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INTEGRATING A BOTTOM-UP AND INCLUSIVE APPROACH TO CHILD-FRIENDLY CITY ORIENTED PROJECTS: MULTIPLE CASE STUDIES FROM ISTANBUL

TUĞBA SAPTIR

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INTEGRATING A BOTTOM-UP AND INCLUSIVE APPROACH TO CHILD-FRIENDLY CITY ORIENTED PROJECTS: MULTIPLE CASE STUDIES FROM ISTANBUL

TUĞBA SAPTIR
ADVISOR: ASSOC. PROF. DR. AYŞE ELİF COŞKUN

A thesis submitted to
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APPROVAL

This thesis titled INTEGRATING A BOTTOM-UP AND INCLUSIVE APPROACH TO CHILD-FRIENDLY CITY ORIENTED PROJECTS: MULTIPLE CASE STUDIES FROM ISTANBUL submitted by TUĞBA SAPTIR in partial fulfillment of the requirements for the degree of Master of Arts in (Design) is approved by

Assoc. Prof. Dr. Ayşe Elif Coşkun (Advisor)
……..
Kadir Has University

Asst. Prof. Serkan Bayraktaroğlu
……..
Istanbul University

Asst. Prof. Gizem Öz
……..
Kadir Has University

I confirm that the signatures above belong to the aforementioned faculty members.

_____

Prof. Dr. Mehmet Timur Aydemir
Director of the School of Graduate Studies
Date of Approval: 19.10.2023

DECLARATION ON RESEARCH ETHICS AND PUBLISHING METHODS

I, TUĞBA SAPTIR; hereby declare

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- that this Ph.D. / Master of Arts / Master of Science Thesis (or Graduation Project) does not contain any material from any research submitted or accepted to obtain a degree or diploma at another educational institution;
- and that I commit and undertake to follow the "Kadir Has University Academic Codes of Conduct" prepared in accordance with the "Higher Education Council Codes of Conduct".

In addition, I acknowledge that any claim of irregularity that may arise in relation to this work will result in a disciplinary action in accordance with the university legislation.

Tuğba Saptır

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Date (19/10/2023)

To All the Children that Feel Invisible...

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INTEGRATING A BOTTOM-UP AND INCLUSIVE APPROACH TO CHILD-FRIENDLY CITY ORIENTED PROJECTS: MULTIPLE CASE STUDIES FROM ISTANBUL

ABSTRACT

As living in Istanbul becomes increasingly challenging day by day, the experience of our minor friends in the city becomes even more crucial. The child-friendly city concept, introduced to our lives through the Habitat II Congress held in Istanbul and based on the United Nations Convention on the Rights of the Child, proposes a formula to solve this very problem. The transformation of cities into child-friendly spaces not only benefits children but also paves the way for positive developments for all members of that city. As known and experienced, child-friendly areas are quite scarce in Türkiye, and efforts in this regard are still limited. Within the scope of this research, after introducing the child-friendly city concept, the facilitations carried out by various organizations in Istanbul are examined, highlighting the levels of inclusivity and participation of these projects. A discussion is conducted on how these practices can be enhanced with the support of universal design principles.

Keywords: Child-friendly cities, Inclusivity, Child participation, Inclusive design, Universal design.

ÇOCUK DOSTU ŞEHİR ODAKLI PROJELERE KAPSAYICI BİR YAKLAŞIMI ENTEGRE ETMEK: İSTANBUL'DAN ÇOKLU VAKA ÇALIŞMASI

ÖZET

İstanbul’da yaşamak her geçen gün biraz daha zorlaşırken, küçük arkadaşlarımızın şehirdeki deneyimi çok daha önemli bir hale geliyor. İstanbul'da gerçekleştirilen Habitat II Kongresi’yle hayatımıza giren ve dayanağını Birleşmiş Milletler Çocuk Hakları Sözleşmesi'nden alan çocuk dostu kent konsepti, tam da bu problemi çözmeye yönelik bir formül öneriyor. Kentlerin çocuk-dostu bir hale bürünmesi, sadece çocuklar için değil, o kentin bütün mensupları için olumlu gelişmelerin önünü açıyor. Bilindiği ve deneyimlendiği gibi, Türkiye’de çocuk dostu alanlar oldukça az ve bu konudaki çalışmalar hala sınırlı. Bu araştırma kapsamında, çocuk dostu şehir konseptinin tanıtılması sonrası, İstanbul'da farklı organizasyonlar tarafından gerçekleştirilen uygulamalar incelenerek, bu projelerin kapsayıcı ve katılımcı olma düzeylerine dikkat çekilmiş, evrensel tasarım ilkelerinin desteğiyle bu uygulamaların nasıl geliştirilebileceğine yönelik bir tartışma yürütülmüştür.

Anahtar Sözcükler: Çocuk dostu şehirler, Kapsayıcılık, Çocuk katılımı, Kapsayıcı tasarım, Evrensel tasarım.

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LIST OF ACRONYMS AND ABBREVIATIONS

ABPRS: Address-Based Population Registration System

CEUD: The Centre for Excellence in Universal Design

EU: European Union

IMM: Istanbul Metropolitan Municipality

MOFSP: Ministry of Family and Social Policies

NGO: Non-governmental organization

OHCHR: Office of the United Nations High Commissioner for Human Rights

TESEV: Turkish Economic and Social Studies Foundation

TUIK: Turkish Statistical Institute

UN: United Nations

UNCRC: UN Convention on the Rights of the Child

UNICEF: United Nations International Children's Emergency Fund

1. INTRODUCTION

1.1 State of the Field

The increasing population residing in cities worldwide is now a public reality. This situation leads to multidimensional and rapid transformations, giving rise to numerous new discussions sociologically. In this period when interest in urban studies is on the rise, the relationship between children and the city has also started to draw attention. In their article *'Children's Participation in Urban Planning and Design: A Systematic Review,* Ataol, Krishnamurthy, & van Wesemael mention that scholars widely acknowledge that the dynamics between urban settings and children have undergone significant transformations. This shift can be attributed to the prevalent incorporation of "adult-only" spaces within contemporary urban planning paradigms, forcing children to utilize areas not originally designed with their needs in mind (Ataol, Krishnamurthy, & van Wesemael, 2019). So, in the contemporary city today, "childhood finds little time or place" (Francis & Lorenzo, 2002, p.159). Ataol, Krishnamurthy and van Wesemael (2019) continue in their article by mentioning that there has been a growing scholarly emphasis since the 1989 adoption of the UN's Convention on the Rights of the Child (UNCRC)[1] on how to effectively incorporate children's perspectives in the planning of their surroundings. The UNCRC (UNICEF, 1989) recognizes children, from infancy to age 18, as citizens entitled to the rights of survival, development, protection, participation, and notably, recreation, leisure, and play. They claim that many of these rights require specific places and spaces, and this is where urban planning and design can serve as tools to facilitate the fulfillment of these rights.

The fact that urban planning and design are crucial for defining rights in public spaces is undeniable. However, when it comes to children and their rights, society's approach is often top-down where children are marginalized from public areas by the adult-only urban environments. Despite the growing recognition in recent years that children are individuals and active members of society, transforming the top-down and adult-centric

[1] See Appendix C.

perspective in public spaces into an inclusive and participatory one is both critical and challenging.

There is proof indicating that childhood has transitioned from being child-focused to being excessively managed and structured by adults (Postman, 1982). Francis and Lorenzo (2006) explain that this shift has resulted in children spending less time in outdoor settings such as streets, parks, and natural areas, opting instead for indoor, highly organized, and virtual environments. This transformation is particularly evident in urban areas today and poses a challenge to the potential of design and planning to genuinely enhance the well-being of children and adolescents. In their other article in 2002 titled *'Seven Realms of Children's Participation'*, Francis and Lorenzo also state that there are certain limitations to create child-focused environments like being misaligned with children's needs, being overlooked in official decision-making processes, being designed with minimal or no input from children, and failing to consider the specific contexts and requirements of children. They say that research underscores the importance of actively promoting planning and design efforts that involve children rather than simply designing for them. Although there are certain efforts to this end by designing and implementing child-friendly projects in urban environments by different facilitators, there are still gaps such as how successful these applications are, which criteria they meet or not, whether monitoring and evaluation are carried out, and whether their impact can be measured.

While investigating the above-mentioned issues, research was conducted on four identified keywords before the research question was formed. In the examination of the literature encompassing the four keywords demonstrated in Figure 1.1, it becomes evident that previous research has predominantly gravitated toward specific conceptual domains. First, it seems in the literature that the 'child-friendly city' concept is the concept that all these studies around the four keywords have focused on. Also, as is easily seen in Figure 1.1, research inquiries revolving around this thematic core which is the 'child-friendly city' mainly pivot around places that children use most, places that are used both by the children and their caregivers, the child-friendliness criteria of these places, the relation between children and play, and the design and usage of playgrounds. In the figure, it is

also visible which specific subcategories the literature had focused on within the relations between provided keywords.

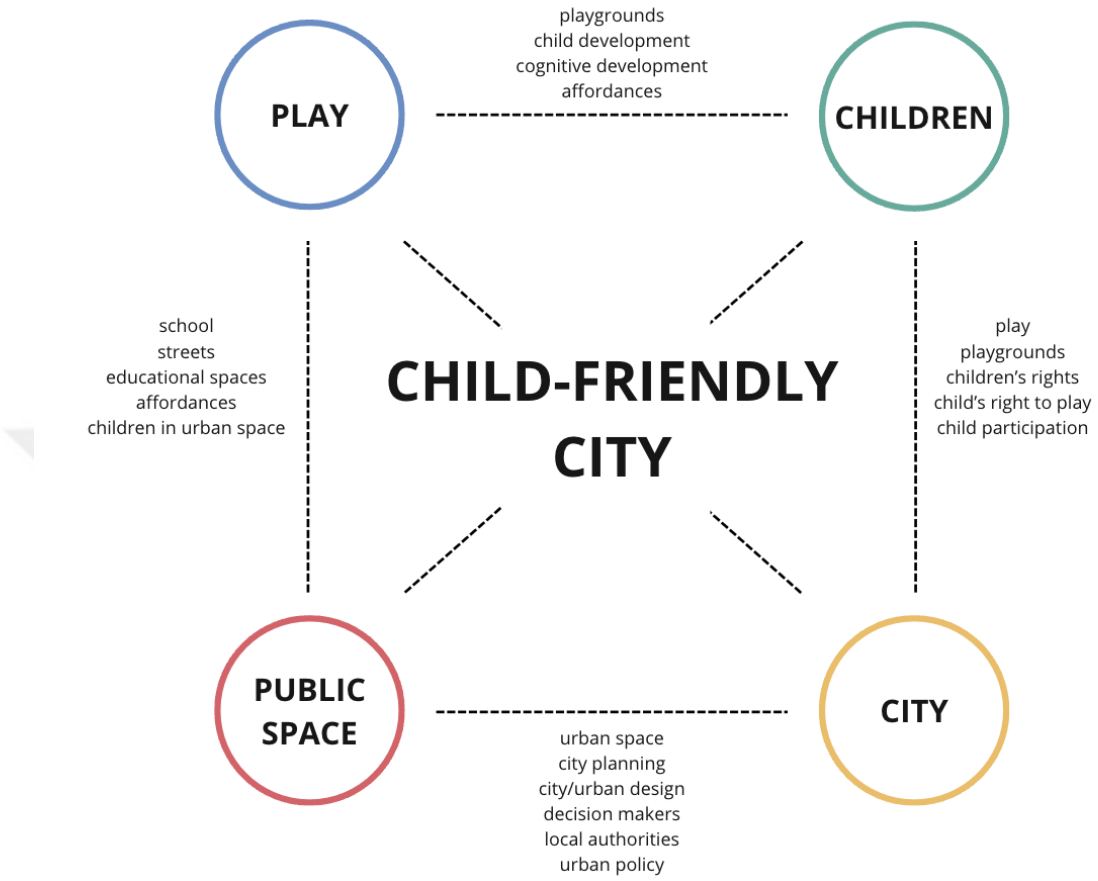

Figure 1.1: The Research Areas between the Specified Concepts

Based on the literature review conducted on the topic, it is seen that there is a growing interest in Türkiye in topics related to children and the city, children and space, children and participation, and children and perception. The development of childhood studies and the increased adoption of children's rights can be seen as the main reasons for this interest. This research examines studies conducted in Türkiye on the issue of child-friendly cities.

Most of the studies focus on the evaluation of cities or places with a child-friendly perspective. Umutlu's (2010) research explores the relationship between self-esteem and bullying perception among students in child-friendly schools and students in non-child-friendly schools. Suadiye (2019) evaluates preschools based on child-friendly criteria.

Turan (2020) focuses on the activities of Çanakkale Municipality in terms of child-friendly cities. Similarly, Akbalık (2021) assesses child-friendly city initiatives and other related studies in Bursa through interviews with experts from various public, private, civil society organizations, and local government institutions in Bursa. Şenalp (2021) examines the concept of child-friendly cities in preschool education institutions in Konya. Also, Kılınç (2021) evaluates urban structures based on child-friendly criteria in Konya. Alkılınç (2022) has completed a study in Kahramanmaraş, focusing on including children's views in the child-friendly street design process.

The research which focusses on the evaluation of specific spaces based on child-friendly city criteria varies (Selçuk Kirazoğlu, 2012; Abatay, 2019; Avcı, 2022). Also, it is possible to find studies that concentrate on children's perception and participation in processes (İncekara, 2018; Saka Kocaman, 2018; Saraçer, 2021). Some studies also engage in discussions or evaluate the design processes related to the issue of child-friendly cities (Tandoğan, 2011; Altınbaşak, 2012; Parlak, 2019; Aydoğan, 2020; Karakuzu, 2021; Alayyoub, 2022).

Despite the tendency towards working on the child-friendly city concept and its environment, there is still no research that investigates the approach of child-friendly facilitations in cities and the level of their inclusiveness. There is a need to figure out how to implement child-friendly city projects more inclusive and bottom-up and how to enhance the whole process. In this research, with a multiple case study approach, the projects that were/are run in Istanbul focusing on child-friendliness will be examined. Then, the discussion will be around setting possible criteria for the development and implementation of child-friendly projects that participation and inclusivity are better achieved with the contribution of universal design principles. The aim of this research is to provide guidance to the facilitators in different organizational forms who would like to improve the way they design these projects, the scope of the work they have implemented, and the level of effectiveness by defining the problems and challenges along the way. This means that this study will not directly create a guideline for the creation of child-friendly spaces but will do so for the facilitation process in cities.

1.2 Significance of the Research

"Is there a place for children in the city?" Churchman (2013) rises this question at the beginning of her article, which also named the article and mentions that the word 'place' here represents two different approaches: the first one is questioning if the physical places are safe and enjoyable for children and the second one asks the question whether children feel as "an equal part of the society in the city" (p.99). It is believed that the same question has the potential to start a significant discussion within this research.

Since a huge population lives in the cities in today's world, the problems that urban life leads to are increasing day by day. Riggio (2002) emphasizes that the call for child-friendly cities stems from the recognition that an increasing proportion of the global child population resides in urban areas. She continues with the fact that by 2025, six out of ten children in low- and middle-income countries will be living in urban areas (Riggio, 2002). Also, in the foreword of book by Gill (2021) which is called as 'Urban playground: How child-friendly planning and design can save cities', Guillermo Peñalosa says in the next forty years, the urban population in the world will be doubled which also means half of the homes that people live in 2060 haven't been built yet. He then continues by implying that the cities created until now are not sustainable, not healthy, not providing spaces where people meet with nature, not designed with children's happiness in mind[2] and that change is an obligation to have better cities that are great for children, and for everyone. This statement leaves one with a huge realization that if urban life continues to be created in the way it has been until now, the problems around it will not get any smaller or less complicated.

Then, the question converts itself: How to transform the cities into spaces for children? And more questions can be raised: Why should there be spaces for children? Who are the children there? Why are children ignored in the creation of cities until recent years? Why is this important? How can people/adults/citizens/decision makers be sure about putting together the right things and creating the appropriate public space for everyone in the cities? How could they measure this? Which indicators can show this?

[2] See Figure 1.2.

