A SPATIAL ASSESSMENT ON CHILDREN SHELTERS

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ACKNOWLEDGMENTS

In Memory of All the Children Who Lost Their Lives in the February 6 Earthquake…

ABSTRACT

A SPATIAL ASSESSMENT ON CHILDREN SHELTERS

Scientific data highlights the importance of the physical characteristics of children's living spaces for their personal and social development. Children Shelters offer an exceptional social and physical environment for both staff and children. This study identifies spatial issues in designing Children Shelters and poses research questions about the physical characteristics, plans, and usage of indoor and outdoor spaces at the Campus of Child Houses, where children under institutional care live. The built environment of Children Shelters in Turkey shapes and is shaped by the users' perceptions. This interaction between space and perception is examined in detail. The study also explores the children's connection to these spaces, their sense of belonging, spatial perceptions, and needs. The thesis first develops a spatial spectrum of the historical formation of Children Shelters in Turkey, analyzing the current state of these environments and presenting findings on children's concerns about safety and belonging. Second, the thesis provides an empirical study under the shadow of bureaucratic and ethical concerns. It then presents an empirical study conducted at the Campus of Child Houses in Izmir, Turkey, using a mixed-method approach combining qualitative and quantitative data. Children and staff participated in the research, and the findings are evaluated to establish a critical foundation for future studies on Children Shelters. With its scientific touch on the academically rarely-cared built environment, this study aims to identify potential changes in the existing Campus of Child Houses for the benefit of children and to assist in decision-making for future child house campuses.

ÖZET

ÇOCUK EVLERİ ÜZERİNE MEKÂNSAL BİR DEĞERLENDİRME

Bilimsel veriler, çocukların yaşam alanlarının fiziksel özelliklerinin kişisel ve sosyal gelişimleri için önemini vurgulamaktadır. Çocuk Evleri Sitesi hem personel hem de çocuklar için olağanüstü bir sosyal ve fiziksel ortam sunmaktadır. Bu çalışma, Çocuk Evleri Sitesi'nin tasarımındaki mekânsal sorunları belirlemekte ve kurumsal bakım altındaki çocukların yaşadığı Çocuk Evleri Sitesi'nde iç ve dış mekânların fiziksel özellikleri, planları ve kullanımı hakkında araştırma soruları ortaya koymaktadır. Türkiye'deki Çocuk Evleri Sitesi'nin inşa edilmiş çevresi, kullanıcıların algısını şekillendirmekte ve kullanıcıların etkisiyle şekillenmektedir. Bu mekân ve algı etkileşimi detaylı bir şekilde incelenmiştir. Çalışma ayrıca çocukların bu mekânlarla olan bağlantılarını, aidiyet duygularını, mekânsal algılarını ve ihtiyaçlarını da incelemektedir. Tez, ilk olarak, Türkiye'deki Çocuk Yuvaları'nın tarihsel oluşumuna dair mekânsal bir spektrum geliştirmekte, bu ortamların mevcut durumunu analiz etmekte ve çocukların güvenlik ve aidiyet duygusuyla ilgili endişelerini ortaya koymaktadır. İkinci olarak, tez, bürokratik ve etik kaygılar ışığında bir ampirik çalışma sunmaktadır. İzmir'deki Çocuk Evleri Sitesi'nde gerçekleştirilen bu ampirik çalışma, nitel ve nicel verileri birleştiren karma yöntem yaklaşımıyla yapılmıştır. Araştırmaya çocuklar ve personel katılmış olup, bulgular Çocuk Evleri Sitesi üzerine gelecekteki çalışmalara eleştirel bir zemin oluşturmak amacıyla değerlendirilmiştir. Bilimsel bir dokunuşla akademik olarak nadiren ele alınan inşa edilmiş çevre üzerine yapılan bu çalışma, mevcut Çocuk Evleri Sitesi'nde çocukların yararına olabilecek potansiyel değişiklikleri belirlemeyi ve gelecekteki çocuk evi siteleri için karar verme sürecine yardımcı olmayı hedeflemektedir.

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INTRODUCTION

1.1. Problem Definition

Every child has some innate rights. The 1989 Convention on the Rights of the Child is the first instrument developed to cover all international human rights that only concern children, including civil, cultural, economic, political, and social rights, as well as humanitarian law. It has four basic principles: non-discrimination, that is, equality of all children; the best interests of the child; ensuring the survival and development of the child; and participation, that is, the child's right to express their own opinion (UNICEF, 2009). Children- who have rights to education, health, life, and housing, protection from sexual or psychological exploitation- are vulnerable to adults or other children. Growing up in a predictable setting full of 'character' fosters personal identification, place identity, and emotional security, all deeply connected (Day and Midbjer, 2007). Unfortunately, some children experience circumstances, such as separation from family or loss of their family, due to events beyond their control, necessitating institutional care.

Empirical studies have demonstrated that the physical environment influences the brain's development. Architecture can cultivate an individual's sense of self by incorporating elements such as form, space, and harmony. It can also contribute to society's development (Day and Midbjer, 2007). Therefore, the place of children living under institutional care is an issue that needs to be examined and given importance. The process of enhancing the person-environment fit, which involves the establishment of a harmonious relationship between individual requirements and environmental attributes, necessitates the exercise of personal control. People who control their lives are happier, less anxious, and more productive.

The problem of this research is that the spatial needs of the places where children in need of protection live are not known from the child's perspective, the difficulties that prevent them from feeling spatial belonging, the lack of a private place of their own, the existence of

spatial needs and the challenges they face in creating a sense of control. Autonomy and motivation in decision-making are used to describe control (McCoy & Evans 2002). Experiencing a sense of ownership over their living spaces can enhance individuals' social identity and alleviate feelings of alienation. In addition, Design and furnishings, both inside and outside, have an impact on how children interact, acquire socialization skills, and develop their social identity (Day and Midbjer, 2007). It is significant for children's healthy development to design spaces considering their perceptions of houses and their wishes. Under these conditions, it has been identified as a problem that children cannot establish a sense of belonging to the space, and at some point, they feel like strangers to the place they live in. Therefore, this study determined the uses of space, spatial demands, and spatial needs.

1.2. Research Questions

This study examines the spatial perceptions, sense of belonging to space, and use of space on the Campus of Child Houses and tries to determine which variables these situations depend on. As a result of this situation, research questions are determined as follows:

RQ1: ''What is the children's relationship with and perception of the living space at the Children's Houses Campus?''

RQ2: 'What kinds of modifications are made or can be made to increase the sense of belonging to the place?'

RQ3: How do children use the space in The Campus of Child Houses and what does it depend on?''

If spaces for children are to be designed, it is a prerequisite to look at them with a new understanding and new eyes. Designed spaces should be designed considering the needs of children and sensitivity to child development. If their aesthetics do not nurture children, they make it less of a place to relate. Buildings designed for children mean spaces that nurture and inspire their development.

In light of the literature review and the information explained it was understood how important the physical properties of children's living spaces are for their development. For this reason, the importance of this study is how important it is for children living under institutional care to establish the bond, sense of belonging, and control they establish with the place they

live in. In the literature review, it was seen that the effects of the plan decisions of the children's house models applied as type projects on children were not examined, and there were limited studies on whether modifications could be made to establish belonging to the child's place. Although there have been studies on children's spaces from the past to the present, it has been determined that there are limited studies in the literature on the spatial use of children living under institutional care, the connection they establish with space, and their spatial perception.

1.3. Aim of the Study

The purpose of this study is to identify problems by examining the physical characteristics and plans of the spaces on the campus of child houses where children under institutional care live, the use of open and closed spaces, the bond children establish with the space, their sense of belonging, their spatial perceptions, and their needs. The goal is to understand how children perceive and evaluate these locations in light of the data to improve the conditions for children and identify potential solutions for further improvement.

This study will analyze the current situation, utilizing data collected from surveys, interviews, and observations, to promote feelings of safety, belonging, and self-regulation in children. With this data, the goal is to assess how these spaces affect children's well-being and identify areas for improvement. The goal is to cultivate a feeling of safety, belonging, and inclusion among children in their specific surroundings while also encouraging the growth of self-control.

1.4. Methodology

The study introduces an extensive research framework consisting of questionnaires, observational notes, and cognitive maps to investigate the feelings of place attachment, spatial perceptions, and usage of space of children residing in the Campus of Child Houses in İzmir. This study utilizes a mixed-methods strategy comprised of the collection and examination of both quantitative and qualitative data (Creswell et al., 2011). A study was done with 37 children

aged 9–12 and 11 staff members at a campus for children. The children were invited to develop and share drawings that represented their living environment from their point of view. Children aged 9-12 were identified as the target group. All participants were in the upper middle childhood stage, which is considered a crucial moment for youngsters to establish a connection with the outdoors and interact with their surroundings (Derr, 2002). During the period from seven to twelve years old, children experience substantial development in their cognitive and interpersonal abilities. This period is characterized by significant shifts in cognitive processes, educational development, interpersonal comprehension, and societal frameworks (Korkmazlar, 1990).

The study received ethical approval from the Scientific Research and Publication Ethics Committee of İzmir Institute of Technology, and official permissions were obtained from the Directorate of Education and Publications of the Ministry of Family and Social Services (Reference Number: E-84459573-605.01-10963634) and the Directorate of Family and Social Services of İzmir Governorship (Reference Number: E-64338141-605.01-10983016). Additionally, participants' consent was obtained before starting the study, and participation was based on voluntariness.

By the principles of the "Law No. 6698 on the Protection of Personal Data," the study commenced on March 26, 2024, and concluded on April 30, 2024. The data obtained from the surveys were analyzed using the SPSS Statistics software. Additionally, to ensure data reliability, a second reviewer re-evaluated the collected data without sharing personal information, and the compatibility rate was reported in interpreting the results. The total similarity rate is 93.04% and the similarity percentages are shared separately in the 3 sections of the survey questions in the chart below.

Similarity Rate of Survey Results from Two Different Researchers		
Individual Space Perception and Demands	Shared Perception and Demands	Sense of Belonging
91,41%	92,28%	95,43%
OVERALL SIMILARITY RATE		93,04%

Figure 1. Similarity Rate of Survey Results from Two Different Researchers
(Source: Produced by the Author)

The open-ended survey questions are categorized into three main headings:

1.   Individual Space Perception and Demands

2.   Shared Perception, Usage, and Demands

3.	Sense of Belonging and Perception of Participation in Space Production

A total of 30 questions were posed under these three headings, and the results were interpreted accordingly. The study focuses on the relationship between how children use their living spaces, the frequency of use, the physical characteristics of these spaces, spatial belonging, private place of their own, spatial needs, creating a sense of control, and the children's perception of their environment and space.

This study aims to understand how children use indoor and outdoor spaces, to comprehend their perceptions of their environment and living spaces, to identify factors that directly and indirectly affect their spatial experiences, to determine their likes and dislikes about their living spaces, and to gather their needs, deficiencies, and demands. Additionally, it aims to understand the duration and frequency of their spatial experiences based on their responses. The questionnaire was utilized to gather statistical and descriptive data to assess children's spatial perceptions and requirements. Questionnaires are employed in several research to get insight into children's perceptions, thoughts, and ideas (Cherney and London, 2006; Kyttä, 2002, 2004; Li, Chou; Seymour, 2019; Loukaitou-Sideris and Sideris, 2010). Children's perceptions, thoughts, and preferences differ from those of adults. Children's view of their surroundings differs from that of adults (Hayball et al., 2018). According to Aziz and Said (2017), children are more inclined to engage in outdoor activities if the surroundings are attractive to them.

In a nutshell, this part details the methods, procedures, and tools used to compile the data for the thesis.

1.5. Structure of the Thesis

The main objective of this study is to understand the physical characteristics, plans, usage of indoor and outdoor spaces, children's connection with the environment, sense of belonging, spatial perceptions, creating a sense of control, and requirements of the spaces inhabited by children under institutional care. The thesis consists of 6 chapters.

Chapter 1 serves as the introduction, clarifying the main objective and scope of the study, research questions, problem definition, methodology, contributions, and limitations of

the thesis. This section provides a comprehensive overview of the thesis, facilitating a general understanding of the study.

Chapter 2 includes a literature review on the history of children's shelters, the definition of children in need of protection, the facilities provided to such children from past to present, the spatial perception of children in children's shelters, the sense of belonging to place for children, and the space usage by children in children's shelters.

Chapter 3 includes an evaluation of the physical structure of child protection services in Turkey, the history of the Campus of Child Houses in İzmir, and an assessment of the physical structure of the Campus of Child Houses in İzmir.

Chapter 4 presents the research survey analyses concerning space usage, spatial perception, and spatial identity concepts from the perspective of the children and employees. additionally, this part includes drawings of children expressing what kind of house they have.

Chapter 5 includes a discussion part, examining and presenting the findings. Finally, chapter 6 concludes all discussions and inferences derived from the analysis with an overall summary. Additionally, it specifies the impacts and limitations of the study.

CHAPTER 2

CHILDREN AND SHELTER

Children's rights are a universally accepted concept encompassing the rights of all children worldwide, including equality, justice, the right to education, health, life, shelter, and protection against all forms of exploitation such as physical, psychological, or sexual abuse. In contemporary times, numerous disciplines are dedicated to promoting the well-being of children, facilitating their healthy and contented upbringing, and fostering robust physical, mental, and emotional development.

One of the earliest official international documents on children's rights is the ''Geneva Declaration on the Rights of the Child '' (1924). It aims to ensure the protection and well-being of children. After this declaration, in 1948, the United Nations published the Universal Declaration of Human Rights, which explicitly mentioned the rights of children. Then, on November 20, 1959, the Declaration of the Rights of the Child was issued, consisting of 10 articles specifically focusing on children's rights (Dağ et al., 2015). The main purpose of the Declaration of Children's Rights, which consists of 10 articles, is to secure the fundamental rights of children and protect them against all kinds of abuse and neglect; It aimed to meet children's basic needs such as education, health, and shelter and to support their physical, mental, and emotional development healthily.

The ''Geneva Declaration on the Rights of the Child'' (1924) and the "Declaration of the Rights of the Child" (1959) do not have the nature of an international law; therefore, they are an international law consisting of 54 articles by the United Nations General Assembly on 20 November 1989 to protect the rights of children. The "Convention on the Rights of the Child" has been prepared. It has been signed by 187 countries, including Turkey (UNICEF,2009). The Convention states that all children have equal rights. In the Convention on the Rights of the Child, rights are grouped into four groups: "survival, protection, development, and participation" and consist of a total of 54 articles.

The thesis focuses on children in institutional care. The articles regarding institutional care in the Convention on Children's Rights are as follows:

'' 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 by their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafala 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 25: States Parties recognize the right of a child who has been placed by the competent authorities for 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 by their national law.

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.''[1]

In summary, Article 20 focuses on the care and protection of the child. Article 25 focuses on the regular evaluation of children taken into care, and Article 26 states the right of every child to benefit from social security.

2.1. Shelters History

In the process of designing spaces for institutional childcare services, a model tailored for children, it is imperative to provide concrete spatial solutions that prioritize the child's best interests, emulate a familial atmosphere, focus on the child's development, successfully facilitate integration into society, and offer flexible approaches.

The objective of this section is to provide background information specific to the topic under investigation. The first subsection defines children in need of protection and examines

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[1] [1] https://www.unicef.org/turkiye/en/convention-rights-child

service models developed in Turkey from the past to the present. The second, third, and fourth subsections respectively delve into the literature review of children's spatial perception, sense of belonging to the space, and their usage of space within children's shelters.

2.1.1. Definition of Children in Need of Protection

Societies develop various policies to protect children and promote their best interests to build their future and ensure social peace and unity. Within the scope of human rights and children's rights, children who cannot be cared for by their families or are orphaned receive care under state protection. Children's protection, care, physical and mental health, and social needs are all responsibilities of the welfare state (İzci and Uğurlu, 2018). Akyüz asserts that the concept of children needing protection is considerably broad, stating that legally, every child is considered to need protection from birth until adulthood, without specifying particular priorities (Akyüz, 1987). The concept of children in need of protection encompasses not only those previously referred to as parentless or impoverished but also children requiring safeguarding. Koşar defines a child in need of protection in the broadest sense as one who lacks the necessary conditions for healthy development in all aspects (Koşar, 1992).

"Child in Need of Protection" is defined in Article 3, paragraph "b" of the Social Services Law No. 2828, dated 24/5/1983, as follows:

''b) "Child in Need of Protection"; Their physical, spiritual, and moral development or personal safety is in danger.

1. Without mother or father, without mother and father,

2. Those whose parents or both are unknown,

3. Abandoned by their parents or both,

4. Neglected by his/her mother or father; left defenseless against all kinds of social dangers and bad habits such as prostitution, begging, using alcoholic beverages or drugs, and dragged into idleness.''[2]

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[2] Türkiye Cumhuriyeti. *Sosyal Hizmetler Kanunu*, No. 2828, 24 Mayıs 1983. Resmi Gazete, No. 18059, 27 Mayıs 1983.

CHILD PROTECTION PRACTICES
TIMELINE
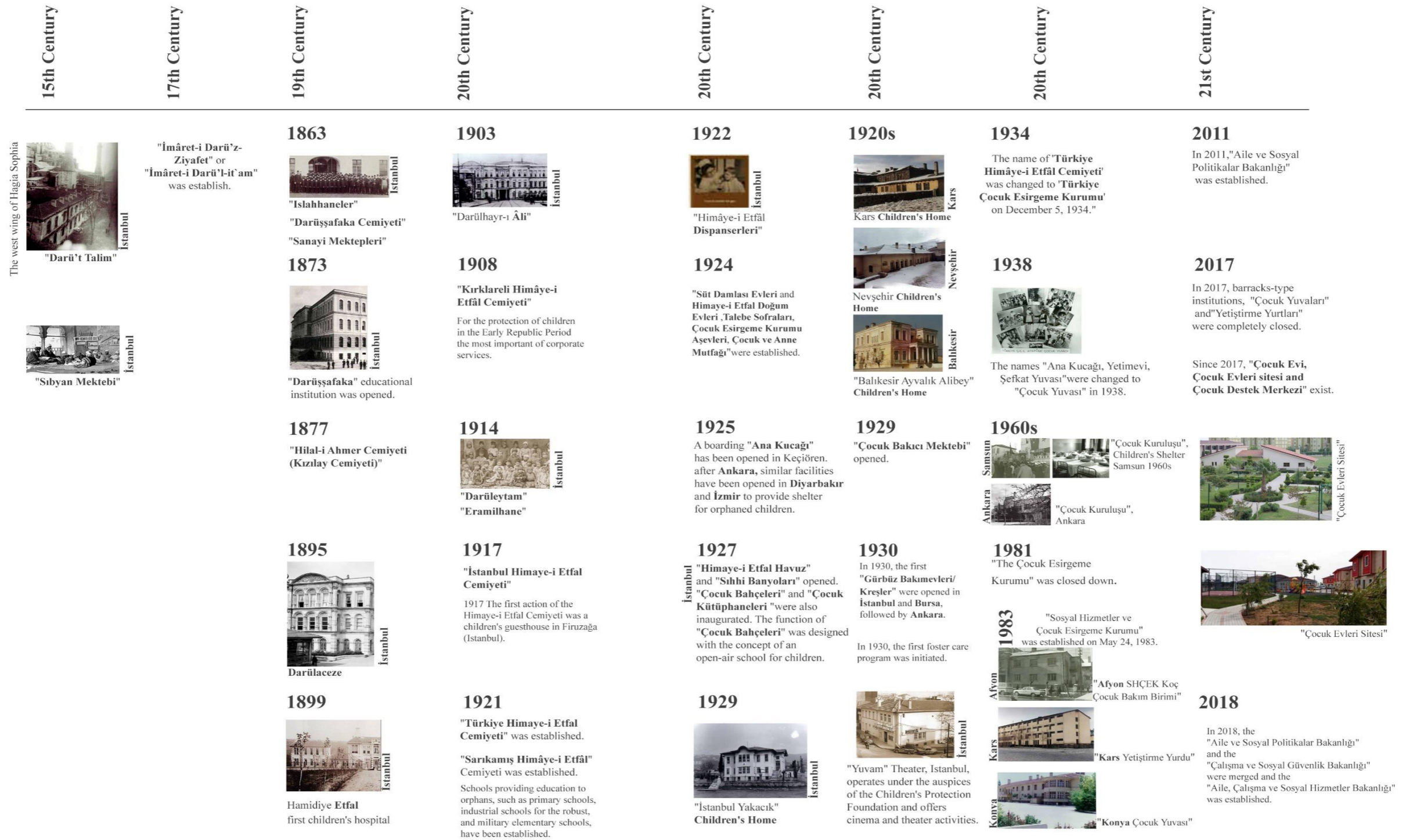
Figure 2. Child Protection Practices Timeline
(Source: Aile ve Sosyal Hizmetler Bakanlığı, 2021)

2.1.2. From Past to Present: Institutional Care Services for Children in Need of Protection in Turkey

The services provided for vulnerable children have a long history, dating back to ancient times. Many civilizations, from the Sumerians in Mesopotamia to the Huns in Mongolia, have offered services to vulnerable children (Gökçearslan, 2003). In the Ottoman Empire, social support for child protection initiated through foundations evolved into a state service combined with foundation-run processes following the Tanzimat Edict. From an institutional perspective, the Ottoman Empire preserved and enhanced the protective services implemented and established during the Seljuk period (Taşkesen, 2017).

In the archival documents of the Ottoman Empire, there are records of services and support for children between the 14th and 16th centuries. Foundations aimed at the education of orphans, the fatherless, or children from impoverished families, as well as schools, madrasas, and teachers' house waqfs, were particularly active in these efforts (Çelik et al., 2018; Kılıç, 2005; Yazıcı, 2007). In the 15th century, a school named Darü't Tâlim was constructed by Sultan Mehmed the Conqueror for orphaned and impoverished children (Yazıcı, 2007). Similarly, in the 15th century, educational institutions such as Sıbyan Mekteps (elementary schools) were established with the primary aim of providing education to orphaned and fatherless children (Ergül, 2014).

By the 17th century, 'İmâret-i Darü'z Ziyafet' or 'İmâret-i Darü'l-it'am' soup kitchens provided meals to those in need, while orphans received financial support and clothing through foundations during this period (Yazıcı, 2007). In the 19th century, there was a significant emphasis on social services provided directly by the state. In 1824, the 'Tâlim'i Sıbyan Fermanı' was issued, containing provisions aimed at protecting the rights of children (Gurbetoğlu, 2020). In 1851, the "Eytam Nizamnamesi" (Orphan Regulation) established the "Emval-i Eytam Nezareti" (Directorate of Orphan Properties), and it was mandated that orphaned children in need of protection be reported to the Orphan Directorate (Öztan, 2009). During the late period of the Ottoman Empire, wars and migrations necessitated the construction of facilities for children and the dissemination of such institutions became important. The initial examples include "Sanayi Mektepleri" (Industrial Schools) and "Islahhaneler" (Reformatories). These institutions provided

support such as protection, education, and training under state control for impoverished and orphaned children (Koç, 2007).

As a result of the initiatives of the 'Cemiyet-i Tedrisiye-i İslamiye' (The Society for Islamic Education) foundation, the 'Darüşşafaka Cemiyeti' (Darüşşafaka Society) was established in 1863. In 1873, Darüşşafaka was established as an educational institution for orphaned children.[3] One of the most notable features of the Darüşşafaka building, which began its services in 1873, is that it was the first building specifically constructed for a school (Altun, 2020).

In 1877, the Hilâl-i Ahmer Society (Red Crescent Society) organized assistance for children orphaned by wars and children of needy families, providing support in areas such as nutrition, shelter, education, and vocational training (Çapa, 2010). Following the Ottoman-Russian War of 1877-1878, a significant portion of the migrations consisted of orphaned children. To aid those in need, the construction of the Darülaceze institution began (Birol, 2017). In 1895, "Darülaceze" (House of Compassion) was founded in Istanbul to address the needs of the homeless and needy individuals, and it continues to provide services. Spread across 27,000 square meters, Darülaceze was organized according to the "barracks care model" prevalent at the time. It consisted of 20 buildings housing different units, including dormitories with 50 beds and large dining halls for children (Gökçearslan, 2003). It housed sections such as vocational and art schools, as well as nurseries and children's homes. Through this institution, the protection, shelter, and education of orphaned children were provided (Birol, 2017).

In the figures below, the first images available about Darüşşafaka, Darülaceze, and Darülhayr-Ali are shared, respectively.

Figure 3. "Photo of 'Darüşşafaka' from 1873."
(Source: Aile ve Sosyal Hizmetler Bakanlığı, 2021)

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[3] Regulation for the Administration of Darüşşafaka 1856-1917

Figure 4. "Photo of 'Darülaceze' from 1895."
(Source: Aile ve Sosyal Hizmetler Bakanlığı, 2021)
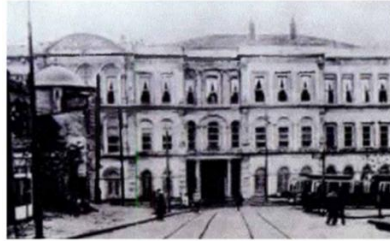
Figure 5. "Photo of 'Darülhayr-Ali' from 1903."
(Source: Aile ve Sosyal Hizmetler Bakanlığı, 2021)

In 1899, the first children's hospital in our country, Hamidiye Etfal Hospital, was constructed (Özbek, 2006). One of the initiatives of the Ottoman Empire regarding orphaned children was the opening of Darülhayr-Ali in 1903. This institution provided services to many children in a short period and was closed in 1909 (Okay, 1999).

