PRESENTING THE CONCEPT OF 'RIGHT TO THE CITY' TO CHILDREN THROUGH PARTICIPATORY METHODS APPLIED IN NGO'S

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ABSTRACT

PRESENTING THE CONCEPT OF 'RIGHT TO THE CITY' TO CHILDREN THROUGH PARTICIPATORY METHODS APPLIED IN NGO'S

Children are a social group that are excluded from decision making and participation processes in the city. They are mostly considered either incapable to think reasonably or naive to participate in large scale processes. On the other hand, they are expected to be reasonable citizens for the future to create better cities and communities. Between these controversies, this thesis suggests a way, which is presenting the concept of right to the city to children through participatory methods.

The aim of the thesis is to search the methods of increasing an awareness of right to the city, participation, social consciousness, responsibility and rights in children. Regarding the aim, a workshop series is conducted with a children group under child development specialist's supervision in a local non-governmental organization (NGO) in Çiğli district of İzmir. The NGO constitutes a media to reach children and provide a participatory ground for the presentation of these concepts.

The case study reveals that continuous workshops make a progress in knowledge of right to the city, in children's participation skills and interest in taking responsibility about the city. It is understood that when they are given an information about their right to the city and a chance to participate, they will produce their own ideas to tell about their city.

Keywords: children, right to the city, children's participation, children's rights, social consciousness, responsibility.

ÖZET

'KENT HAKKI'NI KATILIMCI YÖNTEMLERİ KULLANAN STK'LAR ARACILIĞIYLA ÇOCUKLARA TANITMAK

Çocuk, kentte karar verme ve katılım süreçlerinden dışlanan sosyal bir gruptur. Çoğunlukla, çocukların ya makul düşünmeyecek kadar yetersiz ya da büyük ölçekli bir katılım sürecine katılmak için oldukça naif oldukları düşünülmektedir. Öte yandan, çocukların gelecekte daha iyi kentler ve toplumlar yaratmak için makul vatandaşlar olmaları beklenmektedir. Bunun üzerine, bu tez çocuğa 'kent hakkı' konseptini tanıtmayı bir yol olarak önermektedir.

Bu tezin amacı çocukta kent hakkı, katılım, sosyal bilinç, sorumluluk ve hak kavramlarına dair bir bilinç yaratmanın yöntemlerini araştırmaktır. Bu amaç doğrultusunda, İzmir'in Çiğli ilçesindeki bir yerel sivil toplum kuruluşunda, bir çocuk gelişim uzmanı gözetiminde, çocuklarla bir atölye serisi gerçekleştirilmiştir. Sivil toplum kuruluşu, çocuklara ulaşmak ve onlara bu kavramları tanıtmak için katılımcı bir zemin oluşturmaktadır.

Alan araştırması; atölye çalışmaları ile, kent hakkı bilgisini artırmak konusunda çocukların gelişim gösterdiğini ortaya koymuştur. Çocuklar kent hakları ile ilgili bilgilendirildiklerinde ve katılımları için fırsat bulduklarında, bu konuda kendi fikirlerini üretebileceklerdir.

Anahtar Kelimeler: çocuk, kent hakkı, çocuk katılımı, çocuk hakları, sosyal farkındalık, sorumluluk.

To the future of my country

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LIST OF ABBREVIATIONS

CDS   : Child Development Specialist

CFC   : Child Friendly City

CRC   : Convention on the Rights of the Child

NGO   : Non-governmental Organization

PAR   : Participatory Action Research

RC   : Right to the City

UN   : United Nations

UNICEF   : United Nations International Children's Emergency Fund

CHAPTER 1

INTRODUCTION

1.1. Aim of The Study

The aim of this thesis is to raise an awareness in children about right to the city, participation and built environment, and to provide a basis for children to participate in a large scaled participatory design process in the future. It examines how children can have an active role in a city as an actor in participatory design process. Three reasons could be shown why children are the focus group of the study.

Firstly, every citizen has right to the city. Children have right to participate in decisions about the city as much as any other group in a city because they are also the users of the city just as other inhabitants. Moreover, living in a democratic society requires the embracement of every different citizen. Children represent every different culture and every economic class in a population. If children's participation can be achieved in cities' decision making processes, it will contribute to providing democracy in local administrations.