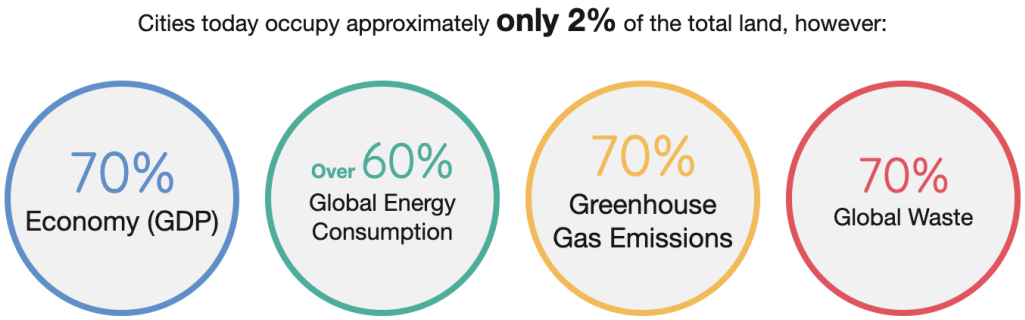

Figure 1.2: The Global Context[3]

To be set about answering these questions requires an understanding of the concepts like children's rights, participation, inclusiveness, and accessibility since each of them is very much related to the 'child-friendly city' term and discourse. Throughout this research, the discussion will be around the relation between them and the important and effective projects that have been implemented in Istanbul. The reason why Istanbul is the city given attention in this study is first of all that it is Türkiye's largest city with a population density, and that is why it is a city that most clearly experiences the problems brought by urbanization. It is obvious that Istanbul does not meet the needs and wishes of the child and does not provide safe environments for the child. Due to dense and unplanned construction, open spaces in urban areas have rapidly decreased, and the increase in traffic load due to the increase in car ownership has made urban areas dangerous places for children (Tandoğan & Ergun, 2013).

Bahar Aksel, Assistant Professor at the Mimar Sinan University of Fine Arts, explains the situation in Istanbul as: the rapid transformation of Istanbul's public spaces is marginalizing the city's children. Istanbul, a prime hub for international investment, urban development, and employment, also serves as a central hub for high-quality public services like education and health care. The city's transformation commenced in the 1980s, marked by a significant migration of people from Anatolia, impacting population density, the balance between industry and services, and the urban structure. Post-2000,

[3]United Nations Habitat III Conference. (2016). the New Urban Agenda, The Global Context. Retrieved from https://habitat3.org/the-new-urban-agenda/, 25 June 2023.

the local government recognized Istanbul's potential as a regional investment capital, leading to the construction of a global city with new high-rise structures, highways, and bridges. Gated communities on the city's outskirts became highly sought-after residential areas, particularly for families with children. Central city areas witnessed regeneration after 2010, attracting families desiring an urban lifestyle through residential blocks and new skyscrapers. Consequently, Istanbul's population became more diverse, reflecting a metropolitan ambiance and a modern urban environment (2017).

Aksel (2017) continues with the concerns about the potential exclusion of children and young people from the modernization efforts in their home city. The new cityscape primarily targeted adults with spending power, leading to the substantial exclusion or marginalization of Istanbul's young population, often limited to playgrounds. Despite the city authority undertaking large-scale public space projects in adherence to national standards, these initiatives tend to be formulaic and insufficient in addressing the genuine needs of specific locations and their residents. Istanbul now faces the challenge of acknowledging these changes and their impact on the younger population, followed by identifying the areas of need and their nature to guide future developments with a more comprehensive response to children and young people. It is essential to recognize the varied requirements in Istanbul's public spaces to support the city's ongoing modernization. This involves developing well-designed urban areas that cater to the needs of children and youth, integrating them seamlessly into their living surroundings. Such an approach can have a positive, lasting impact by fostering authentic citizenship. In addition to these urgent problems in the city and in line with them, Türkiye’s response to the child-friendly city concept is also oriented in Istanbul. It is where most projects are planned and implemented in terms of child-friendliness. So, it is a fruitful source for discussion in this research. Therefore, this study seeks to understand how child-friendly urban practices by different facilitators in Istanbul operate in terms of participation and inclusivity and determine a set of criteria by the contribution of universal design principles around these practices.

1.3 The Problem and Research Questions

In 1989, the United Nations Convention on the Rights of the Child (UNCRC), which is an international agreement on childhood was adopted by many countries. The Convention was the first formal commitment to children all around the world and it became the most widely ratified human rights treaty. According to the Convention (art. 1), “a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier” (OHCHR, para.14). This is the most universal definition of a child in modern times. However, throughout history, the understanding of childhood varies in different societies and different historical stages. This means that childhood is a societal concept and therefore, it is relative (Tan, 2019). Historically, the concept of childhood has referred to many different meanings such as evilness, innocence, 'literate man', a transition period, or a deficient situation (Karadoğan, 2019).

As a research area, the history of childhood has taken its place in Western literature since the 1960s and 70s. When these studies first appeared, they adopted an approach to change the perception of children in the emergence of modern societies and to identify the newly defined roles of the child in modern societies. Since the 1990s, in modern societies, there has been a tendency, where we can hear the voice of children more, with the assessment of the children as individuals who can control their environment, interact with social and economic structures, and change them (Yılmaz, 2016). The modern childhood paradigm is a process that shapes today's childhood. The twentieth century children's rights movement is rooted in the modern childhood paradigm. However, the process that continues with the emergence of the modern childhood paradigm and the Convention on the Rights of the Child is far from being a child-centered process aimed at child participation as claimed and desired. Moreover, the modern conception of childhood has served as a standardizing function, ignoring pluralities. In addition, it is a critical point that children's voices are not heard in children's movements. The children's movement is essentially the movement of the adults and still has not been able to go beyond this. Therefore, the child remains an object, that is, cannot be a subject, within the child's discourse (Akbaş & Atasü-Topçuoğlu, 2009).

Situations in which children are not seen as subjects and their voices are not heard can be seen and experienced in many private, public, and social spaces. For instance, children's shopping is done for a long time since their early ages only according to their parents' preferences or household goods are not purchased by consulting the child in any way although they also use these goods in their houses. Also, cities can cause many similar situations since the only area recognized for children in cities is parks and the child dimension is completely ignored in almost any social environment. Archard (1993) claims that "the conception of childhood is characterized by separateness" (as cited in Haikkola et al., 2007, p.320). This social segregation is also reflected in the physical spaces allocated to children. As a result, children are confined to specific areas such as their family homes, playgrounds, and schools, where they are closely supervised, protected, and controlled by adults (as cited in Haikkola et al., 2007; Olwig and Gulløv, 2003). Haikkola et al. also claims that there are numerous obstacles when it comes to creating child-friendly environments. Urban settings that are characterized by heavy traffic, pollution, unfamiliar individuals, and a scarcity of green spaces and open areas pose challenges for children to navigate independently (2007).

> *Then, to what extent do children's rights or discussions around childhood find a place in urban life? How do the cities in which we are living reflect the concept of child-friendly cities, which is derived from the rights outlined in the Convention on the Rights of the Child? How much influence do children have in cities that are mostly designed, planned, and managed by adults, or how well can cities make the exercise of the rights children possess possible?*

The participation of children in decision-making processes and their inclusion in urban planning processes are among the main concerns of this research. It is possible to say that child-focused activities have been implemented in Türkiye and Istanbul after the introduction of the concept of child-friendly cities at the UN Habitat II Congress in 1996. The number of child-friendly urban projects led by UNICEF's Child-Friendly Cities Initiative has been increasing over time and continues to grow in Istanbul.

> *However, would it be possible to say that the adult perspective that can be seen in the design of urban spaces and the segregation between the adult and the child are not dominating the child-friendly projects and facilitations?*

The research question within the scope of this study is derived from children's rights, inclusivity, and child participation perspectives on urban spaces. The critical point of view of this study is how inclusive and participatory child-friendly urban practices by different facilitators in Istanbul are. Accordingly, in the sense of inclusivity and participation, the design and implementation processes of the practices and facilitations in urban spaces will be questioned. Therefore, the research questions and sub-questions are developed to investigate the child-friendly urban practices by different facilitators in Istanbul in terms of participation and inclusivity and determine a set of criteria by the contribution of universal design principles around these practices. As the universal design principles have the potential to guide these practices in terms of including everyone and be open and suitable for everyone, its contribution will be ensured. Universal Design offers benefits for people of various ages and abilities. It aims to improve the overall quality of life for everyone (Mace et al., 1991). So, it aligns with the problem stated and the purpose in this research.

In line with the research statement explained above, the main research question is: What are the possible set of criteria for the development and implementation of the child-friendly urban projects in terms of participation and inclusivity with the contribution of universal design principles? In pursuit of comprehensively addressing the research question, the study also delves into four connected sub-questions. The first sub-question (SQ1) directs attention to the main characteristics of child-friendly urban projects implemented by different facilitators in Istanbul. Subsequently, SQ2 investigates how these facilitators approach inclusivity and participation and implement child-friendly urban practices. SQ3 looks for the challenges and barriers that exist in designing and implementing child-friendly urban projects in Istanbul according to the different organization types. And lastly, SQ4 explores how the universal design principles can guide the development and implementation of child-friendly urban projects in terms of increasing inclusivity and participation.

The main research question encompasses the key aspects of the study, focusing on understanding the characteristics, the barriers, and the challenges of child-friendly urban practices implemented by various facilitators in Istanbul and defining a set of criteria by

the contribution of universal design principles. Moreover, it allows for an in-depth exploration of the topic and provides a clear direction for the research. The following sub-questions are to help guide the research process and provide a comprehensive understanding of the topic.

1.4 Research Methodology

The research approach employed in this study is qualitative, aiming to gain an in-depth understanding of child-friendly urban practices and their inclusiveness in Istanbul. Qualitative research is an active process that involves the researcher immersing themselves in the real world. It encompasses various methods and techniques that help reveal and understand the world around us. Through these methods, the world is transformed into different forms of representation such as field notes, interviews, conversations, photographs, recordings, and personal reflections. Qualitative research takes on an interpretive and naturalistic approach, as researchers study phenomena in their natural contexts and strive to interpret them based on the subjective meanings attributed by individuals involved (Denzin and Lincoln, 2005). That is why I believe that this research approach is well-suited for exploring complex social phenomena, capturing subjective experiences, and generating rich data. It allows a deeper understanding of the perspectives and dimensions of child-friendly urban practices.

Case study research was used as the research design for a comprehensive and detailed analysis of the child-friendly and inclusive city facilitations in Istanbul. This research method provides specific and unique characteristics of projects and enables the researcher to make comparisons regarding the implementation methods and project designs. Case study is defined by Yin (2014) as “an empirical inquiry that investigates a contemporary phenomenon (the ‘case’) in depth and within its real-world context” (p.16). Hollweck (2016) also indicates Yin’s position for evaluation within the framework of case study research that it has a functional and legitimate role. During the evaluation process, case studies can effectively capture the intricacies of a specific case, encompassing factors such as temporal dynamics and contextual circumstances (Hollweck, 2016). Therefore, this research method was highly valuable for the purpose of this research.

The data collected in this research was generated through semi-structured interviews. Individual interviews are commonly employed in qualitative research and are widely recognized as a prominent method. They present an occasion to thoroughly explore individuals' personal perspectives, gain profound insight into the personal circumstances surrounding the research subject, and achieve comprehensive coverage of the topic at hand. Moreover, they are especially suitable for research endeavors that necessitate an understanding of deeply ingrained or sensitive phenomena, as well as responses to intricate systems, processes, or experiences, due to their concentrated focus and the opportunity they provide for clarification and meticulous comprehension (Snape & Spencer, 2003). The direct engagement with the facilitators involved in child-friendly and inclusive urban practices enabled me as the researcher to compare and contrast, to explore their perspectives and experiences, and to analyze the context. The reason behind the choice of semi-structured interviews is that I wanted to open a space to the interviewees where they can represent themselves and their ideas clearly. The data generated through these interviews was analyzed with the method of narrative analysis which makes the formulation of the experiences and perspectives of interviewees' possible.

The reporting style for this study involves an inductive approach. This approach allows for an unbiased and grounded analysis of the data, ensuring that the findings emerge from the participants' perspectives, experiences, and the implementations of the projects that they were involved in. This research provides a detailed description of the research process, including the selection of participants, data collection procedures, and analysis techniques employed. It presents the findings through the narrative analysis of the interviews, supporting them with relevant quotations and examples. It also includes a discussion of the findings, their implications, and recommendations to inspire further research and support more effective child-friendly urban practices in Istanbul and everywhere else.

Lastly, it is important to note how this research design ensures validity and reliability. To enhance validity, steps were taken to ensure data triangulation, where multiple sources of data (interviews, documents, reports, photographs) were used to corroborate findings. The researcher also maintains a reflexive stance, acknowledging personal biases and potential

influences on data interpretation. To enhance reliability, the researcher provides a detailed record of the research process, including decisions made, methods used, and any modifications or adjustments during the study. The researcher especially focuses on the explanation regarding the choice of the projects and people that were interviewed for the sake of this research.

By following these approaches, the research aims to provide an in-depth understanding of child-friendly urban practices, as well as criteria for better and more effective implementations. The structure of the research is provided both with the focus and aim of the study, the methodology followed, and the expected outcomes are portrayed in Figure 1.3.

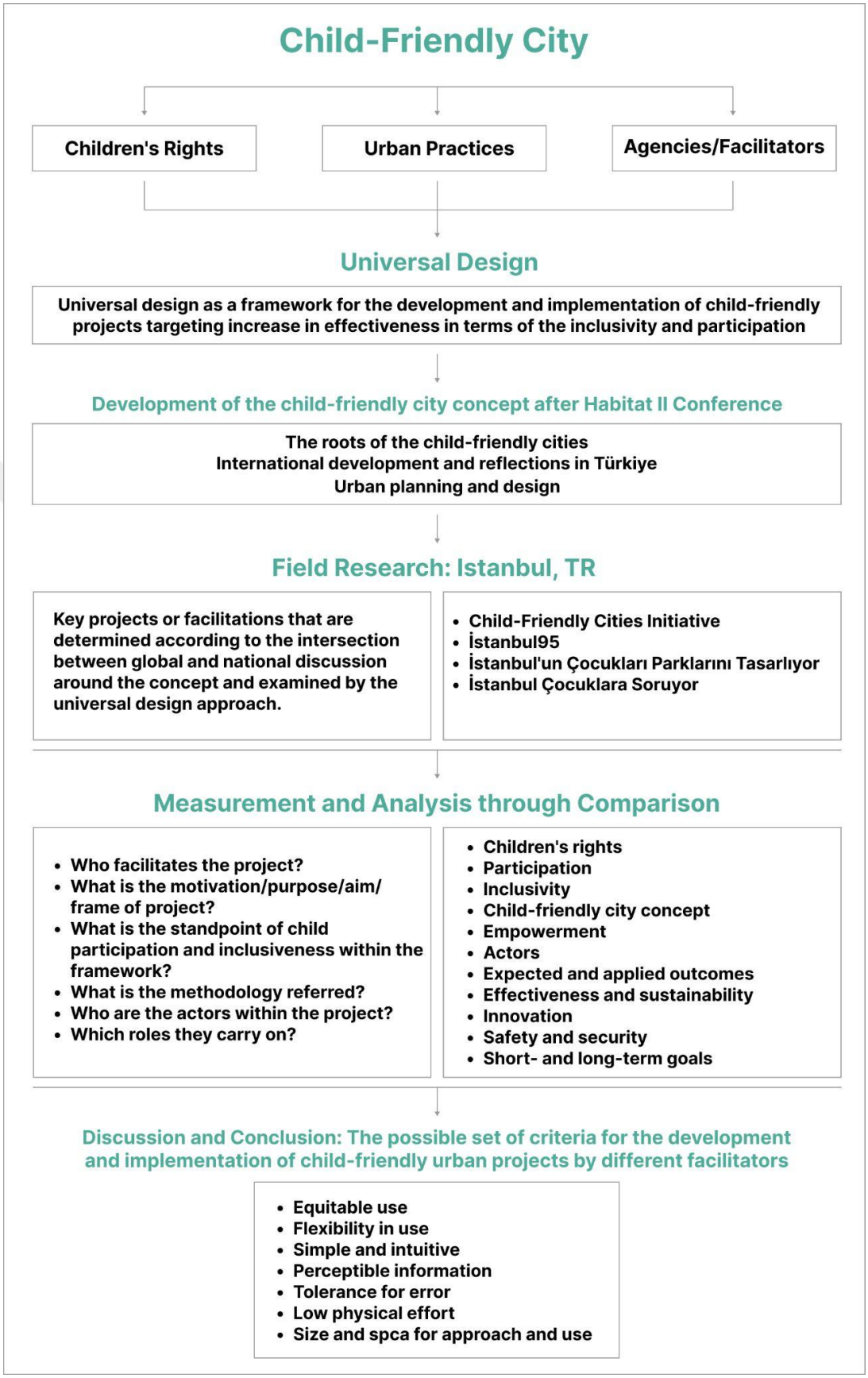

Figure 1.3: The Structure of the Research

2. LITERATURE REVIEW ON CHILD-FRIENDLY CITIES, CHILDREN'S INCLUSIVITY AND UNIVERSAL DESIGN

The literature review and theoretical background of this research require to discuss the topic both within children's rights-based and urban planning and design perspectives organically due to the scope of the research question which is again: What is the possible child-friendliness and inclusiveness criteria for child-friendly urban practice in Istanbul with the help of the human-centered design principles?