The "Darüleytamlar," established by the state for children orphaned by war, was founded on April 2, 1917, to accommodate war orphans. After the Balkan and World War I, institutional social service supports were provided for children. The literal meaning of "Darüleytam" is "home for orphans" (Kılınç, 2019). Initiated in 1914, this effort utilized buildings vacated by the French, British, and Italians due to the outbreak of World War I. These orphanages were funded through state allocations from various taxes and, by 1916, provided housing for approximately 20,000 children. Founded by the İttihat ve Terakki, the Darüleytamlar served thousands of orphans throughout the war. However, economic hardships emerged towards the end of the war, leading to the closure of the Darüleytamlar during the Republican era (Okay, 2000). During the same period, institutions named "Eramilhane" were established to provide accommodation for the children and spouses of martyrs, aiming to preserve the well-being of the children.

In 1908, during the final years of the Ottoman Empire, the Himaye-i Etfal Society was established in Kırklareli. Its primary objective was to serve children who had been orphaned and needed protection during the wars of that period. The society's main organizational efforts began in Istanbul during World War I. The first action taken by this society was opening a children's guesthouse in Istanbul's Firuzağa. In the Early Republican Period, the most significant institutional service aimed at children in need of protection was the Himaye-i Etfal Society (Sarıkaya,2010).

In 1917, the "Himaye-i Etfal Cemiyeti" opened its first children's orphanage to provide services to all children in need regardless of their gender, sect, or nationality, initially targeting to serve 100 children. However, the shelter was organized to constantly fill and empty like a warehouse to serve more children. Despite aiming to serve more children, the institution lacked sufficient physical resources. Children were placed with suitable families for adoption, apprenticed to those engaged in trade and industry, and supported as students in various schools. New children were admitted replacing those who left the shelter during this process. The Himaye-i Etfal Cemiyeti operated in this manner between 1917 and 1922. With the end of World War I, organizations of different nationalities and religions began to take their children under protection and transformed into one that only served Muslim children (Gökçearslan, 2003).

Figure 6. ''Child care home branch of Himaye-i Etfal Society in Yakacık, Istanbul''
(Source: Aile ve Sosyal Hizmetler Bakanlığı, 2021)

After the wars, approximately 10,000 children in need of protection were housed in orphanages in Istanbul, mainly established by refurbishing palaces or mansions dating back to the Ottoman Empire era. These orphanages included spacious dormitories with 150 beds each, and there were teachers responsible for the care and health of every 50 children (Johnson, 1920).

In Istanbul, while the Himaye-i Etfal Society continued its activities under difficult conditions, on June 30, 1921, the "Himaye-i Etfal Society" was established in Ankara by some members of the Grand National Assembly of Turkey (Okay, 1999). Later, the Himaye-i Etfal Society in Istanbul was closed, and its branch activities continued in Ankara. The Ankara Himaye-i Etfal Society conducted significant efforts in the care and upbringing of children in need, including those without parents or guardians, during the War of Independence, particularly those who were orphaned or deprived of parental care due to social, moral, or psychological reasons. The children under care were protected in homes until the age of 7, after which they were placed in orphanage facilities upon reaching school age (Gökçe, 1971).

By 1933, the Himaye-i Etfal Society had significantly expanded its activities across Turkey, establishing a wide range of institutions to provide social services. These included orphanages, children's gardens, mother and infant care centers, milk distribution centers, daycare centers, soup kitchens, clinics, maternity wards, shelters for the destitute, cinemas, childcare schools, reading rooms, and children's camps (Sarıkaya, 2007).

The Himaye-i Etfal Society, in 1934, was renamed the "Çocuk Esirgeme Kurumu" and recognized as a charitable organization by a decision of the Council of Ministers. 1949 the Law on Children in Need of Protection was enacted, assigning various legal duties and responsibilities to the Ministry of Health and Social Assistance and the Ministry of National Education. This law, numbered 5387, is the first law for children in need of protection adopted by the General Assembly of the Turkish Grand National Assembly. This law mandated the care and education of children whose physical, mental, and moral development is endangered, aiming to provide them with vocational training. With the enactment of the law, in the same year, foster homes were established by the Ministry of National Education in the Çayırhan district of Nallıhan, Ankara, and İlyas Bey village in the Yarhisar district of Bilecik. Additionally, as a result of urbanization, urban child problems also began to emerge (Karatay, 2007).

In 1957, the Law on Children in Need of Protection was expanded, transferring responsibility for services for such children to the Child Protection Unions. In 1983, the "Social Services and Child Protection Agency" was established. Initially, this institution was affiliated with the Ministry of Health and Social Assistance, but in 1991, it was attached to the Prime Ministry as a General Directorate. Thus, services for children aged 0-6 and 7-18 were provided by this institution. Within the Social Services and Child Protection Agency, services for children in need of protection were offered in institutions

such as children's homes, orphanages, foster homes, and love houses. Additionally, the agency established a wide range of services including protection, care, and rehabilitation centers, child and youth rehabilitation institutions, child and youth centers, private nurseries, and daycare centers. Furthermore, the agency also managed services for the care of children within families, adoption services, and foster family services.

In 1984, the first regulation for foster family services was published to support the healthy development of children under protection in a family environment. In 1988, a decision was made for the employment of children under state protection in public institutions. In 1990, the United Nations Convention on the Rights of the Child was signed. It received approval from the Council of Ministers in 1994 and came into effect in 1995 (Official Gazette, 1995). By the 2000s, there was increased emphasis on the importance of supporting the care of children within their families for the best interest of the child. In 2005, which is considered the beginning of the reform process for child services, the Child Protection Law introduced special measures to support children within their families. Since 2005, priority has been given to the home-type service model, which resembles a family structure, instead of large dormitory-style buildings.

The 2000s and 2010s have seen significant changes in the approach to child services both globally and in Turkey. The Social Services and Child Protection Agency, established in 1983, was closed down by Decree Law No. 633 issued in 2011, and all its duties were transferred to the Ministry of Family and Social Policies. In this context, the capacities of institutions where children lived were reduced and their living spaces were reorganized. In 2017, Children's Shelters (Çocuk Yuvaları) and Orphanages (Yetiştirme Yurtları) were completely closed and replaced with love houses (Sevgi Evleri) and children's homes (Çocuk Evleri). Thus, service models were developed to ensure the healthy development of children. Among the responsibilities of the Ministry is prioritizing the cohabitation and support of children with their families. Additionally, it includes identifying, protecting, caring for, raising, and rehabilitating children needing protection, care, and assistance (Yıldırım, 2013). In 2018, the Ministry of Family, Labor, and Social Services was established, merging the Ministry of Family and Social Policies with the Ministry of Labor and Social Security. In 2021, a Presidential Decree split the ministry into the Ministry of Family and Social Services and Labor and Social Security. Orphanages and Children's Shelters have been replaced with children's homes, the campus of child Houses, and child support centers to serve children.

2.2. Space Perception in Shelters

Childhood is defined as the period between birth and adolescence, considered the most fundamental and critical stage in an individual's life, affecting their intellectual, emotional, and physical development throughout their lifetime. Developmental stages in children are classified as infancy (0-2 years), early childhood (2-6 years), school age (7-12 years), and adolescence (12-18 years) (Senemoğlu, 2012). The age group of 9-12 years, which constitutes the focus group in the study, is defined as the middle childhood period. This period, situated between early childhood and adolescence, has recently been conceptualized predominantly as a transition to adolescence by scientists. (Blume et al., 2007). Children aged 9-12, referred to as middle childhood, exhibit differences in their physical, socio-emotional, and cognitive development, as well as in their physical and social behaviors due to hormonal changes. During this period, characterized by the observed increase in social skills and the growing importance of friendships and family relationships, scientists note the development of memory, planning, and problem-solving abilities, along with the strengthening of academic skills (Blume, Libby & Rosario, Shirley, 2016).

As mentioned above, children show differences at every stage of their development. This study tried to decide how children perceive the place through their eyes, through surveys, cognitive maps, and observation notes. Their perception of space and use of space are guiding to ensure that the spaces they live in serve their physical needs and create a design that supports them psychologically.

The subject of "perception and theories," particularly emphasized by sociologists and psychologists, also holds a significant place in the studies of other scientists who work on topics related to environment, behavior, and space. The Ecological Theory of Visual perceptual, formulated by psychologist James J. Gibson, highlights the correlation between an organism and its surroundings throughout the perceptual process. According to this idea, perception is not a passive reception of sensory information, but rather an active process in which humans directly perceive information that is relevant to their actions and goals in the environment. The fundamental principles of Gibson's theory encompass: The term "affordances" on the potential actions that an individual can perform in a given setting. Affordances refer to the potential for an organism to interact

and behave in a certain way, which is determined by its abilities and the characteristics of the surrounding environment. ''Direct Perception'' refers to the concept that perception occurs instantaneously and does not necessitate intricate cognitive processing. Individuals directly perceive behavior-relevant information in the environment without the need for interpretation.''Information for'' action refers to the concept that the environment acts as a source of information guiding an individual's activities and behaviors. Perception is viewed as the mechanism through which individuals obtain valuable information to effectively interact with their surroundings (Gibson, 1986).

The relationship between humans and space holds a crucial position in the discipline of architecture since it is set up through perception. Perception plays a fundamental role in the use, design, evaluation, and experience of space (Kahvecioğlu, 1998). When examining the topic within the context of children, it becomes evident that they are consistently engaged with their environment throughout all stages of development. The spaces they inhabit must be conducive to supporting their physical, cognitive, and emotional growth. In considering children's perception of space, it is crucial to acknowledge that they possess distinct emotional states from adults and experience space in different ways (Day & Midbjer 2007). According to Heraclitus, "For a child who aims to discover his environment by constantly investigating and using every object he tastes, touches, smells and observes, the universe is primarily an organic world, and the place he/she lives in is a place with a lot of sensory diversity that he perceives with all his/her senses" (Barre, 1979).

2.2.1. Children's Perception of Space

For some scholars, space is defined as a void that enables human actions to unfold. Architectural space, on the other hand, delineates a portion perceivable by humans that is separated from nature, the environment, or a specific landscape area (Hasol,1975). Perception is the cognitive process by which sensory information is organized and interpreted to provide significance to things and events in our surroundings (Şimşek et al., 2010). Children and adults perceive spaces differently. While children perceive spaces as areas for exploration, adults view them as places serving specific functions. For

example, adults categorize spaces into the kitchen, living area, study room, and bedroom, but the situation can be different for children. From a child's perspective, the room they are in might be perceived as an area consisting of four corners and a center. The lower eye level of children compared to adults results in a narrower perception of spatial boundaries for children (Day and Midbjer 2007).

View above table
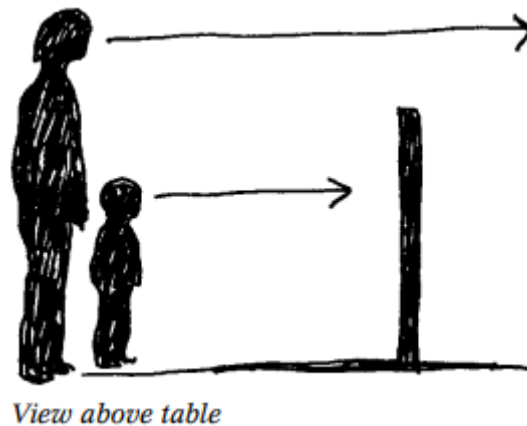
Figure 7. Eye level of children
(Source: Day & Midbjer 2007)

For these reasons, the spatial perception of children has become a subject that requires separate study and evaluation. Additionally, children in the middle childhood period, specifically those aged 9-12, direct their actions within spaces through their emotions and life energy (Day and Midbjer, 2007). Although scientists have conducted numerous studies on the concept of space over the years, the first in-depth studies on the idea of space in children were conducted by Piaget and Baerbel Inhelder. Their work was first published in France in 1948 under "La Representation de l'Espace chez l'Enfant" (The Representation of Space in Children). Piaget proposed that learning and knowledge acquisition in children do not progress linearly, but rather dynamically, through interwoven networks of relationships. Also, perception, action, and interaction with others develop, change, and reinforce it (Day and Midbjer 2007).

In Jean Piaget's theory of cognitive development, he addressed the question "What is knowledge?" by attempting to answer the question, "How is knowledge acquired?". Piaget's theory has focused on explaining the formation and development of cognitive mechanisms through the concepts of the "knower," the "known," and the "relationship between them." Piaget utilized experiments and concrete observations to

examine the knowledge acquisition process. His theory aims to explain the formation and development of cognitive mechanisms. Piaget categorized children's mental development into four distinct stages: Sensorimotor (0-2 years), Preoperational (2-6 years), Concrete Operational (6-12 years), and Formal Operational (12-18 years) (Akarsu, 1984). In this thesis, the focus group falls within the Concrete Operational stage, specifically the 9-12 age group. According to Piaget, this is when children begin thinking logically about concrete objects. When it comes to the development of spatial awareness in children, during the initial stage, which spans from 0 to 2 years of age, the predominant understanding revolves around the concept of 'sensory-motor space.' During this period, children perceive spatial concepts through sensory and movement experiences. Subsequently, around the age of 2, children transition into the stage of 'representational space,' which reaches maturity around 12. This period encompasses the concrete operational stage. At this point, children begin to think operationally and can mentally reconstruct spatial relationships.

During the same period, children understand cause-and-effect relationships between objects and think logically about concrete operations. Additionally, from a spatial perspective, they perceive that changing the shape or arrangement of objects does not alter their fundamental characteristics. This concept explains the notion of "conservation," one of the most important concepts introduced to psychology by Piaget's theory. It refers to the principle that certain quantities remain constant despite changes in shape or appearance (Akarsu, 1984). In the context of spatial analysis, Piaget identified three types of spatial relationships: topological, projective, and Euclidean. Piaget and Inhelder emphasized that the child's concept of space, particularly the topological spatial relationships, which were the last to be discovered by mathematicians, constitute the fundamental basis of a child's spatial understanding. Topological spatial relationships are followed by projective and Euclidean spatial relationships. In the topological space stage, children aged 6-12 begin to understand spatial relationships. Following this, in the projective space stage, perceptual activities initially dominate, and then reconstruction processes begin, incorporating perspective. Finally, during the Euclidean space stage, children start to comprehend metric relationships such as area and volume (Akarsu, 1984).

2.3. Sense of Belonging to Space in Shelters

A group of recent spatial research indicates that a "sense of belonging" and "attachment to place" have positive effects on individuals' health, safety, and well-being. Sense of belonging is defined as an attachment to a place, a feeling of "being at home" in a particular location, confidence in one's role in the lived environment, a sense of being an appropriate part of a particular context, or a feeling of "rootedness" in a place.

In this thesis, the term 'belonging' will be employed to denote the perception of being an inherent part of a particular spatial or environmental setting. Building upon this definition, the inquiry into whether the space (specifically, the children's housing site) fosters a sense of belonging among children will begin to unfold. Within this framework, it can be posited that alterations in spatial arrangements will modify the overall context, consequently exerting a direct influence on the sense of spatial belonging.

The relationship between space and belonging is mostly explained through the concepts of 'place identity', 'place attachment', and 'sense of place', which are commonly used in the field of environmental psychology. Buttimer states that the significance of activities in a person's life is related to the degree of concentration within and around the home in terms of 'place identity' or the 'sense of belonging'.

Proshansky et al.'s assumptions in their study in 1983 were that "this paper is that the development of self-identity is not restricted to making distinctions between oneself and significant others but extends with no less importance to objects and things and the very spaces and places in which they are found. If the child learns 'who he is' by his relationship with those who satisfy his needs by taking care of him, then it follows that contributing to that same self-knowledge are the toys, clothes, rooms, and a whole array of physical things and settings that also satisfy and support his existence. There is not only the distinction between himself and 'my mommy', but also the difference between himself and 'my room'. The room is different and distinct from what he is, but by belonging to him and satisfying him it serves to continually define his own bodily experiences and consciousness as a separate and distinct individual. In effect, the subjective sense of self is defined and expressed not simply by one's relationship to other

people, but also by one's relationships to the various physical settings that define and structure day-to-day life." [4]

For place identity formation, children need to spend enough time in the places they live in and at the same time adapt to that place. Coles conducted a study on the children of immigrant workers in 1970. This study revealed that children having to change schools frequently and the lack of a permanent bed there cause a feeling of rootlessness. Healthy 'self-identity' development of the child; depends on the existence of a meaningful 'place-identity' (Proshansky,1983).

2.4. Space Usage in Shelters

When scientific research from the past to the present is examined, it is known that the spaces where children live are very significant to them. The natural and built environment plays a significant role in various factors about a child's development, creativity, self-discovery, socialization, heightened curiosity, and participation in play. Dubos (1973) suggested that individuals confined to a "featureless environment" suffer intellectually and emotionally and that "the potentialities of human beings can become fully expressed only when the (physical) environment provides a wide variety of experiences".

Many studies noted that children living in unchanging environments struggle to discover new opportunities and understand their abilities. However, the diversity of environmental factors such as shape, color, texture, light, and others enhance children's ability to explore, understand, and develop their creativity (Mohsen Faizi et al., 2012). A study was conducted by Mohsen Faizia, Amirreza Karimi Azaria & Saeid Norouzian Malekib in 2012 on the effect of the physical environment and the design of residential areas on creativity in children. In this study, several factors under the main heading of environment and creativity were identified as effective variables. These factors are: "Stimulation of natural environmental elements," "Child's Play and Participation," "Flexibility of Functions," and "Curiosity.

[4] Proshansky, H. M., Fabian, A. K., & Kaminoff, R. (1983). Place-Identity: Physical World Socialization of the Self. Journal of Environmental Psychology, 57-83.

The diversity of natural environment elements within a space plays a crucial role in stimulating a child's curiosity, fostering creativity, and establishing a sense of connection and belonging to the environment. Considering the open and enclosed spaces where a child lives or spends a significant portion of their day, the variety of plants, classified as natural elements, and the changes experienced in their form and color throughout the seasons can introduce diversity to the space. Similarly, in architectural design, incorporating water features such as aquariums or pools, or using colored glass to create different colors in the light spectrum, can attract a child's interest and curiosity, adding diversity to the space. Consequently, the child begins to understand the variations within the environment.

The purpose of the factor of the child's play and participation extends beyond merely creating hobbies for children; it aims to achieve goals through play and collaboration with the child. In other words, activities such as planting and watering plants, assisting in their care or painting the walls of their room, and making minor decorations not only serve as a form of play for the child but also allow them to participate in changes within the environment, feel a sense of ownership, and develop a sense of control over their surroundings. Consequently, this can facilitate a greater sense of belonging to the living space.

To provide solutions that are functionally adaptable to the application context, spaces can offer versatility rather than serving a single function. For instance, the living room in a house can be partitioned using lightweight walls or wheeled panels, transforming it into a space suitable for various games. the controlled size of the space and the level of natural light are important considerations here. During seasons when there is increased indoor time, children can make such changes by drawing pictures on the walls or creating play areas within the space according to their needs.

The analysis results of the study described above have shown that natural stimulus elements and the flexibility of functions increase children's curiosity and enhance their excitement for play and participation in group activities, thereby fostering children's creativity. Consequently, researchers have systematically outlined the following design principles to encourage children's creativity.

''Principle 1: "Connectedness and continuity of open and closed spaces (natural spaces)".

Principle 2: "A free plan design form and presence of small walls or movable partition walls that children create places for themselves with the help of their parents".

Principle 3: "To create diversity by natural elements". The natural landscape correlates with creativity potential. The existence of plants in the interiors helps in increasing creativity levels.

Principle 4: "play making by natural elements""[5]

The child's participation in the space, collaboration with peers, development of curiosity, and provision of flexible solutions by the space can enhance their connection to the environment. As a result, paying attention to these criteria when designing the Campus of Child Houses is very significant for both the quality of the space where children live and for the benefit of the child. It is understood that the development of children can be supported with spatial solutions and the importance of this issue.

In summary, in this section, concepts related to the content of the subject are presented to the reader under the umbrella of Children and Shelters, supported by a literature review. A definition of a child in need of protection was made, child protection services developed from past to present were introduced, and explanations were made about the main themes of the study: perception of space for children, sense of spatial belonging, and use of space. Thus, a flow from the general to the specific was preferred. In the next section, research on the Campus of Child Houses will be presented.

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[5] Faizi, Mohsen, Azari, A. K., and Maleki, S. N. "Design Principles of Residential Spaces to Promote Children's Creativity." *Procedia-Social and Behavioral Sciences* 35 (2012): 468-474.

CHAPTER 3

THE CAMPUS OF CHILD HOUSES

3.1. Turkey's Assessment of the Physical Structure of Child Protection Services

Literature review and interview observations indicate that institutional care is considered the last resort in care models. Research indicating that institutional care models have negative outcomes for children has been increasing. (Zeanah et al, 2002 ; Johnson et al., 2006 ; Lee et al., 2010 ; Julian, 2013 ; Kang et al., 2014 ; Li et al., 2017 ; Kang et al., 2017)

Both national and international service models prioritize children living with their families whenever possible, and if financial constraints prevent families from caring for their children, the state helps the family. Family-based care models, foster care services, and adoption are recognized as more beneficial for children. However, in some cases, institutional care becomes necessary. This thesis aims to improve the physical conditions of residential care facilities for children in institutional care, thus fostering a sense of belonging to the space.

Institutional care can be defined as a type of care where a child's needs are met and their care is provided within an institution, covering all hours of the day. Additionally, it is the most commonly practiced service type in developing countries like our own (Yolcuoğlu, 2009). The type of institutional care service is not as commonly preferred as it used to be in developed countries like England (Gökçearslan, 2003), Europe, and Australia (Şimşek et al., 2008).

It is known that institutional care models such as "children's shelters or orphanages" are still being implemented in third-world countries and developing countries (Şimşek et al., 2008). At this point, residential care facilities commonly used can be divided into two types: barracks-style and home-like institutions (Yazıcı, 2012). In barrack-style institutions, there are two main categories: children's homes and

orphanages (Yılmaz 2006). Children's homes were institutions that provided services for children aged 0-12 in need of protection. In children's homes, the barrack-style care model was being provided (Gökçearslan 2003).

The children's orphanage aimed to ensure the physical, mental, and emotional development of children. It was emphasized that children placed in orphanages should be placed in an orphanage in the city where their families reside, and siblings for whom protection orders are issued should be placed in the same institution (Küsmez, 2020). In Turkey, the number of children's orphanages decreased from 86 in 2005 to 6 in 2016 (SHÇEK, 2005; ASPB, 2016). When foster care institutions are examined, they provide protection and care services to children in need aged 13-18. They were also institutions aimed at equipping them with a profession.

In both of the aforementioned barrack-style institutions, a system prevailed where a large number of children lived in large buildings and crowded dormitories. In 2017, children's homes and children's orphanages were completely closed (AÇSHB, 2019).

Barracks-style (children's homes and orphanage) care services, by not providing individual living spaces for children, sharing large dormitories with many children, and the size of spaces where they can socialize or spend their leisure time have made these spaces feel like school to the children. These facilities, which do not fully provide a home environment or conditions spatially, have hindered the development of children's sense of belonging (Akyüz, 1987).

Figure 8. Konya Children's Nursery
(Source: Aile ve Sosyal Hizmetler Bakanlığı, 2021)

Figure 9. Ağrı Children's Foster Home
(Source: Aile ve Sosyal Hizmetler Bakanlığı, 2021)

Figure 10. Kars Children's Foster Home
(Source: Aile ve Sosyal Hizmetler Bakanlığı, 2021)

3.2. The Campus of Child Houses Features

For the best interest of the child, being supported and living in a family environment is considered the optimal care method. Priority is given to caregiving within the family or, if not possible, with relatives for the protection, care, and all needs of the child. If neither of these options is feasible, placement with foster families or adoption is preferred as a solution in the child's best interest. For these reasons, institutional care is seen as a short-term care service. Since 2005, institutions providing care similar to family

structures have been structured as "child homes sites, children's homes, and children support centers" to promote the well-being of children in institutional care.[6]

In the Campus of Child Houses, there are multiple houses located on the same campus, with each house accommodating 10-12 children. The children living in the Campus of Child Houses are grouped according to their ages: 0-12 boys and girls, and 13-18 boys and girls. It is stated that this service type aims to provide a home-like environment for children, considering their ages and developmental needs and that it should be continuously renewed in line with the importance of child development and the identification of their needs. During the redesign process of the Campus of Child Houses, accessibility, energy efficiency, and savings are considered. Below are some images of the Campus of Child Houses.

Figure 11. The Campus of Child Houses in Adana
(Source: Aile ve Sosyal Hizmetler Bakanlığı, 2021)

Figure 12. An Example of a Campus of Child Houses
(Source: Aile ve Sosyal Hizmetler Bakanlığı, 2021)

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[6] Aile ve Sosyal Hizmetler Bakanlığı.2021. *Himaye-i Etfal Cemiyeti'nden Günümüze*. Accessed June 12, 2024. https://www.aile.gov.tr/media/106787/himayei-etfal-cemiyetinden-gunumuze.pdf.