Secondly, childhood is the first step to change the overall understanding of urban consciousness. Children are supposed to be good and responsible citizens that fulfill society's expectations in the future. They are today's generation that will administrate, design and experience cities. They need to be an actor in design and decision processes in order to become responsible citizens that have concerns on the city, even though today they are not supported with activities or opportunities that increase their awareness in built environment.

Finally, childhood is the time that creativity is the highest in level, distant from taboos, rules and design stereotypes. Children can participate in the design of urban spaces and contribute to the design process with their ideas and creativity. Designers can benefit from children's way of thinking and enable their contribution to the design process of playgrounds, schools, roads and social spaces.

In order to achieve these aims, children's right to the city is investigated and discussed in association with children's participation, children's social consciousness

and responsibility and children's rights in the scope of this thesis. Moreover, children's NGOs have been chosen as a mediator so as to convey these concepts. One of the purposes behind this idea is to be able to reach disadvantageous children group in the city by the help of NGOs so that children coming from different districts can meet in one common place and have the program together. The other purpose is that NGOs are establishments that support participation and interaction with environment. It can be used as a platform for children to lay a claim to a child-friendly city. Therefore, activities of children's NGOs applying participatory methods are examined in order to reveal strengths and limitations which contribute to form the case covered by the thesis.

Throughout the study, children are not confronted with a participatory design team or asked a spatial design since the study. The study is for the benefit of children to improve themselves rather than benefiting from the child to have a better design. Therefore, workshop series with children are proposed as the case of the thesis. Content of the workshops concentrated on children's right, awareness in built environment, right to the city and participation. The thesis has an interdisciplinary approach while aiming at conveying concepts through workshops. A child development specialist is consulted in the process of workshop series. The workshop series contain games for children to raise an awareness in these concepts and to improve their participatory skills. During the study, workshop series will be supported by observations and focus group discussions with children. Various participatory methods obtained in the literature are applied in the workshops. By means of the workshops, it is targeted that children realize their right to the city just as they have children rights or other living beings' right to the city. Moreover, children are expected to regard themselves as an effective actor in the city to affect the decisions and to show their existence to other actors in the city. Thus, at the end of the workshops, children intervene with urban space, and criticize it, and find realistic solutions to problems of it. They are encouraged and supported with enough information to interact with their environment after the workshops finished.

1.2. Research Questions of the Study

This thesis approaches children's right to the city in today's and future context at the same time. In today's context, children's condition and existence in cities are considered as a problem in this thesis. In other words, neither they are regarded as a social group having right to the city nor they experience spaces in the city in their way. Children's spaces are decided by adults although their way of thinking and experiencing are rather different from children's. On the other hand, there are few initiatives including children on design of spaces in order to understand their interests. Moreover, apart from existing condition of children's spaces, their existence is overlooked in the context of city and right to the city as a social group even though they constitute a considerable part of the population. It is mostly because of underestimation of their potential. Discussions on children's right to the city in this thesis are also future discussion because if this concept could be conveyed to children, it affects next generations to develop responsibility and awareness in this context. This thesis claimed that environmental education and awareness should be given at a younger age so that they could have a sense of belonging to their city and claim their right to the city when their spaces undergo changes and interventions in the future. As a result, in accordance with these discussions, the study searches for answers of four main questions:

- How could the concept of right to the city be introduced to children?
- How could social consciousness and responsibility of children be improved?
- How could children be prepared for a participatory design process?
- How could children be given a confidence to take action in cities?

In addition, there are minor questions that direct workshops in the case study of the thesis:

- How could theoretical concepts discussed in the thesis could be taught to children?
- How could the concepts be practiced in the city by children?
- How could children learn being more collective in a group?
- How could the case study be handled according to the best interest of children?

1.3. Framework of the Study

This thesis is based on four conceptual topics in order to frame children's right to the city. These topics are participation, social consciousness and responsibility, right, and right to the city. Literature review of the research has majorly focused on the relation of children with these topics.