Therefore, this chapter includes three sections which focus on child-friendly cities, inclusive design understanding as child-friendly city facilitation, and participatory design focusing on child participation.

2.1 Child-friendly Cities

Within this chapter, after reviewing the origins and definitions of the child-friendly city concept, the global development of it and its reflections in Türkiye are provided. Then, urban practices and facilitators in the cities are discussed.

2.1.1 The roots of the child-friendly cities

Many different definitions regarding the child-friendly city can be found in the literature. The concept itself is still evolving and "not based on an ideal end state or a standard model" (Riggio, 2002, p.45). Riggio also explains the development of the child-friendly city concept as a way of ensuring city governments act consistently in the best interests of the children and as making cities places that "children's rights to a healthy, caring, protective, educative, stimulating, non-discriminating, inclusive, culturally rich environment are addressed" (2002, p.45). Basically, it is a framework that provides ways to make cities more child-friendly in terms of their environment, governance, and services and this system of governance is "committed to the full implementation of the UN Convention on the Rights of the Child" in the urban places (Riggio, 2002, p.45).

UNICEF defines a child-friendly city “one which implements the UN Convention on the Rights of the Child at the local level” (n.d., para.1). It also states that building a child-friendly city requires taking the guiding principles into consideration which mirrors the overarching principles of the Convention: equity and inclusion, accountability and transparency, public participation, effectiveness, and responsiveness, and lastly adaptability and sustainability. According to these principles, a child-friendly city strives to provide equal opportunities for all children, with a focus on identifying and addressing the challenges faced by the most marginalized and vulnerable children, ultimately removing these obstacles to inclusion. To build a child-friendly city, it's essential to clearly assign responsibilities for various aspects of implementation and hold those responsible accountable. The decision-making process should include accountability and be clear and open. It is also ensured by the principles that building a child-friendly city necessitates establishing a system that enables public involvement in decision-making, fostering local accountability for children's rights. They also ask governments to take all appropriate legal, administrative, and other actions to uphold children's rights to the fullest extent possible, considering available resources and international cooperation. Lastly, a child-friendly city should employ a flexible management approach, allowing it to anticipate and respond to changing circumstances while maintaining sustainability over time (UNICEF, n.d.). In essence, a child-friendly city seeks to ensure fairness and inclusion, hold those responsible accountable, engage the public in decision-making, effectively uphold children's rights, and remain adaptable and sustainable in the long term.

A city, town, community, or any system of local governance committed to improving the lives of children in line with the UN Convention on the Rights of the Child can be called child-friendly. It is practically where the voices, needs, priorities, and rights of children become part of public issues and decisions. Thus, child-friendly places are where children should be shielded from exploitation, violence, and abuse, have a healthy and nurturing beginning in life, access to high-quality social services, enjoy quality, inclusive, and participatory education, as well as opportunities for skill development, have the right to voice their opinions and influence decisions that impact them, participate in family, cultural, community, and social life, live in a secure, clean environment with access to green spaces, have the chance to make friends, play, have fun, and be provided a fair

opportunity in life, irrespective of their ethnic background, religion, income, gender, or abilities. In summary, these principles from UNICEF emphasize the importance of protecting children from harm, providing them with a healthy and supportive environment, ensuring access to education and social services, promoting participation and inclusivity, and guaranteeing fairness and equality regardless of their background. And while the realization of the children's rights is the responsibility of the governments, civil society, private sector, academia, and the media in the first place, children themselves also have a significant role in creating child-friendly places (UNICEF, n.d.).

Therefore, fundamentally, the rights of the children of the cities are aimed to achieved by the child-friendly city concept to make young people, have a say in decisions regarding their city, express their preferences and opinions regarding the type of city they desire, engage in family, community, and social activities, access essential services like healthcare, education, and housing, access safe drinking water and proper sanitation facilities, be safeguarded against exploitation, violence, and abuse, walk safely alone on the streets, socialize with friends and engage in play, have green spaces that support plant and animal life, reside in a clean and sustainable environment, take part in cultural and social gatherings, receive support, love, and care, enjoy equal citizenship with unrestricted access to services, regardless of ethnicity, religion, income, gender, or disability (Riggio, 2002).

2.1.2 International development of the child-friendly city concept

In the previous section, it is argued that the Convention forms the basis of the child-friendly city concept. However, the actual realization of the concept happened during the second United Nations Conference on Human Settlements (Habitat II). In this conference, it is implied that "the wellbeing of children is the ultimate indicator of a healthy habitat, a democratic society and of good governance" (UNICEF, n.d., para.4) and that for all age groups, child-friendly cities are conducive (Riggio, 2002). With the purpose of making cities livable for all, the Child Friendly Cities Initiative was established in 1996 by UNICEF and UN-Habitat which aims to support local governments in the realization of the rights of children at the local level based on the Convention. It also works as a network which makes different stakeholders around the cities like government, civil society

organizations, private sector, media, academia, and children who would like to be a part of the efforts to make their cities or communities more child-friendly come together. This initiative takes four key articles of the Convention as its base: non-discrimination (Article 2), best interests of the child (Article 3), the inherent right to life, survival, and development (Article 6), and respect for the views of the child (Article 12) (UNICEF, n.d.; Riggio, 2002).

Habitat II Conference and The Earth Summit held in Rio de Janeiro before that are both significant in terms of their focus on sustainable urban development as well. The Earth Summit held in Rio de Janeiro in 1992 and the Habitat II Conference in Istanbul in 1996 established the foundation for sustainable urban development that prioritizes the well-being of all citizens, especially the most vulnerable. Since 1992, numerous local administrations have embraced Agenda 21 and initiated programs and projects aimed at enhancing the quality of urban life. While the challenges remain multifaceted and abundant, there are indications of a growing commitment to addressing the task of creating cities that are more livable and enjoyable for everyone (Corsi, 2002).

Following Habitat II, in September 2000, UNICEF established the Child Friendly Cities Secretariat at its Innocenti Research Centre in Florence to support city authorities in developing such frameworks and to assist individuals in different cities who are working towards changing unfriendly practices into systems where children's needs are prioritized. The Secretariat focuses on the realm of possibilities, working with cities worldwide to create living environments that are more suitable for children. However, it also aligns with partners who strive for an ideal of democracy, justice, and peace, where children can fully exercise their rights as citizens. The concept of child-friendly cities is being developed by a growing movement of adult and child citizens, bridging the gap between the present, which involves innovative efforts often confronted with significant challenges, and a future where all articles in the Convention on the Rights of the Child are fully realized (Riggio, 2002).

Another important step might be the document "A World Fit for Children" resulting from the UN Special Session on Children in New York in May 2002 which emphasizes the

significance of creating child-friendly communities and cities, with the involvement of mayors and municipal authorities as key partners in achieving the set goals for children. The document recognizes children as citizens with the right to express their opinions and have them taken into account. This necessitates institutional, legal, and budgetary reforms in most cities, as well as the development of strategies to transform living environments at the family, neighborhood, and city levels (Riggio, 2002; United Nations, 2002).

On the international level, the development of the concept also might be associated with the 2030 Agenda and also Habitat III Conference and the New Urban Agenda. In the resolution adopted by the General Assembly on 25 September 2015 which is called 'Transforming our world: the 2030 Agenda for Sustainable Development', the agenda is defined as "a plan of action for people, planet and prosperity" (United Nations, 2015, p.1). The agenda demands "universal peace in larger freedom" and asks for collaborative action by all stakeholders (p.1). For a sustainable and resilient future, it recognizes the urgent transformative steps and sets 17 Sustainable Development Goals (SDGs) with 169 targets by pledging that "no one will be left behind" (p.1). Especially with the Goal 11 of the Agenda which requests making "cities and human settlements inclusive, safe, resilient and sustainable" (p.14), it is obvious that the impact of the cities in people's lives are noticed, and actions are needed for a better future. UNICEF argues here that a child-friendly city has the potential to make local governments or other stakeholders fulfill the Agenda (n.d., para.9).

With the SDGs, the New Urban Agenda claims that cities can offer solutions too rather than just being the source of the problems and challenges that the world experiences now. It was officially approved at the United Nations Conference on Housing and Sustainable Urban Development (Habitat III) held in Quito, Ecuador, on October 20, 2016. The New Urban Agenda presents a collective vision for a more sustainable future, where everyone has equal rights and access to the advantages and opportunities cities offer. It calls for a reevaluation of urban systems and physical structures to achieve this vision based on scientific understanding of cities. It acknowledges the connection between effective urbanization and development and emphasizes the linkages between good urbanization, job creation, livelihood opportunities, and improved quality of life. This further

underscores the alignment between the New Urban Agenda and the 2030 Agenda for Sustainable Development, particularly Goal 11, which focuses on building sustainable cities and communities (United Nations, 2016). In Figure 2.1, the timeline of the global efforts around urbanization and sustainable development can be seen.

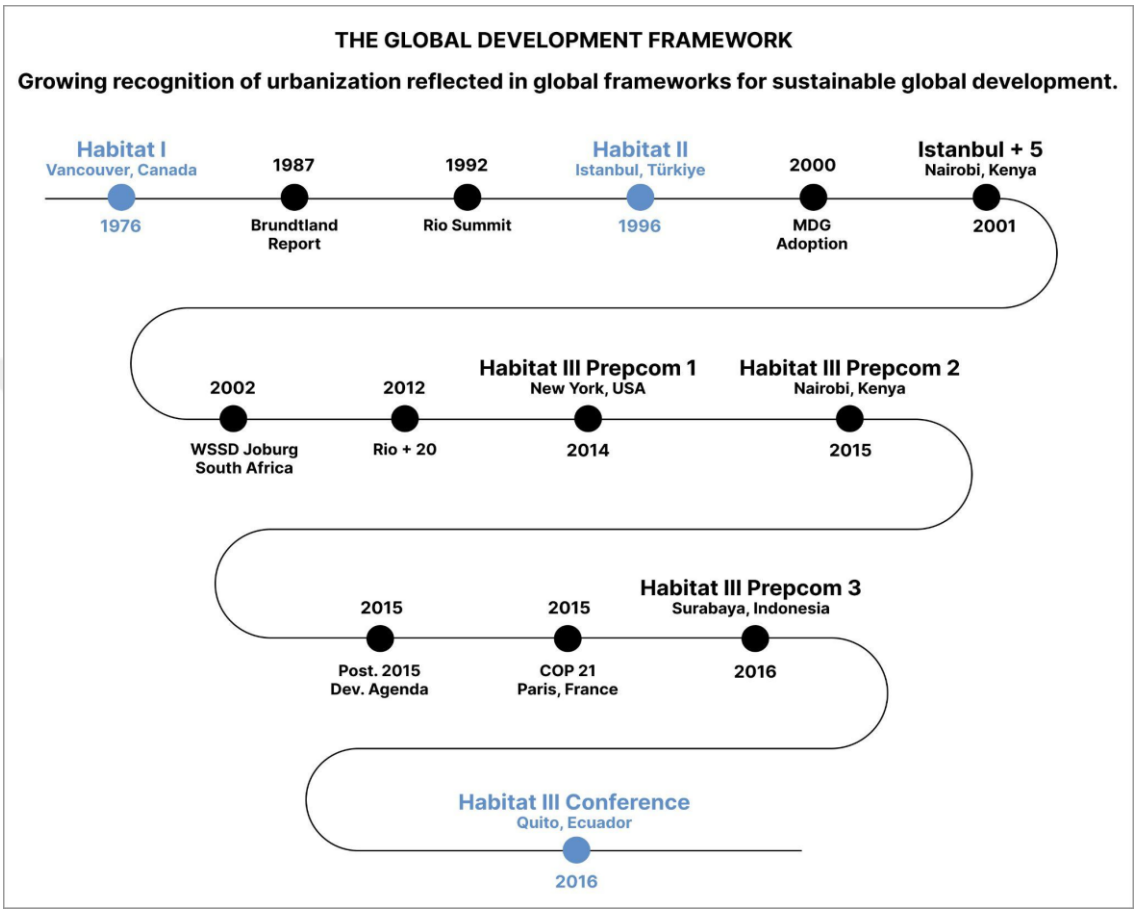

Figure 2.1: The Global Development Framework[4]

Within this section, the development of the concept through years and how it was supported by different improvements were discussed. In the next section, the response and reaction of Türkiye to these developments will be detailed.

[4]With reference to: United Nations Habitat III Conference. (2016). the New Urban Agenda, The Global Context. Retrieved from https://habitat3.org/the-new-urban-agenda/, 25 June 2023.

2.1.3 Reflections of the concept in Türkiye and Istanbul

Türkiye became a party to the Convention on the Rights of the Child in 1995 and has established a robust framework to protect children's rights. Child rights initiatives are implemented both at the national and subnational levels in Türkiye. In addition to the National Child Advisory Board, there is a National Child Rights Monitoring Board, which is led by the Ministry of Family and Social Policies (MoFSP). This board includes two child coordinators, a girl, and a boy. Furthermore, a national Child Forum convenes annually, bringing together representatives from provincial child rights committees. Apart from the initiatives at the provincial and municipal levels, there are also secondary school student councils operating at the subnational level. These student councils fall under the authority of the Ministry of National Education and its local directorates (Unicef Country Office, 2017). Habitat II Congress in 1996 following the UN Convention on the Rights of the Child which entered into force in 1995 (signed in 1990) can be seen as a good starting point for Türkiye as for the world in terms of the introduction of the concept - child-friendly cities.

Following above, in response to the National Children's Congress in 2000, child rights committees were established across all 81 provinces in Türkiye with the support of the Ministry of Family and Social Policies (MoFSP) and UNICEF. The MoFSP provincial directorate and governorates were initially trained in creating mechanisms to promote child rights at the local level. Subsequently, awareness-raising and capacity-building activities, supported by UNICEF, were conducted for both adults and children. Child rights committees serve as platforms where children from various backgrounds within a province can educate themselves about their rights and discuss issues that impact their well-being. These committees also engage in peer training to inform other children about their rights and raise awareness about child priorities and the committees themselves. Each province is represented by one girl and one boy who come together annually at the national Child Forum, which is supported by UNICEF. During the Child Forum, committee participants submit documents to relevant government ministries outlining the needs and priorities of children in their respective provinces (Unicef Country Office, 2017).

2.2 Children's Rights, Child Participation, and Child-Friendly Urban Planning

2.2.1 The concept of childhood and children's rights

Postman (1982) argues in the 'The Disappearance of Childhood' that "The idea of childhood is one of the great inventions of the Renaissance. Perhaps it is the most humane one" (p.11). He traces the roots of the idea of childhood back in the ancient Greeks and the Romans, but what makes scholars notice these roots was again the invention of childhood. After the Romans, all the ideas like children needing protection and nurturing disappeared. In the Middle Ages, there was no separation between an adult and a child. Since it was an oral world, when children have command over speech, mostly in age seven, they can say and understand everything like adults (Postman, 1982). Plumb argues that "there was no separate world of childhood. Children shared the same games with adults, the same toys, the same fairy stories. They lived their lives together, never apart" (as cited in Postman, 1982).

The twentieth century is indeed a century of children seemingly. With the Convention on the Rights of the Child, adopted in 1989, the progress on the child has marked this century. However, despite all this progress and the Convention on the Rights of the Child, neglect and abuse of children has not been prevented radically. There is a need for a childhood policy that no longer excludes pluralities, but only aims at making the child the subject. Participation of the child is an indispensable condition in this process. This process should be carried out with them, not on their behalf. It is important to give young people the opportunity to learn to have a say in programs that directly affect their lives. This period we live in is a new childhood period. On the one hand, there are children who cannot live their childhood in the periphery of cities, in the midst of deprivation, on the other hand, children who are exposed to the communication styles of adults through various media and thus quickly lose their childhood by joining the world of adults like Postman argued before (Akbaş & Atasü-Topçuoğlu, 2009).

When we come to the subject of children's rights, the UNCRC provides its base. In the study conducted by Reynaert, Vandevelde, and Bouverne-De Bie (2009), which aims to critically review academic work on the UNCRC, it is said that since the adoption of the UNCRC, academic children's rights discourse has been engaged in emphasizing the

childhood image of the competent child. This childhood concept is understood as a reaction against the inadequate child concept, which is characterized by the fact that children are considered objects that need protection because of their vulnerability. The children's rights movement, which is a movement against to child protection movement, "considers children as social actors, as active agents and autonomous, independent human beings in constructing their lives in their own right" (Reynaert et al., 2009, p.521). In the same article, Morrow (1999) argues that "rights are equated with individualism, an overly dichotomous representation of children's rights emerges, ignoring the differences in children's cultural backgrounds" (as cited in Reynaert et al., 2009, p.523).