Figure 13. An Example of a Children's Home Site Bedroom
(Source: Aile ve Sosyal Hizmetler Bakanlığı, 2021)

3.3. History of The Campus of Child Houses in İzmir

According to the data from the Address Based Population Registration System for the year 2023, the population of Turkey is documented as 85,372,377. In 2023, İzmir, which is the third most populous city in Turkey, has a population of 4,479,525, representing 5.25% of the country's total population (Turkish Statistical Institute, 2023). The Izmir Province has an area of 12.012 square kilometers, situated between 37045' and 39015' north latitudes and 26015' and 28020' east longitudes. It is located on the western coastline of the Aegean Region in Turkey. The location is situated at the convergence of significant industrial, transportation, commercial, agricultural, and tourism pathways (Dikmen Güleryüz, 2019). It has been understood from the ceramic and cultural layers found during archaeological excavations that the history of Karşıyaka, located to the north of the Izmir Gulf and spanning an area of 51 kilometers, dates back to the 5th century BC, predating the history of Izmir. Situated on the seaside and renowned for its olives and Yamanlar forests, Karşıyaka experienced rapid development following the construction of a railway in 1865 and the initiation of ferry services in 1884. During these years, wealthy merchants and Levantines acquired significant properties along this coastal strip, purchasing large plots of land and constructing mansions and waterfront villas.

According to Western sources from the 19th century, the name Karşıyaka was known as "Cordelio" during that period (Doğer, 2004). The population of Cordelio was approximately 5,000 in 1888 and increased to around 15,000 by the 1920s. One of the Levantine families recorded was the 'Omeros' family, originally from the island of Chios, who had lived in Izmir (Smyrna) for many years (Baltazzi, 2007). In Alaybey, Karşıyaka, there were two villas within a 90-acre plot surrounded by walls. One villa had 15 rooms, and the other had 8 rooms. The owner of this beautiful property, Karolos F. Omiros (1837-1908), brought expert gardeners from Italy for the gardens of these villas. The garden, which housed a variety of trees, had 2,000 trees and numerous types of flowers. The Alaybey estate, with its horses, carriages, trees, stables, and two beautiful villas, was donated to the Children's Protection Society in the early years of the Republic and was converted into an orphanage (Baltazzi, 2007). Although the villas did not survive due to a fire, the park filled with trees still exists today.

Buildings and those under development on the Campus of Child Houses evaluated in this study are based on this historical context. The presence of a big and diverse green space and a children's facility in this densely inhabited and urbanized neighborhood is a significant aspect. The following figures represent the initial graphic representations of Omiros Mansion. The photographs depict a profusion of green landscapes.

Figure 14. Image of Omiros House
(Source: Kararas,1971)

3.4. Physical Condition of The Campus of Child Houses in İzmir

This research was conducted at the Campus of Child Houses located in the province of İzmir, Turkey. The Campus of Child Houses where the research was conducted is located in Karşıyaka, one of the densely populated districts of İzmir. The structure consists of two floors: the ground floor and the first floor, and it is situated on an 18-acre plot surrounded by trees and walls. Inside The structure, there are a total of 6 houses, with separate accommodations for girls and boys. Each house accommodates approximately 20-25 children, serving a total of 130 children aged between 7 and 12 years.

Additionally, new children's homes are being constructed within the Children's Home Complex where the study was conducted. The newly constructed homes are single-story buildings, and there is a total of four such homes. In the figures below, the location of Izmir in Turkey, the location of the Campus of Child Houses in Karşıyaka district of Izmir province, and the close-scale situation visual of the Campus of Child Houses are shared, respectively.

Figure 15. Location of İzmir in Turkey
(Source: Google Earth satellite photo, 10.06.2024)

Figure 16.Location of the Campus of Children Houses in İzmir
(Source: Google Earth satellite photo, 10.06.2024)

Figure 17. Location of the Campus of Children Houses in İzmir
(Source: Google Earth satellite photo, 10.06.2024)

Inspections were conducted with attention to children's privacy within the scope of the permissions obtained. Based on the observations, the plans of two houses were modeled and drawn approximately to scale to better understand the physical structure of the houses, even though the measurements may not be exact. Below are the models of the structure in the children's home complex and the symbolic plans of two of the six houses within it. Additionally, a site plan was drawn, and the functions of the buildings were specified. As can be seen in the images, there are buildings in a large green area. Although the Campus of Child Houses is located in one of the most crowded districts of Izmir, it should be noted as a positive aspect that it is in touch with nature in this sheltered and heavily built-up area.
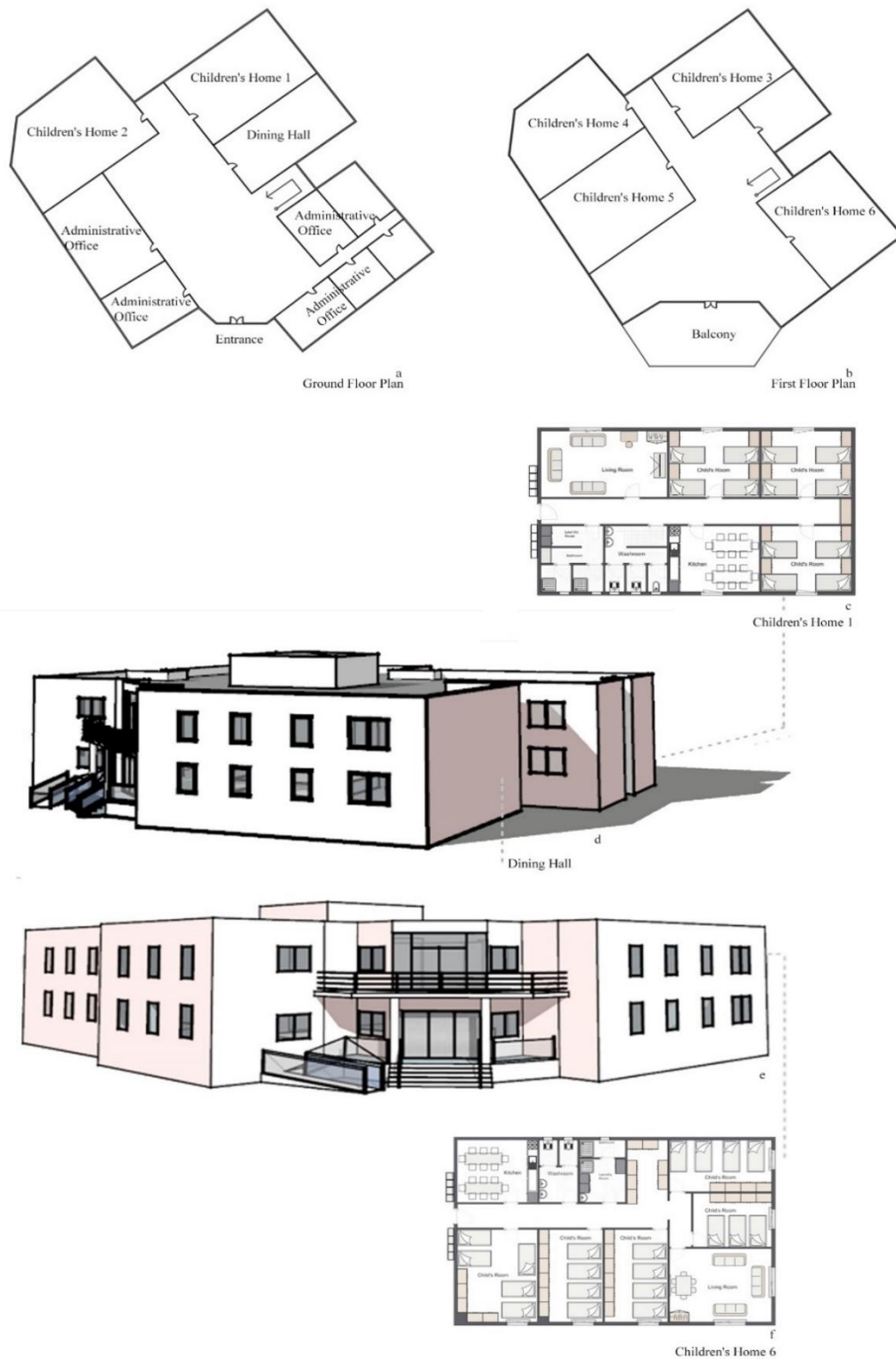
Figure 18. (a) A symbolic ground floor plan of the Campus of Child Houses, (b) A symbolic first-floor plan of the Campus of Child Houses (c) A symbolic floor plan of the Campus of Child Houses located on the ground floor", (d)-(e) A symbolic model of the building in the Campus of Child Houses, (f) A symbolic floor plan of the Campus of Child Houses located on the First floor
(Source: Produced by the Author)

Figure 19. Site plan of the Campus of Child Houses
(Source: Produced by the Author)

In the Campus of Child Houses, depicted in the shared images above, various services are provided to children in need of protection, including but not limited to care, psychosocial support, health, and security. One of the shared plans includes 3 children's bedrooms, a kitchen, a bathroom, a toilet, and a living room. The second shared plan includes 5 children's bedrooms, a kitchen, a bathroom, a toilet, and a living room. The number of children living in the house varies depending on the square meters of the house and the number of rooms. At home, each child has his or her bed and wardrobe. children mostly for studying; The kitchen, living room, and container (located in the garden of the Children's Houses campus) are used. The living room, which will be discussed in detail in the later parts of the thesis and is frequently used by children, has the furniture arrangement shown.

As a result, in this section, the physical structure of the Children's Homes Campus, where the research was conducted, is explained to the reader. What is explained in the section is supported and expressed with visuals. In the next section, the results of the surveys conducted within the scope of the study will be explained.

CHAPTER 4

EVALUATION OF THE SHELTER

This section consists of five main parts. The first section focuses on the attributes of the participants. After that, the survey questions are divided into three sections: Individual Space Perception and Demands, Shared Perception, Usage and Demands, and Sense of Belonging and Perception of Participation in Space Production. The results will be presented in this order, first sharing the children's questionnaire data, followed by the employees' data. The graphs in these sections are color-coded based on their respective categories. The graphs representing Individual Space Perception and Demands are shown in green, the graphs representing Shared Perception and Usage are shown in blue, and the graphs representing Sense of Belonging and Perception of Participation in Space Production are shown in gray. The objective of this color scheme is to establish a more distinct visual communication for the reader.

Finally, the drawings made by the children in response to the question "What kind of home do you have?" regarding the Campus for Children Houses will also be shared.

4.1. Characteristics of the Study Participants

The total number of children surveyed is 37 (100%). Out of the 37 children, 18 are girls (48.6%), and 19 are boys (51.4%) (Figure 20).

Figure 20. The percentage distribution according to the number and gender of children
(Source: Produced by the Author)

Surveys were conducted with a total of 37 children in different age groups. Among them, 8 children (21.6%) were aged 9, 16 children (43.2%) were aged 10, 10 children (27.0%) were aged 11, and 3 children (8.2%) were aged 12. It has been noted that as children age, they have more ease in expressing themselves. (Figure 21)

Age		Children	Percent
9	_ _ _ _ _ ▬▬ _ _ _ _ _ _ _ _ _ _	8 _ _ _ _	%21,6
10	_ _ _ _ ▬▬▬▬▬ _ _ _ _ _ _ _	16 _ _ _ _	%43,2
11	_ _ _ _ ▬▬▬ _ _ _ _ _ _ _ _ _	10 _ _ _ _	%27,0
12	_ _ _ _ ▬ _ _ _ _ _ _ _ _ _ _ _	3 _ _ _ _	%8,2
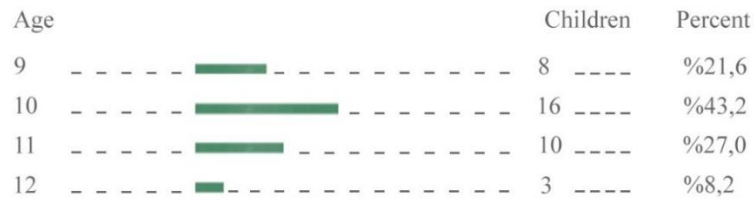
Figure 21. The percentage distribution according to the age group of the children
(Source: Produced by the Author)

The children were asked how many people lived in their homes. The results are as follows: 1 child lives in a house with 19 people (2.7%), 8 children live in houses with 20 people each (21.6%), 2 children live in houses with 21 people each (5.4%), 7 children live in houses with 22 people each (18.9%), 18 children live in houses with 25 people each (48.6%), and 1 child lives in a house with 27 people (2.7%) (Figure 22).

Household Size

Valid		Children	Percent
19	_ _ _▪ _ _ _ _ _ _ _ _ _ _ _ _	1 _ _ _ _	%2,7
20	_ _ ▬▬▬ _ _ _ _ _ _ _ _ _ _	8 _ _ _ _	%21,6
21	_ _ _▪ _ _ _ _ _ _ _ _ _ _ _	2 _ _ _ _	%5,4
22	_ _ _▬▬ _ _ _ _ _ _ _ _ _ _	7 _ _ _ _	%18,9
25	_ _ ▬▬▬▬▬▬ _ _ _ _ _ _ _	18 _ _ _ _	%48,6
27	_ _ _▪ _ _ _ _ _ _ _ _ _ _ _	1 _ _ _ _	%2,7
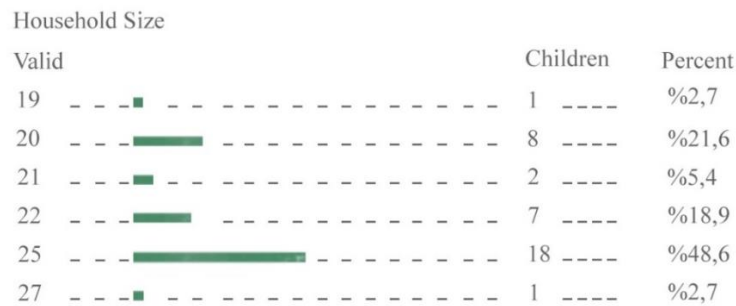
Figure 22. The percentage distribution of the number of people living in the Campus of Child Houses
(Source: Produced by the Author)

The participating children were asked how many people they share their rooms with, and the results are as follows: 5 children stay in a room with 3 people (13.5%), 6 children stay in a room with 4 people (16.2%), 11 children stay in a room with 5 people (29.7%), 11 children stay in a room with 6 people (29.7%), 1 child stays in a room with 7 people (2.7%), 1 child stays in a room with 8 people (2.7%), and 2 children stay in a room with 9 people (5.4%) (Figure 23).

Number of Child in the Room

Valid		Children	Percent
3		5	%13,5
4		6	%16,2
5		11	%29,7
6		11	%29,7
7		1	%2,7
8		1	%2,7
9		2	%5,4
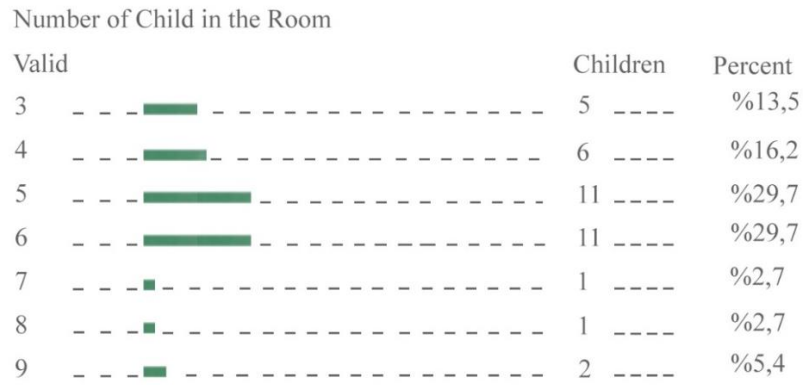
Figure 23. The percentage distribution of the number of children staying in their rooms
(Source: Produced by the Author)

A total of 11 employees were surveyed. Of these employees, 10 are women (90.91%) and 1 is a man (9.09%) (Figure 24).

Gender		Employees	Percent
total		11	%100
female		10	%90,91
male		1	%9,09

Figure 24. Gender Percentage Distribution of Employees
(Source: Produced by the Author)

Among the employees surveyed at the children's home site, 2 are social workers (18.18%), 5 are care staff (45.45%), 1 is a psychologist (9.09%), 2 are teachers (18.18%), and 1 is a nurse (9.09%) (Figure 25).

Role		Employees	Percent
social worker		2	%18,18
caregiver		5	%45,45
psychologist		1	%9,09
teacher		2	%18,18
nurse		1	%9,09
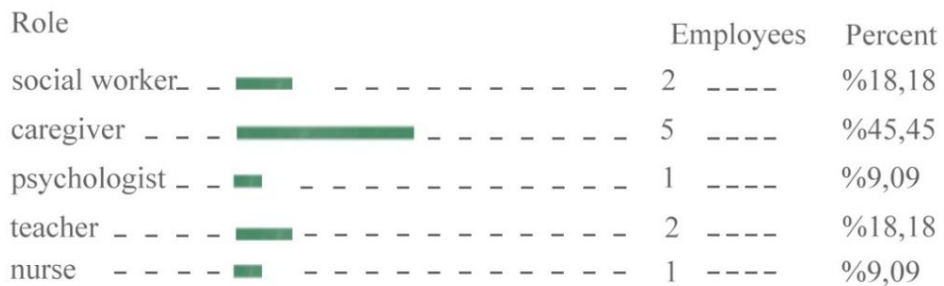
Figure 25. The percentage distribution of employees by their roles
(Source: Produced by the Author)

45.5% of the employees stay overnight at the children's home on specific days, 45.5% never stay overnight, and 9.0% stay overnight intermittently based on duty requirements (Figure 26).

Do you stay overnight at the children's home where you are on duty?

	Employees	Percent
yes	5	%45,5
no	5	%45,5
sometimes	1	%9,0
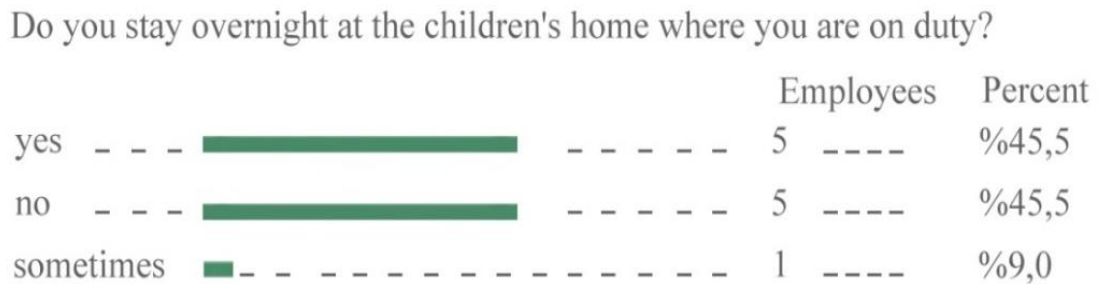
Figure 26. Percentage distribution of employees based on whether they stay overnight
(Source: Produced by the Author)

4.2. Individual Space Perception and Demands

In this section, the results of the survey of the individual space perception and demands section of the survey conducted on the Campus of Child Houses are presented with graphs. Firstly, the graphs obtained from the children's answers will be shared, followed by the graphs containing the results of the employees.

4.2.1. Result of Children's Space Perception on Campus

The children's questionnaire (Appendix B) begins with questions about age, gender, the number of people they live with, and how many people they share their room with. It continues with open-ended questions about individual space perception and demands. Then, in the Shared Perception, Usage, and Demands section, open-ended survey questions are asked again. In the final section of the questionnaire, open-ended questions related to the Sense of Belonging and Perception of Participation in Space

Production are asked, and finally, the question "What kind of house do you have?" is posed, with children being asked to express their answers through drawings.

The graph below analyzes and shares the most frequently used spaces by children in the morning, noon, evening, and night based on their responses. In the mornings, the most frequently used space is the living room at 67.57%. During noon, since children are mostly at school, the usage rate is 100% for the school. In the evenings, the living room is used by 97.3% of the children for activities such as watching TV, playing games, and chatting. At night, the bedrooms are used 100%. Furthermore, the secondary graphs, which follow the main graph with arrows, indicate the less preferred spaces alongside the most common ones (Figure 27).
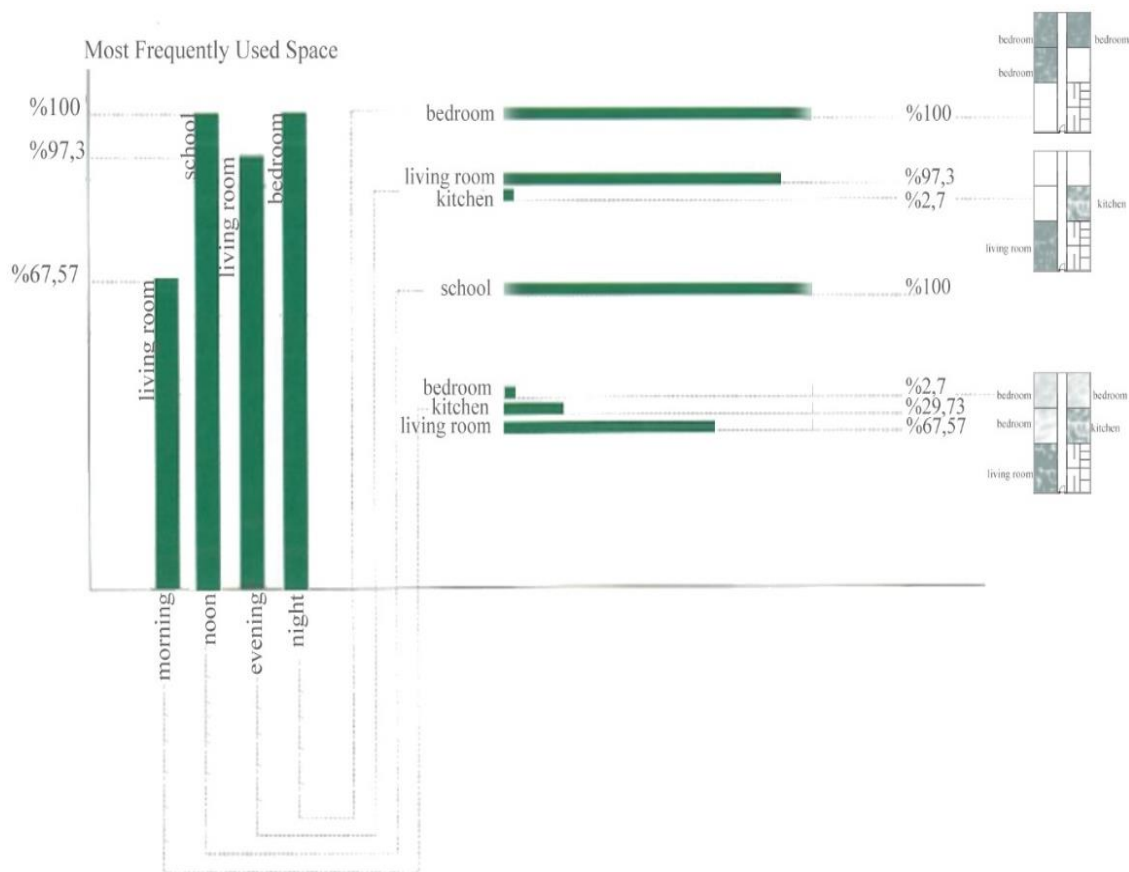
Figure 27. The percentage distribution of the most frequently used spaces in a day
(Source: Produced by the Author)

Figure 28 aims to understand how children's space usage changes during the weekdays and weekends over one week. According to the responses, 75.68% of children use the garden most frequently on weekends, while 89.19% use the living room most

frequently on weekdays. Additionally, the supplementary charts, which can be followed using arrows from the main chart, indicate less preferred spaces alongside the most commonly used ones.

Figure 28. Percentage distribution of the most frequently used spaces during weekdays and weekends in a week
(Source: Produced by the Author)

Figure 29 examines the seasonal variation and the presence of schools in a week-long period. During summer, 89.19% of children indicated that they most frequently used the garden. In winter, due to unfavorable weather conditions, 100% of children reported that they most often used the living room. Regarding school attendance, when school is in session, 100% of children indicated that they most frequently used the living room over a week-long period. During school holidays, 97.3% of children reported that they most frequently used the garden. Additionally, the main graph is supplemented with secondary graphs using arrows to indicate the less frequently chosen spaces alongside the most frequently chosen spaces.
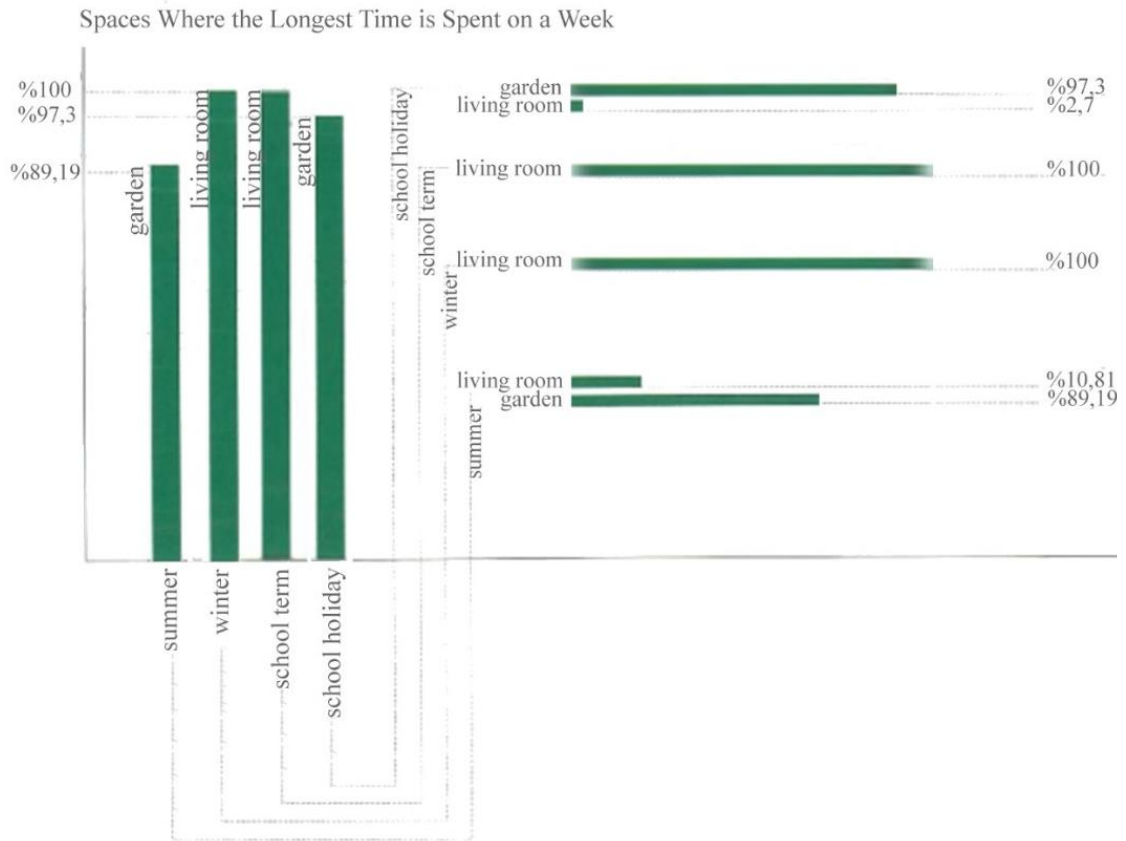
Figure 29. Percentage Distribution of Most Frequently Used Spaces during a Week
(Source: Produced by the Author)

Figure 30 examines whether there is a change in space usage based on seasons and weekends and shares the results. For weekends, a response rate of 78.38% answered yes. When seasonal changes affecting space usage were examined, a 100% affirmative response rate was recorded.

