R, 1996). By 1989, their efforts and related rights-based advocacy resulted in the drafting and adoption of the United Nations Convention on the Rights of the Child (CRC). (Hamm, B. I. 2001) It consists of 54 articles that require governments to provide for children's needs, protect them from abuse and exploitation, and guarantee their participation in civil society. (LeBlanc, L. J. 1995). Whereas many governments had already accepted responsibility to protect children's welfare and provide for basic needs like health care and education.

The articles related to participation were a radical addition, except for the right to vote, they extend civil rights to all young people under age 18, including rights to express their views in all matters that affect them, freedom of association and peaceful assembly, freedom of thought and expression, access to information, and participation in the cultural life of their communities. (UNCRC,2018) The Universal Declaration of Human Rights and the CRC leave it to governments and their citizens to grapple with questions about how to realize rights in a broad range of contexts.

Children in the middle childhood

Children represent a large conceptual category with differing abilities, needs, and maturity based on their phase in childhood, life-circumstances, and social context. The biological needs of infants are different from the physical and increasingly complex psychological needs of older



FIG 1 CHILDREN BASIC RIGHTS ACCORDING TO UNITED NATIONS.

Source: UNICEF 2018.

children in middle childhood, and adolescents. Studies with children, almost always involved one phase of childhood to eliminate the confounding variability introduced by different ages. According to literature, children in their middle-childhood (6-12 years) most actively use outdoor space (Chawla, L. 1992). Developmental literature has suggested that during late years of middle childhood children can mentally role-play the mutual actions and intentions of self and others and can take common perspectives. (Sheiman, D. L., & Slonim, M. 1988). They can provide self-reflection and are aware of mutual adjustments in their social relations. (Eisenberg, N., etl. 2005.) However, this age range is very important; it has been least studied in empirical research.

3. Chronological development of child-friendliness as an urban concept.

The CFC is a concept for making cities friendly for all children especially in UN member countries that have ratified the CRC. This idea is particularly important for improving the quality of life of poor urban children who are most affected by sweeping changes brought about by rapid urbanization in the developing nations of the developing countries (UNICEF. 2009). Although the concept of child-friendly urbanism started with the children's rights convention by the UN, the rights-based movement of Child-friendly Cities origins stated its bases in the 1920s (Shamrova, D. 2018).

The development of CFC chronologically could be divided into three phases. The first phase started in the 1920s till the late 1940s; when the focus was on child rights and prioritizing their basic needs. After that, the second phase was during the last decade of the previous century, some international initiatives and urbanists were trying to formalize children's rights in an urban format. By the beginning of this millennium the third phase of urban child-friendliness started to take a more solid structure through UNICEF Child-friendly Cities Initiative (CFCI); in which CFCI blocks formulated and developed to meet local needs of different urban settings and cities worldwide. All these efforts were accumulated to reach UNICEF urban framework launched lately in 2018 as shown in Fig 2.¹

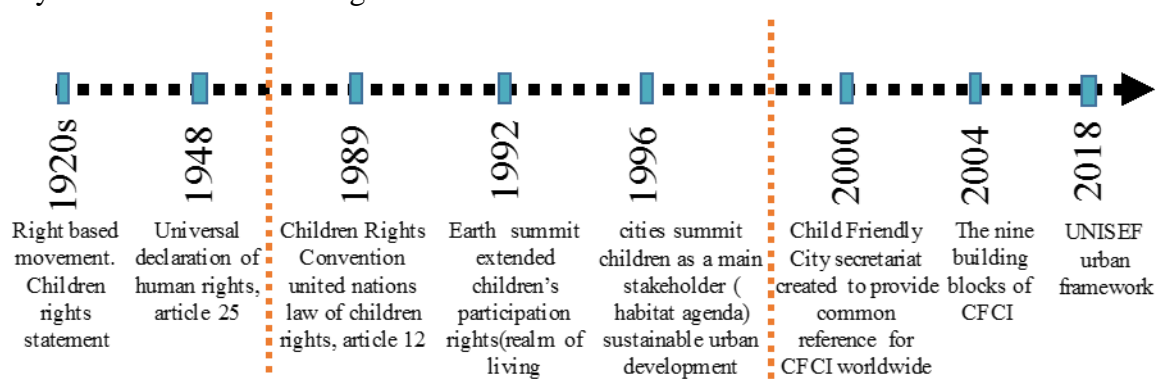


fig. 2: timeline presenting child friendliness chronological development internationally, source: researchers, 2021

The calls for youth integration on city planning process has started by the end of the 80's of the previous century when lynch intended to involve young people in participatory processes of planning and design. (Lynch, K., Ed. 1977)

Child Friendly Urbanism Approaches:

Calls for child-friendly urbanism and child-friendly cities theories and practices can be classified into two main categories which are; Rights Based Approach, and Environmental Based approach. (NIUA, 2016)

(i) Rights Based: which focuses on children rights (e.g. UNICEF and its Child-friendly Cities Initiative, or the Out of School Children Initiative) to encourage local governments to make decisions in the best interests of children and promote children's rights to a healthy, protective, educative, stimulating inclusive and enriching environment.