When participation rights were included in the UN Convention on the Rights of the Child, there has been a new dimension regarding children's rights. Research about children has mainly focused on provision and protection rights before. However, with the declared participation rights, there is a concern about children taking part more equally. To be able to respect children's participation rights, it is needed to recognize them as subjects, not just objects of research. It is the recognition that children can speak in their own right, define views and experiences. It is important to see children as the primary source of knowledge about their own lives (Alderson, 2001).

It can be said that the sociology of childhood is a political initiative aimed at increasing the respect for children's rights in society. In addition, it is accepted knowledge in recent years that children should be seen as active members of society with their social and political aspects. With the acknowledgement of perceiving children as competent social actors in the sociology of childhood, adult domination has also been questioned. With this perspective, children's rights cannot simply be approached with adult-dominated headings like the family (James & Prout, 1997).

Mayall says in her interview with Fırıncı-Orman that it is important to emphasize that childhood should be considered by drawing attention to children's rights. This is because the dominant discipline of childhood is the developmental psychology in society, which sees children as individuals with a pre-social character rather than as a social group. Nevertheless, children participate in the social life of their societies (especially in the "majority" world, but also in the "minority" world). It seems that we should recognize children not only as objects of adult interest, but as an important group in society. This

recognition will enable us to take into account the relationships between children and adults and to give respect to each social group (Fırıncı-Orman, 2019).

She also mentions that while developmental psychology often viewed children as objects subject to adult gaze, they ignored the importance of listening to children's own views of their social position. On the other hand, childhood sociology basically shows interest in children as a social group in society and looks at how they relate to other social groups. The key to understanding this is the concept of "generation": Given that people (children, middle-aged people, seniors such as grandparents) each have a specific set of relationships with the social order and history, it is important how generations relate to each other, and thus intergenerational relations. They derive from their intersections (Fırıncı-Orman, 2019).

2.2.2 Child participation and child-friendly urban planning

> If we create a playground well, we create a world in which people rediscover what is essential, in which the city rediscovers the child. We must not ask the child to discover the city, without at the same time wanting the city to rediscover the child.
>
> Aldo Van Eyck
>
> (as cited in Gürdoğan et al., 2019)

Gill (2021) defines the concept as child-friendly urban planning which refers to a set of ideas that shape streets, parks, squares, and other public spaces to transform these places for enabling children to be active and visible in urban life. He also adds this way of urban planning takes views and experiences of children seriously and targets to increase their chances “to play, explore and get around their neighborhood and the wider city” through planning and design (Gill, 2021, p.32). Considering the needs, thoughts, and aspirations of children, urban areas have the potential to become healthier, less reliant on cars, more focused on community, and economically resilient. These attributes are crucial in addressing the challenges of climate change and the rapid pace of urbanization, which are among the most urgent issues confronting humanity (Sheedy & Bridgman, 2022).

Furthermore, the existence of spaces that allow social interaction, enable children to meet with their peers and different groups within society is of great importance for the healthy development of children, who represent the future of a community. As Churchman (2003)

also emphasized, a child-friendly city is one that supports the physical and social development of a child, enabling them to become an adult who cares about their city in the future. In physical terms, the city should provide spaces that children would enjoy, where they can feel safe, engage in play activities, and symbolically, the city design, planning, and the behavior of adults should convey the message to children that they are an equal part of society with other individuals. (Tandoğan, 2014). Therefore, it is necessary to develop practices and opportunities that respond to this need in urban environments and to involve children as the most important stakeholders in these processes. However, children are one of the groups that have not been able to find their deserved place in urban planning and management, and they are often the least involved in design processes (Karakuzu & Aksu, 2022).

Efforts to make the physical environment more livable for children encompass the creation of child play areas that contribute to their development and fulfill their desires and needs. These efforts primarily involve establishing safe child play areas and subsequently determining the planning and design principles that should be taken into account when designing such areas (Tandoğan & Ergun, 2013). By engaging children and valuing their opinions, their involvement in decision-making processes establishes them as partners within the city's governance system. Child participation goes beyond simply creating spaces for them to meet and express their views. It necessitates considering the unique perspective of children when making city decisions. This requires a fundamental change in the traditional approach to political and planning processes. Child participation should not be seen as a separate activity or a mere step in the planning process, but rather as an integrated practice and methodology that influences all aspects of the process, as outlined in this description (Riggio, 2002).

In this context, a list of criteria was provided by Rae Bridgman in 2004 for the purpose of defining, identifying, and collecting best practices in educational programs and environmental design projects which aim to serve the needs of young children. She defines the term "need" here as the emotional, social, cultural, spiritual, and physical well-being of young people and claims that these best practices can encompass a variety of forms, such as projects, programs, activities, environmental design materials, and

curriculum. She explains that the significance of this research stems from the historical exclusion of young people from urban environmental design and planning processes, where they have not been regarded as part of "The Public." Accordingly, she emphasizes the role of city structure and social setup in influencing the well-being of young individuals, acknowledging that they are not merely future citizens but active participants in the present. The study “will contribute to critical assessment of the assumptions and values underlying various approaches, techniques and methods, together with their strengths and limitations” (p.338). The list of criteria is given in Table 2.1.

i.	Participation by young people in the development of initiatives for children and youth.
ii.	Participation by front-line educators and workers who engage with children and youth on a daily basis.
iii.	Empowerment of young people to determine the nature of the programme or project.
iv.	A holistic set of approaches or methods to meet the needs of young people.
v.	Short- or long-term goal of fostering independence for young people and sense of leadership.
vi.	Recognition of diverse groups of young people (e.g., on the basis of age, gender, culture, religion, disability, neighbourhood, region).
vii.	Accessibility for young people with disabilities.
viii.	Innovative use of existing resources (e.g., urban infrastructure, financing, volunteers, social services), responsible use of public resources, and partnerships between non-profit organizations, levels of government and the private sector.
ix.	Operational sustainability.
x.	Replicability or adaptability.
xi.	Identified (short-term and long-term) impacts and contributions.
xii.	Amenability to being studied, access to information, and availability of empirical research, case studies or other external evaluation that document the impact of the activity, programme or initiative.
xiii.	Challenge to conventional beliefs about the nature of identified problems/solutions.
xiv.	Innovative development/implementation processes and structures.

Table 2.1: The List of Criteria provided by Rae Bridgman

2.3 Inclusivity and Universal Design Principles

Before moving directly to what universal design is, it is needed to talk a little about user-centered design. User-centered design is described as an approach to incorporate user-friendliness into the overall user experience of products and systems. It encompasses two key components: collaborative teamwork across various disciplines and a set of specialized techniques for gathering user feedback and translating it into design decisions (Vredenburg et al., 2001). User-centered design comprises four iterative design activities, all of which involve active participation from users: Comprehend and define the user's context of use, the characteristics of the users, their objectives and tasks, and the surrounding environment in which the product will be utilized. Specify user and organizational requirements in terms of effectiveness, efficiency, satisfaction, and the distribution of functions between users and the system. Create designs and prototypes of plausible solutions. Conduct assessments based on user feedback.

User-centered design asserts that the quality of a system's use, which encompasses aspects like usability and user well-being, relies on factors such as user characteristics, tasks, and the organizational and physical setting where the system is utilized. Additionally, it emphasizes the significance of comprehending and pinpointing the intricacies of this context to influence early design decisions and establish a foundation for defining the conditions under which usability should be assessed. However, it has limitations when it comes to addressing the diverse array of user requirements since it tends to promote the conventional viewpoint of "typical" or "average" users interacting with desktop computers in office environments (Stephanidis, 2001). While user-centered design prioritizes a multidisciplinary approach and user involvement in system development, it does not offer specific guidance for designers dealing with radically different user groups. (Stephanidis, n.d.) On the other hand, universal design is characterized as the creation of products and environments that are accessible and usable by all individuals, to the fullest extent possible, without requiring any adjustments or specific design modifications. The primary aim of universal design is to enhance the quality of life for everyone by rendering products, communications, and the constructed environment more user-friendly for the widest range of individuals, often without incurring significant additional expenses.

Universal design has advantages for people of diverse ages and abilities (Mace et al., 1991).

The seven Principles of Universal Design, developed in 1997 by a team of architects, product designers, engineers, and environmental design researchers at North Carolina State University, led by Ronald Mace. The principles "may be applied to evaluate existing designs, guide the design process and educate both designers and consumers about the characteristics of more usable products and environments." (NC State University, the Center for Universal Design, n.d., para.6.). The seven principles are given at Table 2.2 (Stephanidis, n.d.).

i.	**Equitable Use**	Ensure that the design is valuable and appealing to people with a wide range of abilities.
ii.	**Flexibility in Use**	Design to accommodate various individual preferences and capabilities.
iii.	**Simple and Intuitive**	Make the design easy to understand, regardless of the user's experience, knowledge, language skills, or current level of concentration.
iv.	**Perceptible Information**	Ensure the design effectively conveys necessary information to the user, regardless of ambient conditions or the user's sensory abilities.
v.	**Tolerance for Error**	Minimize hazards and the negative outcomes of accidental or unintended actions.
vi.	**Low Physical Effort**	Design for efficient and comfortable use, minimizing fatigue.
vii.	**Size and Space for Approach and Use**	Provide appropriate size and space for approach, reach, manipulation, and use, accommodating users of various body sizes, postures, and mobility levels.

Table 2.2: Seven Principles of Universal Design

In summary, these principles of universal design aim to create products and environments that are accessible, user-friendly, and accommodating to a diverse range of abilities and needs. It also offers several benefits to individuals and society not only enhances user-friendliness and convenience but also respects the dignity, rights, and privacy of users. The level of difficulty each individual experiences when using products, services, or environments can vary widely, from those with minimal issues to those who face

significant challenges or are unable to use them at all. Universal design, by its very nature, seeks to provide solutions that cater to all these user needs (CEUD, n.d.).

Furthermore, considering the changing demographics of the world, universal design becomes increasingly important. With people living longer due to medical advancements and healthier lifestyles, the population is aging rapidly. Statistics predict a significant increase in the number of older individuals and a decrease in the working-age population. This demographic shift creates a need for designs that can accommodate the changing needs of society (CEUD, n.d.).

When universal design is considered in the urban design context, the universal design approach gains prominence. Designing urban spaces based on a specific standard for healthy individuals can result in excluding those who fall outside this definition, limiting their access to an independent and user-friendly urban environment. And universal design offers a method in which all individuals are recognized as part of the user group. Simple measures and thoughtful design can facilitate comfortable and easy use of cities for people with various mobility restrictions. Accessing and utilizing urban spaces are essential prerequisites for ensuring full participation in social life. It is not only a matter of human rights but also a fundamental city right for individuals to benefit from urban areas independently and equally (Alkan Meşhur & Yılmaz Çakmak, 2018). In the same article called 'Universal Design in Urban Public Spaces: The case of Zafer Pedestrian Zone: Konya-Türkiye', Alkan Meşhur and Yılmaz Çakmak conclude that universal design should not be limited to catering solely to disabled or elderly individuals. It should encompass the diverse needs and abilities of all people, ensuring that urban areas and buildings are accessible, comfortable, and safe without requiring special assistance. Both outdoor and indoor spaces in cities need to offer opportunities that facilitate the mobility of individuals. A well-designed approach should cover and consider all user groups.

In addition, Center for Universal Design NCSU mentions that universal design proves beneficial to planners for various reasons. It enables planners to efficiently devise solutions that cater to all age groups, cultures, and diverse physical abilities. Through a well-planned and integrated development model, planners can seamlessly integrate

universal design into both the macro and micro infrastructure of a community, city, or region, ensuring step-by-step progress towards inclusivity and accessibility (Meher & Singh, 2021).

3. FIELD RESEARCH

> Istanbul, a city of exclusion, with its doors closed to many people, unfriendly to a child, to an elderly, to a person with disabilities, a poor person, a woman. In other words, Istanbul is not a city established for people with diverse needs and different demands to live in.
>
> (Zeybek, 2013, p.26)

Istanbul is a city which experiences the problems brought by unplanned construction and urbanization and creates new problems every single day. It is possible to say that this situation became public knowledge for the residents of Türkiye even though economic conditions still force people to work and live in Istanbul. According to the Address-Based Population Registration System (ABPRS) results, as of the end of 2022, the population of Türkiye reached 85,279,553 individuals, with children comprising 22,578,378, which accounts for 26.5% of the total population. It was observed that Türkiye has a higher child population rate compared to the EU member countries. The same data also shows that out of the 15,907,951 people living in Istanbul, 3,935,457 of them constitute the child population which is a huge number (TUIK, 2022). This is one of the reasons why Istanbul is preferred as the field research location in this research. Besides it conceives many challenging characteristics with its over-population, high inflation, and unhealthy environment, it is also an important city in terms of the child-friendly city attempts. The number of projects and facilitations implemented in Istanbul around the concept is higher than the other cities according to the literature review. Although Istanbul is not the only province that needs attention in terms of the living spaces of the children, it is a significant place due to the high child population rate.

This section is designed to elaborate on the fieldwork component of the research. Firstly, how and why these four projects are chosen will be conveyed through the methodology. Then, information regarding each project will be delivered. Subsequently, the analysis of the identified projects will be described in terms of the perspective and methodology employed, the aspects investigated, and the preferred data collection methods. Finally, based on the established measurement and evaluation criteria, a comparative discussion will be conducted using quotes from the interviews, and the findings will be shared.

3.1 Methodology

As it is explained in the first chapter of this research, the research approach used in this study is qualitative, with the goal of gaining a deep understanding of child-friendly urban practices in Istanbul. The research design chosen for this study is case study research, which allows for a comprehensive analysis of child-friendly city initiatives in Istanbul. This method focuses on specific cases and enables comparisons of implementation methods and project designs. It involves studying a contemporary phenomenon in depth and within its real-world context, capturing the intricacies and contextual circumstances of the case. In accordance with Yin (2003), a case study can encompass either a singular investigation or multiple investigations. Therefore, the researcher must carefully consider whether opting for a single case study is advisable or if opting for a multiple case study would be more prudent for comprehending the phenomenon. Yin (2003) further elucidates that in the choice of a multiple case study, there exists an opportunity to scrutinize the data within each specific situation as well as across diverse situations, in contrast to the limitations of a single case study. In the context of a multiple case study, the researcher gains the ability to discern both the similarities and distinctions among the cases (Baxter & Jack, 2008). Within the scope of this research, it is necessary to examine child-friendly city projects carried out by different organizational structures in order to answer the research question, that is, to evaluate the inclusive and participatory qualities of the projects both with each other and with the criteria presented in the literature and to establish criteria that will guide a bottom-up implementation practice. Therefore, multiple case study methodology has been defined as an accurate research method.

The primary data collected for this research was gathered through semi-structured interviews to allow interviewees to represent themselves and their ideas clearly, and the data generated through these interviews was analyzed using narrative analysis to formulate the experiences and perspectives of the interviewees. The reporting style of this study follows an inductive approach, ensuring an unbiased and grounded analysis of the data. The findings emerge from the participants' perspectives, experiences, and the project implementations they were involved in. The researcher presents the findings through narrative analysis, supporting them with relevant quotations and examples.

The main reason for selecting these four projects is that they were implemented by different organizational structures. This provides an opportunity to examine the actions taken by various actors in the city regarding child-friendly practices and facilitations. The organizations involved in the selected projects include international organizations, international NGOs, local municipalities, local civic organizations, local private companies, social enterprises, and many others that are in relation. This enriches the research and incorporates different perspectives.

The development of the child-friendly city concept globally, locally, and specifically for Istanbul have also contributed to the project selection process. In particular, the Child-Friendly Cities Initiative stands out as the first project implemented in Türkiye after the introduction of the concept at Habitat II, and it has continued for many years. The Urban95 project is significant as it is part of a global initiative and encompasses a wide range of activities. Furthermore, the funding institution and the implementing company are closely related to the concept's representation in Istanbul. Another project that is selected is a social initiative carried out by Başak İncekara, that enabled children to design their own playground and represents an individual stance and effort. Lastly, there is a project initiated by the city council. It is the most recent project and continues to evolve and transform itself. As a city council project, it brings together both a civil initiative and local decision-makers.

The rationale behind selecting semi-structured interviews as the data collection method was to provide an opportunity for the interviewees to express their perspectives and insights. It can be asserted that this approach yielded considerable efficacy. The participants chosen for the interviews were individuals actively engaged in the execution of specific projects. In this regard, the individuals were purposefully identified from within the organization responsible for the project implementation and subsequently contacted for the interviews.