Figure 30. Percentage distribution of changes in place usage by season and weekend
(Source: Produced by the Author)

In Figure 31, the results of the question regarding deficiencies or needs in the living spaces are presented. It shows that 29.73% identified 'space size and usage' as lacking, 27.03% mentioned 'exterior features and equipment' as lacking, 8.11% indicated 'physical characteristics of space' as lacking, and another 8.11% noted 'others' as lacking.
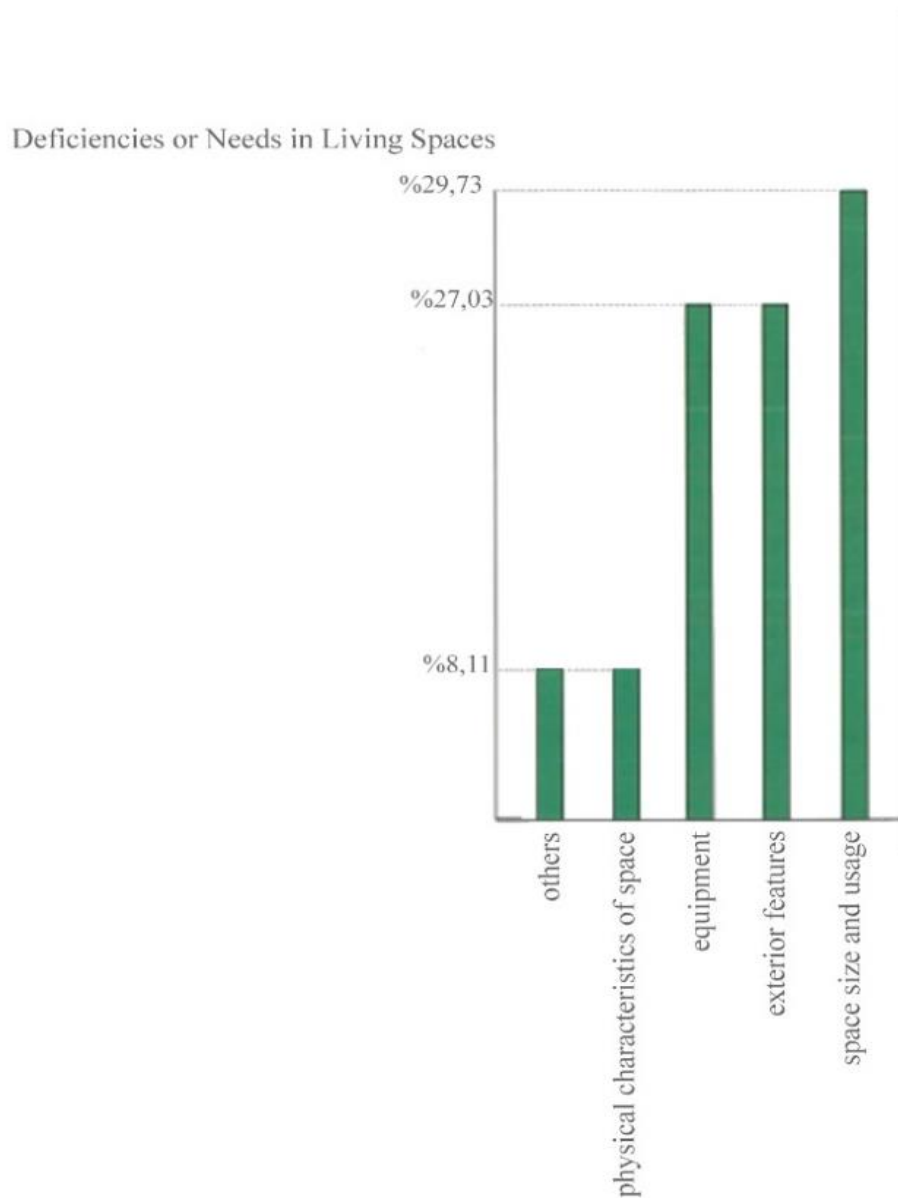
Figure 31. Percentage distribution of deficiencies or needs in the living spaces
(Source: Produced by the Author)

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In Figure 32, the results of the question regarding desired changes in the living spaces have been shared. 48.65% of respondents desired changes related to space size and

usage. 37.84% indicated a desire for changes related to exterior features. 10.81% chose "others" as their preference, and 2.7% desired furniture-related changes.
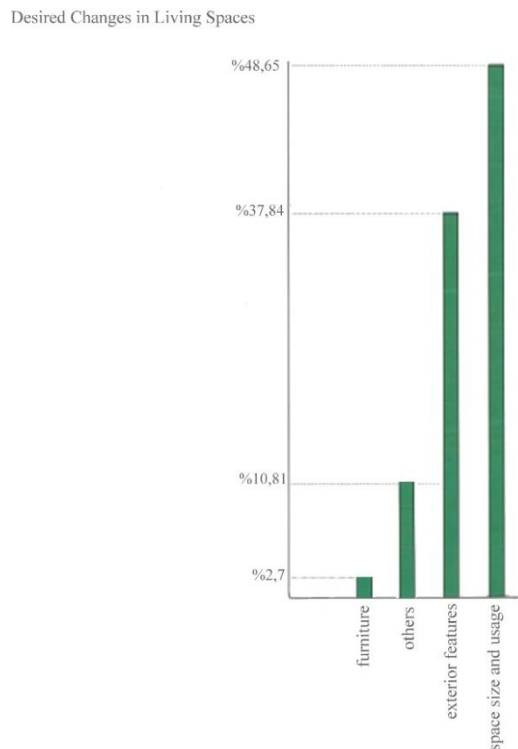
Figure 32. Percentage distribution of desired changes in the living environment
(Source: Produced by the Author)

4.2.2. Results of Employees' Space Perception on Campus

Employee perceptions of the campus were evaluated, and the findings are presented in this part. The Employee Survey (Appendix C) begins with questions about gender, position, and whether they stay overnight. It continues with questions whose results are shared below.

In Figure 33, the locations where employees most frequently spend time with children over one week are shown. The living room is most frequently chosen during weekdays (36.36%), while the garden is the most preferred location during weekends (63.64%). The main graph is accompanied by an auxiliary graph that indicates other preferred locations and their percentages using arrows.
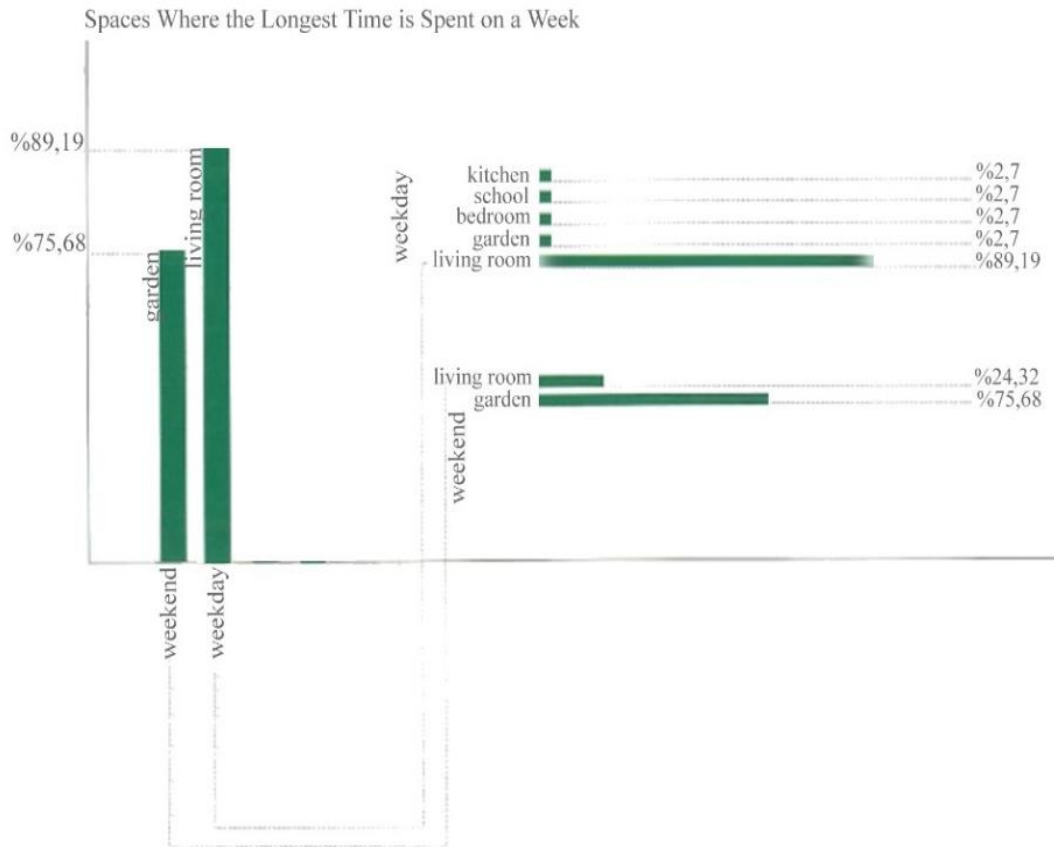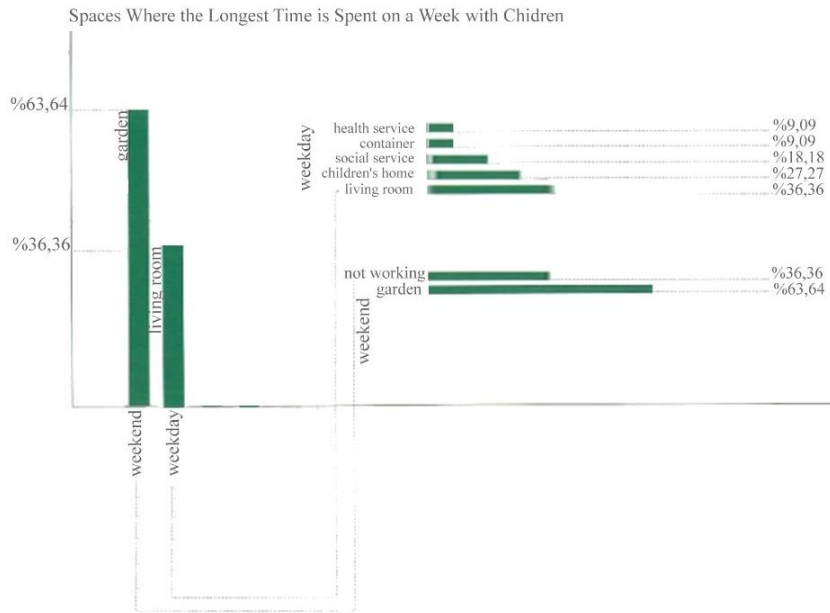
Figure 33. Percentage distribution of the most frequently used spaces over weekdays
and weekends
(Source: Produced by the Author)

Figure 34 shows the percentages of spaces where employees spend the most time
with children at different times of the day. In the morning, the living room is used most
frequently (45.45%), at noon, the garden (54.55%), in the evening, the living room
(45.45%), and at night, the bedroom (45.45%).
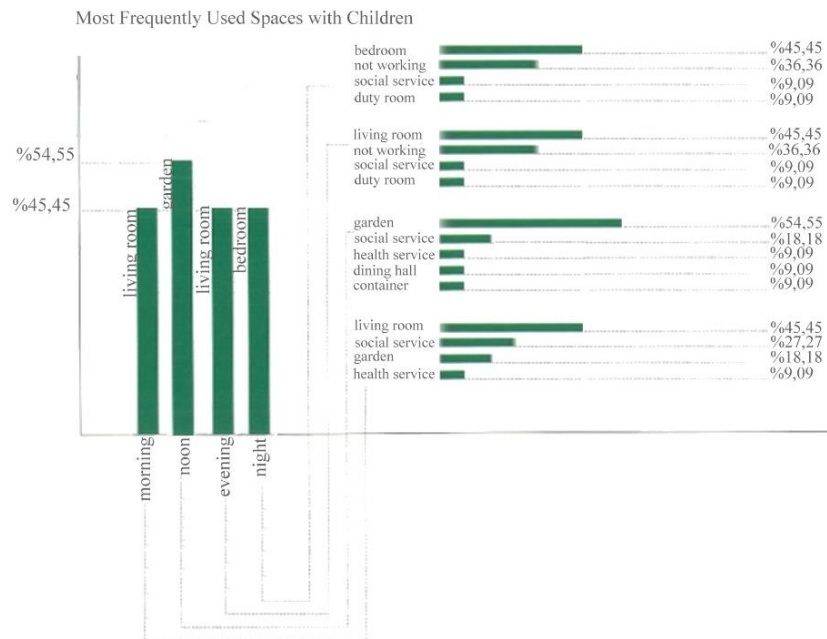
Figure 34. Percentage distribution of the most frequently used spaces
(Source: Produced by the Author)

Figure 35 shows the spaces where employees spend the most time with children over a week, considering different seasons and whether school is in session. The spaces where the most time is spent are in summer, the garden (72.73%); in winter, the living room (45.45%); during the school term, the living room (36.36%); and during school holidays, the garden (63.64%).
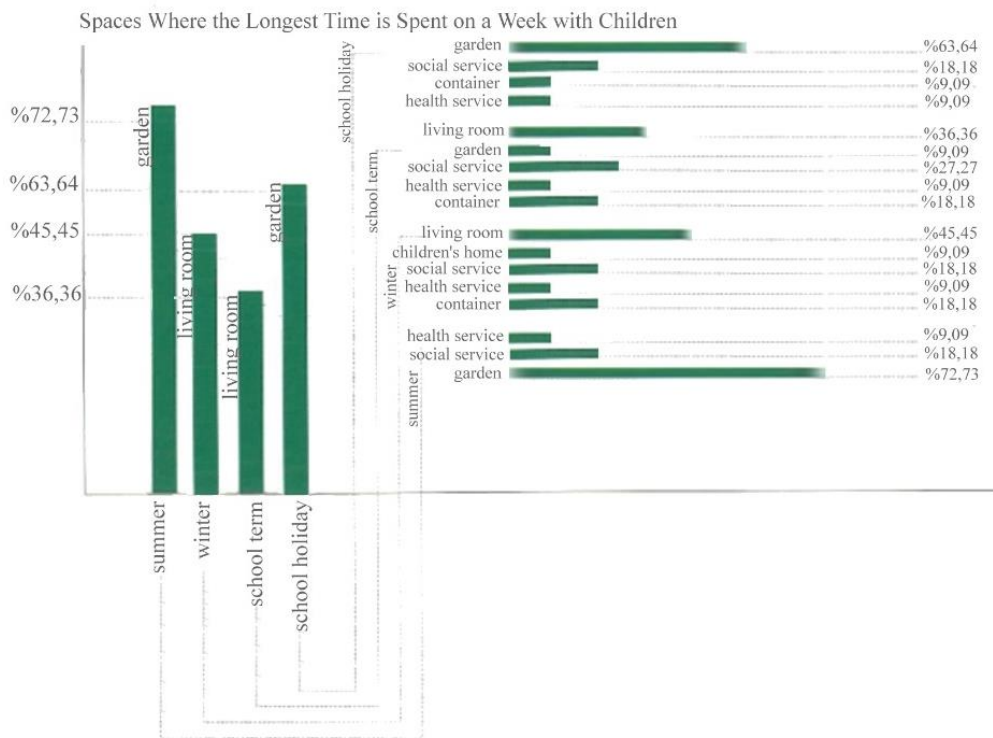
Figure 35. Percentage distribution of the most frequently used spaces
(Source: Produced by the Author)

The information about whether space usage varies with weekends and seasons is shown in Figure 36. Of those who responded, 72.73% claimed that weekend space utilization does alter and 27.27% said it does not. Regarding seasonal space usage, 27.27% indicated it doesn't change and 72.73% indicated it does.
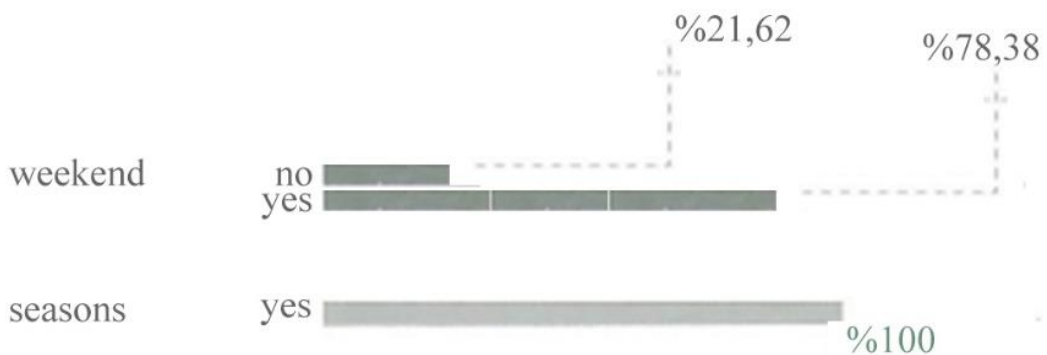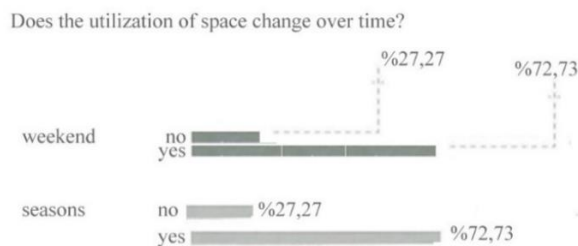

Figure 36. Percentage distribution of changes in place usage by season and weekend
(Source: Produced by the Author)

Concerning the living spaces, 54.55% of respondents stated there were issues with the size and use of the space, while 45.45 percent, indicated there were issues with the exterior features (Figure 37).
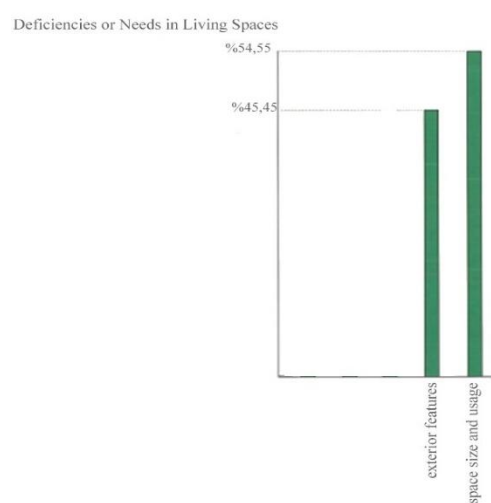
Figure 37. Percentage distribution of deficiencies or needs in the living spaces
(Source: Produced by the Author)

Figure 38 shows the percentage distribution of desired changes in the living spaces. 54.55% indicated changes related to the space size and usage, 27.27% indicated changes related to exterior features, and 18.18% indicated changes related to the physical characteristics of the space.
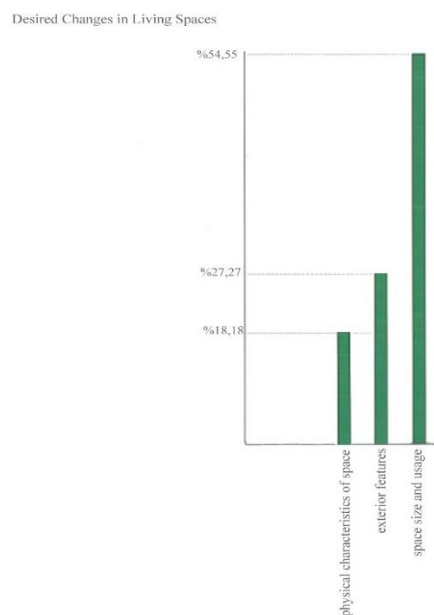
Figure 38. Percentage distribution of desired changes in the living environment
(Source: Produced by the Author)

Figure 39 shows what is like about the living spaces. According to the results, 63.64% mentioned the garden, and 36.36% mentioned spending time with children.
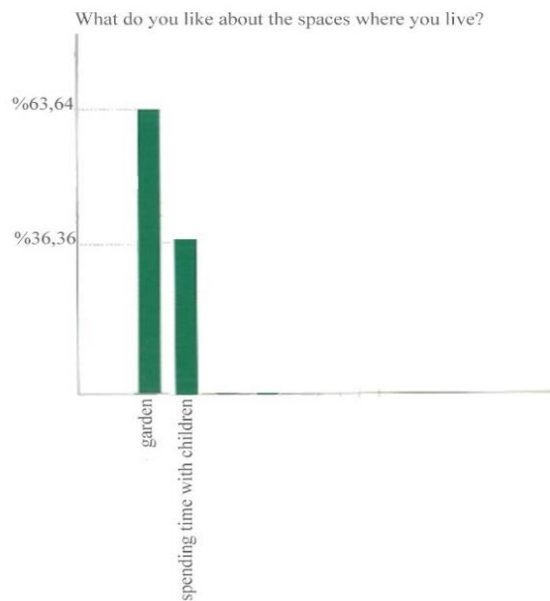
Figure 39. Percentage distribution of what is liked about the living spaces
(Source: Produced by the Author)

Figure 40 shows what is disliked about the living spaces. According to the results, 45.45% mentioned the garden layout, 36.36% said nothing, 9.09% mentioned the workspace layout, and 9.09% mentioned the dining hall.
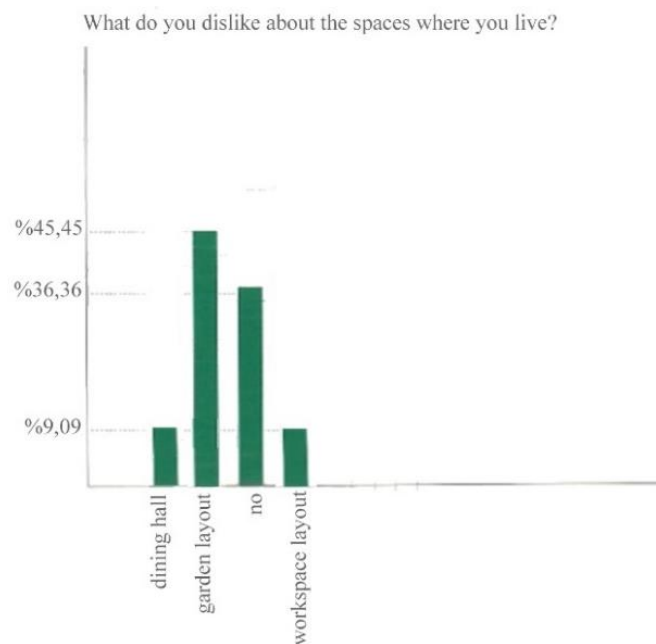
Figure 40. Percentage distribution of what is disliked about the living space
(Source: Produced by the Author)

4.3. Shared Perception, Usage, and Demands

This section of the study focuses on analyzing the replies to the open-ended survey questions in the Shared Perception, Usage, and Demands section. The relevant graphs are also included. Initially, the survey findings of the children are presented, then followed by the data concerning the staff.