(ii) Environment Based: focuses on children's physical and social environment which affects children while they are growing up. This approach has been undertaken at the country level in comparison to global initiatives taken on by organizations like UNICEF.

Children's wellbeing refers to how they feel about many different aspects of their lives - from their happiness with life overall to how they feel about their friendships, appearance and school work. There is broad agreement that well-being refers to the quality of their lives. It is about how well they are, and how their lives are going. (The Children Society, 2018)

In the past, the wellbeing and sensibilities of children have been marginalized in planning practices even in western cities, but this started to change with child-friendly and inclusive city discourses now more common. (Witten, K., Kearns, R., & Carroll, P. 2015) Researches worked on some key concepts as being important to children's wellbeing. (Woolcock, G., & Steele, W. 2008).

These key concepts include as presented in Fig 3: children's agency, safety and feeling secure, and positive sense of self.

in a study done in 2008, entitled "Ask the Children" that aimed to overview the children's understanding of wellbeing especially, related to the built environment; The key themes or concepts focus on activities, adversity in children's lives, material and economic resources, urban environments, and physical health. Some other concepts and themes emerged activities for fun; freedom and competence; spaces for children to connect with people or simply exert independence in times of adversity. (Woolcock, G., & Steele, W. 2008)

The importance of access to activities that do not allow discrimination against children as a result of uneven access to material and economic resources; the necessity for child-friendly urbanism that facilitate fun, a sense of community, and interaction with others; the need for natural places in which to enhance exploration and experience free play; besides their desire to exercise and keep fit and healthy (UNICEF. 2007). This what can be called inclusiveness and urban wellbeing.



FIG 3: THE KEY CONCEPTS IMPORTANT TO CHILDREN wellbeing;
Source: Woolcock, G., & Steele, W. (2008).

4. The children of today.

The claim is usually made that children are growing up faster than in the past. However, this may reflect children's engagement with adult culture, and their adoption of adult attitudes and behavior, it is not applicable to their everyday independence and urban needs. For the past 30 years at least, childhood prior to adolescence has been marked by shrinking freedom of action for children and growing adult control and supervision. (Guldborg, H. 2009).

Children growing up in cities have less freedom to move around their neighborhoods than their parents. Experts advocate that a ten-year-old child today has far less license to roam than a ten-year-old two generations ago. The biggest problem here is the increase in traffic and dangerous roads, which makes many adults hesitant to allow children out. (Covell, K., etl. 2018) Dealing with children of today needs to take different perspectives rather than being followed in the last century. Designing for them is highly recommended to be reviewed; with their access to the world and their unlimited imagination. (Jenny W. 2018)

since the last decades of the 20th century, it has been claimed that children of today-then- are mostly considered as "indoor children generation" as most of their activities used to be in shopping centers and enclosed playgrounds. (Newson, J., & Newson, E. 2017) Childhood has become increasingly structured and controlled leading some to suggest that childhood no longer exists. (James, A., & Prout, A. 2015). Childhood today finds little time or place in the contemporary city. (Francis, M., & Lorenzo, R. 2006) It also results from the '*Adultization*' of childhood where children's time is filled with organized activities such as sports, music, and scheduled activities (Francis, M., & Lorenzo, R. 2002). Children of today are much more mature than adults can even imagine.

It is also argued that the relationship between children and their built environment have been weak during the last decades; Paul Goodman mentioned that the city, under inevitable modern conditions, could no longer be dealt with practically by children because of concealed technology. He claimed that family mobility, loss of neighborhood tradition, and eating up of the play space had taken away the children environment. (Ward, C. 1978).

This could be considered when children interrelation and explosion to the city was limited to playing in the street of the residential cluster and mostly walking to their primary schools. however, currently, children are highly exposed to the city's urbanism in their daily wide span journeys and different playing setting and lifestyle. (Papert, S. 1980) Moreover, they are dealing with cities through video gaming and modeling applications loaded and installed on their smart devices. They have the ability to take tours all-round the world though these tiny screens they spend most of their time focusing on (Tanzania, U. N. I. C. E. F. 2012).

It's very important to realize that, children are not only the main futuristic user but also a current user for cities. The city shape affects these new generations, as it is the main feature of their perception of the built environment when they grow up. (Biswas, S. K. 2013.) children and youth under the age of 18 have rights in their cities through processes of urban planning and design, regardless of their age, ethnicity, or family income. (Derr, V., 2013.)

Urban Childhood challenges:

According to investigation phases, and literature children are facing major challenges in current in their everyday life. There are some core challenges facing children on the urban level when dealing with their cities (Wright, H.2017) Fig. 4 such as:

- Traffic and pollution,
- High-rise living and urban sprawl,
- Crime, social fears, and risk aversion,
- Inadequate and unequal access to the city,
- Isolation and intolerance.