For each of the projects chosen for the sake of this research, only one interview was conducted with the most related person, or one of the most related people, to the project. In total, four different interviews were conducted. Within the Child-Friendly Cities Initiative project, the interviewee was the witness of all the process since the creation and

introduction of the concept during Habitat II, and the responsible person for the realization of the project. (The interviewee preferred to stay anonymous.) Beyza Gürdoğan was another interviewee. She is working as the Project Coordinator in Superpool and is mostly responsible for the street transformations under the 'Urban95' project. The coordinator of the 'İstanbul'un Çocukları Parklarını Tasarlıyor' project is also the founder of Child'Spaces, Başak İncekara. She was interviewed as she was the person who carried out all the coordination, workshops, and the participatory process with the facilitation of the Child'Spaces. Lastly, although 'İstanbul Çocuklara Soruyor' is a project of the Istanbul City Council, the design and implementation of the project is provided by Informel Eğitim-çocukistanbul. Therefore, the interview was conducted with Sibel Çetingöz who is the co-founder of Informel Eğitim-çocukistanbul and the Training Coordinator. All the technical information regarding the interviews is shown in Table 3.1.

Interview Details

Projects / Details	İstanbul'un Çocukları Parklarını Tasarlıyor	Child-Friendly Cities Initiative	İstanbul Çocuklara Soruyor	Urban95
Interviewee	Başak İncekara	Anonymous	Sibel Çetingöz	Beyza Gürdoğan
Position	Program Coordinator /Founder	Program Officer	Training Coordinator/ Co-Founder	Program Coordinator
Date	05/06/2023	06/06/2023	06/06/2023	09/06/2023
Time	20:00	16:30	20:00	11:00
Duration	45 min.	55 min.	55 min.	50 min.
Platform	Zoom	Zoom	Zoom	Zoom
Technique	Semi-Structured Interview	Semi-Structured Interview	Semi-Structured Interview	Semi-Structured Interview

Table 3.1: Interview Details

While this research investigates the possible criteria for a bottom-up perspective on the implementation of child-friendly urban practices in Istanbul by defining the issues and

barriers in terms of the inclusivity and participation of children with the assistance of universal design principles; firstly, the child-friendly urban practices implemented by various facilitators in Istanbul are examined. The problem underlined here and approached by a critical view in this research is the level of inclusivity and participation that child-friendly projects in Istanbul can furnish for children, who are the main subjects. With the agency of chosen project implementations, their understanding of the concepts, and the experiences gained during the process, a list of possible criteria to make child-friendly future projects more effective in terms of increasing inclusivity and participation is going to be proposed. The utilization of various approaches and implementation methods by different facilitators plays a crucial role in the development of inclusive urban practices that cater to children's needs. These efforts are aimed at translating the concept of a child-friendly city into tangible actions. Furthermore, it is important to identify any gaps or challenges encountered during the different stages of these projects.

With the purpose of acquiring this information, the interviewees were first asked about their roles and responsibilities in the project. Then, the questions continued with the effort to figure out the aim of the project and the problem that the project was built around. The following questions were tracing how the structure of the project was, who were the partners and stakeholders, and whether a participatory approach was applied to the project. In line with the participatory approach, child participation and inclusivity approach within the framework of the projects were also questioned. Moreover, the changes to the level of inclusivity in the different phases of the projects were enquired about.

During the interviews, the challenges and barriers that arise during the implementation, or any other phase, were also discussed. To be able to examine the outcome of the projects and understand their sustainability plan, further questions were delivered to the interviewees. These questions were also promising to open the discussion for better practices and to see the areas that need to be improved. With this comprehensive framework, the findings will enhance the idea about how universal design principles can guide the development and improvement of the child-friendly projects and facilitations and enhance the inclusivity and participation of children in them. By emphasizing the contribution of universal design principles in this context, the possible ways to increase

the efforts resulting in more inclusive, participatory, and child-friendly urban environments.[5]

3.2 Case Study: Child-friendly City Projects by Different Facilitators in Istanbul

In this part, information about each project will be provided to create the baseline and foundation of the discussion around inclusivity, participation, and child-friendliness. Further details about the projects are available in Appendix A provided at the end of this research. Also, in Table 3.2, the characteristics of the projects are shown.

[5] Interview questions can be found in the Appendix B.

Characteristics of the Projects

Projects / Details	İstanbul'un Çocukları Parklarını Tasarlıyor	Child-Friendly Cities Initiative	İstanbul Çocuklara Soruyor	Urban95
Implementation Period	2020	2014/2020	2021/2022	2017/Ongoing
Organization Type	Social initiative	International Organization	Civil initiative - private company	Public Benefit Organisation
Source of the Funding	IMM	UNICEF, IKEA	IMM Departmant of Social Services	Bernard van Leer Foundation
Facilitator	Child'Spaces	UNICEF Türkiye	Istanbul City Council & Informel Eğitim - çocukistanbul	Superpool
Target Group(s)	Children between the ages 6-18	Children, families, service providers, policy-makers.	Children between the ages 6-14	Babies, toddlers, caregivers and desiciton makers
Main Project Activities	Participation-oriented workshops, design and implementation, field visits	Surveys, workshops, action plans, training programmes, child assemblies	Structured workshops, "Dolaşıyor" stations, online participation, project stakeholder network, trainer training programs, child advisory board meetings	Data-driven policy tool, pop-up playgrounds, public space programming, tactical urbanism activities, street transformations
Stakeholders	IMM, Sarıyer Municipality, ISTON, Istanbul Metropolitan Municipality Department of Parks, Gardens and Green Spaces, primary schools and high schools, authorities in the neighbourhood unit	UCLG-MEWA and WALD, Union of Municipalities, Ministry of Interior, municipalities, local governments, public institutions, service providers	IMM Departmant of Social Services, IPA Istanbul Statistics Office, district municipalities, city councils, educational institutions, NGOs, museums, libraries, informal education actors	Boğaziçi University, Kadir Has University, TESEV, IMM, other municipalities, district municipalities, local governments, NGOs

Table 3.2: Characteristics of the Projects

3.2.1 Child Friendly Cities Initiative

> Therefore, when strong youth, strong children, and a strong municipality come together in a city, we can truly talk about happiness and the active and effective delivery of services.
>
> (Anonymous, personal communication, June 6, 2023)

After the Habitat II Conference, UNICEF took the initiative to establish the Child Friendly Cities Secretariat in September 2000. This secretariat, located at the Innocenti Research Centre in Florence, aims to provide support to city authorities in creating frameworks that prioritize the well-being of children and also acts as a model. The representative from the project that is interviewed in this research mentioned that after the concept of child friendly cities emerged, nobody knew what to do next, and for a while nothing happened regarding the concept. She said that after the child-friendly model that was conducted in a town in Florence, we have started our discussions with the government in Türkiye.

In Türkiye, UNICEF has been carrying out this project called the Child Friendly Cities Initiative to assist municipalities in developing policies, programs, and spaces that prioritize the well-being of children. This program was conducted between 2014 and 2015 in ten cities, each with different levels of involvement from the municipalities. As a result of the program's implementation, numerous other municipalities became aware of its benefits and expressed interest in joining the Child Friendly Cities Project in Türkiye, both during and after the initial phase (UNICEF, n.d.).

In 2016, the second phase of the Child Friendly Cities Initiative commenced and was being expanded nationwide with the aim of engaging over 150 municipalities within a two-year period. One significant outcome of the program has been the establishment of child assemblies, which provide a platform for children between the ages of 7 and 18 to voice their perspectives and raise concerns regarding child rights and municipal services. These assemblies enable children to organize themselves, gain knowledge about their rights, determine their priorities, and actively contribute to various municipal processes, including municipal development planning and budgeting procedures (Unicef Country Office, 2017).

The Child Friendly Cities Initiative places a strong emphasis on fostering inclusive participation within child assemblies. Participating municipalities in the pilot program have made commitments to prioritize girls' involvement, and notable achievements have been made in terms of promoting gender equality and inclusivity for children facing extreme poverty and those with disabilities. These achievements have been realized through fruitful collaborations between local non-governmental organizations (NGOs), local government entities, and by leveraging existing social support mechanisms designed for these specific groups of children. However, despite these advancements, certain challenges persist in facilitating the participation of particular groups of children. Encouraging the engagement of out-of-school children, those residing in child-led households, and children who are living and working on the streets continues to present difficulties. Efforts are underway to develop effective strategies and solutions that ensure the meaningful involvement of these children within the child assemblies while addressing their distinctive needs and circumstances (UNICEF Country Office, 2017).

Figure 3.1: Child Friendly Cities Initiative[6]

In the report by UNICEF Country Office (2017), the key programming steps undertaken were listed as in Table 3.3.

[6] https://www.childfriendlycities.org/initiatives/turkey

i.	UNICEF collaborated with the Middle East and North Africa division of United Cities and Local Governments, a global umbrella organization, to identify and approach potential pilot municipalities for participation in the Child Friendly Cities initiative.
ii.	Efforts were made to raise awareness among the selected pilot municipalities and secure their commitment to establish child assemblies as part of the initiative.
iii.	Capacity building activities were conducted, including training for municipality experts and child participants, with a focus on enhancing their understanding of strategic planning and budgeting processes.
iv.	The involvement of key stakeholders working for and with children at the urban level was sought to ensure the inclusion of vulnerable and marginalized groups. These stakeholders played a vital role in facilitating discussions within the child assemblies.

Table 3.3: Key Programming Steps, UNICEF Country Office

Therefore, the Child Friendly Cities project, supported by UNICEF, has initiated the process of institutionalizing child participation; however, it was in the early pilot stage.

3.2.2 Urban95

> Seeing children with pink bicycles on the streets.
>
> with reference to Yiğit Aksakoğlu (Beyza Gürdoğan, personal communication, June 9, 2023)

The Urban95 is a global initiative by the Bernard van Leer Foundation that aims to bring about enduring changes in urban landscapes and the opportunities that significantly impact the critical first five years of children's lives (Superpool, n.d.). The initiative basicly asks this question: “If you could experience the city from 95cm – the height of a healthy 3-year-old – what would you change?” (the Bernard van Leer Foundation, para.1).

The Bernard van Leer Foundation, established in 1949, focused in 1965 to actively work towards providing a solid start in life for infants, toddlers, and their caregivers worldwide. With a core mission to enhance opportunities for all young children, particularly those facing socio-economic and environmental disadvantages, the Foundation strives to uplift millions of children growing up in challenging circumstances across the globe. The foundation claims that: “A good start puts each individual child on the path to realizing their full potential, and sets the foundation for a healthy, fair and peaceful society” (the Bernard van Leer Foundation, para.1). The Urban95, initiated by the Bernard van Leer

Foundation, aims to integrate the needs of babies, toddlers, and caregivers into the comprehensive planning, design, and management of cities. By doing so, it seeks to enhance access to high-quality services, promote sustainable mobility options, and create vibrant and inclusive public spaces. This cross-sectoral approach recognizes the critical importance of early childhood development and prioritizes the well-being and needs of young children and their caregivers within urban environments.

Within Urban95, the Foundation works with many partners like universities, municipalities, and NGOs. One of the actions taken under the project is Urban95: Data-Driven Policy Tool. It is an interactive platform specifically created to facilitate the tracking of existing municipal services and the development of strategies for future services as a part of the Urban95 initiative with the support of Turkish Economic and Social Studies Foundation (TESEV) and Kadir Has University Istanbul Studies Center. This tool not only assists municipality employees and decision makers in their planning processes but also aims to provide district residents with comprehensive access to detailed information on municipal services. The project currently includes maps of four cities: Istanbul, Izmir, Gaziantep, and Balıkesir and Ankara's map will be included soon.

Figure 3.2: Zümrütevler Street Transformations[7]

The main implementing partner of this initiative in Türkiye is Superpool which is an international architecture practice based in Istanbul, Türkiye and founded in 2006 by Selva Gürdoğan and Gregers Tang Thomsen. Since 2017, Superpool, in collaboration with the Bernard van Leer Foundation, has been conducting research and designing urban play spaces with a focus on babies within the Istanbul95 project. They assert that the majority of urban play spaces are designed without considering the youngest children, focusing instead on those who have already developed their motor skills and that is why, understanding this specific user group is a crucial starting point for designers in any design process (Superpool, n.d.) They explained the problem as since young children' bodies and abilities are constantly changing, making them highly receptive to new challenges, designing for them is intriguing. So, they are proposing and implementing to answer these questions:

i. *What is required to accommodate younger children and their caregivers in urban play spaces?*

[7] https://xxi.com.tr/i/istanbul95-zumrutevler-meydani-donusum-provasini-gerceklestirdi

ii. *How can playground design support babies in learning through observation, challenging their skills, enjoying interactions with their caregivers, and even fostering early friendships?*

Within the scope of the project, various collaborations have been established with institutions, Istanbul Metropolitan Municipality, and district municipalities, resulting in significant achievements. The activities that are conducted under the project vary and have different implications. These include conferences, lectures, workshops, and urban play activities conducted in collaboration with experts and children. One notable event of the project was the City Play Conference held at Kadir Has University in 2018, as part of the parallel program of the 4th Istanbul Design Biennial. One of the most comprehensive initiatives of the project is the "Seyyar Oyun Parkı HOP." which is a pop-up playground that can be built anywhere, anytime. Other project activities can be listed as: home visits, playground designs and public space programming for 0–3-year-olds, tactical urbanism activities and street transformations, IMM kindergartens, know-how transfer to other countries, IMM ISMEK Playmaker Training, interactive reading sessions to babies, dissemination through Istanbul Volunteers, pilot, and permanent implementations, 'İlk Adım: Kentte Erken Çocukluk Eğitimi', and 'Sokak Dönüştürme Prova Uygulama Destek Programı'. [8]

3.2.3 'İstanbul'un Çocukları Parklarını Tasarlıyor'

> Come on, let's try to manipulate adults this time together with children.
>
> (Başak İncekara, personal communication, June 5, 2023)

'İstanbul'un Çocukları Parklarını Tasarlıyor' (Children of Istanbul Designing Their Playgrounds) is a project that was implemented in 2020 with the facilitation of the Child'Spaces (Çocuk Mekan) social initiative and the coordination of its founder Başak İncekara. This social initiative has been developing participation-oriented spatial design and production processes to produce livable, shareable, and playful cities. Başak İncekara

[8] These activities are listed by Beyza Gündoğan during the interview.

says she started working with children in 2014. Since the event organized by the International Play Association in 2014, she has actually been doing workshops with children. She continued to work in this field, first as the founding partner of a social initiative called City and Child, and then on her own initiative, Child'Spaces.

'İstanbul'un Çocukları Parklarını Tasarlıyor', she says, is the most important project realized on behalf of Child'sSpaces, and she claims that the participatory process experience within the scope of this project is very valuable. In the project, a playground in the neighborhood was designed and implemented in Akbaba, Beykoz, with the participation of 100 children. During this design process, participation-oriented workshops were held with children. The project lasted two months in total. ISTON provided design and implementation support to the 'İstanbul'un Çocukları Parklarını Tasarlıyor' project, which was implemented with the support of the Istanbul Metropolitan Municipality Department of Parks, Gardens and Green Spaces and with a participatory approach. The designs created as a result of workshops with 100 children were presented to children in Akbaba Park in Beykoz. The opening of the park was held on April 23, 2020.

Figure 3.3: 23 Nisan 100. Yıl Parkı[9]

The reason why Akbaba was chosen as the venue was that it was included in the list of playgrounds in urgent need of improvement in the analysis presented by IMM, which

[9] https://www.beykozhavadis.net/2020/04/cocuklar-hayal-etti-buyuksehir-belediye.html

includes twenty-four parks in the worst condition in Istanbul. Field visits were made to five selected areas from this list. As a result of the field studies, it was decided that the place would be suitable, that the village scale would be efficient for the pilot implementation, and that Akbaba was the place where the children knew each other and had experience of playing together, İncekara explains during the interview.

3.2.4 'İstanbul Çocuklara Soruyor'

> We are still at the stage where people approach children as: How cute you are speaking! How did you think that? However, children can talk very seriously, and you can definitely maintain your conversation with them on an adult-adult level.
>
> (Sibel Çetingöz, personal communication, June 6, 2023)

The project 'İstanbul Çocuklara Soruyor' (Istanbuls Asks Children) was carried out by the Istanbul City Council in cooperation with Informel Eğitim-cocukistanbul between December 2021 and March 2022, in line with the Istanbul City Council's approach that "every child in Istanbul is a natural member of the Children's Assembly", in order to ensure the active participation of children in the development process of the city. It is a large-scale "participatory democracy" project. The aim of the project is to hear and discuss the cities that we discuss from the perspective of adults with their problems and opportunities, including children, and to enable children who are still deprived of a participation tool such as voting, to actively experience democracy, based on the approach that participation is a "child's right". It is also aimed that the project will contribute to the active involvement of the local government in the creation and implementation of strategy and implementation plans for children and serve as a guide. The distinguishing feature of the project is that it is based on the approach of children's active participation and direct determination of their own agenda, rather than the approach of asking a specific group of children on issues that adults have already determined, as it is generally practiced. In other words, the project is structured with a bottom-up "with children" approach, not a top-down "for children" approach.