4.3.1. Result of Children's Shared Perception, Usage, and Demands on Campus

In Figure 41, findings regarding commonly used shared spaces and their usage are presented. According to children's responses, the most frequently used space is the living room at 65.57%. Regarding the use of the living room, 37.84% said playing games, 24.32% said watching TV, and 5.41% said playing with a tablet. For 21.62% of the children, the garden is a common space, where they engage in activities like playing football and riding bicycles. The kitchen is mentioned by 8.11% of the children as a shared space, used for studying (13.51%) and drawing (2.7%). Lastly, 2.7% of the children identified the bedroom as a common space.
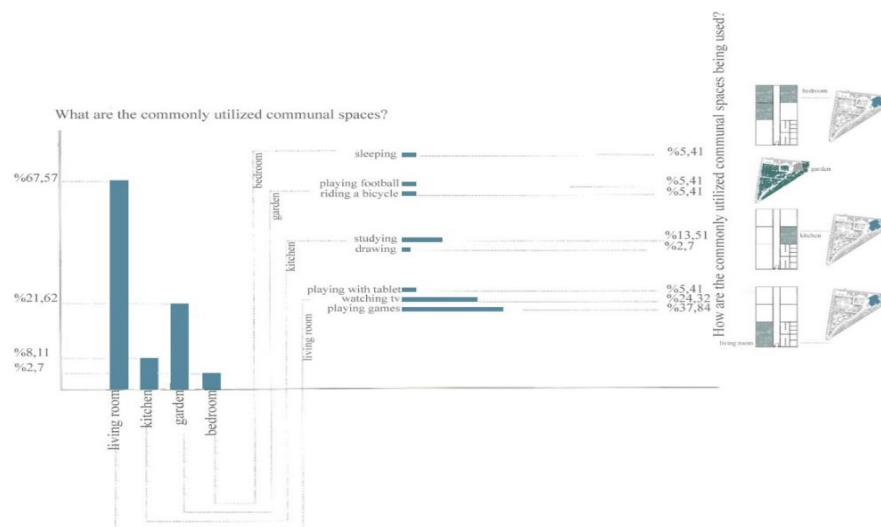
Figure 41. Percentage distribution of commonly used shared spaces
(Source: Produced by the Author)

In Figure 42, the needs when using shared spaces together are expressed. As indicated in the graph, 37.84% of the children mentioned space size and usage, 37.84% mentioned exterior features, 21.62% mentioned equipment, and 2.7% mentioned furniture as spaces needing improvement.
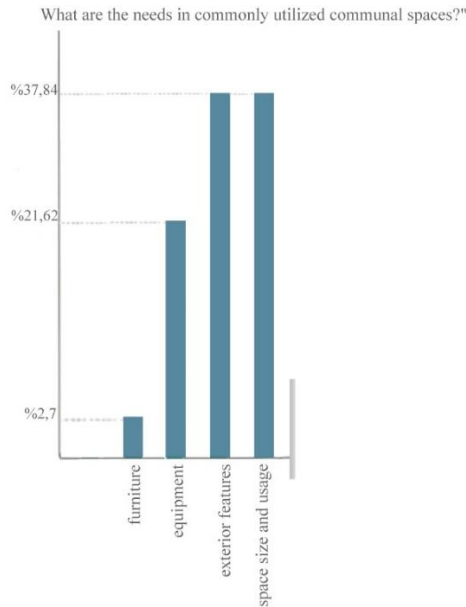
Figure 42. Percentage distribution of needs in shared spaces
(Source: Produced by the Author)

In Figure 43, the individual usage of shared spaces is detailed. According to the participants children, 45.95% watch TV, 13.51% play football, 13.51% play games, 10.81% study, 8.11% ride bicycles, 2.7% dance, 2.7% play with tablets, and 2.7% take care of animals.
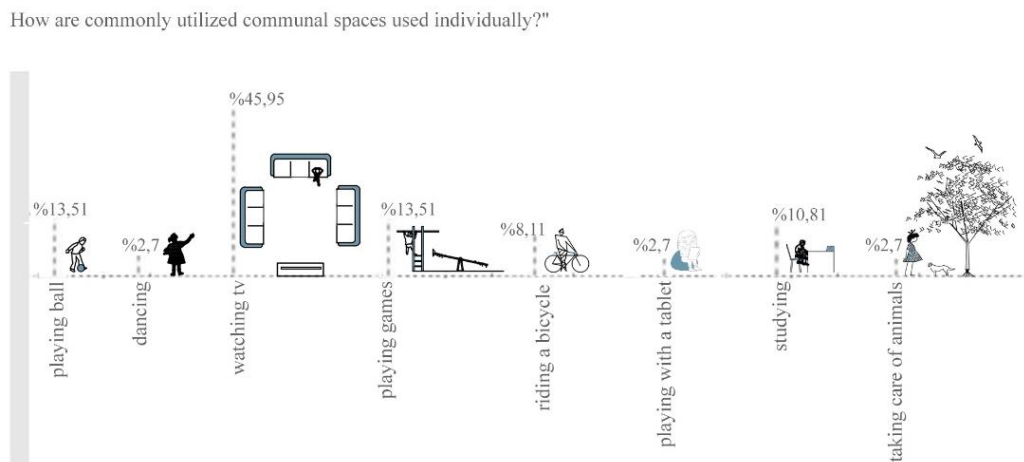
Figure 43. Percentage distribution of individual usage of shared spaces
(Source: Produced by the Author)

In Figure 44, the spaces where children prefer to spend the most time individually are illustrated. 70.27% chose the garden, 16.22% chose the living room, 10.81% chose the bedroom, and 2.7% chose children's houses.

In which space do individuals most prefer to spend their time alone?

garden — %70,27

living room — %16,22

bedroom — %10,81

child houses — %2,7
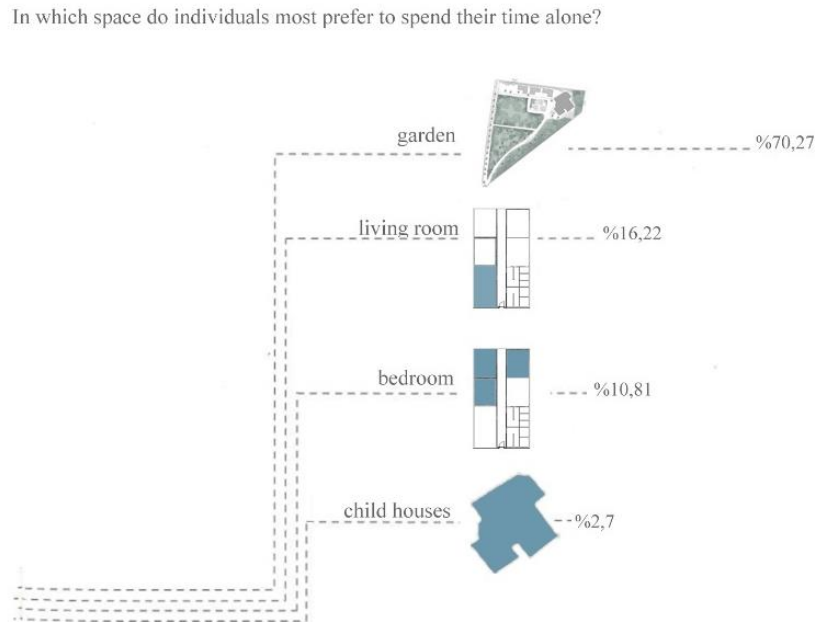
Figure 44. Percentage distribution of spaces where children prefer to spend time
individually
(Source: Produced by the Author)

Figure 45 shows the spaces where children most prefer to spend time together. 86.49% chose the garden, 10.81% chose the living room, and 2.7% chose the bedroom.

In which space do children most want to spend time together?

garden — %86,49

living room — %10,81

bedroom — %2,7
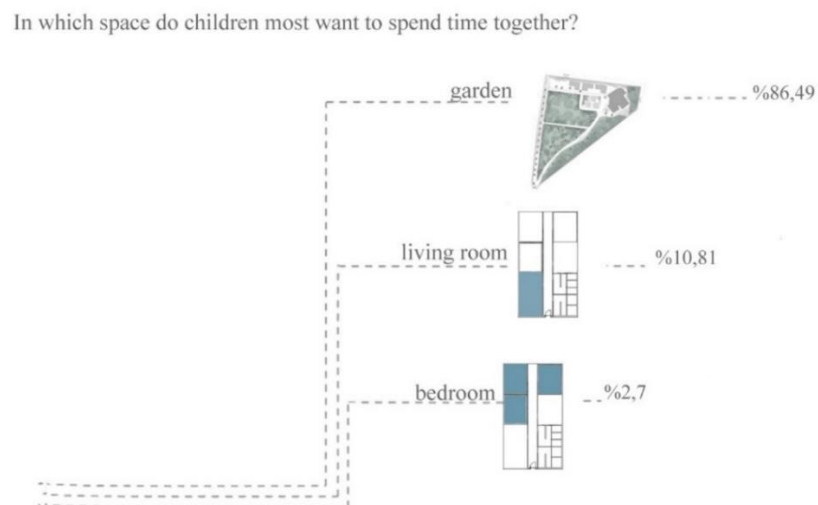
Figure 45. Percentage distribution of spaces where children most prefer to spend time
together
(Source: Produced by the Author)

Figure 46 shows whether there is an undesirable space in The Campus of Child Houses. 81.06% answered no, and 18.94% answered yes.

Is there a place you don't like in The Campus of Child Houses?

%18,94

%81,06

yes
no
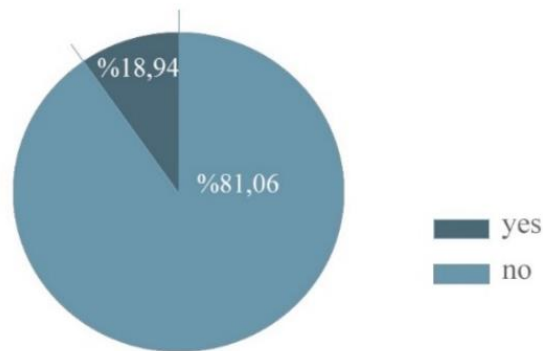
Figure 46. Percentage distribution of whether there is an undesirable space in The Campus of Child Houses
(Source: Produced by the Author)

4.3.2. Result of Employees Shared Perception, Usage, and Demands on Campus

Figure 47 shows the shared spaces where employees spend time with children. As indicated in the chart, 45.45% of the time is spent in the garden, 18.18% in the social service space, 18.18% in the child houses, 9.09% in the meeting room, and 9.09% in the health service space. The accompanying sub-graph illustrates how these spaces are used. Accordingly, 27.27% of the time the garden is used for playing games with children, 18.18% of the time the social service space is used for dealing with children's issues, 18.18% of the time the child houses are used for studying with children, 27.27% of the time the meeting room is used for providing psycho-social support to children, and 9.09% of the time the health service space is used for providing healthcare to children.

What are the commonly utilized communal spaces?

providing healthcare services to children %9,09
psycho-social support %27,27
studying with children %18,18
dealing with children's issues %18,18
playing with children %27,27

How are the commonly utilized communal spaces being used?

%45,45
%18,18
%9,09

garden · social service · child houses · meeting room · health service
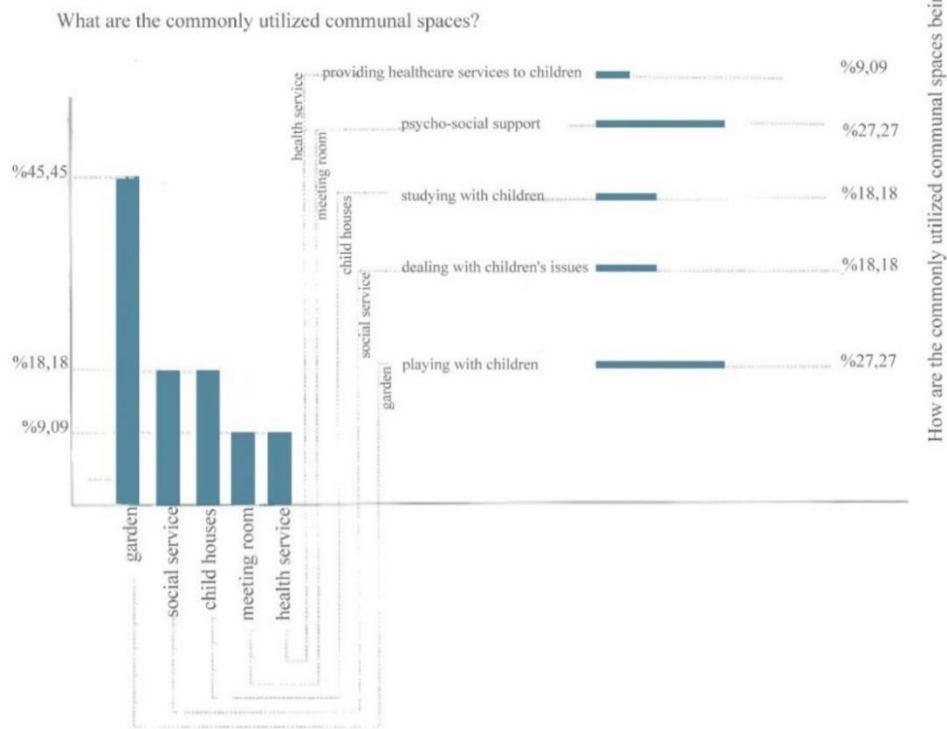
Figure 47. Percentage distribution of commonly used shared spaces
(Source: Produced by the Author)

Figure 48 represents the requirements in the communal areas. The data shows that 72.72% of the requirements are for the dimensions and utilization of the space, while 18.18% are concerned with the external characteristics, and 9.09% are focused on the furniture.

What are the needs in commonly utilized communal spaces?"

%72,72
%18,18
%9,09

furniture · exterior features · space size and usage
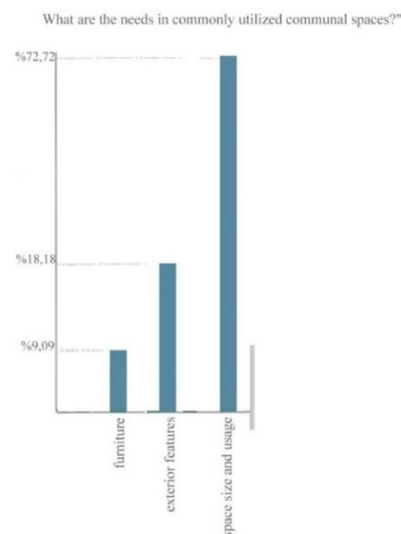
Figure 48. Percentage distribution of needs in shared spaces
(Source: Produced by the Author)

Figure 49 shows the percentage distribution of how shared spaces are used individually. According to the data, 54.54% of the staff use these spaces for work purposes, while 45.46% indicated that they do not use these spaces individually.
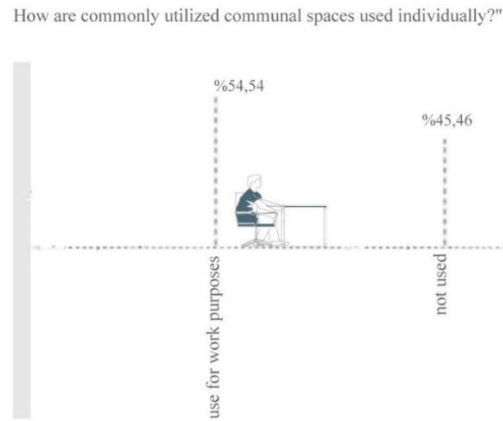
Figure 49. Percentage distribution of individual usage of shared spaces
(Source: Produced by the Author)

Figure 50 shows the percentage distribution of the spaces where individuals prefer to spend the most time. According to the data, 72.73% prefer the garden, 9.09% prefer the social service, 9.09% prefer the meeting room, and 9.09% prefer the child houses.
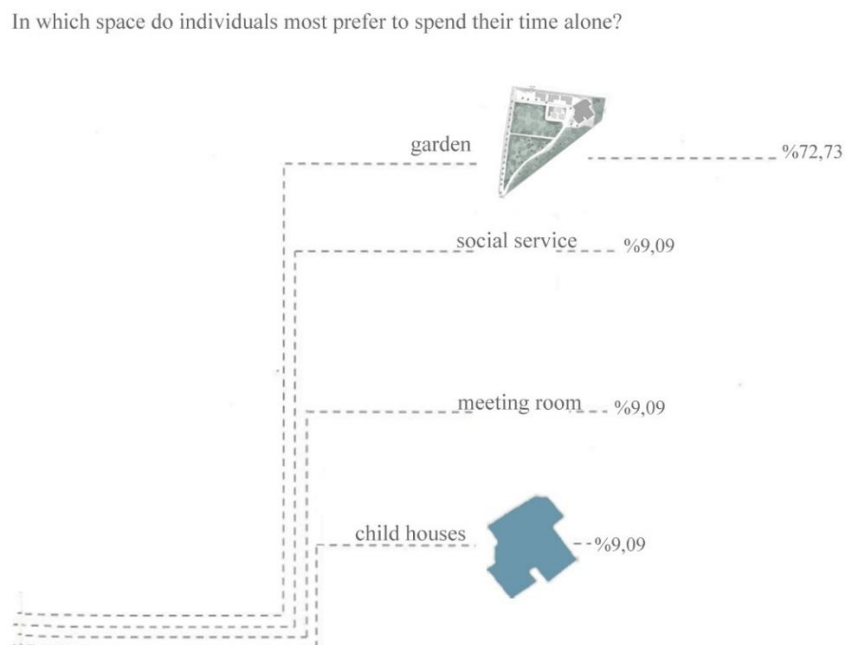
Figure 50. Percentage distribution of spaces where employees prefer to spend time individually
(Source: Produced by the Author)

Figure 51 displays the percentage distribution of the locations where employees like to spend most of their time together. Based on the data, 81.82% of individuals prefer the garden, whereas 9.09% prefer the health service, and another 9.09% prefer the social service.

In which space do most want to spend time together?
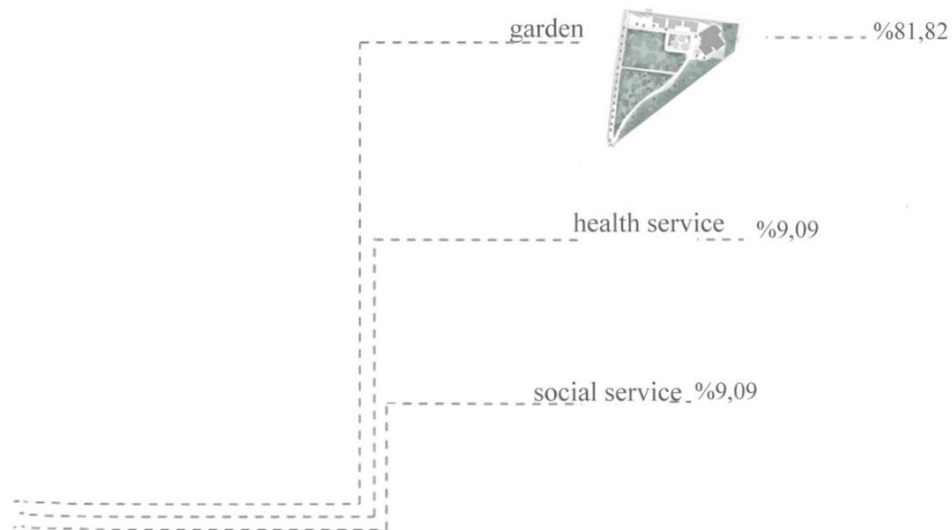
Figure 51. Percentage distribution of spaces where employees most prefer to spend time together
(Source: Produced by the Author)

Figure 52 shows whether there is an undesirable space in The Campus of Child Houses. 81.82% answered no, and 18.18% answered yes.

Is there a place you don't like in The Campus of Child Houses?
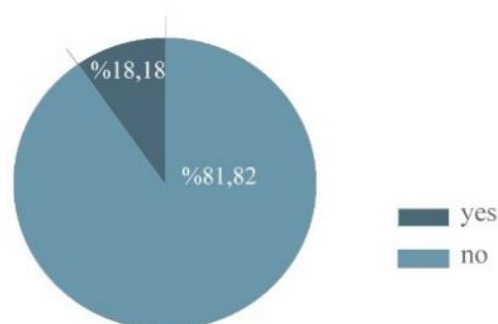
Figure 52. Percentage distribution of whether there is an undesirable space in The Campus of Child Houses.
(Source: Produced by the Author)

4.4. Sense of Belonging and Perception of Participation in Space Production

This section specifically examines the ideas of involvement in creating physical spaces and the sense of belonging to those spaces. To gather information on these subjects, open-ended survey inquiries were posed, and the data was given initially for the children, and subsequently for the employees.

4.4.1. Result of Children's Sense of Belonging and Perception of Participation in Space Production

In Figure 53, in response to the question "Do you feel a sense of belonging to your living space?" 54.05% of the children responded affirmatively, 43.24% responded negatively, and 2.7% responded intermittently. The shared variables that contribute to their sense of belonging are depicted in the accompanying graph. The survey results indicate that 37.84% of respondents cited friends, 35.14% stated nothing, 16.22% named their bed, 2.7% mentioned the elder sisters (care home worker), 2.7% mentioned the mother (care home worker), 2.7% mentioned their bedroom, and 2.7% mentioned the garden.

Figure 53. Percentage Distribution of Sense of Belonging to the Living Space
(Source: Produced by the Author)

Figure 54 shows the percentage distribution of whether there is a sense of belonging to the objects in the living space. According to the results, 72.97% answered yes, and 27.03% answered no.

Do you think the items here are a part of you?

Figure 54. Percentage Distribution of Sense of Belonging to the Objects in the Living Space
(Source: Produced by the Author)

Figure 55 indicates the areas children consider as their own spaces in their living environment. According to the results, 64.86% stated they had none, 16.22% mentioned their bedroom, 8.11% mentioned their bed, 5.41% mentioned their closet, 2.7% mentioned the garden, and 2.7% mentioned a container.

Which space would you identify as your own personal area?"
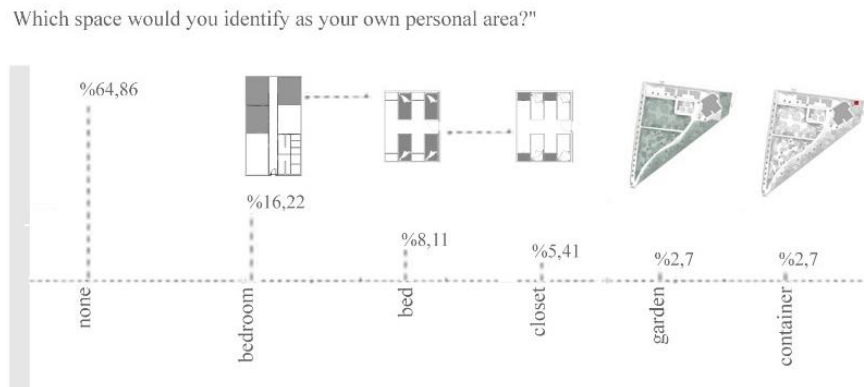
Figure 55. Percentage Distribution of Personal Space in Child Houses
(Source: Produced by the Author)

In Figure 56, the following aspects regarding children's rooms are addressed in sequence: whether they hang up their drawings on the walls, whether they decide on the color of the walls, whether they paint the walls themselves, and their preferred wall color if given the choice. The results are as follows: 56.76% of the children hang up their drawings on the walls, while 43.24% do not. All children (100%) indicated that they do not have a say in deciding the color of their rooms' walls. Similarly, 100% stated that they

do not paint the walls themselves. Regarding their preferred wall color, 24.32% prefer blue, 21.62% prefer pink, 16.22% prefer yellow, 10.81% prefer green, 8.11% prefer patterned walls, and 2.7% prefer navy blue and purple. Additionally, 2.7% stated that the wall color is not important to them.
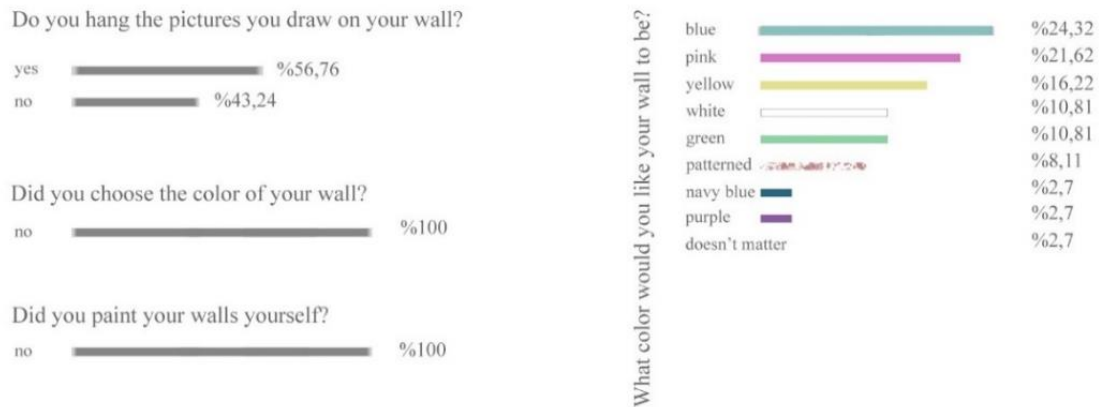
Figure 56. Percentage distribution of questions regarding hanging pictures on the walls of the room and the color
(Source: Produced by the Author)

The activities most recently done together in these spaces are shown in Figure 57. According to the data, 51.35% reported playing games, 13.51% reported riding a bicycle, 8.11% reported watching TV, 8.11% reported playing with a tablet, 5.41% reported eating food, 2.7% reported studying, and 2.7% reported reading books.
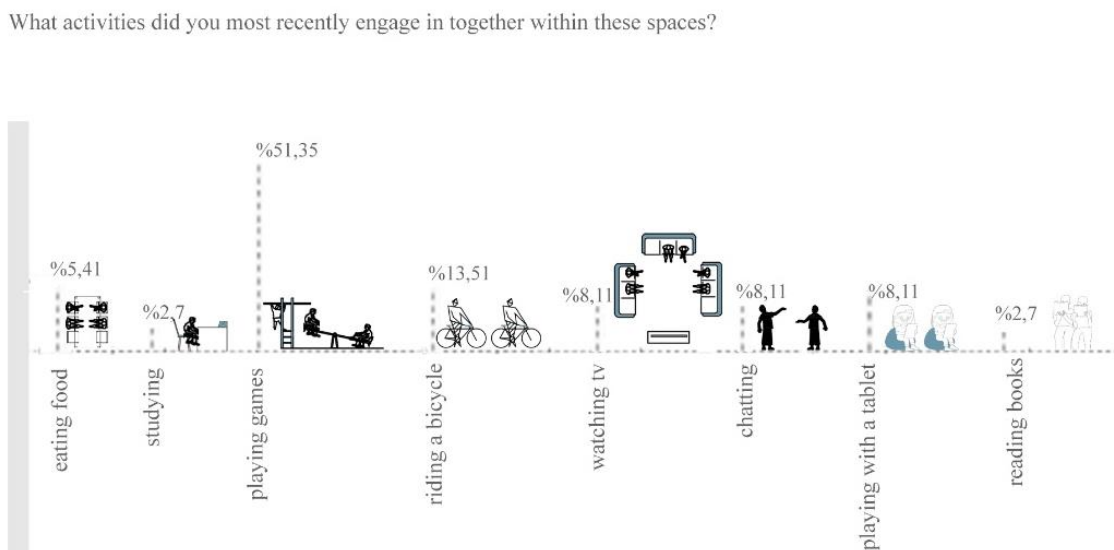
Figure 57. The percentage distribution of the most recent activities done together in these spaces
(Source: Produced by the Author)

Figure 58 shows the features for spending more time together in these spaces. 75.68% expressed a desire for exterior features, while 24.32% expressed a desire for space size and usage.