FIG 4: THE CORE CHALLENGES OF URBAN CHILDHOODS,

Source: researchers, 2021- based on Wright, Hannah, et al. (2017).

5. Urban Child-friendliness in the Egyptian context.

The field of urban child-friendliness is promising in Egypt. As from the investigations, and observations, there are good efforts by governmental organizations and scholars as well. According to the Egyptian Child Law No. 12 of 1996 and amended by Law 126 of 2008, Article 7ter. (Egyptian Child Law, 1996, 2008).

“The state also guarantees the child’s right to a safe, healthy and clean environment, in all fields. Also, it makes all the effective measures to abolish the practices that are harmful to his health.”

The Kids Rights Index is the annual global index that ranks how countries adhere to and are equipped to improve children’s rights. It comprises a ranking for all UN member states that have ratified the UN Convention on the Rights of the Child and for which sufficient data is available, a total of 181 countries. (Children Rights Index,2018) The Kids Rights Index is based on five domains which are: the right to life; health, education, protection, and the enabling environment for child rights. According to this index, Egypt's overall rank is 36 score: 0.82.

Some initiatives and ethnographic studies have dealt with children's needs and affordance to the built environment, others are focusing on the environmental educational role. On the urban, all the researchers reviewed have focused on the intimate scale like playgrounds and residence streets. None of the reviewed research efforts focused on the perception and needs of children in their everyday lives across the city.(Shawket, I.M., 2016)

The Egyptian society is considered a young society, in which the age group (less than 15 years) constitutes a third of the population at 33.8%, while the proportion of the elderly population (65 years and over) was estimated at only 3.9% at the beginning of 2018, and the urban population reached 42.6% while the proportion of The rural population is 57.4%. (Al-Ahram Gate, 2019)

Children in the mid childhood present more than 20% of the society (CAPMAS,2019) as shown in

Taking in concern how their QOUL affects their families and being the main futuristic population. Thus, the need to investigate more on QOCUL would lead to a more coherent, inclusive, and livable city.

During a pilot investigation phase in earlier phase of research in Cairene context, (Elkhouly, A., etl. 2017) parents were asked to set their priorities when choosing a community to live in based on (Glover 2015). As shown in Fig 5, Public safety and access to schools were the most frequent prioritized factors. While access to amenities, nature, and transport came after that with closer frequencies in addition to walkability. It was very significant that density and family-oriented housing were placed in the last places. Fun and whimsy, and bikeability were average in ratings.

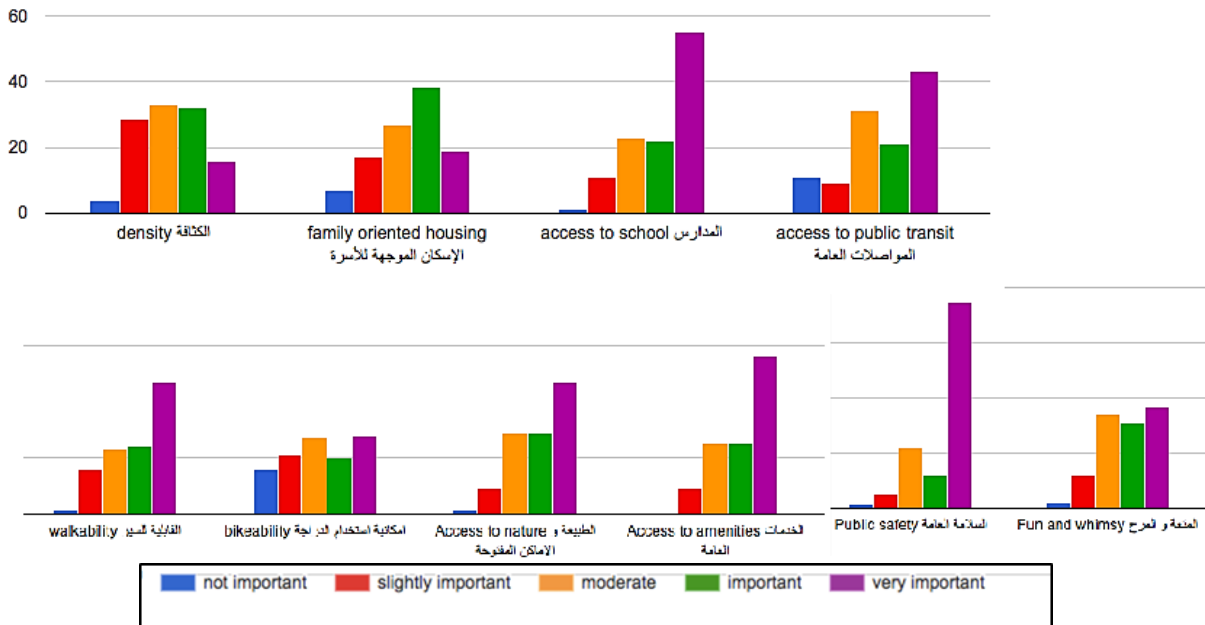


Fig 5: Presenting Residents Priorities Regarding 10 Factors of Children Livable City
By Glover,2015

Source: Researchers, 2017

It was very significant that parents used to prioritize the needs of their children from starting with their safety and education. According to the dominant culture walkability and access to transit is more important than bikeability when it comes to mobility options. Fun and whimsy were not a looked forward urban function. These factors are presenting the main anchors of child urban friendliness.