Figure 3.4: ‘İstanbul Çocuklara Soruyor’ Workshop[10]

The project implementation was carried out on the basis of 3 different models that support each other: Structured workshops in which children participate in groups, ‘Dolaşıyor’ stations that children can access individually in various public spaces of the city, and online participation via the project website. Istanbul Metropolitan Municipality’s departments, units and affiliates, district municipalities and city councils, educational institutions, NGOs, museums, libraries, and informal education actors operating in different fields worked together during the project. A rich and widespread stakeholder network formed with the active participation of a total of 52 stakeholders. The project is structured through a metaphor with a unique pedagogical approach. During the project process, the children took on the role of "Maintenance Master" with the approach of "We improve and develop ourselves and our city by taking care of them".

[10] https://istanbulcocuklarasoruyor.org/gorseller/

- Establishment of the Project Stakeholder Network: A series of Trainer Training programs were carried out in order to enable the stakeholders to implement the workshops and 'Dolaşıyor' station practices in accordance with the determined content, methods, and standards. Implementation teams of all stakeholders participated in the training programs and experienced the implementation methods practically as a part of the program. Stakeholder practices were also supported by on-site participation.
- Child Advisory Board Meeting: The "Child Advisory Board" was planned and formed as a step of the project. After the analysis of the project data, it was aimed to share the first outputs with the children and evaluate them together. The Advisory Board Meeting was held as a full-day study with the participation of a total of 117 children, determined by the guidance of the practitioners among the children participating in the workshop practices, and with the support of the volunteer moderators of the project stakeholders. [11]

3.3 Findings and Analysis

In order to make an analysis of the child-friendly urban practices in Istanbul in terms of the inclusivity and participation of children by defining the issues and barriers in the implementation, first, the detailed project templates were created and provided at the end of this research. In Table 3.2, the characteristics of the projects are given which one can see comparatively. Besides all projects are child-friendly on purpose (in line with the research question), but their organization types and implementation period differ. In terms of the target groups, stakeholders, and project activities, more common features can be seen. This helps me as a researcher to be able to have a reliable and valid research base.

The case study methodology focused on four different projects in this research has prioritized the projects targeting the child-friendly city concept. To understand the problems and barriers during the implementation period, interview questions are directed to the participants to be informed and get insights in terms of inclusivity and participation,

[11] All the information provided in this section is taken from 'İstanbul Çocuklara Soruyor Project Report', 2017.

especially in the design of the project, in the target groups, and in the stakeholder variation. Here, inclusivity does not only represent child participation, but also diversity in terms of the target group and the stakeholders, and the participation in every part of the intervention.

The framework offered by Bridgman (2004) has the potential to offer evaluation criteria to investigate the extent to which initiatives have successfully adhered to their intended plans. Additionally, it will strive to establish a comprehensive understanding of implementation challenges and obstacles, offering potential solutions for these issues in future initiatives. Furthermore, it will pinpoint critical factors that can inform and interpret outcomes, guiding future research endeavors. By sharing this work-in-progress, she aims to make the proposed protocol a valuable resource for those involved in planning, executing, or assessing their initiatives related to children's involvement. Beyond this scope, it is argued that the framework could also prove beneficial for any new or existing project aimed at enabling historically marginalized groups to participate. Therefore, this framework will guide us through the analysis in this research (Bridgman, 2004).

After the analysis with the help of collected information about the projects and the interview results, the discussion will continue within the framework of universal design and its seven principles. The reason behind this bottom-up approach is that the goal of universal design is to create buildings, products, and information and communication technology solutions that are accessible, usable, and appealing to a broad range of people, regardless of their capabilities and abilities. It is not just a design approach but an overarching methodological philosophy in the design process. It seeks to enhance the quality of life for everyone by making products, communications, and the built environment more user-friendly for as many people as possible, with minimal additional cost. This approach benefits individuals of all ages and abilities. Universal design is often referred to as 'inclusive design' and 'design for all,' reflecting similar principles. However, differences in culture, history, and politics can influence how these principles are interpreted and expressed by designers (Vavik & Keitsch, 2010).

After the discussion under the seven principles of universal design, findings will be provided with the purpose of being a guide for implementing child-friendly city projects

based on a bottom-up approach with a high-level inclusivity and participation level and building an M&E methodology accordingly. In addition to the analysis method, it is important to note that the researcher, a graduate student who has studied in the fields of sociology of childhood and urban studies, has also integrated approximately three years of experience in the civil society sector into this research. I believe that my experience in different organizations, where I have managed projects, prepared reports, and designed new project proposals, has contributed to answering the research question of this research.

The interviewee from UNICEF explained the motivation and aim of the project by saying it began with the goal of developing a city model shaped by the perspectives and active participation of children. According to the interview, the project aimed to define the characteristics of a genuinely child and youth-friendly city, identify underlying elements, and explore ways to design a city with meaningful input from children and young people. The ultimate objective was to strengthen local governments, turning them into child-friendly hubs, while simultaneously empowering children. The project intended to educate children on collaborating with local authorities, expressing themselves effectively, and successfully implementing their projects.

According to Gürdoğan, the problem that the project is trying to respond to is the conventional approach to city design, which primarily caters to the needs of white adult males. She says it highlights the oversight of the needs of children and their caregivers. The initiative poses a fundamental question to decision-makers, designers, urban planners, and municipal employees: What if cities were specifically designed for children? This question has been at the core of the project since 2017, aiming to prompt positive changes. The overarching goal is to create public spaces that are more equitable, joyful, and inclusive for everyone. The project's ultimate vision, as articulated by Yiğit Aksakoğlu, the country representative of the Bernard van Leer Foundation, is to witness children riding pink bicycles on the streets.

İncekara explains her own motivation to implement this project as her desire has always been to offer children an active citizenship experience, enabling them to actively engage in their urban surroundings and be recognized as individuals capable of making interventions and having their needs acknowledged. Additionally, it is crucial to foster a sense of belonging among children toward their living spaces, promoting ownership, and

ultimately driving improvements in the urban environment, beginning with the village park and extending throughout.

Lastly, Çetingöz mentioned that the "İstanbul Çocuklara Soruyor" project emerged as a model to address the challenge of achieving authentic child participation. It serves as a solution to the problem of ensuring that children's voices are heard and genuinely represented regarding the city they inhabit. Unlike tokenistic participation, the project focuses on establishing true participation, emphasizing that children are legitimate actors in their urban environment. The primary goal is to uphold children's right to express their views about the city they live in. The project aims to provide children with suitable environments, opportunities, and methods, aligning with their age and potential, to fulfill these rights. Furthermore, it aspires to set a model for local governments, offering insights into fostering genuine participation.

Evaluation of the Projects by the Interviewees

Questions \ Projects	İstanbul'un Çocukları Parklarını Tasarlıyor	Child-Friendly Cities Initiative	İstanbul Çocuklara Soruyor	Urban95
How would you evaluate the success of the project in terms of the impact it wants to achieve?				
How much the expected outcomes coincides with the applied outcomes?				
How would you rate the inclusiveness of the project?				

Table 3.4: Evaluation of the Projects by the Interviewees

Before starting the comparison based on the criteria chosen for this analysis, I would like to draw attention to Table 3.4: Evaluation of the Projects by the Interviewees. Here, the points given by the interviewees to the questions around the success of the project in the sense of the impact it wants to achieve, the expected outcomes versus the applied outcomes, and the inclusivity level of the project are provided. It is seen that none of the

participants rated themselves as “5” in terms of the impact they wanted to create in the project. Even though the scores given are higher than the average, one can state that there are shortcomings and improvement is needed. In the second question, it is obvious that there is a need to define short-term and long-term targets in a more accurate and realistic way since the expected and applied outcomes may coincide. Here, Başak İncekara stated that the score was deducted due to the fact that the children could not participate in the implementation phase and the feedback mechanism could not be developed, and UNICEF stated that there were too many dynamics since it was worked locally, and these affected the way the project was implemented. While the success of the Urban95 project is stated as 5 due to the fact that no pilot application yielded negative results, we see that the implementation and monitoring and evaluation phase of the ‘İstanbul Çocuklara Soruyor’ project (especially due to the devastating earthquakes on the 6th of February 2023) dropped points. When we evaluate the Urban95 project in terms of inclusivity, Beyza Gürdoğan (personal communication, June 9, 2023) states the following: "Yes, we can deduct points here. It's actually an inclusive project, but, as we discussed, we're saying 'we came here.' There hasn't been a situation where we were invited yet; the municipalities are seeking support, but there hasn't been an invitation from the neighborhood residents. We're the ones going to the neighborhood and asking, 'If things were like this, would you come too?' It would be great if there were an open call for street transformations, and the neighborhood residents applied. In this aspect, we are still working with the municipality. Superpool's method is inclined toward this. Maybe it will evolve into a more grassroots approach in the future." Başak İncekara (personal communication, June 5, 2023) explained it as follows: "I say '5' with my children. It was an inclusive project because we established a very open dialogue, informed all stakeholders, made an effort to involve all stakeholders in the process, and worked to engage the relevant authorities. In every stage, even if just a little, all stakeholders contributed in some way. For example, we initially had quite a few conflicts with the designers who were involved in the process. We had discussions like 'No, it should be like this, not like that,' and so on. We still occasionally discuss this experience. Professionals also learn different things when going through such a process with children. I'm certain that children feel a stronger sense of belonging to their neighborhoods because they saw very clear results from their requests. They used to talk

about this place like it was the most beautiful park in the world, and I'm sure it's a place they truly love and feel a sense of ownership in."

These three questions during the interviews were intended to give the interviewees room to evaluate the projects as the managers/coordinators/implementers of them and to add a self-critical dimension to the discussion. The evaluations made with the information obtained during these questions are included in the general evaluation in the next section.

3.3.1 Comparison based on the framework offered by the Bridgman

The comparison in this section will be based on three levels: ‘Yes’ meaning done, ‘No’ meaning didn’t happen, and ‘Partially’ meaning partly yes partly no. In Table 3.5: Evaluation Framework of the Projects, all the projects are reviewed according to the indicators with reference to Bridgman (2004).

Evaluation Framework of the Projects

Indicators \ Projects	İstanbul'un Çocukları Parklarını Tasarlıyor	Child-Friendly Cities Initiative	İstanbul Çocuklara Soruyor	Urban95
Participation by young people in the development of initiatives for children and youth.	✗	✓	✓	✗
Participation by front-line educators and workers who engage with children and youth on a daily basis.	✓	✓	○	○
Empowerment of young people to determine the nature of the programme or project.	✓	✓	✓	✗
A holistic set of approaches or methods to meet the needs of young people.	✓	○	✓	✓
Short- or long-term goal of fostering independence for young people and sense of leadership.	○	○	✓	✓
Recognition of diverse groups of young people (e.g., on the basis of age, gender, culture, religion, disability, neighbourhood, region).	✓	✓	✓	✓
Accessibility for young people with disabilities.	○	○	○	○
Safety and security.	✓	✓	✓	✓
Innovative use of existing resources (e.g., urban infrastructure, financing, volunteers, social services), responsible use of public resources, and partnerships between non-profit organizations, levels of government and the private sector.	✓	○	✓	○
Operational sustainability.	✗	○	✓	✓
Replicability or adaptability.	○	○	✓	✓
Identified (short-term and long-term) impacts and contributions.	○	✓	✓	✓
Amenability to being studied, access to information, and availability of empirical research, case studies or other external evaluation that document the impact of the activity, programme or initiative.	✗	✓	✓	✓
Challenge to conventional beliefs about the nature of identified problems/solutions.	✓	✓	✓	✓
Innovative development/implementation processes and structures".	✓	○	✓	✓

✗ No ○ Partially ✓ Yes

Table 3.5: Evaluation Framework of the Projects

The list of criteria starts with ‘the participation by young people in the development of initiatives for children and youth’. Here the word initiative is taken as the projects and in terms of the child participation in the process of designing the project and the activities, two of the cases got ‘yes’ since they have included children in the beginning of the project designs. For the other two, the project idea and the way of putting it into reality belongs to the project team. In terms of ‘the participation by front-line educators and workers who engage with children and youth on a daily basis,’ all projects somehow have given attention to this, however, the frequency as the daily basis might not be the case. ‘The empowerment of young people to determine the nature of the programme or project’ might be understood that the child participation in the processes as well; here, it is needed to say ‘No’ for Urban95 because the target group of the project are babies and toddlers.

Since Child-friendly Cities Initiative is the one and only project at the beginning and also child-friendly city concept is even new around the world, the interviewee mentions that no one knows what to do and there was a confusion in the beginning after the launch of the concept. For the other projects, the approach and the methods used were clearer and they implemented ‘a holistic set of approaches or methods to meet the needs of young people’.

To support ‘the short- or long-term goal of fostering independence for young people and a sense of leadership’, there is an effort in each project. However, in terms of their scope of activities and sustainable opportunities Urban95 and ‘İstanbul Çocuklara Soruyor’ projects are evaluated better in this. All projects are aware of ‘the recognition of diverse groups of young people’ (e.g., on the basis of age, gender, culture, religion, disability, neighborhood, region). I evaluated all projects in terms of the ‘accessibility for young people with disabilities’ as ‘Partially’ due to the fact that they are aware of this need and trying to be capable of fulfilling, however it still depends on the activities. For the ‘safety and security’ one, all projects have worked well.

The next indicator is a comprehensive one which is the ‘innovative use of existing resources (e.g., urban infrastructure, financing, volunteers, social services), responsible use of public resources, and partnerships between nonprofit organizations, levels of government and the private sector’. Here, it is possible to claim that all of the projects have embodied several innovative aspects into the implementation. However, Urban95 is

evaluated as ‘Partially’ since their partnerships might be seen as a little weak with the NGO sector as Beyza Gürdoğan also confirms. Also, for the Child-friendly Cities Initiative, although it is the first developed project in Türkiye, it doesn’t continue to be an innovative one. In the sense of ‘operational sustainability’, Urban95 and ‘İstanbul Çocuklara Soruyor’ projects are seen successful since their activities are continuing, transforming, and changing over time. The project implemented by Başak İncekara is sustainable in terms of the usage of the park and the change and impact it created around the neighborhood. However, after the end of the project, its very compact and rapid structure couldn’t be transformed to a more sustainable one. The reason behind the consideration that the Child-friendly Cities Initiative is partially sustainable comes from the idea that although the project continues for many years, the children’s councils are not still effective and sustainable structures locally. Urban95 and ‘İstanbul Çocuklara Soruyor’ project have the potential to be ‘replicable’ and ‘adaptable’. They both implement universal approaches in the local area and still offer good models of implementations in this unknown area, especially by the local governments. The Child-friendly Cities Initiative might not be this much prone to be replicable and adaptable due to the scope of project activities and the operational capacity of the institution (UNICEF). Lastly, it is seen as hard to adapt or replicate the ‘İstanbul’un Çocukları Parklarını Tasarlıyor’ project since it was a unique, compact, and independent attempt. İncekara (personal communication, June 5, 2023) mentions that:

> We did this project first, then I started working for the municipality (IMM), and this time I couldn't get the second project done within the municipality even for two years. You can find a space from the outside and do it, for example, but even with experience from within, you can't get the second one done. Local governments and the sustainability of these projects are, of course, a completely different matter.

This is why this project is evaluated ‘Partially’ in terms of the ‘identified (short-term and long-term) impacts and contributions’ as well. Other than ‘İstanbul’un Çocukları Parklarını Tasarlıyor’ project, all of them have provided reports and information so reviewed as ‘Yes’ from the point of ‘amenability to being studied, access to information, and availability of empirical research, case studies or other external evaluation that document the impact of the activity, programme or initiative’. All projects can be seen as a ‘challenge to conventional beliefs about the nature of identified problems/solutions’. And lastly, in terms of the ‘innovative development/implementation processes and

structures, I only voted Child-friendly Cities Initiative 'Partially' due to its more conventional and structured ways of implementation.