What features or elements would you like to have in order to spend more time together?

space size and usage   exterior features

%24,32
%75,68
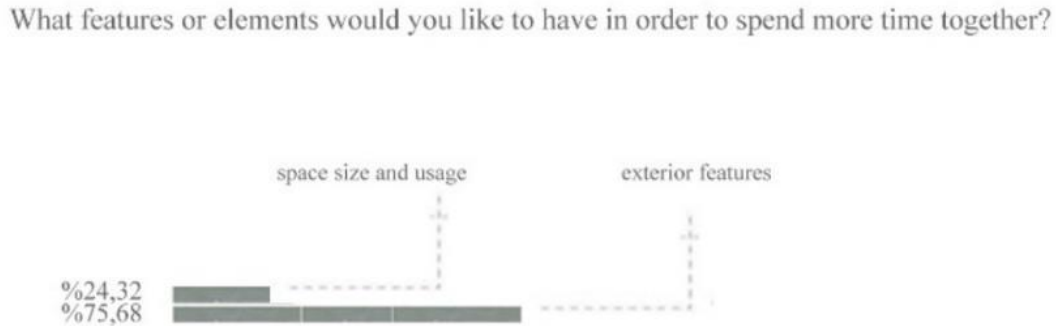
Figure 58. The percentage distribution of features for spending more time together in these spaces
(Source: Produced by the Author)

Figure 59 shows the most recent changes made in the living spaces. 62.16% of the children reported that no changes were made, 24.32% changed the internal arrangement of their closets, 10.81% reported a room change, and 2.7% reported room organization.

What was the most recent change you made to the space where you live?

%62,16

%24,32

%10,81

%2,7
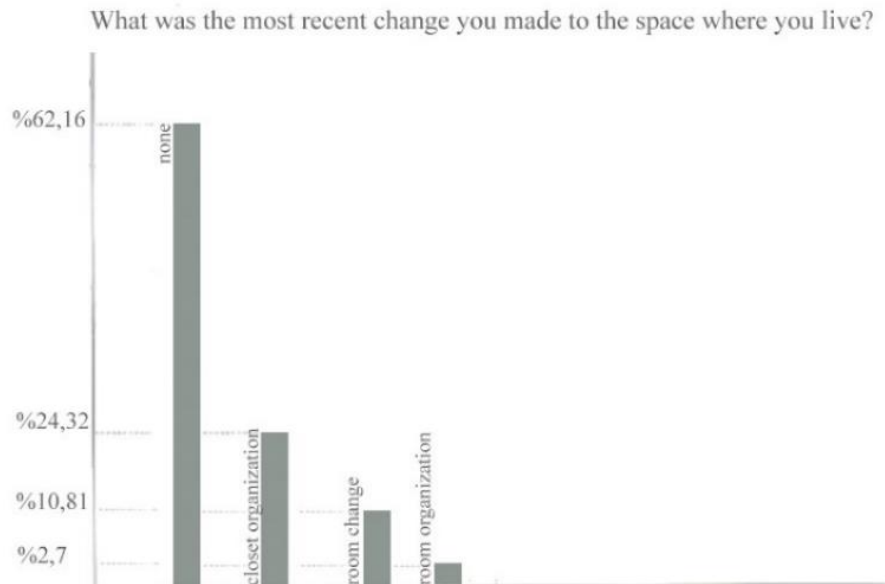
Figure 59. The percentage distribution of recent changes to the space
(Source: Produced by the Author)

Figure 60 displays statistics regarding the desired modifications in the living space. Children participating in the study provided the following responses: 27.03% of respondents desire modifications in the dimensions and utilization of the space, while an

equal percentage seeks alterations in the external features. Another 27.03% express a desire for changes in the physical characteristics of the space. 13.51% specifically want modifications in the furnishings, and 5.41% expressed others.

Figure 60. The percentage distribution of desired changes in living spaces
(Source: Produced by the Author)

4.4.2. Result of Employees Sense of Belonging and Perception of Participation in Space Production

Figure 61 initially depicts the presence of a feeling of belonging in the workstation. Based on the findings, 81.82% of the employees responded affirmatively, and 18.18% responded negatively. Subsequently, a secondary graph is presented, illustrating the factors that contribute to this feeling of belonging. Based on this data, 45.45% of respondents mentioned children as a factor, 27.27% mentioned the work environment, 9.09% mentioned duties, 9.09% mentioned nothing, and 9.09% mentioned continuity.
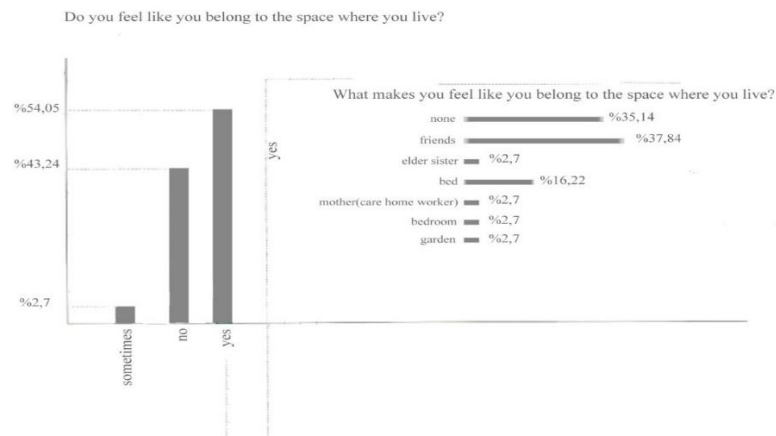
Do you feel a sense of belonging to the space you work in?
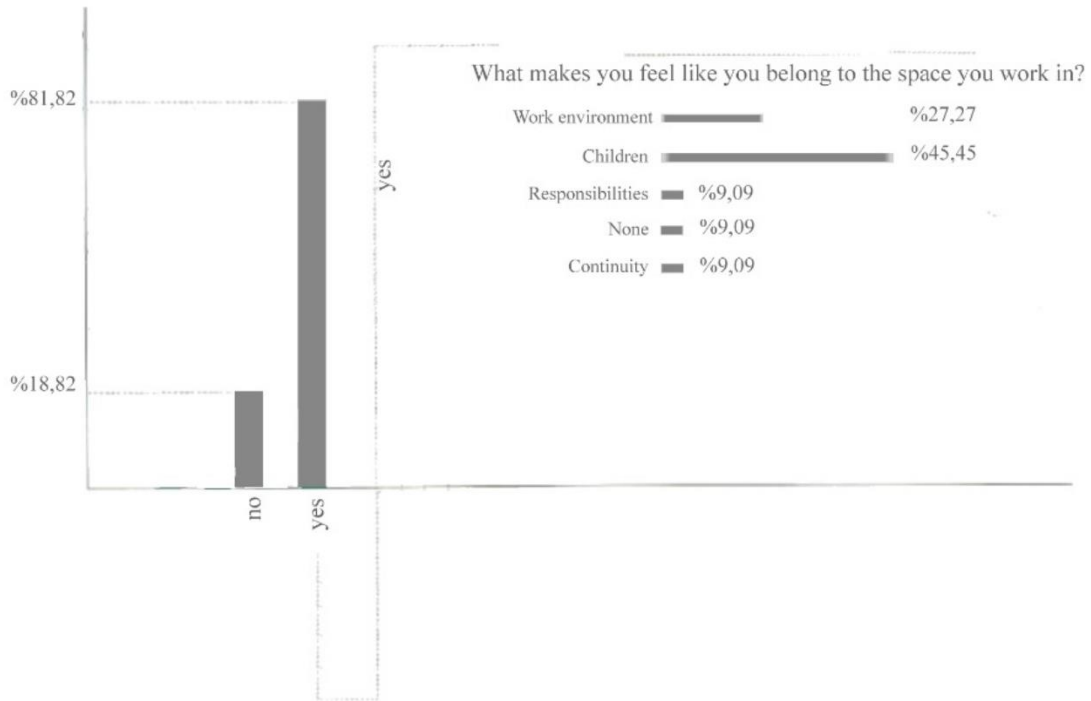
Figure 61. Percentage Distribution of Sense of Belonging to the Living Space
(Source: Produced by the Author)

Figure 62 displays the answers to the query "Is it appropriate to refer to the child houses campus as 'this is my home'?" Of the employees surveyed, 54.55% responded affirmatively, 36.36% responded negatively, and 9.09% responded partially.

Can you say "this is my home" here?
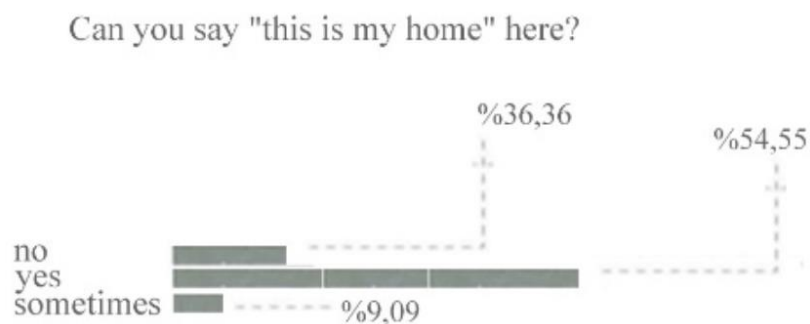
Figure 62. Percentage Distribution of 'Employees' Sense of Identity at Home at the Campus of Child Houses
(Source: Produced by the Author)

Figure 63 presents the responses to the question "How do you make decisions about space usage in the house where you work?" According to the results, 100% of the employees responded, "by holding meetings."

How are decisions about space usage made?

%100 - - - - - - - - By holding meetings

Figure 63. Percentage Distribution of Decisions About Space Usage
(Source: Produced by the Author)

Figure 64 depicts the spaces that the employees perceive as their area. The results indicate that 63.64% of respondents reported a lack of private space, 18.18% identified the social service room and 18.18% listed the child's house as their designated private space.

Which space would you identify as your own personal area?"

%63,64

%18,18   %18,18

none   social service   child houses
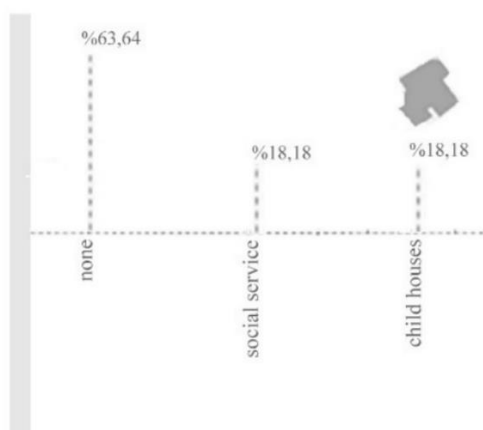
Figure 64. Percentage Distribution of spaces employees perceive as their area
(Source: Produced by the Author)

Figure 65 displays the percentage breakdown of employees' perception of the items at their workspace as an extension of their identity. The results indicate that 45.45% of respondents answered affirmatively, 36.36% responded negatively, and 18.18% provided a partial response.

Do you think the items are a part of you ?

yes   %45,45
no   %36,36
partially   %18,18

Figure 65. Distribution of perception of workplace goods as identity extensions
(Source: Produced by the Author)

61

Figure 66 presents the activities recently done with children in these spaces. According to the results, 36.36% reported playing games with children, 27.27% reported engaging in social activities, 9.09% reported studying with children, 9.09% reported taking care of children, 9.09% reported talking with children, and 9.09% reported providing healthcare to children.
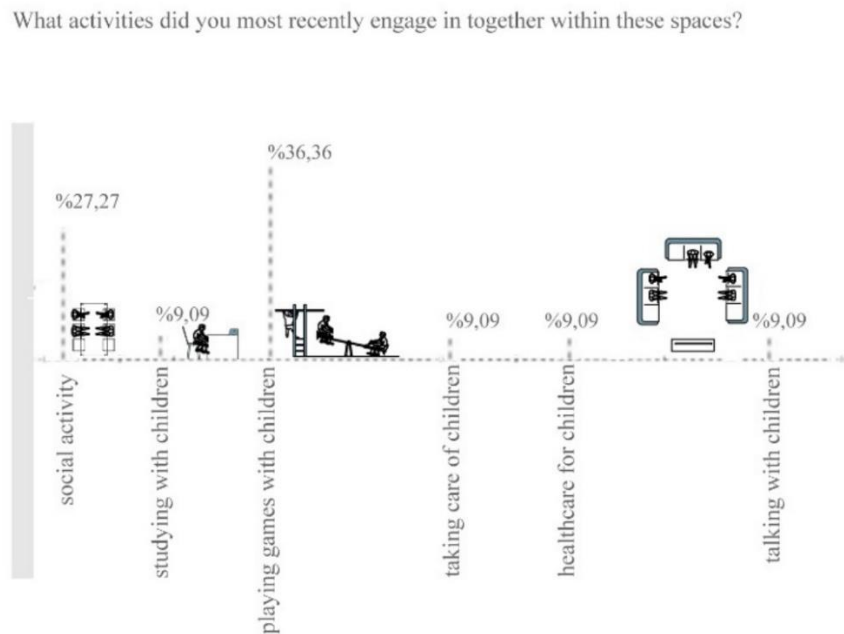
Figure 66. The percentage distribution of the most recent activities done together in these spaces
(Source: Produced by the Author)

The desire for what should be present to spend more time together has been expressed in Figure 67. According to this, 54.55% is expressed as space size and usage, 36.36% is exterior features, and 9.09% is others.
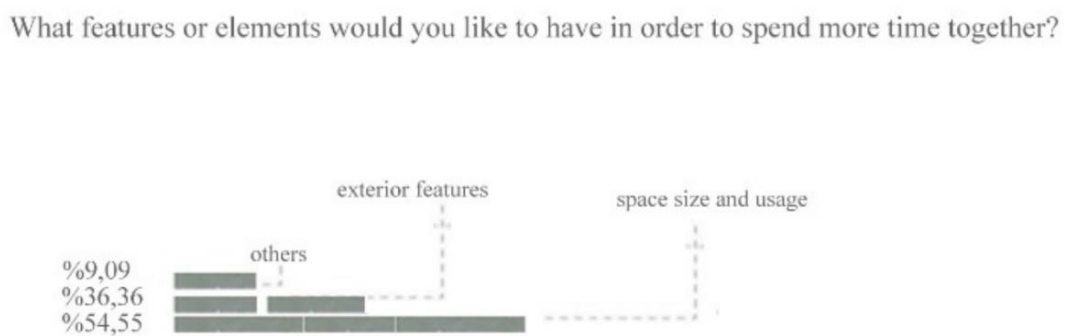
Figure 67. The percentage distribution of features for spending more time together in these spaces
(Source: Produced by the Author)

Figure 68 expresses the changes that have recently been made in these places. The user has stated that there was no change in 45.45%, and 45.45% was expressed as "household arrangement" and 9.09% as "closet change".
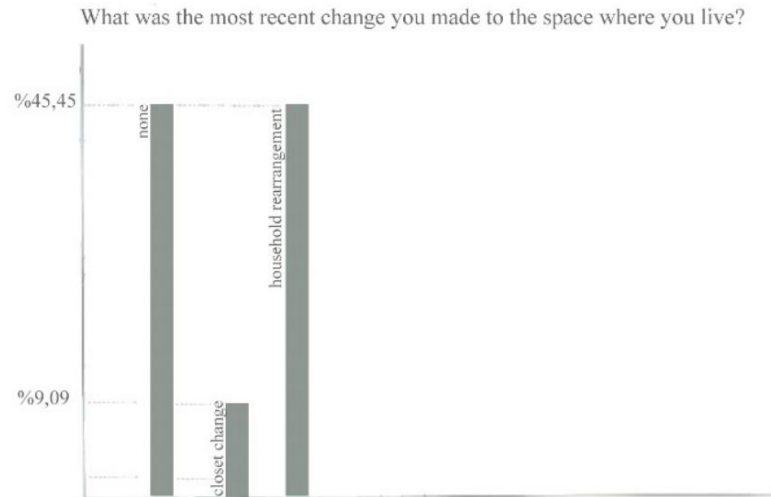
Figure 68. The percentage distribution of recent changes to the space
(Source: Produced by the Author)

Finally, Figure 69 expresses the changes desired in these spaces. Of the employees, 72.73% expressed their preference for space size and usage, while 27.27% indicated their preference for exterior features.
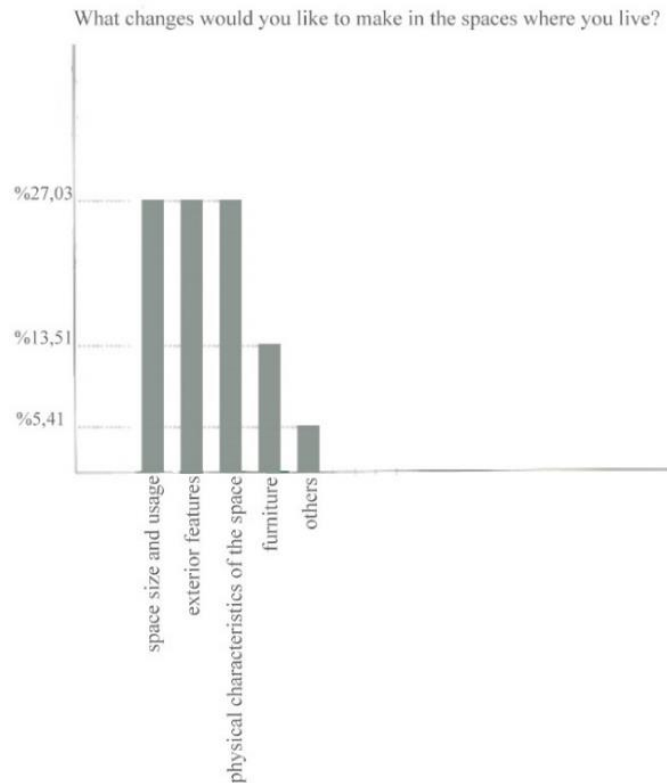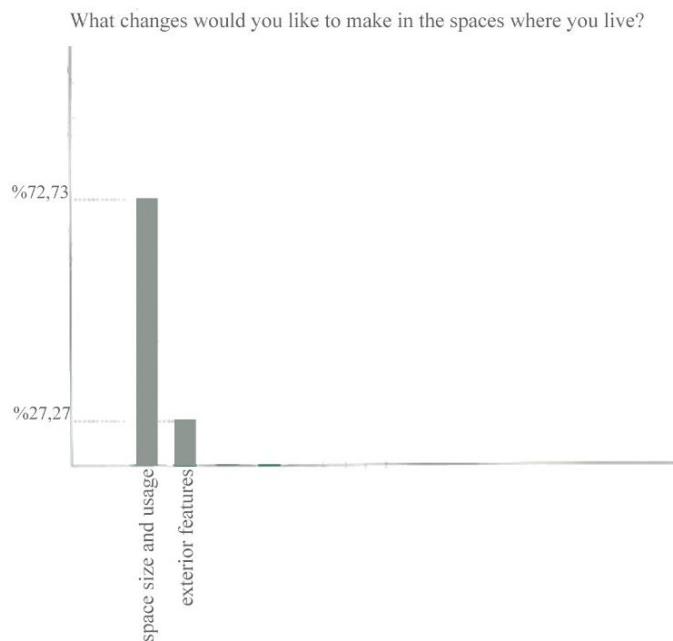

Figure 69. The percentage distribution of desired changes in living spaces
(Source: Produced by the Author)

4.5. Children's Drawings

Displayed below are drawings created by children in answer to the prompt "What kind of house do you reside in?" This stage aims to analyze the house where children reside through the medium of drawing. In this regard, attention was paid to natural elements, artificial elements, people, and the format of the drawing while analyzing it. Additionally, we informed the children that they had complete freedom to express themselves freely in their drawings. The majority of the participating children stated that they did not want to draw. 13 children drew drawings, and most of them expressed their wishes and dreams about their homes. One child shared the plan diagram of the house he lives in. The content of all drawings was analyzed one by one and shared in the figure below.

As a result of the children's drawings, it was observed that the children's illustration skills regarding the drawing task improved. However, while some of them could clearly express the main purpose of where they lived, the majority could not express it clearly. In general, children depicted their homes in mostly similar ways. They expressed open air and green areas. Many pictured themselves with their friends with happy faces. The most preferred natural elements in the drawings were the sun, trees, flowers, grass, and clouds. Some expressed the colors they liked and reflected on the use of colors. Finally, some of them wrote the names of the things they were trying to express with pictures. Although the drawings do not provide a clear result as data, they were shared because they are a tool for children to express themselves.

In summary, in this section, the results of the survey conducted with the participating children and staff are expressed in 3 sections. Firstly, the individual space perception and demands section, then the Shared Perception, Usage, and Demands on Campus and Sense of Belonging and Perception of Participation in Space Production sections were graphed and presented. Finally, the children's drawings were shared. The next section contains the discussion phase of the study.

Children's Drawings

(a) Drawing of an own world (including flowers and animals)

(d) Drawing of the Campus of Child Houses (including clouds, sun, balloons, grass, flowers, and fence)

(g) Drawing of the Campus of Child Houses (including sun, flowers, grass, clouds, trees, and girlfriends)
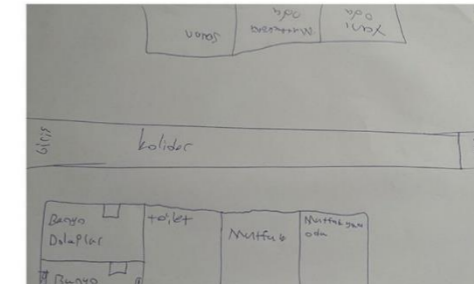
(j) Drawing of the Campus of Child Houses indoor plan (including entrance, living room, bathroom, toilet, kitchen, bedroom, balcony)
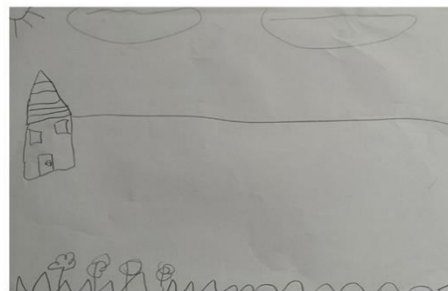
(b) Drawing of the Campus of Child Houses (including sun, clouds, flowers, grass, and road)

(e) Drawing of the Campus of Child Houses (including a football field, carousel, study room, flag, and flowers)

(h) Drawing of the Campus of Child Houses (including sun, flowers, grass, light, clouds, trees, and girlfriends)

(k) Drawing of the Campus of Child Houses (including light and stars)

(c) Drawing of the Campus of Child Houses (including clouds, bookshelf, book, and toys)

(f) Drawing of the Campus of Child Houses (including flowers, favorite colors, trees, and grass)

(i) Drawing of the Campus of Child Houses (including flowers, stars, trees, and girlfriend)

Figure 70. Children's Drawings
(Source: Produced by Childrens Who Live in The Campus of Child Houses)

CHAPTER 5

DISCUSSION

This chapter consists of general discussions about the results of this study of The Campus of Child Houses. The objective is to comprehend facets of spatial perception, usage of space, and sense of belonging in children residing in these spaces. The findings are discussed within a broad framework. The chapter presents an examination of field data to existing literature.

5.1. Space Usage

A study consisting of surveys and observations was conducted on the Campus of Child Houses to understand how and how often children use different spaces during the day. According to Brockman, Jago, and Fox (2010), children consider weekday evenings and weekend days as leisure periods. The study analyzed weekday and weekend conditions separately due to the presence of distinct variables and characteristics, as noted in previous research (Beets et al., 2007; Mauldin and Meeks, 1990).