6. Empirical Part

According to the perspective of studying children's everyday experiences of the urbanism, late middle childhood is a good age-group to work with because such children will more likely use a diverse range of places on an everyday basis. (Hill, M., & Tisdall, K. 2014) Moreover, many of the planning theories considered the main cell of neighborhood primary school as main

service to start from. (Goss, A. 1961) (Noschis, K. 1992) Also in order to understand the local and contextual constructions of childhood, children in middle childhood will be able to give voice to their perceptions about their environment as well as their lives in the context of their living area, culture, and society. (Chatterjee, S. 2006)

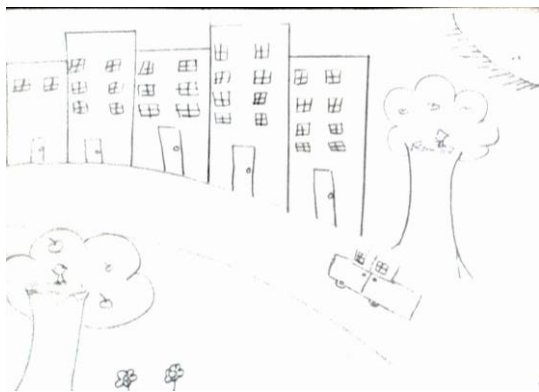
Methodology: Capturing the children perspectives.

In a step in the investigation process, the researchers planned to capture the children perception towards urban environment where they live in. The following part is going to define children as a main target user group to design for.

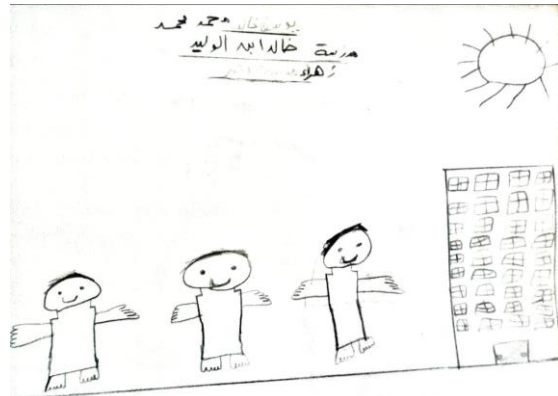
In order to capture children perspective some observation. A number of (٥) workshops were held during the period from summer 2017 till ٢٠٢٠. The purpose of these surveying workshops was to analyze what the child feels within the urban spaces in the residence neighborhood.

A number of (180) children participated in the questionnaire in all the workshops. The workshops were qualitatively analyzed. Workshops were held in Cairo, Giza- Egypt. Interviews were held with children from age 8-12, in summer 2017 in during child university event. Children were asked to draw their urban perspective towards home-school journey or to draw their dream city, or even to merge them together. Then the drawing session was followed by discussions on Children Drawings in which they explained.

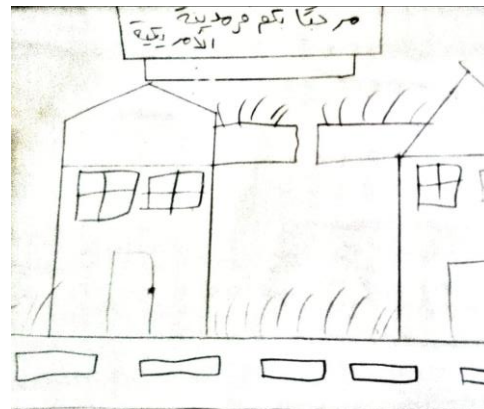
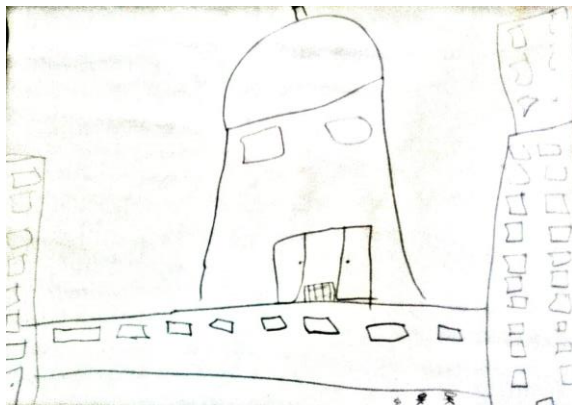
To investigate children’s perception, they were asked to draw their journey from home to school, then they were asked to draw their dream city. (Fig.6), (Fig 7)