3.3.2 Discussion with the help of universal design principles

> Conscious and systematic effort to proactively apply principles, methods, and tools of universal design, in order to develop information society technologies that are accessible and usable by all citizens, including the very young and the elderly, as well as people with different types of disabilities, thus avoiding the need for a posteriori adaptations or specialized design.
>
> (Stephanidis et al., 1998, p.110)

This session is granted for the discussion around the framework by Bridgman with the possible contribution of universal design principles. Below, under the seven principles of universal design, which indicators in the framework can be matched will be discussed, and the gaps and needs will be elaborated. Although the universal design principles can be seen as product-oriented, they are eligible to the social sciences as well and here will be used as a guidance to project designs around child-friendly urban practices. The purpose of this effort is not actually to match the two approaches, but to see their strengths and weaknesses and let them feed each other to be able to offer a comprehensive combination of the two.

i.	**Equitable Use**	1. Ensure uniform access for every user, striving for exact similarity when feasible and comparable when not. 2. Refrain from isolating or marginalizing any user group. 3. Guarantee that provisions for privacy, security, and safety are equally accessible to all users. 4. Create a design that is attractive and welcoming to all users.

Table 3.6: Equitable Use (CEUD, n.d.)[12]

The principle of the universal design explained above has similarities with the criteria provided by Bridgman (2004). The indicators that can be match here are 'participation by young people in the development of initiatives for children and youth', 'empowerment of young people to determine the nature of the programme or project', and 'recognition of

[12] The Centre for Excellence in Universal Design (CEUD), (n.d.), What is Universal Design, Benefits and Drivers. Retrieved from https://universaldesign.ie/what-is-universal-design/benefits-and-drivers/#soc, October 14, 2023.

diverse groups of young people (e.g., on the basis of age, gender, culture, religion, disability, neighborhood, region).

Egger (2006) asserts that fundamental characteristics of a city encompass fair access to essential services, aesthetic qualities in its art and architecture, the promotion of creativity to maximize human potential, resource efficiency with minimal ecological footprint, convenient accessibility, mobility, integrated and closely-knit communities, and diversity. In the cases provided in this research, the inclusivity target and being welcoming to all users' understanding can be caught. The interviewee from Child-friendly Cities Initiative says: “Our approach is inclusive and aims to encompass everyone, and we provide guidance on how to establish similar platforms for youth and children within municipalities”. For Urban95, Beyza Gürdoğan says: “It is essential to consider these babies along with their caregivers. Hence, the needs of adults, babies, children, and individuals with disabilities are all taken into account, making it a highly inclusive approach”. İncekara from Child’Spaces mentions that “Throughout the process, we touched upon different aspects, and it evolved from being solely child-focused to a project that benefited the entire village. Starting from the park, it extended to the school and the entire village, providing a holistic benefit”. And lastly, Çetingöz explained: “From the perspective of participation and inclusivity, the project has developed a method that allows every child, from every background and age group, to have a voice and be heard”.

ii.	**Flexibility in Use**	1. Offer options in how the design can be utilized. 2. Ensure accessibility for both right- and left-handed users. 3. Enhance the user's ability to be precise and accurate. 4. Allow for adjustment to the user's preferred pace.

Table 3.7: Flexibility in Use[13]

The design caters to a diverse set of individual preferences and capabilities (Clarkson et al., 2003). When designing adaptable public spaces, it's important to take into account how various amenities can offer supplementary services for youth, older adults, and individuals with disabilities, while also allowing users a certain degree of choice. Social

[13] The Centre for Excellence in Universal Design (CEUD), (n.d.), What is Universal Design, Benefits and Drivers. Retrieved from https://universaldesign.ie/what-is-universal-design/benefits-and-drivers/#soc, October 14, 2023.

events and activities should be planned with the intention of attracting a wide range of age groups, promoting interactions between different generations. Activities that cater to specific age groups should ensure inclusivity, so that individuals of various ages can pursue their interests while being in each other's presence (Wendel et al, 2022).

This principle might be found in relation to the ‘accessibility for young people with disabilities’ and ‘a holistic set of approaches or methods to meet the needs of young people’. This principle might help to creation of a project design in terms of accessibility. Although the inclusivity principle in terms of the recognition of diverse groups are pretty intense in the case studies provided, the accessibility criteria is hard to achieve fully as it is seen. Also, İncekara mentioned during the interview that they had the chance to include a diverse group of children since the scale of the region was small (it was a village in Istanbul.). This can be something to draw attention as well.

iii.	**Simple and Intuitive**	1. Ensure that the design is straightforward to comprehend, regardless of the user's experience, knowledge, language abilities, or current state of concentration. 2. Remove needless intricacy. 3. Align with what users anticipate and intuit. 4. Cater to a broad spectrum of literacy and language proficiencies. 5. Organize information in line with its significance. 6. Offer valuable prompts and feedback throughout and after task execution.

Table 3.8: Simple and Intuitive[14]

Here, not exact relation with Bridgman is found. However, this one is very significant in terms of working with children. Thanks to the expertise of the project coordinators examined in this research, a special orientation about the language and behavior occurred. However, the feedback mechanism and M&E (monitoring and evaluation) activities should be integrated more in a more child-friendly way.

[14] The Centre for Excellence in Universal Design (CEUD), (n.d.), What is Universal Design, Benefits and Drivers. Retrieved from https://universaldesign.ie/what-is-universal-design/benefits-and-drivers/#soc, October 14, 2023.

iv.	**Perceptible Information**	1. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information. 2. Provide adequate contrast between essential information and its surroundings. 3. Maximize "legibility" of essential information. 4. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions). 5. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

Table 3.9: Perceptible Information[15]

Every aspect of public spaces should be readily noticeable, especially for older adults dealing with age-related limitations and children who may not have fully developed abilities to utilize these spaces effectively. Users should have access to assistance if needed, ensuring that no one is left without support if they wish for it. Organized activities conducted by park ambassadors can aid users of public spaces, fostering a sense of community and collective ownership of these spaces (Wendel et al, 2022). Here, although there can be find a relation to being accessible to all user as above, it is also important to note that in project design, especially in the reporting phase, it is important to be able to address the project' own target groups which means that the information and knowledge collected and created together should be understandable by them. In the cases investigated, most of the time, the reporting part of the actions and project activities belongs to the project team, which consists of adults. Of course, there are examples like in 'İstanbul Çocuklara Soruyor' project, at least to consult with children about the results. However, still, more importance and attention should be given to this part of the project designs. So, this might be in relation to 'amenability to being studied, access to information, and availability of empirical research, case studies or other external evaluation that document the impact of the activity, programme or initiative'.

[15] The Centre for Excellence in Universal Design (CEUD), (n.d.), What is Universal Design, Benefits and Drivers. Retrieved from https://universaldesign.ie/what-is-universal-design/benefits-and-drivers/#soc, October 14, 2023.

v.	**Tolerance for Error**	1. Organize elements to reduce the risk of hazards and errors: place the most frequently used elements within easy reach and protect or isolate potentially dangerous elements. 2. Offer alerts and notifications about potential hazards and errors. 3. Incorporate fail-safe mechanisms to prevent or mitigate errors. 4. Prevent unintended actions in tasks demanding constant attention and vigilance.

Table 3.10: Tolerance for Error[16]

This principle stands for 'safety and security' indicator by Bridgman. All the projects that are in examination here were careful about the safety and security of children and also were trying to increase the tolerance for error both because they are working with children, and they had a weak and unstable relationships with the other stakeholders included since the cases are hard to implement.

vi.	**Low Physical Effort**	1. Enable the user to sustain a comfortable, neutral body position. 2. Employ reasonable levels of force required for operation. 3. Reduce repetitive actions to a minimum. 4. Limit prolonged physical exertion.

Table 3.11: Low Physical Effort[17]

This low physical effort one is interpreted as producing or being models that can be implemented, repeated, and adapted again in different circumstances. Therefore, this might be seen parallel to the 'replicability and adaptability' criterion. All the projects have the potential to be good models since the concept is still new in Türkiye. Since UNICEF has also targeted capacity building of local governments, they are providing trainings and guidance on "how to establish a youth and child platform, who should be included, and how inclusivity could be ensured without leaving anyone out" as mentioned by interviewee from UNICEF. However, in terms of the size of this supranational organization, it might be hard to take it as a model. At the same time, for the project 'İstanbul'un Çocukları Parklarını Tasarlıyor', it is also evaluated as 'Partly' since this

[16] The Centre for Excellence in Universal Design (CEUD), (n.d.), What is Universal Design, Benefits and Drivers. Retrieved from https://universaldesign.ie/what-is-universal-design/benefits-and-drivers/#soc, October 14, 2023.

[17] The Centre for Excellence in Universal Design (CEUD), (n.d.), What is Universal Design, Benefits and Drivers. Retrieved from https://universaldesign.ie/what-is-universal-design/benefits-and-drivers/#soc, October 14, 2023.

initiative acted as an independent entity and has a target which is very specific and in a small scale. The other two projects show more universal approaches.

vii.	**Size and Space for Approach and Use**	1. Ensure that crucial elements are visible to both seated and standing users without obstruction. 2. Make it easy for both seated and standing users to access all components comfortably. 3. Account for variations in hand and grip size. 4. Allocate sufficient space to accommodate the use of assistive devices or personal assistance.

Table 3.12: Size and Space for Approach and Use[18]

This principle might be concentrated on providing an environment that is suitable for the target group of the project. In general, it can be possible to Sometimes, we become so focused on the project's objectives that we overlook the deficiencies or mistakes right in front of us. Therefore, it is necessary to evaluate the surrounding environment comprehensively and make it suitable for the target group throughout the project implementation process.

[18] The Centre for Excellence in Universal Design (CEUD), (n.d.), What is Universal Design, Benefits and Drivers. Retrieved from https://universaldesign.ie/what-is-universal-design/benefits-and-drivers/#soc, October 14, 2023.

4. CONCLUSION

> As we collectively produce our cities, so we collectively produce ourselves. Projects concerning what we want our cities to be are, therefore, projects concerning human possibilities, who we want, or, perhaps even more pertinently, who we do not want to become.
>
> (Harvey, 2000, p.159)

The purpose of this research is to examine the understanding and implementation of child-friendly city-focused projects in Istanbul, identify their strengths and weaknesses, explore any constraints or challenges in terms of inclusivity and participation through the implementation, and develop the criteria to sustain the development and implementation of the projects in a more effective way based on the acquired information. To achieve this goal, a literature review is conducted, and relevant projects conducted in Türkiye on the subject are examined. Interviews are done with the responsible people for the selected projects, taking into account different organizational structures. The evaluation criteria and interview results are provided above and accordingly, the points below are proposed as the criteria that need more attention to implement more effective child-friendly projects with the analysis based on the criteria offered by Bridgman and with the contribution of universal design principles. Within this methodology, the main research question and sub-questions provided in the beginning of this research are answered.

In conclusion, the cities and their neglected neighborhoods urgently require public spaces that accommodate the diverse needs of residents of various age groups and abilities. The Universal Design model provides valuable frameworks for crafting and organizing such spaces. Fostering collaborative partnerships among urban planners, designers, and community-based organizations, particularly those advocating for younger and older individuals, individuals with disabilities, and historically marginalized communities, is crucial for advancing inclusivity in the cities and their public areas.

4.1 The Criteria for the Improvement of Creation and Implementation of Child-friendly Projects

Before the list of criteria, I would like to mention the current situation of the cases examined in this research. Apart from the "İstanbul'un Çocukları Parklarını Tasarlıyor"

project, all other projects continue to evolve over time. Başak İncekara, who conducted the project on behalf Child'Spaces, states that she sought and implemented ways to be much more inclusive during the process as an independent social initiative. She believes that the project's rapid execution and the quick visibility of its results had a significant impact on this aspect. However, she mentions that in the subsequent projects she was involved in, unfortunately, she could not maintain such an inclusive process. As is known, UNICEF has been working on child participation since the early 2000s. Although the project under consideration in this research started in 2014, the interviewee emphasizes that the child-friendly city process began in the beginning of 2010s. Currently, child-friendly city initiatives continue under various project names. Urban95 is a continuously evolving and transforming project, greatly influenced by its multi-stakeholder and international nature. Finally, the "İstanbul Çocuklara Soruyor" project later continued as "İstanbul Çocuklarla Konuşuyor" project, taking a second step forward towards the most comprehensive and upper level of the participation ladder, which involves joint decision-making between children and adults.

Through the discussion and analysis conducted in this research, the following list has been evaluated in addition to the existing literature and through a comparative examination of two approaches. There are points of convergence and divergence between the principles of Universal Design and the criteria proposed by Bridgman. These points are presented in the analysis and findings section of the research. The topics and criteria presented following the mentioned discussions and case analysis are as follows:

i. Inclusivity and participation should be included in the project design.
ii. Each phase of the project should be well-established before the implementation.
iii. Child-friendly focus should be included in the reporting of these projects.
iv. The feedback mechanism needs to be clearer.
v. Monitoring and evaluation of the projects should be ensured in a participative way.
vi. Strong connections and collaboration should be established.
vii. Being a model for implementation should be targeted.

viii. The knowledge and experience created collectively should be shared to demonstrate innovative and pioneering aspects.

ix. The scale of the organization and the target of the project should be in line with each other.

x. To ensure sustainability, the project designs should have the potential to be transformed according to the different circumstances.

4.2 Limitations and Recommendations for the Further Studies

Future research and application in the involvement of children in planning and design will be influenced, to some extent, by previous approaches. What has been significant is that prior endeavors have sought to incorporate the most effective principles and methodologies into the development of environments for children. Of course, there is still an important question from a universal and scientific perspective: Is children's participation a means to establish a more democratic world, or is it primarily a means to create better spaces for children? This quandary must be addressed for the future application of these principles to bring about positive changes in the environment and communities. Nonetheless, participation holds the potential to be a crucial and dynamic element in both research and action in the times ahead (Francis & Lorenzo, 2002). This research aims to contribute to this discussion with a set of rules for the implementation of projects around the purpose of creating child-friendly environments.

Within the scope of fieldwork, only the project leaders were able to participate in the interviews. These interviews can be enriched by involving children and various project stakeholders, incorporating different perspectives. Although this is not within the scope of this research, I believe it could be a valuable opening for future studies. Due to the limited number of facilitations, it was not applicable to observe all of these projects during their implementation. Evaluations based on observations could constitute the next step in the research. As a social scientist with an affiliation to design culture, while I contribute to the design perspective, collective knowledge production could have been achieved through a series of workshops organized with designers from the field. I believe this method, especially, could be highly productive and beneficial for the future of the research. Lastly, in terms of the limitations of this research, the testing of the criteria

presented is not included within the scope of it, although it is necessary. However, the criteria offered here will always be open to testing and improvement. Therefore, it also does not impose a limitation, but opens doors for future research.

People were/are the ones who create and live in these cities in the way they are, so it is the responsibility of all people to make them safe and sustainable, with the participation of all communities, for everyone. This research aims to create a guideline within this purpose to support new child-friendly facilitations from now on, in any context like local, national, or global, in terms of increasing the inclusivity and participation in them, based on the local data set. By doing so, of course, there were many ethical and contextual questions regarding child studies like how to include them in the research, how to work with children as researchers, how to bring a bottom-up approach to the research itself, and finally how to incorporate children in any policy making regarding their perspective. One of the major limitations in the field according to both previous research attempts by me and according to the literature is the top-down approach against children. That is why the next step of this research might be taking their ideas into consideration on how to incorporate on the city-level and what can bring more inclusive and participatory facilitations.

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APPENDIX A

A.1 Child Friendly Cities Initiative Project Template

1. Overview	
Name of the project	Child Friendly Cities Initiative: An initiative promoting child participation in local government.
Project start date	2014
Project end date	2020
Facilitator	UNICEF Türkiye
Type of the initiative	International organization
Source of the funding & support	UNICEF, IKEA

2. Problem that the project aims to respond
Urbanization in Türkiye grows so fast with the growing economy, industrialization, and migration from rural to urban. In this dynamic process of change, needs of the children are often ignored or their best interests are not prioritized although children of Türkiye compose one third of the overall population. For the realization of children's rights at the local level, municipalities have a great role to play. It is them who touch the lives of children every day and it is them who make the living environment of children. Municipalities are closer both the problem and the solution. They know the specifics of their area and of their people. They are the best platforms in which problems can be identified and meet with the solutions with the participation of local people. The key is to make the children active agents of this change. The Country Programme Action Plan signed between UNICEF Türkiye and the Government of Türkiye aims to reduce the disparities amongst children, both in terms of geography and gender, to ensure equitable access to services, to reduce child poverty and to increase children's participation in order to increase the well-being of children both at the national and local level. Child Friendly Cities (CFC) Project, implemented by UNICEF Türkiye with the financial support of IKEA and the UNICEF Turkish National Committee, provided a good opportunity for the local authorities to play their roles in the development Turkish society.