The findings revealed clear patterns in space utilization. Daily Space Utilization: In the morning, the living room (67,57%) is the most frequently used space; around noon, most children spend their time on school (100%) premises. In the evening, the living room (97.3%) remains highly utilized; during the night, children use the bedroom (100%). Weekly Space Allocation: On weekdays, the living room (89,19%) is the most commonly used space; during weekends, there is a higher frequency of usage in the garden (75,68%). Seasonal Variation in Space Utilization: During the summer season, the garden is the most frequently utilized location, and in winter, the living room sees increased usage. The observations suggest that children's use of space varies significantly based on the time of day, day of the week, and season. During holidays, there are notable changes in space

utilization compared to typical days, indicating that children's activities and routines play a significant role in how they interact with different environments.

The study underscores the adaptable nature of children's spatial utilization, which adjusts according to their daily schedules, weekly routines, and seasonal changes. Understanding these patterns can aid in designing environments that are conducive to children's diverse needs throughout the year. It is well acknowledged that a child's broad understanding of the environment is influenced by how they interact with and experience the environment (Biel, 1986). Nevertheless, until a specific age, children mostly reside within the confines of their house, restricting their interaction with the external environment. Children acquire their initial experiences primarily within their homes until they reach school age. During the school-age years and beyond, children begin to develop an awareness of their neighborhood, city, the world, and the universe.

According to Lougland, Reid, and Petocz's research, children in elementary and middle school understand the concept of the environment in two main ways: object-oriented and relational-oriented (Loughland, et al., 2002). Object-oriented definitions characterize the environment as a physical space that encompasses both living beings and humans. According to relational definitions, the environment is something that serves people, people are part of the environment and have responsibilities to it, and there is a connection between people and the environment that lasts forever.

Rapoport's definition of environmental perception refers to an immediate sensory encounter with the surroundings. Environmental cognition, on the other hand, encompasses the comprehension, awareness, acquisition, organization, and mental representation of the perceived environment. Lastly, environmental assessment involves the act of making particular choices, engaging in behaviors, and reaching decisions based on the perceived characteristics of the environment (Rapoport, 1977). Throughout this phase, children's understanding of home also matures. Children transition from focusing on physical objects to focusing on relationships as their understanding of the environment and their concept of home matures.

Imamoğlu (1979) identified two distinct orientations in children's conceptualizations of home. The first aspect concerns the practical definition of a home as a place for living, dining, and resting. The second aspect pertains to the physical attributes of the home, which can be described as a structure with a square shape, consisting of four walls and a roof. As children get older, their perception of their homes

shifts from an object-oriented perspective to a relational-oriented perspective (Öztürk, 2009).

Rand's (1972) research found that the family's shared daily activities did not establish a consistent emotional atmosphere in the home setting for children aged five to six. During this stage of development, certain boundaries arise, such as the off-limits area of the parent's room and the areas and belongings designated for the child. For children in this developmental stage, the house may be a perplexing, socially and functionally insignificant structure. Children between the ages of eight and nine start to perceive the general sequence of events within the family dynamic. Through observation, children begin to grasp the roles and lifestyles of their parents and gain an awareness of the social structure inside their house and its environment. Between the ages of ten and twelve, children have a comprehensive understanding of the norms governing the physical arrangement of their home and the overall structure of their family (Rand, 1972).

People organize and distinguish their own space from that of others and the surrounding world. An individual possesses personal space, which they establish and maintain. Children derive pleasure from being in the area they build. The sense of security experienced in miniature playhouses stems from the alignment of the space's physical dimensions with their own. Szekely (2007) highlights the significance of cube-shaped containers in the lives of children, emphasizing that engaging in play and inhabiting boxes holds enormous relevance for them. Anıktar (2008) emphasizes the significance of a child's room about their physical well-being and social growth. Insufficient provision of personal space for a child might result in parental-child conflicts and hinder their social development in later stages of life.

In her study, "How children describe their houses: present vs. ideal," Gür (2013) investigated how children articulate their perceptions of their homes. By conducting surveys and interviews with kids from preschool, primary, and high school, she determined that age plays a crucial role in shaping children's varying perspectives on housing. Children under six primarily focus their housing approach on visual and sensory experiences. For children aged seven to fourteen, the approach becomes more objective. However, after the age of fifteen, the approach shifts towards a more subjective and interpretative perspective, which involves emotions.

Children's perceptions of their homes vary according to age. The home does not provide a consistent emotional atmosphere for children aged five to six. Children between the ages of eight and nine begin to understand adult behaviors and imitate suitable acts.

By the age of ten to twelve, children possess a comprehension of the spatial arrangement within their household and the structural configuration of their family (Rand, 1972).

Throughout this developmental process, children initially perceive their houses from an object-oriented perspective. As they grow older, their perception shifts to a relational-oriented approach, allowing them to acquire a subjective understanding of their home based on their personal experiences. Research on children's use and cognition of spatial dimensions aids in understanding their interactions with their surroundings, their sense of domicile, and their evaluations of the environment. These studies are essential for investigating the progression of children's spatial perceptions and the associations they establish with their environment.

Min and Lee (2006) conducted interviews with children to investigate their psychologically significant environments within neighborhood spaces. Based on their findings, they noted a general agreement regarding the significance of outside surroundings, such as designated play places and developed parks, created for children due to their inclination towards outdoor play.

Consistent with the findings of Min and Lee (2006), it is evident that the youngsters in this study had a heightened inclination towards the outdoor environment, particularly for recreational activities. Contrary to adults, play is considered a fundamental and essential need for children (Vygotsky, 1978). Play contributes to children's physiological development, socialization, understanding of life, and formation of personal identity (Milteer et al., 2012).

The frequent use of spaces such as the living room and garden for children's play areas, as indicated by research, underscores the importance of these spaces' physical attributes. Given the significance of play in children's development, paying special attention to these physical features becomes even more critical.

5.1.1. Living Space

In the study conducted at the Campus of Child Houses, the results section precisely details the replies to the children's unique requirements and shortcomings. A considerable number of children had concerns about space size and usage (29,73%). Their

displeasure arose mostly from having to share rooms with too many children. They also expressed concern about the lack of designated rooms for various activities: there was no separate playroom, so they had to play in the living room; there was no room outfitted with technological gadgets, a study room, or a room for dance.

Furthermore, children reported a need for quieter environments, individual rooms, and private locations, all of which are essential for personal growth and mental health. These findings are consistent with the concept of the "hidden curriculum," which proposes that the environment educates children through subliminal instructions ingrained in their surroundings. According to the literature, surroundings that lack sensory variety and connection to nature might harm children's development (Olds, 2001). The biophilic design principle, which emphasizes the importance of natural elements in built spaces for fostering well-being and development, supports this concept (Kellert, 2005).

Most children said they didn't want solitary rooms because they were terrified of being alone or preferred staying with their buddies. Nevertheless, they expressed a preference for not staying in accommodations with a capacity of 5–6 individuals, suggesting that a room for three people would be satisfactory. This balance is crucial since it promotes children's social development while simultaneously meeting their desire for personal space. Two children, aged 11 and 12, indicated a preference for solitary accommodations with dedicated space and time, highlighting the increasing need for silence and personal space as children mature.

These findings emphasize the significance of creating environments that effectively manage the competing needs of different age groups and individual preferences. The notion of place identity, which refers to the impact of a specific physical location on an individual's self-perception, is particularly relevant in this context. Proshansky (1978) posited that environments that prioritize care, security, and individuality have a positive impact on children's self-identity and overall development.

Moreover, therapeutic settings emphasize the significance of having spaces that may cater to both collective and personal engagement. Enns (2005) states that when newborns perceive their world as a mirror of their selves, it significantly influences their behavior and mood. This is particularly vital in circumstances such as child residences, where the surroundings have a substantial influence on the children's daily encounters and general psychological well-being.

It is important to give serious thought to these factors when constructing facilities that prioritize the needs and well-being of children. Spaces should be designed in a manner that fosters a feeling of inclusion and camaraderie, while simultaneously providing opportunities for privacy and individual contemplation. This dual approach not only fulfills the social needs of children but also enhances their individual growth and psychological well-being. For example, by including adaptable and pliable areas and isolated corners for individual moments, a more harmonious and beneficial environment could be established.

Day (2007) emphasizes the significance of creating environments that are both physically safe and emotionally nurturing. Day's analysis demonstrates that designing settings with consideration for children's developmental needs can foster feelings of security and well-being. According to him, places that offer a variety of sensory experiences, chances for both social and solitary retreats, and natural characteristics can greatly enhance children's developmental results. This aligns with the results obtained from the Campus of Child Houses, where children conveyed a preference for a range of spaces that accommodate different activities and individual requirements.

The study's findings highlight the need to include children's perspectives in the planning and management of their living environments. Through the deliberate involvement of children in the process of decision-making, we can establish environments that are highly attuned to their needs and preferences, consequently enhancing their general welfare and growth. Hart (1997) endorses the use of this participatory method, highlighting the significance of children's active involvement in matters that impact them and the worth of their perspectives in creating environments that are tailored to their requirements.

The research conducted at the Campus of Child Houses highlights the importance of intentionally designed environments that cater to both the collective and individual needs of children. Extensive research in the fields of environmental psychology and child development emphasizes the importance of physical settings in fostering the well-being and development of children. By creating environments that are responsive to the social and individual needs of children, we can significantly enhance their overall development and quality of life. Flexible, adjustable spaces, possibilities for social engagement and private retreats, as well as natural aspects, must all be considered when building environments that create a sense of security, belonging, and personal development.

Children have indicated demands and needs for various exterior features (27,03%), including a soccer field, bicycle track, swimming pool, outdoor workplace, and a sandbox area. In addition, they have expressed that while their gardens are aesthetically pleasing, they like them to be more meticulously tended to and orderly. According to Olds (2001), trees, gardens, animals, water, and views provide many physical and mental healing benefits, in addition to enhancing a child's knowledge of the natural world.

Undoubtedly, to preserve our world, it is crucial to introduce children to the marvels of nature from a very early age. Kytta et al. (2015) asserts that the physical appearances, amenities, and affordances of outdoor environments, along with the social and cultural aspects of these habitats, shape children's perceptions of the outdoors. This has a significant impact on outdoor recreation. Research indicates that a wide range of factors can influence children's outdoor experiences. These factors include the characteristics of the physical environment (Gulgonen & Corona, 2015), the opportunities for socialization (Aziz and Said, 2012), and the ability to move around independently (Mehdizadeh et al., 2017). Each of these factors has the potential to either directly or indirectly alter and/or mold children's perception of the outdoors, as well as their preferences regarding place and time, limitations, and routines (Lin et al., 2017).

A significant portion of the participating children (27.03%) reported a lack of essential equipment. These items include desks, shelves, bedside lamps, toys, tablets, toy storage units, and computers. Children currently live in a digital environment, according to UNICEF's 2017 report titled "The State of the World's Children 2017: Children in a Digital World." According to Burris and Wright (2012), commonplace modern items such as televisions, laptops, cell phones, and tablets are becoming increasingly integrated into the lives of children. According to Plowman et al. (2010), these technologies have both beneficial and negative effects on the cognitive, emotional, and social development of children. Children see these technological devices as needs and express them as desires, which reinforces this situation. To ensure these devices are used positively, attention should be paid to their usage duration and content. Toys serve as both a catalyst and a nurturing force for play, while also stimulating the creativity of people of all age groups (Heljakka et al., 2019). Window design plays a crucial role in children's development and education. It affects their attention and sense of security, as the view outside can either distract or engage them. Victorian schools used high windowsills to prevent adults from seeing outside, creating a daunting institutional feel. Window size also affects children's psychological protection, with larger windows enhancing mood and energy levels but

potentially exposing them. Properly sized and positioned windows can direct children's attention, enhance concentration, and promote security (Day and Midbjer 2007).

5.2. Common Space

The most frequently used common area is the living room, specified with a rate of 67.57%. (Figure29) Activities conducted in this space include playing with tablets, watching TV, and playing games. It is the space within the home where children can engage in activities together such as playing games, chatting, and watching TV. It is expected that the living room accommodates all these and similar activities. For these reasons, this shared living area must be sufficiently spacious, designed in a way that can be functionally divided into zones and possess flexibility for adjustments according to needs. Herman Hertzberger (1969) emphasizes the importance of focusing on mood qualities in rooms and spaces for children's development. He suggests that rooms should be designed for their intended purposes, rather than solely for things. Bartlett (1999) suggests that if built for children's needs, houses should be filled with attics and eaves, closets, and little doors. To cater to children's needs, newer, more 'rational' and space-efficient buildings need mood-evocative spaces for non-predicted uses. This space can be designed to create environments that prioritize safety for children, with comfortable and cozy furniture choices, lighting solutions, and warm colors to help them feel at home.

Another commonly used shared space is the garden, with a percentage of 21.62%. Activities in the garden include playing football and riding bicycles. Observations have shown that children greatly enjoy spending time in the garden and are enthusiastic about it. Playing in the park and green areas within the garden are also activities commonly enjoyed by children. Landscaped playgrounds are not simply a luxury. Research has confirmed that they can reduce bullying and criminality, foster collaboration and self-confidence, offer opportunities for hands-on learners and vocational education and assist in all aspects of the curriculum (Littlefield, 2005).

5.2.1. Condition of the Common Space

For the needs in commonly used areas, 37.84% of children mentioned playrooms, study rooms, and bedrooms under the "space size and usage" category. Similarly, 37.84% pointed out deficiencies related to "exterior features," including the lack of football fields, basketball courts, and outdoor play areas. Additionally, 21.62% noted a lack of equipment, specifically bicycles, scooters, computers, tablets, and toys. Finally, 2.7% mentioned the lack of furniture such as desks and chairs.

5.3. Sense of Belonging

54.05% of the children stated that they feel a sense of belonging to the living space, 43.24% said they do not feel this way, and 2.7% mentioned that they sometimes feel a sense of belonging. To cultivate a feeling of belonging and individuality among the children, it is crucial to integrate components into the interior design of the orphanage center that embrace diversity. This can be achieved by incorporating culturally inclusive decorations, establishing shared spaces that represent different backgrounds, offering customization choices for personal spaces, and integrating artwork that deeply connects with the children. Design should consider children's past experiences and cultural backgrounds. To create a space that truly reflects their identity and fosters a sense of belonging, the design process should include children (Al Hububi,2024). When asked about the things that create a sense of belonging, 37.84% mentioned friends, 35.14% said nothing, 16.22% mentioned their bed, 2.7% mentioned their elder sister, 2.7% said their mother (care home worker), 2.7% mentioned their bedroom, and 2.7% mentioned the garden. Personalized Spaces: Letting children decorate their rooms with pictures, artwork, and other things that are special to them can help them feel like they own and belong in their space (Al Hububi,2024). Emotional Support: Make a secure space with trained staff, counselors, and mentors who can offer emotional support, advice, and a sense of belonging to help children deal with trauma and become stronger (Al Hububi,2024).

According to Khanbabaei (2016) designing orphanages with a primary emphasis on fostering a sense of belonging can effectively mitigate the mental and behavioral challenges experienced by orphaned children. This approach can yield the following benefits: Facilitating Emotional Equilibrium: Through the establishment of a compassionate and supportive milieu that cultivates a sense of inclusion, orphaned children can cultivate emotional stability. Establishing a sense of connection with one's environment and social circle can effectively alleviate feelings of isolation and vulnerability. Improving Self-Confidence: The feeling of being part of a group can enhance the self-worth and assurance of children who have lost their parents. When children experience acceptance and recognition in their surroundings, they are more inclined to cultivate a favorable perception of themselves and have confidence in their capabilities. Facilitating Social Interaction: Creating environments that foster social interaction among orphaned children can facilitate the formation of relationships and the acquisition of social skills. Positive social contacts have the potential to enhance communication, empathy, and cooperation. Establishing a sense of belonging in orphanages can foster a supportive community, promoting understanding and care for the children. The presence of a strong community can serve as a safeguard against mental health problems and behavioral difficulties. Alleviating Alienation: Orphaned children frequently encounter feelings of alienation as a result of their situation. Creating orphanages with a focus on promoting a sense of belonging can effectively address the issues of isolation and detachment from society. Enhancing Personal Identity: Orphaned youth who experience a sense of belonging within a community are more likely to cultivate a strong personal identity. This can lead to a better understanding of oneself and a more distinct future trajectory. To effectively tackle the mental and behavioral difficulties experienced by orphaned children, it is imperative to prioritize the incorporation of a strong sense of belonging in the architecture of orphanages. Orphanages can promote children's emotional resilience, social skills, and positive self-concept by creating a friendly and inclusive environment, which in turn enhances their overall well-being and development.

The physical environment can influence personal attachment by fulfilling both an individual's material and spiritual requirements. A productive interaction between individuals' needs and the surrounding environment strengthens and sustains the sense of belonging to a place. The primary interactions between humans and their environment revolve around meeting needs and fulfilling functions. Spatial dependency, also known

as functional belonging, pertains to the ability of a certain location to facilitate persons in achieving their objectives and participating in activities (Livingston & Bailey, and Kearns 2008).

5.3.1. The Components of Sense of Belonging

56.76% of the children stated that they hang the pictures they make on their walls, while 43.24% said they do not. They mentioned that they did not decide on the colors of their walls and did not paint them themselves, but they expressed a desire to choose the colors. The preferred colors were as follows: 24.32% blue, 21.62% pink, 16.22% yellow, 10.81% white, 10.81% green, 8.11% patterned, 2.7% navy blue, 2.7% purple, and 2.7% said it doesn't matter. The design components of the physical environment in childcare facilities are believed to have significant impacts on children's behavior (Moore, 1987; Weinstein, 1987; Wohlwill and Heft, 1987). Previous studies conducted by Norman and Scott in 1952 and Olds in 1989 have focused on the physiological and psychological aspects of color, respectively. Several studies suggest that color can have an impact on the social behavior of children. For instance, Gifford (1988) suggested that combining brighter light with color can promote more personal contact rather than less. Moore, McCarty, and Jelin (1995) also proposed the use of warm hues in tranquil spaces to create a more serene ambiance. Olds (1989) proposed the use of warm tones to regulate activity in high-activity locations, and the use of cool tones in calm and relaxing regions. Based on this literature analysis, it would be fair to do further studies on the influence of color, particularly wall color, on children's cooperative behavior.

CHAPTER 6

CONCLUSION

Children play a significant role in every civilization, which is critical for its continued existence. The family is obligated to ensure that children develop into virtuous and robust adults. Families endeavor to fulfill their obligations in the upbringing of children, regardless of whether they are successful or not. If families do not adequately fulfill these obligations, the state has the authority to act. To the greatest extent possible, the objective is to minimize any detrimental impact on the child. The state, acting on behalf of society, is the second-most authoritative institution in safeguarding the child after the family (Gökçearslan, 2003). The primary goal is to prioritize supporting a child's care within a family setting for their best interests. If this is not possible, efforts are made to ensure the child can grow up healthily without being separated from their family environment, preferably with capable relatives providing good care. When these options are not feasible, alternatives like foster care or adoption are considered, following appropriate procedures. However, in cases where none of these options are available, the thesis aims to explore spatial strategies to ensure children living in institutional care, which serves as a temporary but sometimes long-term solution depending on the situation, can live, grow, and develop under the best possible conditions. Therefore, increasing the number of studies conducted on children under state protection in institutional care is crucial for raising awareness. It is also essential for preparing these children, who face various familial challenges, for a healthy and happy future, because children are the future of society.

In Turkey, barracks-style child care institutions were previously widespread. However, due to their inadequacy in fostering a sense of belonging among children due to the lack of individual living spaces and large social areas, these institutions faced criticism. Consequently, home-like institutions are now preferred to better support children's development.

First of all, without examining the content of the thesis, the initial process carried out at the beginning of the study will be discussed. A literature review revealed that

numerous studies related to The Campus of Child Houses have been conducted in the social sciences, particularly in social work and psychology, at various times. However, it was found that studies from a spatial perspective are more limited in scope. Recognizing the importance of working within these institutions and with the children, special attention was given to respecting their privacy and sensitive circumstances.

The research title, objective (clearly stated), limitations, assumptions, methodology, duration, scales to be used, institutions where the research would be conducted, and the survey questions were presented to the Scientific Research and Publication Ethics Committee of İzmir Institute of Technology, and ethical approval was obtained. Official permissions were secured from the Directorate of Education and Publications of the Ministry of Family and Social Services (Reference Number: E-84459573-605.01-10963634) and the Directorate of Family and Social Services of İzmir Governorship (Reference Number: E-64338141-605.01-10983016). All necessary documents for ministry approvals were provided and, with adherence to all stipulated criteria. Additionally, numerous consultations with social workers and psychologists were conducted to understand the necessary considerations.

It is important to note the special and significant nature of the institution involved in this study. Both the relevant ministry and the provincial directorate have worked meticulously for the welfare of the children, and the ethics committee that approved the study approached the topic with special consideration.

This thesis first defines the concept of children in need of protection and introduces the service models developed for children in Turkey from the past to the present. Additionally, in the same section, definitions and explanations are provided under the headings of space perception, sense of belonging to space, and space usage, considering children living in institutional care. These terms, which are of great importance to all children, are also particularly significant for children living in institutional care. The literature review indicated that there has not been sufficient research on the physical aspects of these structures and their importance for the children's development. This study aims to highlight the importance of the subject and serve as a guide for future research.

Secondly, introducing the key concepts, under the main heading of The Campus of Child Houses, the discussion moves from general to specific: the historical physical changes in child protection services in Turkey, the physical characteristics of The Campus

of Child Houses as a current practice, and the historical and current physical status of The Campus of Child Houses in İzmir, where the study was conducted, are explained.

After providing general explanations, the individual spatial perceptions, shared perceptions and usage, as well as the spatial belonging feelings and demands of the children and staff living in The Campus of Child Houses in İzmir, were shared. Architecture, with tools such as form and space language, rhythm, and harmony, can both nurture the development of individual identity and serve as a means to build society (Day and Midbjer, 2007). Children's recognition is contingent upon a confluence of both physical and social variables. Biological, environmental, and social variables heavily influence a child's behavior and experiences. Failure to consider each given issue can have an impact on the alteration of both physical and mental aspects of a child, perhaps resulting in unfixable harm.

The environment in which a child grows is crucial in addressing these demands. Factors such as space and environment can influence the physical and mental growth of children. To estimate each essential requirement for a child's growth, a comprehensive approach must be taken that considers all aspects and resources necessary to fulfill those demands and create optimal conditions. The outside surroundings have a significant impact on the preferences and play behaviors of children, as they are influenced by their developmental needs, individual characteristics, physical attributes, and social variables (Aziz and Said, 2012).

Architecture, as a discipline that establishes spatial and environmental standards for individuals, can effectively address this problem and successfully conceptualize and execute appropriate design solutions by considering user requirements and circumstances (Khanbabaei, 2016). Therefore, this study specifically focuses on these facilities, the spaces necessary to achieve this objective, and their architectural design. Considering the child's health and well-being, it should be remembered that separating children from society and (whether protective or not) from their families and gathering them in one space should be regarded as a last resort.

As much as the function and design of indoor spaces are important, the design of outdoor spaces in these homes is also of great significance. Engaging in outdoor play has a beneficial impact on the social and motor skill development, as well as the activity level, of children (Czalczynska-Podolska, 2014). Children's independent mobility refers to the ability to move, travel, and play outside without the presence of adults (Kyttä et al., 2015; Lin et al., 2017).

The study first shared demographic information about the participants and then explored three main themes, presenting their findings. The first of these themes is individual spatial perception and demands. Under this heading, results for both children and staff are presented in separate subheadings. To guide the reader, graphics have been highlighted in green. Looking at the results for children, it has been observed that the most frequently used indoor space on a daily, weekly, monthly, and seasonal basis for children living in The Campus of Child Houses is the living room, and the most frequently used outdoor space is the garden. Changes in space usage during weekly and seasonal periods have been noted. It has been stated that deficiencies in the lived spaces are mostly related to 'space size and usage,' accounting for 29.73%, and there is a need for areas where children can spend individual time, engage in social activities and study, use technological devices comfortably, and play. Similarly, the majority (48.65%) expressed 'space size and usage' as the aspect they would like to change in the living spaces, while 37.84% mentioned 'exterior features,' addressing issues such as garden layout and equipment deficiencies that children love spending time in and playing outdoors. According to the results of this section for the staff, the living room is used most frequently as the indoor space for spending time with children, and the garden is the preferred outdoor space. It has been seen that the needs in the lived spaces are 54.55% related to 'space size and usage' and 45.45% related to 'exterior features.' In the section where changes are desired in the lived spaces, 54.55% are 'space size and usage,' 27.27% are 'exterior features,' and 18.18% are 'physical characteristics of space.'

Upon examining the results depicted with blue-colored graphics in the Shared Perception, Usage, and Demands section, it is observed that the most frequently utilized common area by children is the living room (67.57%). In the living room, activities such as playing games, watching TV, and using a tablet are commonly conducted. The needs in these shared spaces are predominantly related to exterior features (37.84%) and space size and usage (37.84%). Individually, the living room is preferred for watching TV (45.95%). The garden is the most frequently used area both individually (70.27%) and when together (86.49%). It has been indicated that there are no disliked areas within The Campus of Child Houses (81.06%). Regarding the results for the staff in the Shared Perception, Usage, and Demands section, it is noted that the most frequently used area for playing with children is the garden (45.45%). The needs are mainly related to space size and usage (72.73%). Individually, these spaces are used primarily for work-related purposes (54.54%). The garden is the most frequently preferred area for spending time

both individually (72.73%) and together (81.82%). Similarly, it has been stated that there are no disliked areas within The Campus of Child Houses.