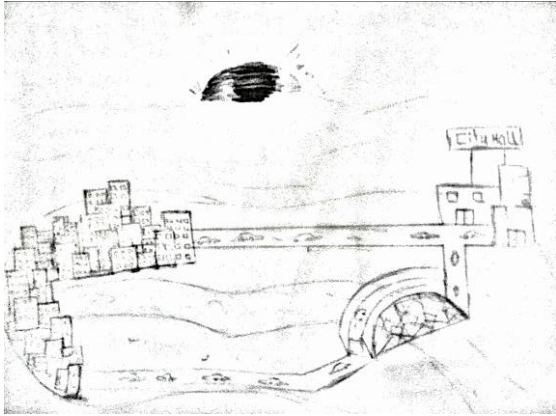
E; perception of an 8 years old child to his home- school journey in 6th October city.



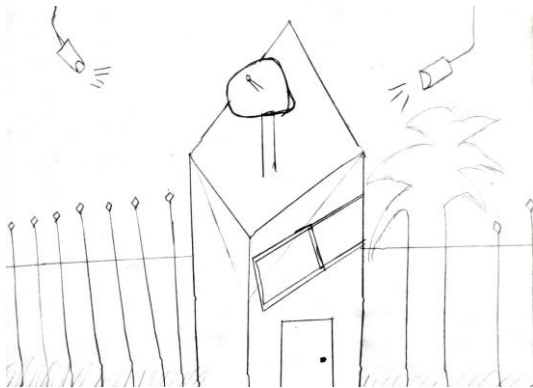
F; perception of a 9 years old child to his home-school journey in Zahra Madent Nasr.



G; perception of a 12 years old child to his home-school journey in Faisal, Giza.



I; perception of a 12 years old child to his home-school journey in which he drew shopping mall, ring road and a lot of car-oriented streets. He is living in Haram, Giza.

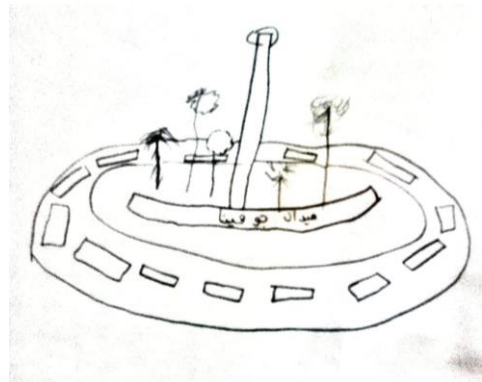


K; Fenced recreational facilities, moreover lighting features, and receiver dish, drawn by 9 years old child lives in Sheikh Zayed, 6th October city.

H; perception of a 10 years old child to his home- school journey in 6th October city.

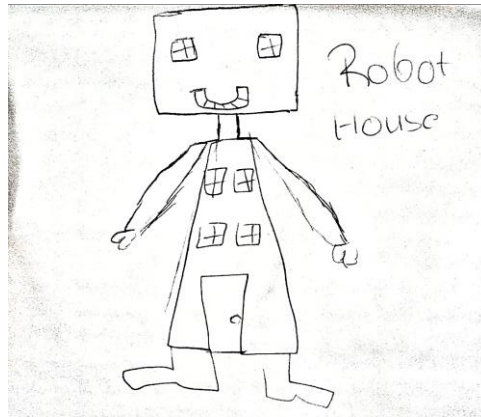


J; perception of a 10 years old child to his home- school journey. Including neighboring market, in addition to stray animals, high rise buildings, advertisements, a plane and a great dominance to street and vehicles. He is living in Haram, Giza.

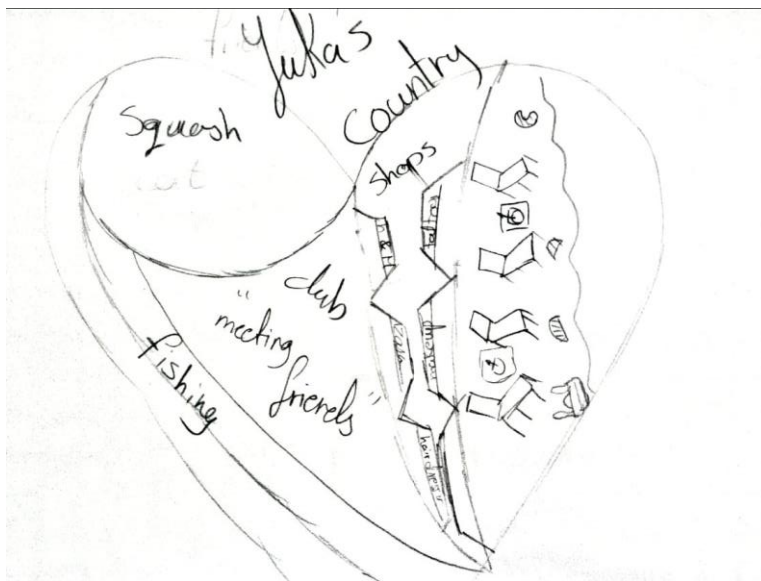


L; Gohaina square as the main feature recognized by a 9 years old child to his home- school journey in 6th October city. However, the square was no more existing