3. Purpose and scope of the project
The Child Friendly Cities Initiative promotes the realization of child rights at the local level through a unique network of municipal governments, civil society organizations, the private sector, academia, media, and children themselves in more than 40 countries. The CFC initiative aims supporting municipalities to design programs that are in line with the needs and expectations of children and ensuring that they enjoy their rights to leisure and development. It also seeks to empower young citizens to influence decisions about their city, express their opinion on the city they want, and participate in family community and social life.

4. Project activities
-Youth volunteer trainings -In-depth surveys on Play and Leisure, Participation and Citizenship, Health, Education, Safety and Protection, Home environment/Private life with children, adolescents, parents, service providers. -Action Plan for Children Workshops -Training programmes for children, parents and service providers on child participation, parenting skills and how to prepare child responsive budgets -Child friendly spaces, child streets and playgrounds to benefit children with and without disabilities

5. Milestones and success criteria
Monitoring criteria at the local level

6. Target group(s) and final beneficiaries
Children in urban settings with a special focus on the most vulnerable areas, families, service providers, and policy makers.

7. Stakeholders
Municipalities, public institutions, service providers UCLG-MEWA and WALD - national coordination Union of Municipalities and Ministry of Interior - national coordination

8. Location
Multiple cities, Türkiye

9. Methodology
Young volunteers were selected to conduct a survey to identify the child rights violations and the gaps in provision of services for children at the municipal level. More than 10,000 adults, children, service providers and children were among the respondents of the survey. Action plans have been developed for each municipality based on in-depth analysis of the questionnaires. Training programmes for children, parents and service providers were developed on child participation, parenting skills and how to prepare child responsive budgets. Child friendly spaces, child streets and playgrounds were designed and constructed to benefit children with and without disabilities.

10. Results / Outcomes
UNICEF contributed to enhance the capacity of local administrations to promote policies in favour of the most vulnerable children and adolescents. Guidelines and training materials were developed and implemented to increase the capacity of municipalities in child participation, child rights programming, prevention of child marriage and child labour, as well as child focused strategy development, budgeting, and resource allocation. In total, UNICEF has reached 40 provinces and 94 municipalities at varying levels of engagement, covering a combined population of nearly 2 million children indirectly. UNICEF has implemented multi-sectoral workplans with four municipalities which have a combined population over 3.5 million Turkish citizens and about 600,000 refugees, including 1.3 million children.

11. Constraints / Bias
The institutions are naturally political, they need to serve according to their ideological stance, so it was difficult. Also, stuff changes are affecting the improvement.

12. Sustainability plan
UNICEF closely collaborates with the Union of Municipalities of Türkiye (UMT) to make CFCI guidelines and training materials available to a wide range of municipalities across the country.

A.2 Urban95 Project Template

1. Overview	
Name of the project	Urban95
Project start date	2017
Project end date	ongoing
Facilitator	Superpool
Type of the initiative	Public Benefit Organisation
Source of the funding & support	Bernard van Leer Foundation

2. Problem that the project aims to respond
Cities can be wonderful places to grow up, but they can also pose serious challenges for the health and wellbeing of babies, toddlers and the people who care for them – from a lack of nature and safe spaces to play, to air pollution and traffic congestion, to social isolation. Urban95 is a global initiative created by the Bernard van Leer Foundation that works with leaders, planners, designers, advocates, and communities to support the healthy development of young children and the wellbeing of caregivers in cities. Our goal is to encourage cities to create spaces where children can grow, learn, create, imagine, and play across all neighborhoods, reaching as many families as possible. Because a city that works for babies, toddlers and their caregivers is a city that works for everyone.

3. Purpose and scope of the project
Urban95: Creating healthy, safe, and vibrant cities where babies, toddlers and their families thrive. We are driven by a simple question: If you could experience the city from 95cm – the height of a healthy 3-year-old – what would you change? Babies, toddlers, and caregivers experience the city in unique ways, which can impact their development and have lifelong effects. Urban95 focuses on diverse aspects of city design and urban life to improve health and wellbeing of babies, toddlers, and caregivers such as public space, mobility, and neighborhood planning.

4. Project activities
Istanbul95' project is carried out in cooperation with the Istanbul Metropolitan Municipality (IMM) and Bernard van Leer Foundation. Within the scope of the project, of which the Superpool architecture studio is a part, many important works have been carried out with the cooperation of various institutions and district municipalities. These include conferences, speeches, workshops, and urban play activities with children, with the participation of experts. One of the important events of the project was the Game in the City Conference held at Kadir Has University in 2018 as part of the parallel event program of the 4th Istanbul Design Biennial. One of the most comprehensive works of the project is "Mobile Playground HOP". In the "Mobile Playground HOP", which was realized with the support of the IMM Social Services Department and the Park Garden and Green Areas Department, with the support of Bernard van Leer Foundation, Superpool and Istanbul Volunteers, and whose first event was held in Avcılar in recent years, it is aimed to develop the perceptions of young children and Games that trigger the feelings of discovery can be installed on an empty space on a mobile basis. The 'Mobile Playground Arrangement Guide', which contains the necessary information to set up the HOP in a practical way, was published in the past months.

5. Milestones and success criteria
Measurement and evaluation of every intervention

6. Target group(s) and final beneficiaries
babies, toddlers and caregivers

7. Stakeholders
At the heart of Urban95 are dynamic and committed cross-sectoral partnerships with pioneering cities around the world. In our partner cities we work to build local coalitions, uncover priorities, and test and scale cost-effective

solutions. Beyond this, we support global and local stakeholders that are willing to adapt and scale-up Urban95 approaches in new locations, spreading good practice worldwide.

8. Location
Multiple cities, Türkiye

9. Methodology
We bring young children and caregivers into the global conversation about the future of cities through: Global Partnerships with universities and other institutions that train urban planners, designers and managers, Convenings that bring together experts in urban issues and in early childhood development to share the most promising ideas, Advocacy to make the case for cities that meet the needs of young children and their families. We apply the following approaches across our work: data-driven decision-making, behavioural science, and workforce development.

10. Results / Outcomes
From over five decades of working with partners in cities we've learned five valuable lessons about planning and designing cities with babies in mind: design for wellbeing, design for equity, design for caregiving, proximity matters, and 'think babies' as an inclusive design principle.

11. Constraints / Bias
Bureaucracy, adapting to changes, permission processes, communication between stakeholders, first reactions from the community

12. Sustainability plan
The project activities are changing and transforming in time.

A.3 'İstanbul'un Çocukları Parklarını Tasarlıyor' Project Template

1. Overview	
Name of the project	'İstanbul'un Çocukları Parklarını Tasarlıyor'
Project start date	2020
Project end date	2020
Facilitator	Başak İncekara
Type of the initiative	social entrepreneurship
Source of the funding & support	IMM

2. Problem that the project aims to respond
Child studies in spatial terms are increasing day by day. While the child begins to be more visible in terms of literature in different disciplines, its visibility in public space is gradually decreasing, contrary to this. We no longer see children playing in our streets. Places that accept children are becoming more and more special, and sheltered interiors are often preferred by parents to play and spend time. Our streets and cities are evolving into a structure that cannot allow child-space interaction day by day. However, the city has a special importance for children. The child watches, experiences and learns about his urban environment. The question of how we design our spaces for whom has been discussed on different platforms for years, and some groups become more visible and remarkable in terms of design studies according to periods (Başak İncekara, 2019).

3. Purpose and scope of the project
It develops participation-oriented spatial design and production processes to produce livable, shareable, and playful cities.

4. Project activities
Workshops, design of the playground, implementation

5. Milestones and success criteria
None

6. Target group(s) and final beneficiaries
Children between the ages 6-18

7. Stakeholders
Collaborations

8. Location
Akbaba, Beykoz, Istanbul, Türkiye

9. Methodology
“The workshop can primarily take two forms. The first one is our dream city workshops that do not touch a real place with children. The important thing in dream city workshops is to understand, realize and imagine the city. they are awareness workshops for children to think about their own spaces. In these workshops, as always, we start by meeting and playing drama games. Afterwards, we talk about the city through themes that children can connect with their daily lives and imagine together. The second is workshops for real space. These are the workshops we asked to physically incorporate children's ideas into the design during the production processes of spatial design projects. Of course, it's not just ideas that matter here. It is our duty as adults to determine the needs of children. Therefore, these workshops change according to the local needs of the place. From time to time, we write a story, from time to time we design a garden.” (Başak İncekara, 2019). “Different themes are important to me. The main goal is to approach the space in a childlike manner. Therefore, I love to try different methods with children, and I find it important. In the main, child-oriented space studies are quite new in terms of field experience. We are not talking about a single method. I am also trying new things that will contribute to this field experience. If we claim something we do with children, we need to understand the language of children. I try to understand the city through the eyes of children with different themes” (Başak İncekara, 2019).

10. Results / Outcomes
A playground that children of the village designed

11. Constraints / Bias

Budget problems Convincing practitioners to implement what children want Keeping the municipality in the right focus

12. Sustainability plan
Couldn’t be sustainable since it was an independent effort.

A.4 ‘İstanbul Çocuklara Soruyor’ Project Template

1. Overview	
Name of the project	‘İstanbul Çocuklara Soruyor’
Project start date	2021
Project end date	2022
Facilitator	Istanbul City Council & Informel Eğitim - çocukistanbul
Type of the initiative	civil initiative
Source of the funding & support	IMM Departmant of Social Services

2. Problem that the project aims to respond
City Councils are public participation tools established to facilitate and develop democratic participation. They provide a free environment and tools for actors and stakeholders who take or can take an active role in urban development to come together, to discuss the agendas of the city and to produce ideas on the issues. They strengthen democratic participation and civil society by establishing new bridges and channels of dialogue between local government and segments of society. With this function, they are effective and powerful structures to ensure “child participation”. In this direction, the Istanbul City Council aimed to initiate a project with broad participation with the approach of "Every child in Istanbul is a natural member of the Children's Assembly" to expand the boundaries of the Children's Assembly, enriching it and transforming it into a more functional platform. In this context, the project was developed as an answer to this question: “How can we make children more visible in urban politics?”.

3. Purpose and scope of the project
The project carried out by the Istanbul City Council in cooperation with Informel Eğitim-cocukistanbul, in line with the Istanbul City Council's approach that “every child in Istanbul is a natural member of the Children's Assembly”, in order to ensure the active participation of children in the development process of the city. It is a large-scale “participatory democracy” project. The aim of the project is to hear and discuss the cities that we discuss from the perspective of adults with their problems and opportunities, including children, and to enable children who are still deprived of a participation tool such as voting, to actively experience democracy, based on the approach that participation is a “child's right”. It is also aimed that the project will contribute to the active involvement of the local government in the creation and implementation of strategy and implementation plans for children and serve as a guide. The distinguishing feature of the project is that it is based on the approach of children's active participation and direct determination of their own agenda, rather than the approach of asking a specific group of children on issues that adults have already determined, as it is generally practiced. In other words, the project is structured with a bottom-up “with children” approach, not a top-down “for children” approach.

4. Project activities
The project implementation was carried out on the basis of 3 different models that support each other; Structured “Workshop” practices in which children participate in groups, “Dolaşıyor” station applications that they can access individually in various public spaces of the city, and “On-line” participation via the project website.

5. Milestones and success criteria
Target numbers, being a model for other organizations, ensuring the accurate participation.

6. Target group(s) and final beneficiaries

Children between the ages 6-14

7. Stakeholders

IMM Departmant of Social Services
IPA Istanbul Statistics Office

Istanbul Metropolitan Municipality's departments, units and affiliates, district municipalities and city councils, educational institutions, NGOs, museums, libraries, and informal education actors operating in different fields - a rich and widespread stakeholder network formed with the active participation of a total of 52 stakeholders

8. Location

Istanbul, Türkiye

9. Methodology

The project is structured through a metaphor with a unique pedagogical approach. During the project process, the children said took on the role of "Maintenance Master" with the approach of "We improve and develop ourselves and our city by taking care of them".

Within this, the project activities were implemented as workshops, online participation, and station applications.

1. Establishment of the Project Stakeholder Network: A series of Trainer Training programs were carried out to enable the stakeholders to implement the "Workshop" and "Dolaşıyor" practices in accordance with the determined content, methods and standards. Implementation teams of all stakeholders participated in the training programs and experienced the implementation methods practically as a part of the program. Stakeholder practices were also supported by on-site participation.

2. Child Advisory Board Meeting: The "Child Advisory Board" was planned and formed as a step of the project within the scope of the project structuring. After the analysis of the project data, it was aimed to share the first outputs with the children and evaluate them together. The Advisory Board Meeting was held as a full-day study with the participation of a total of 117 children, determined by the guidance of the practitioners among the children participating in the workshop practices, and with the support of the volunteer moderators of the project stakeholders.

10. Results / Outcomes

As a result of the analysis and evaluation of the data obtained at the end of the project, nine "Theme Topics" and related "Sub-Headlines" emerged, with children's statements about taking care of the city, its aspects that need improvement, its deficiencies and inadequacy.

-Nature and Environment, Urban Life, Cultural and Social Activities, Public Life, Street Animals, Economy, Health and Habits, Education, Transportation and Mobility

11. Constraints / Bias

The project shows that children have a lot to say about the city they live in and that does not only cover limited areas such as parks, playgrounds, educational environments that can be expected from children, but also includes observations, demands and suggestions on many macro issues from nature and environment to transportation, from social life to the basic elements of urban life.

The little townspeople of the city discussed the macro issues of the mega city.

Children set their own agenda, in their own words, without any direction, and these evolved into the nine "macro-topics" that were brought together and evaluated in this report.

The children reflected their own urban practices by "examining" the city, which they experienced differently from adults, with a more "fresh" and unprejudiced perspective.

12. Sustainability plan

At the introductory meetings of the project, the most emphasized topic was what would happen after participation and reporting, whether the suggestions that emerged would be implemented, and moreover, how to follow up on them. This issue is valid for all fields of participation, not just child participation. Monitoring is an important and complementary part of the participation process. Istanbul City Council will undertake the facilitation and continue the monitoring process with the Istanbul City Council Children's Assembly and the Children's Advisory Board formed through this project.

APPENDIX B

Interview Questions

1) First of all, what are your duties/position in the project?

2) Which problem do you think this project was implemented as a response to?

3) How would you summarize the purpose of this project in two sentences?

4) Which local partners were involved in implementing the project and what were their roles?

5) To what extent do you think the project was carried out with a participatory approach during the design and implementation phases? Can you briefly explain it?

6) What is the child participation and inclusivity approach within the framework of the project?

7) How would you evaluate the level of inclusivity in the different phases of the project changes?

8) Were there any difficulties you encountered during the implementation, and if so, what were they?

9) Did the project have success criteria, and if so, what were they?

10) Do you think the project succeeded?

11) Was monitoring and evaluation done after the project was finished?

12) Finally, I will ask you to rate the project on three different topics.

- How would you evaluate the success of the project in terms of the impact it wants to achieve? (one to five)
- How much of the expected outcomes coincide with the applied outcomes? (one to five)
- How would you rate the inclusiveness of the project? (one to five)

APPENDIX C

Convention on the Rights of the Child

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49

Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights

of the Child adopted by the General Assembly on 20 November 1959 and recognized in the

Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and. as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a

request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

(c) Encourage the production and dissemination of children's books;

(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In

cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason , as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

(a) Provide for a minimum age or minimum ages for admission to employment;

(b) Provide for appropriate regulation of the hours and conditions of employment;

(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

(i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected. 4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

(a) The law of a State party; or
(b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of eighteen experts of high moral standing and recognized competence in the field covered by this Convention.1/ The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights

(a) Within two years of the entry into force of the Convention for the State Party concerned;

(b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations. In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

1/ The General Assembly, in its resolution 50/155 of 21 December 1995, approved the amendment to article 43, paragraph 2, of the Convention on the Rights of the Child, replacing the word “ten” with the word “eighteen”. The amendment entered into force on 18 November 2002 when it had been accepted by a two-thirds majority of the States parties (128 out of 191).

CURRICULUM VITAE

Personal Information
Name and surname: Tuğba Saptır

Academic Background

High School Education

– Vefa High School
September 2009 - June 2014

Bachelor's Degree Education

– Middle East Technical University, Political Science and Public Administration
September 2014 - June 2019

– University of Twente - Management, Society, and Technology (Exchange)
September 2018 - February 2019

Post Graduate Education

– Kadir Has University - Design Graduate Program with Thesis
September 2020 - December 2023

Foreign Languages: English (advanced), German (beginner)

Work Experience

Institutions Served and Their Dates:

– Maya Vakfı (Foundation)

Senior Grants and Reporting Officer
December 2023 - ongoing

– Habitat Association

International Relations and Business Development Director
March 2023 - November 2023
Program Director
July 2022 - February 2023
Project Manager
April 2021 - June 2022