Upon analyzing the results presented in the section on Sense of Belonging and Perception of Participation in Space Production, it is evident that 54.05% of children experience a sense of belonging to their living environment. When queried about the things contributing to this sense of belonging, the majority (37.84%) attributed it to their friends. These results suggest that the factors fostering a sense of belonging are not spatial characteristics. Additionally, 72.97% of children consider the objects in their living space to be a part of them. However, 64.86% of children indicated that they do not have a personal, private space in these living areas. The majority of children express a desire to hang their drawings on the walls and to choose and paint the colors of their walls themselves. This participation in space production could enhance their sense of belonging. A significant proportion (75.68%) of children expressed a desire for changes related to exterior features to spend more time together in their living spaces. When examining the desired changes in their living spaces, 27.03% of children mentioned space size and usage, 27.03% mentioned exterior features, and another 27.03% mentioned the physical characteristics of the space.

Regarding the results for the staff, 81.82% feel a sense of belonging to their living space, with children being the primary factor contributing to this feeling. Additionally, 54.55% of participating staff members consider their workspace as their home. Within the campus of child houses, 63.64% of staff indicated that they do not have a personal, private space. Furthermore, 45.45% of staff consider the objects in their workspace to be a part of them. The most frequent activity conducted with children is playing games, and there are requests related to space size and usage to enable spending more time together. The desired changes in living spaces are primarily related to space size and usage (72.73%). Children have depicted their perceptions of The Campus of Child Houses in their drawings.

This study, conducted at The Campus of Child Houses in Izmir (the third largest city in Turkey), contributes to the literature by elucidating children's spatial perceptions, the use of indoor and outdoor spaces, their sense of belonging, as well as their spatial desires, needs, and desired changes.

In conclusion, this study is significant as it highlights the spatial perceptions of children, the use of indoor and outdoor spaces, their sense of belonging, and their spatial desires, needs, and proposed changes at The Campus of Child Houses in Izmir.

Conducting a study at The Campus of Child Houses using various methods (surveys and drawings) is crucial as it provides spatial data that informs both current design interventions and future child protection services, considering the needs and desires of both staff and children.

6.1. Implications of the Study

The spaces where children in institutional care live should meet their physical, psychological, and social needs. It should offer spatial solutions that support children's growth, development, and a good future. At the same time, children's needs and wishes should be given importance. As a result of their participation in the production of space, it may be possible for them to feel a sense of belonging to the place they live in and to create a sense of self-control. A safe and nurturing environment where basic needs are met is also important for the development of life skills. In interior design, spaces that can be used both collectively and individually should be created carefully. In these spaces for children, safety, play, and learning areas, sustainable spatial preferences, the connection of spaces with nature, flexibility of spaces to possible changes in interior space solution, design at a scale that the child can intervene and use easily, receiving light, good order and connection, and open spaces are also provided. Appropriate solutions for the desired activities should be taken into consideration in terms of improving the spaces where children live and for the child to grow up in a healthier environment.

6.2. Limitations of the Study

The limitations of the research include the following issues. First of all, this study could not include whether children's wishes and thoughts change according to cultural and urban differences because the study was conducted only in Izmir due to various bureaucratic obstacles and time constraints. This study primarily aims to help make spatial decisions so that children in need of protection can grow up in the best places.

Although the benefit of growing up in a healthy environment with the family is more valuable than all the opportunities that can be offered, we are responsible for offering the best solution to our children when necessary.

Another limitation is related to the age group of the children. This study was conducted with children between the ages of nine and twelve. Explaining the purpose of the study and spatial concepts and ensuring that every detail was understandable to the children was a challenge. Some children stated that they wanted only their families and nothing else, and at times, they lost concentration and left some questions unanswered. Some children could not express themselves clearly; they provided few details, and the interviews were cut short considering their situation.

Finally, the third limitation is that the new buildings in the campus children's homes have not yet been completed and this does not create the opportunity for children to make spatial comparisons.

6.3. Further Remarks

Given the research methodology and awareness of the study's constraints, the following recommendations for future research are proposed. First, a study can be carried out by making comparisons in the campus of child houses in different cities. In this way, the positive and negative aspects of the campus of child houses, both in terms of the importance of location and square meter and plan solution, can be presented. Future research can be done with different age groups. Since the spatial needs of children in each age group change, it will be valuable to present this spatial data. Finally, taking into account the data of scientific research and research including children's wishes and space suggestions, it can be shared what is taken into consideration and what can be taken into consideration by designing the Campus of Child Houses.

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APPENDIX A

PARTICIPANT CONSENT FORM

Onam Formu

Sevgili Katılımcı,

Bu çalışma İzmir Yüksek Teknoloji Enstitüsü öğretim elemanı Tonguç Akış ve yüksek lisans öğrencisi Ayşegül Aybüke Boztaş tarafından yürütülmektedir.

Bu çalışmanın amacı nedir? Çalışmanın amacı, 18 yaş altı kurum bakımı altında olan çocukların yaşadıkları mekânların/çocuk evlerinin fiziksel özellikleri, planları, açık ve kapalı mekânların kullanım, çocukların mekânla kurdukları bağ, aidiyetlik hissi, mekânsal algıları ve gereksinimleri incelenerek sorunları tespit etmektir. Bu veriler doğrultusunda çocukların yararı için bu mekânların nasıl algılandığı ve değerlendirildiği ve bu mekânlar hakkında daha fazla neler yapılabileceğini saptamaktır. Bu çalışmada çocukların yaşadıkları mekânlarda güvende ve o mekâna ait hissetmeleri ve kendilerine ait öz-kontrol duygusu geliştirmeleri için mevcut durum incelenip, yapılanan anketler, görüşmeler ve gözlemler yardımı ile elde edilen bulgular sunulacaktır.

Katılımcı olarak ne yapmasını istiyoruz?: Bu amaç doğrultusunda, anket sorularını cevaplamanızı/yapmanızı isteyeceğiz ve cevapları yazılı biçimde toplayacağız. Çalışmaya başlamadan önce sözlü olarak katılımıyla ilgili rızası mutlaka alınacak.

Alınan bilgiler ne amaçla ve nasıl kullanılacak?: Alacağımız cevaplar tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler sadece bilimsel amaçla yüksek lisans tezinde kullanılacak isim, fotoğraf ve kimlik bilgileriniz, hiçbir şekilde kimseyle paylaşılmayacaktır.

Çalışmayı yarıda kesmek isterseniz ne yapmalısınız?: Katılım sırasında sorulan sorulardan ya da herhangi bir uygulama ile ilgili başka bir nedenden ötürü kişi kendisini rahatsız hissettiğini belirtirse, ya da kendi belirtmese de araştırmacı çocuğun rahatsız olduğunu öngörürse, çalışmaya sorular tamamlanmadan ve derhal son verilecektir.

Bu çalışmayla ilgili daha fazla bilgi almak isterseniz: Çalışmaya katılımınızın sonrasında, bu çalışmayla ilgili sorularınız yazılı biçimde cevaplandırılacaktır. Çalışma hakkında daha fazla bilgi almak için öğretim elemanı Doç. Dr. Tonguç Akış ve yardımcı araştırmacı Ayşegül Aybüke Boztaş ile tongucakis@iyte.edu.tr ve aysegulyasar@iyte.edu.tr e-posta yolu ile iletişim kurabilirsiniz. Bu çalışmaya katılımınız için şimdiden teşekkür ederiz.

Yukarıdaki bilgileri okudum, anladım ve bu çalışmada yer almayı onaylıyorum (Lütfen alttaki iki seçenekten birini işaretleyiniz.

Evet onaylıyorum___   *Hayır, onaylamıyorum___*

APPENDIX B

CHILDREN'S QUESTIONNAIRE

İZMİR YÜKSEK TEKNOLOJİ ENSTİTÜSÜ
MİMARLIK FAKÜLTESİ MİMARLIK BÖLÜMÜ
ÇOCUK EVLERİ ANKETİ

Tarih:
Anketi yapan kişi:

İsim: (İsim sorulmayacak)
Yaş: (9- 12 yaş grubu)
Cinsiyet: Kız/Erkek

Anket çalışmasında Çocuk Evlerinin mekânsal organizasyonunun çocuklar üzerindeki etkileri incelenmektedir. Bu çalışma Yüksek lisans tezi kapsamında veri olarak kullanılacaktır. Bu çalışma çocuk evlerindeki 9-12 yaş aralığındaki çocuklara yöneliktir.

Açık Uçlu Anket Soruları:

Bireysel Mekân Algısı ve Talepler

1. Evinizde kaç kişi yaşıyorsunuz?

2. Odanızı kaç kişi ile paylaşıyorsunuz?

3. Günlük programınız ile mekânları birlikte anlatınız. Bir gününüz nasıl geçiyor?
   - Hangi açık ve kapalı mekânlara uğruyor ve ne sıklıkla buraları kullanıyorsunuz?
   Sabah:
   Öğle:
   Akşam:
   Gece:

4. En çok hangi mekânda gününüzün en uzun zamanı geçiriyorsunuz?
   Hafta içi/ Hafta sonu:
   Yaz/ Kış:
   Okul var/ yok iken:

5. En çok hangi mekânda haftanızın en uzun zamanı geçiriyorsunuz?
   Hafta içi/ Hafta sonu:
   Yaz/ Kış:
   Okul var/ yok iken:

6. En çok hangi mekânda mevsiminizin en uzun zamanını geçiriyorsunuz?
   Hafta içi/ Hafta sonu:
   Yaz/ Kış:
   Okul var/ Okul yok iken:

7. Hafta sonu mekân kullanımınız değişiyor mu nasıl değişiyor?

8. Mevsime göre mekân kullanımız değişiyor mu nasıl değişiyor?

9. Yaşadığınız mekânlarla ilgili nelerin eksik olduğunu düşünüyorsunuz/ nelere ihtiyaç duyuyorsunuz?

10. Yaşadığınız mekânda neleri değiştirmek isterdiniz?

11. Yaşadığınız mekânlarda neler olmasını isterdiniz?

12. Yaşadığınız mekânlarda neleri seviyorsunuz? Sevmiyorsunuz?

Ortak Algı, Kullanım ve Talepler

13. Ortak kullanım mekânlarınız var mı? Bunlar neler?

14. Birlikte olduğunuz zaman bu mekânları nasıl kullanıyorsunuz? Ne gibi ortak ihtiyaçlarınız oluyor?

15. Yalnız kaldığınızda bireysel olarak bu mekânları nasıl kullanıyorsunuz? Ne gibi ihtiyaçlarınız oluyor? Ne gibi talepleriniz var?

16. En çok hangi mekânlarda birlikte/ bireysel zaman geçirmekten keyif alıyorsunuz? Neden?

17. Sizin için çocuk evinin sınırları nerede başlayıp bitiyor?

18. Hiç zaman geçirmek istemediğiniz mekân ya da mekânlar var mı? Neden?

**Aidiyet Duygusu ve Mekân Üretimine Katılım Algısı**

19. Kendinizi yaşadığınız mekâna ait/ bir parçası olarak hissediyor musunuz?

20. Kendinizi yaşadığınız mekâna ait hissettiren şeyler neler?

21. Duvarlarınıza yaptığınız resimleri asıyor musunuz?

22. Duvarınızın rengine siz mi karar verdiniz? Ya da duvarlarınızı siz mi boyadınız?

23. Buradaki eşyaların sizin bir parçanız olduğunu düşünüyor musunuz?

24. Bu mekânlar içerisinde en son birlikte neler yaptınız?

25. Daha fazla birlikte zaman geçirebilmek adına neler yapmak isterdiniz?

26. Kendinize ait özel bir mekân olarak hangi mekânı söyleyebilirsiniz?

27. Yaşadığınız hangi mekânlarda en son hangi değişikliği yaptınız?

28. Yaşadığınız hangi mekânda birlikte neler ürettiniz?

29. Yaşadığınız hangi mekânlarda ne gibi bir değişiklik yapmak isterdiniz?

30. Nasıl bir eviniz var? Kullandığınız mekânlar ile ilişkilendirerek, gündelik, mevsimlik ve yıllık kullanımları da değerlendirerek kısaca anlatınız ve çiziniz. (Bilişsel haritalar)

3

Ekler

Kullanılan görseller çocukların soruları daha rahat anlaması için oluşturulmuştur. Çalışmadan toplanacak verilerin daha sağlıklı elde edilmesi için yaşadıkları evlerin görsellerde olduğu gibi sembolik modelleri yapılacaktır.
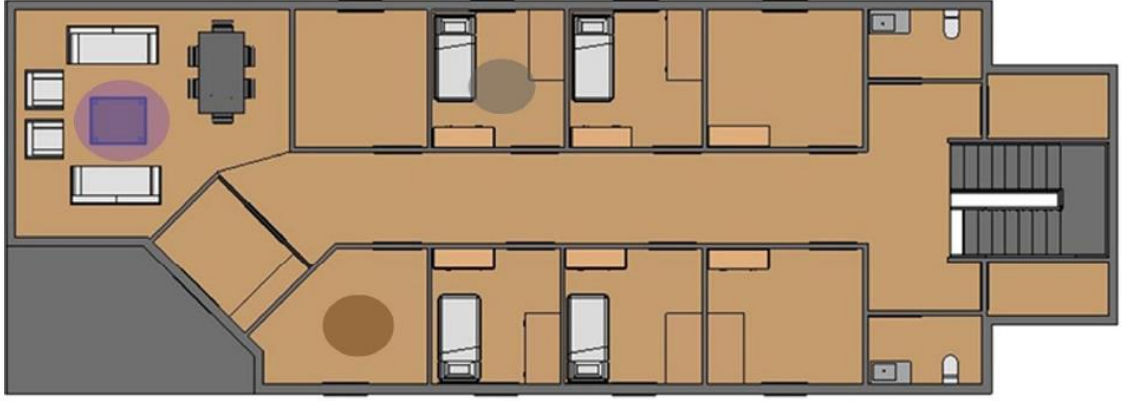
Katılım sağladığınız için teşekkür ederiz.

APPENDIX C

EMPLOYEE QUESTIONNAIRE

Tarih:
Anketi yapan kişi:

İsim: (İsim sorulmayacak)
Görev:
Cinsiyet: Kadın/ Erkek

Anket çalışmasında Çocuk Evlerinin mekânsal organizasyonunun çocuklar üzerindeki etkileri incelenmektedir. Bu çalışma Yüksek lisans tezi kapsamında veri olarak kullanılacaktır. Bu anket çocuk evlerinde çalışanlara yöneliktir.

Açık Uçlu Anket Soruları:

Bireysel Mekân Algısı ve Talepler

1. Görevli olduğunuz çocuk evinde kaç kişi yaşıyorsunuz? Yatılı kalıyor musunuz?

2. Günlük programınız ile mekânları birlikte anlatınız. Bir gününüz nasıl geçiyor?
   - Hangi açık ve kapalı mekânlara uğruyor ve ne sıklıkla buraları kullanıyorsunuz?
   Sabah:
   Öğle:
   Akşam:
   Gece:

3. Çocuklar ile en çok hangi mekânda gününüzün en uzun zamanı geçiriyorsunuz?
   Hafta içi/ Hafta sonu:
   Yaz/ Kış:
   Okul var/ yok iken:

4. Çocuklar ile en çok hangi mekânda haftanızın en uzun zamanı geçiriyorsunuz?
   Hafta içi/ Hafta sonu:
   Yaz/ Kış:
   Okul var/ yok iken:

5. Çocuklar ile en çok hangi mekânda mevsiminizin en uzun zamanını geçiriyorsunuz?
   Hafta içi/ Hafta sonu:
   Yaz/ Kış:
   Okul var/ Okul yok iken:

6. Hafta sonu mekân kullanımınız değişiyor mu nasıl değişiyor?

7. Mevsime göre mekân kullanımız değişiyor mu nasıl değişiyor?

8. Yaşadığınız mekânlarla ilgili nelerin eksik olduğunu düşünüyorsunuz/ nelere ihtiyaç duyuyorsunuz?

9. Yaşadığınız mekânda neleri değiştirmek isterdiniz?

10. Yaşadığınız mekânlarda neler olmasını isterdiniz?

11. Yaşadığınız mekânlarda neleri seviyorsunuz? Sevmiyorsunuz?

Ortak Algı, Kullanım ve Talepler

12. Ortak kullanım mekânlarınız var mı? Bunlar neler?

13. Birlikte olduğunuz zaman bu mekânları nasıl kullanıyorsunuz? Ne gibi ortak ihtiyaçlarınız oluyor?

14. Yalnız kaldığınızda bireysel olarak bu mekânları nasıl kullanıyorsunuz? Ne gibi ihtiyaçlarınız oluyor? Ne gibi talepleriniz var?

15. En çok hangi mekânlarda birlikte/ bireysel zaman geçirmekten keyif alıyorsunuz? Neden?

16. Sizin için çocuk evinin sınırları nerede başlayıp bitiyor?

17. Hiç zaman geçirmek istemediğiniz mekân ya da mekânlar var mı? Neden?

Aidiyet Duygusu ve Mekân Üretimine Katılım Algısı

18. Kendinizi yaşadığınız mekâna ait/ bir parçası olarak hissediyor musunuz?

19. Kendinizi yaşadığınız mekâna ait hissettiren şeyler neler?

20. Burası benim evimdir diyebiliyor musunuz?

21. Mekânların kullanımı konusunda bireysel ve ortak kararlarınızı nasıl alıyorsunuz?

22. Buradaki eşyaların sizin bir parçanız olduğunu düşünüyor musunuz?

23. Bu mekânlar içerisinde en son birlikte neler yaptınız?

24. Daha fazla birlikte zaman geçirebilmek adına neler yapmak isterdiniz?

25. Kendinize ait özel bir mekân olarak hangi mekânı söyleyebilirsiniz?

26. Yaşadığınız hangi mekânlarda en son hangi değişikliği yaptınız?

27. Yaşadığınız hangi mekânda birlikte neler ürettiniz?

28. Yaşadığınız hangi mekânlarda ne gibi bir değişiklik yapmak isterdiniz?

Katılım sağladığınız için teşekkür ederiz.

APPENDIX D

ETHICS COMMITTEE PERMISSION DOCUMENT

T.C.
İZMİR YÜKSEK TEKNOLOJİ ENSTİTÜSÜ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimleri Bilimsel Araştırma ve
Yayın Etiği Kurulu

Sayı : E-68485977-050.01.04-2300068818

30.11.2023

Konu : İYTE Sosyal ve Beşeri Bilimler
Bilimsel Araştırma ve Yayın Etik
Kurul Karar Oluru (Doç. Dr. Tonguç
AKIŞ-Ayşegül Aybüke BOZTAŞ)

REKTÖRLÜK MAKAMINA

Enstitümüz Mimarlık Fakültesi, Mimarlık Bölümünde görevli Doç. Dr. Tonguç AKIŞ'ın danışmanlığını yürüttüğü yüksek lisans öğrencisi Ayşegül Aybüke BOZTAŞ'ın "Çocuk Evleri Üzerine Mekânsal Bir Değerlendirme" isimli yüksek lisans tezi kapsamında yaptığı başvuru hakkında kurulumuzca verilen "Projenin etik açıdan uygun bulunduğuna" ilişkin karar İzmir Yüksek Teknoloji Enstitüsü Bilimsel Araştırma ve Yayın Etiği Yönergesinin 10/7 maddesi uyarınca olurlarınıza arz olunur.

Prof. Dr. İpek AKPINAR AKSUGÜR
Kurul Başkanı

OLUR
Prof. Dr. Yusuf BARAN
Rektör

Ek:
1- 24.11.2023 tarihli İYTE SBBBAYEK Kurul Kararı Evrak Döngüsü (Doç. Dr. Tonguç AKIŞ - Ayşegül Aybüke BOZTAŞ)
2- İYTE Etik Kurul Değerlendirme Formu (Doç. Dr. Tonguç AKIŞ - Ayşegül Aybüke BOZTAŞ)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: MU3P3UT

Belge Takip Adresi: https://ubys.iyte.edu.tr/ERMS/Record/ConfirmationPage/Index

Adres: İzmir Yüksek Teknoloji Enstitüsü Urla, İzmir 35430 Türkiye

	Bilgi için :	Çağdaş Yolcu Bilgisayar İşletmeni
Telefon No: (0 232) 7506000	Faks No:	(0 232) 7506019
e-Posta:	İnternet Adresi: www.iyte.edu.tr	Telefon No:
Kep Adresi: iyte@hs01.kep.tr		Direkt Hat:

1/1

APPENDIX E

PROVINCIAL DIRECTORATE OF FAMILY AND SOCIAL SERVICES PERMISSION CERTIFICATE

T.C.
İZMİR VALİLİĞİ
Aile ve Sosyal Hizmetler İl Müdürlüğü

Sayı   : E-64338141-605.01-10983016   27.03.2024
Konu   : Veri Toplama (Ayşegül Aybüke BOZTAŞ)

Sayın Ayşegül AYBÜKE BOZTAŞ

İlgi   : İzmir Aile ve Sosyal Hizmetler İl Müdürlüğü (Personel ve Eğitim Hizmetleri Birimi)'nün
11.03.2024 tarihli ve 10779232 sayılı yazısı.

İzmir Yüksek Teknoloji Enstitüsü Mimarlık Yüksek Lisans öğrencisi Ayşegül Aybüke BOZTAŞ'ın yüksek lisans tezi kapsamında "*Çocuk Evleri Üzerine Mekansal Bir Değerlendirme*" isimli araştırma çalışmasını Müdürlüğümüze bağlı Karşıyaka Çocuk Evleri Sitesi Müdürlüğünde gerçekleştirme talebine ilişkin Makam Oluru Ek'te yer almaktadır.

Çalışmanın Makam Oluru'nda yer alan noktalara özen gösterilerek gerçekleştirilebilmesi hususunda bilgilerini ve gereğini rica ederim.

Mustafa ÇOBAN
İl Müdürü a.
İl Müdür Yardımcısı

Ek:
1 - Makam Oluru (2 Sayfa)
2 - Dağıtım Listesi (2 Muhatap)

Bu belge, güvenli elektronik imza ile imzalanmıştır.
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Gazi Bulvarı No: 97 Çankaya Konak/İzmir   Bilgi için:Berkay KÖFTECİ
(232)446 33 52   Psikolog
(232)441 53 05
KEP Adresi : izmir.acshb@hs01.kep.tr

APPENDIX F

MINISTRY OF FAMILY AND SOCIAL SERVICES
PERMISSION CERTIFICATE

T.C.
AİLE VE SOSYAL HİZMETLER BAKANLIĞI
Eğitim ve Yayın Dairesi Başkanlığı

TÜRKİYE CUMHURİYETİ'NİN YÜZÜNCÜ YILI

Sayı : E-84459573-605.01-10905800   25.03.2024
Konu : Veri Toplama (Ayşegül Aybüke BOZTAŞ)

BAKANLIK MAKAMINA

İzmir Aile ve Sosyal Hizmetler İl Müdürlüğünün 11.03.2024 tarihli ve 10779232 sayılı yazısı ile İzmir Yüksek Teknoloji Enstitüsü Mimarlık Yüksek Lisans öğrencisi Ayşegül Aybüke BOZTAŞ'ın "Çocuk Evleri Üzerine Mekânsal Bir Değerlendirme" isimli araştırma çalışmasını Karşıyaka Çocuk Evleri Sitesi Müdürlüğünde gerçekleştirme talebi Çocuk Hizmetleri Genel Müdürlüğünün 19.03.2024 tarihli ve 10883859 sayılı yazısı ve Personel Genel Müdürlüğünün 15.03.2024 tarihli ve 10818604 sayılı yazısı ile olumlu değerlendirilmiştir.

Söz konusu araştırmanın İl Müdürlüğü koordinesinde, kuruluş denetiminde, kuruluş işleyişin aksatmayacak şekilde, görüşmelere katılma zorunluluğu olmaksızın gönüllülük esasına dayalı olarak, katılımcıların yazılı onamları alınarak ses-görüntü kaydı alınmaksızın, kuruluşların yönetmeliklerinde belirtilen gizlilik kurallarına dikkat edilerek, araştırmanın izin süresi içinde tamamlanarak, tamamlanamadığı takdirde çalışma süresi bitmeden resmi kanal vasıtasıyla ek süre talep edilerek, araştırmada beyan edilen görüş ve değerlendirmelerin, ortaya çıkan bulgu ve sonuçların Bakanlığımız kurumsal görüş ya da politikasını yansıtmadığı hususuna yer verilerek, araştırma sonuçlarının herhangi bir yerde yayınlanmadan önce kurum izni alınması ve araştırma bitiminde bir örneğinin Çocuk Hizmetleri Genel Müdürlüğü, Personel Genel Müdürlüğü ile Eğitim ve Yayın Dairesi Başkanlığına gönderilmesi ve taahhütname imzalatılması koşulları ile uygulanabilmesi hususunu;
Olurlarınıza arz ederim.

Hüseyin KAYA
Eğitim ve Yayın Dairesi Başkanı

OLUR
Zafer TARIKDAROĞLU
Bakan a.
Bakan Yardımcısı

Ek:
1 - Taahhütname (1 Sayfa)
2 - 11/03/2024 tarihli ve 10779232 sayılı yazı (1 Sayfa)
3 - 19/03/2024 tarihli ve 10883859 sayılı yazı (1 Sayfa)
4 - 15/05/2024 tarihli ve 10818604 sayılı yazı (1 Sayfa)

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Eskişehir Yolu Söğütözü Mah. 2177. Sok. No: 10/ A Kat: 27 Posta Kodu: 06510
Çankaya/ Ankara   Bilgi için:Erdem Emre GÜL
(312)705 57 00   İstatistikçi
(312)705 57 57