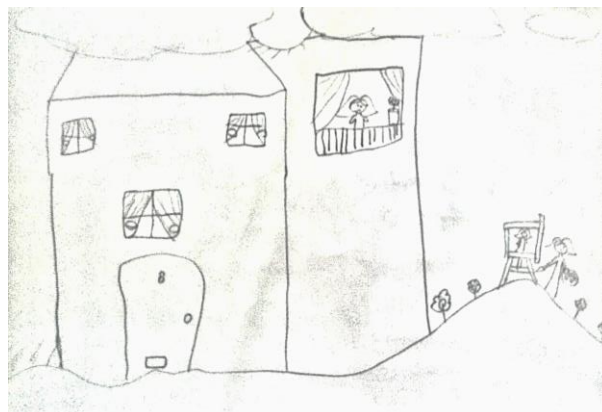
Fig 6: Children perception Towards Built environment
Source: researches, 2017



A; robot dream house drawn by a 12 years old child as his dream house



C; perception of a 12 years old child to for her dream city. She drew places and activities which she likes to do. She mentioned her favorite sport, activities, meeting friends, and shopping



B; large park around her dream house where she could draw while her mom is seeing her from her terrace. drawn by a 9 years old girl as his dream house

Fig 7, are showing children drawings, samples of children Dream Cities

Source: researchers, 2017

In another step to deep understanding step, the team Conducted a survey for children about the area where they live and the urban space surrounding. They were asked about: what they like about their neighborhood, and what they do not like. The questionnaire targeted children aged (5-8) years and children aged (9-14) years. This questionnaire was conducted in a series of workshops from 2017 till the start of 2020.

First: The researchers asked each child to write his/her data -with the team's help for younger children- they wrote down their names, ages, residence neighborhoods, gender (boy/girl). This sampling phase aimed to determine the social and cultural background of each child. Fig (8).



Fig (8): children while filling the survey forms
Source: Researchers, 2017

Second: The researchers then asked each child to draw the neighborhood or the area in which he lives to understand what the children feel about their neighborhood and the elements that interest them within it. Fig (9).

The aim of the following question was to Determine the most important fears of children within the urban spaces where they live and emphasizing the most important elements that children love there.


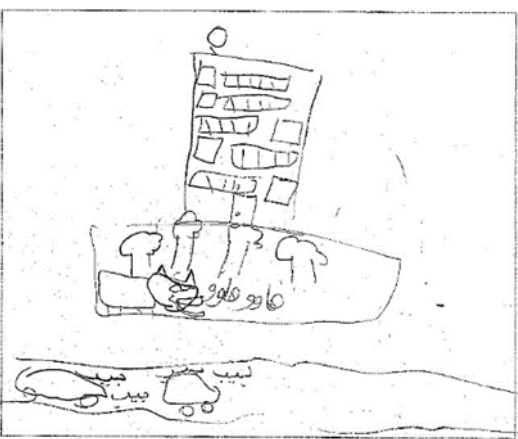


 <p>Girl, 6 years old, from Giza The child was able to identify the elements of the urban space around him from the paths of movement, houses and shops, but it appears through the drawing of the child that she cannot walk alone and must hold her mother's hand</p>	 <p>Boy, 6 years old, from Giza It is clear from the child's drawing that he is disturbed by the sound of cars, and the presence of animals in the street</p>
 <p>Girl, 12 years old, Cairo I can't walk alone in the street because of the cars, and the sound of the shops near my house bothers ... (The child) Where the child monitored me." .the problems, he faced while walking in the street</p>	 <p>Boy, 11 years old, Cairo We notice through the child's drawing that there are no urban spaces in a residential area, and the street is crowded with residential buildings."</p>

Fig. 9 Children's perceptions towards the area where they live and the urban space surrounding.

Source: Researchers, 2017

Children have shown ;Outdoors - Pets - Sun – Library (as the main likes. Moreover(Noise - pollution - annoying sounds – cars) as main dislikes, Fig (10).



Fig 10; Sample of repetitive answers “what they like about their neighborhood, and what they do not like.”

Source: Researchers, 2018

From all previous workshop it was found that children aged (5-8) years answers have shown that having a quiet neighborhood with friendly people is very important for children. and when researchers asked: “What do you like in the neighborhood in which you live?”, the answers to the question were as follows; (22/85) children unanimously agreed that what In their neighborhood, they loved neighbors and friends by 25% of all children surveyed, and (15/85) children answered plants and trees by 18%, and (9/85) children answered calm by 10%, and (17/85)) A child answered animals with a percentage of 20%, and (9/85) a child who answered shops with a percentage of 10%, and (26/85) children answered air with a percentage of 30%, while (17/85) children answered with nothing they liked by 20%. And the children from the age of (9-14) years old answered the question: “What do you like in the neighborhood in which you live?” as; (26/65) answered a child who liked gathering with friends by 30%, and (13/65) answered a child who liked the presence of a restaurant or café in the neighborhood With a percentage of 20%, and (26/65) children answered that they like trees and plants by 30%, and (7/65) they answered that they like animals by 10%, and finally (13/65) children answered that they like quietness by 20% , as shown in Fig (11)

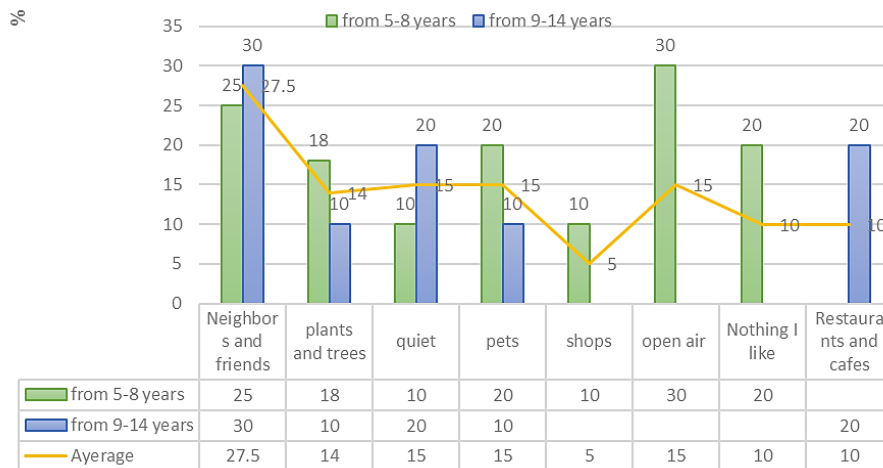


Fig (11) : shows the percentages of the answer to the question; “What do you like in the neighborhood in which you live?”

Source: Researchers, 2021

The answer to another question which is; “What do you not like in the neighborhood in which you live?” The answers were as follows: Children aged (5-8) years, (43/85) answered a child who does not like cars and automatic cars (buses...) at a rate of 50%, and (34/85) answered a child who does not like animals in the street (such as dogs). and cats) with 40%, and (26/85) a child answered that they did not like the noise of cars by 30%, and (26/85) a child answered that they did not like the absence of a sidewalk by 30%, and (34/85) a child answered that they did not like people Strangers 40%, while children (9/85) do not like shops 10% answered.

And the answer to the question; “what do you not like in the neighborhood in which you live?” (26/65) a child answered that he did not like motorized cars by 40%, (20/65) a child answered that he did not like street animals by 30%, (26/65) a child responded that he disliked noise and exhaust by 40%, and Answer (20/65) a child dislikes strangers at 30%, (7/65) a child dislikes stores at 10%, (13/65) a child dislikes stores with a lack of places to gather with friends at 20%, and (33/65) A child does not like the lack of gardens in the neighborhood by 50%, as shown in Figure (12)

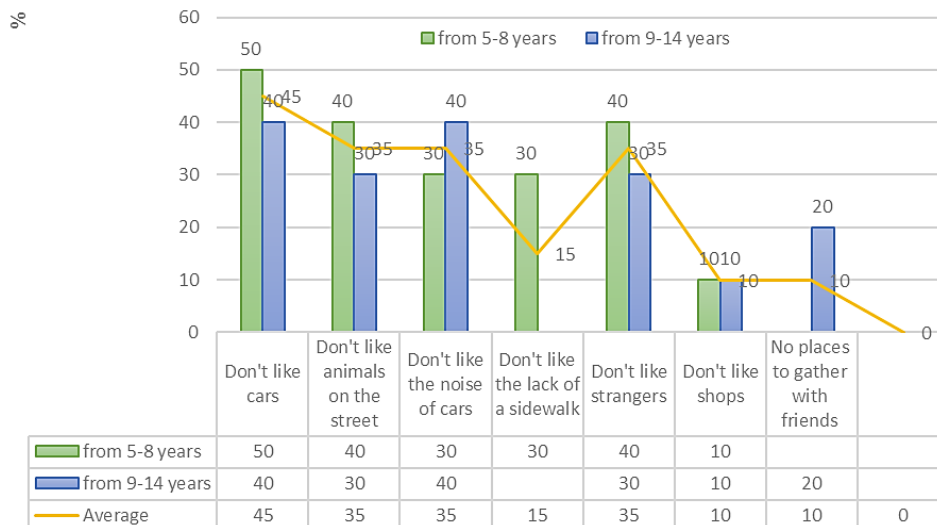


Fig (12) it shows the percentages of the answer to the question: What do you not like in the neighborhood in which you live?

Source: Researchers, 2021

7. Discussion

The drawings of children were too much affected by their urban environments, where the dominance of cars, wide streets, and long distances usually appear. However, some children used landmarks as the main feature of their drawings where they recognize that they are not so far from school or home. Fences, lack of greenery, stray animals, urban density, and urban sprawl were mentioned in their drawings.

Children in Cairene communities showed a lot in their neighborhoods. Some of them reflected not feeling safe within the urban spaces where they live. The team synthesized through the previous drawings some of the fears that children face on daily bases, such as (fear of car movement - fear of street animals - Discomfort from the noise from shops and the sounds of cars - high altitudes - the presence of rubbish in the streets, etc.).

The drawings were very innovative and telling a lot about how they perceive their built environment mostly and their dreams towards built environment in other times. The previous figures are showing a sample of children drawings which are very significant, as they tell to what extent child perceive from dealing with their cities, and how this could shape their minds. The children perception and exposure to city is much larger than previous decades. Moreover, their awareness is also very high due to dealing with a lot of virtual reality games and social games. (Whyte, J. 2007)

8. Conclusion

For decades urban planning has been dealing with the economic and political needs; with considering the services offered for public as a provided entity for residents to be able to live. The services provision is a very important issue, however, the quality of the provided services, and meeting community expectations are also considered as main goals to be achieved too. The needs of residents and how they are fulfilled can no more be considered as a luxury. It becomes the responsibility of governments, planners and civil society. This led to the need to rethink concepts of planning; especially when it comes to policies, practicalities and ideologies, towards the role of planners. Since most people live in urban environments, and especially in large *urban* agglomerations that are called cities. This can introduce us to the need of more inclusive urban environment that help in desegregation and increase feeling of QOUL.

That's why recent approaches are defining urban planning as a set of interrelated imperatives and processes that can be clustered in to certain disciplines. But the boundaries of these disciplines are porous; this means that the process of the planning categories described here are not intended to be strictly distinctive, but absorptive. All plans on all scales can address conceptual ideas such as policies, programs, or actions; moreover, different urban scales such as regions, urban centers, suburbs, and parts of places.

Questions like to whom are cities planned and designed? to what extent are cities child and family friendly? In addition to schools, recreational services, safety and mobility issues are recently raised as a comprehensive inter correlated factors that affect children use and perception to the urban environment. It was also important to Fig out how people perceive the public space concept, and their right to the city.

Based on both observations and investigation processes; It is no more about providing a primary school on the neighborhood scale. Most of children are not going to the neighboring provided school. So, even if the rates, and distances are calculated correctly during the urban planning process that doesn't ensure the child friendless of urban settlement, nor the use of amenity. As it attracts neighboring communities and districts; specially for lower socio-economic classes and informal areas residence. Through tracking residents' perception, and their needs on the different city spaces we get a different perspective towards cities and how they are designed. Cities should work towards creating child-friendly environments, as this can make them more inclusive for all citizens.

Children's understanding of wellbeing has different dimensions rather than the urban environment. This research focuses on children's wellbeing, related to the urban environment like:

1. Increase the ability of children to make choices and independently access a diverse range of services and activities;
2. Enhance the capacity for children to engage in play and develop competence in their local urban environment;
3. Ensure the rights of children to be safe and healthy within public places;
4. Increase the ability of children to feel secure and connected within their physical and social environments;
5. Create spaces that offer children a sense of welcome, belonging and support;
6. Increase opportunities for children to access green, natural areas for play, and relaxation.

Dealing with children in order to explore how they perceive urban environment; results were very promising. Children have showed an excellent perception towards issues like urban segregation, the dominance of car-based planning, the mental image of their urban context. It was like they were really figuring out the most frequent Cairene problems. Moreover, their ability to design imaginary inclusive public spaces was excellent. The process has been a key stone towards introducing Child-friendly Cities as an approach that is considered an oriented solution with long-term benefits for the community Quality of Urban Life.

However, the primary pilot investigation highlighted that there is a kind of relationship between planning cities for children and the perceived quality of built environment, more investigations are needed to find the type of this relationship. Moreover, to reach the types of interventions needed to enhance Quality of children life in Egyptian cities generally, and in Greater Cairo specifically.

Through the results of the workshops, the study was able to prove that the children are greatly able to distinguish and perceive the environment around them. It was recognized that there are common factors in high-income areas and informalities related to children free move border; it was related to the urban space's children can access, where they are already known. The most suffering social group was middle income where they almost have no urban pace except clubs- which cannot be considered as full public space- in addition to shopping malls.

9. References

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A more detailed timeline could be accessed through UNICEF website: <https://childfriendlycities.org/what-is-the-child-friendly-cities-initiative/> ,(Accessed February 2021).