Before framing children's right to the city, the topic of 'right' is seen as a fundamental term to build the intended relations with children and right to the city. Regarding the examination of this topic, there are notable links between rights and United Nation's initiations. United Nations International Children's Emergency Fund (UNICEF) release sources that contain precise definitions and frameworks of children's rights, its classification and related concepts at international level. Therefore, interpretation on these sources is restricted with re-classification of children's rights or re-conceptualization of an article of children rights. The most essential source in the literature of children's rights is Convention on the Rights of the Child (CRC) (1989). CRC covers rights of the child in terms of all aspects. UNICEF stated four principles that explain the essence of the convention. These principles are "non-discrimination; adherence to best interest of children; right to life, survival and development; and right to participate" (2014, p.1). In addition, UNICEF grouped the articles of CRC as "survival and development rights, protection rights and participation rights" (2014, p.1).

In the context of this thesis, interaction between children rights and city is concentrated on. Although the first initiation that focuses on application of children rights in urban development comes from Bartlett and her colleagues (1999), the detailed explanation and framework is elaborated by UNICEF with the term of child friendly city (CFC) in 2004. In the concept of CFC, children's rights, especially participation rights strongly combined with the urban development. The term is defined as implementation of CRC in an urban context. UNICEF describes frameworks for local authorities to take actions about CFC. In fact, framework released by UNICEF covers every aspect of CFC in detail; hence, other sources structured around UNICEF's description. Wilks presented concrete example activities for the term (2010) while Nour divides activities of CFC as 'rights perspective and 'environmental perspective' (2013, p.492-493). Horelli addressed the needs of children in cities regarding CFC. Distinctively, Children's Participation Manual Book establishes a different framework

in teaching the concept of right to the children at a level of small sized groups of children. The manual itself is a collective work prepared by variable NGOs and children as participants. It introduces the concepts of right, CRC, right owners, responsible entities to implement rights, children's participation as a right, and presents the ways of founding committees and programs of children rights. The framework of the book is benefited in the outline of the case of this thesis. Similarly, workshops in the case are put in an order in relation with introduction of the topic of right. They started with the definition of right. Then, articles of CRC are re-categorized with the children. At last, children defined the right owners and responsible entities.

The topic of 'participation' is considered necessary for the frame of the literature review since participation is connected to right to the city and presented as a solution to the problem of children's right to the city. The term is defined by several authors as the situation of equal engagement (De Carlo,1980), a process preventing 'alienation between planners and users' (Wulz, 1986), a collective process of decision making (Hart,1992), an 'activity' gathering the excluded and the regular participants (Richardson, 1999) or a way of democratic decision making (Sanoff, 2006). Children's participation is examined extensively in CRC and the concept is spread by UN's activities. On the other hand, literature dealing with interaction between children's participation and urban development much more extensive than other topics in this thesis. Children's participation is defined as an alternative to engage children in community with the term of responsibility by Checkoway and Gutierrez (2006). Chawla reviewed the term as both individual and collective process for children engagement in situations that affect them (2001). Driskell contributes the framework by normalizing and revealing benefits of the children's participation process (2002). Driskell (2002) and Horgan and her colleagues (2015) mention barriers of children's participation and defines the barriers of children's participation in different contexts and spaces. Against these barriers, Driskell answered argument by argument while Hart proved the children's capability of participation in terms of their identity and social development according to age (2002). In order to investigate children's participation deeply, participation models of children are illustrated in the literature review. The model reveals what is considered 'genuine' participation and what is not (Hart, 1997), and ways of engaging children into a participatory process. Accordingly, Hart's "Ladder of Participation", which is the most known model of children's participation, is rendered. Hart organized seven aspect that is ranged according to the amount of children's

contribution to the activity. Thus, three steps at the bottom of the ladder (manipulation, decoration and tokenism) are not regarded as participation since the contribution of children do not exist in these steps. Another model is Francis and Lorenzo's "Seven Realms of Participation″ (2002). Francis and Lorenzo categorized the participation of children with respect to approaches of activities conducted by different academics and authors. As the last model, Lundy based the "Model of Participation" on participation rights of CRC and connected these rights to *space*, *voice, audience* and *influence* are regarded as the necessary components for the children's participation (2007, p.927). In this thesis, it is aimed that children are equipped with participatory skills. Games are chosen for children to adopt these skills during the workshop case of the thesis. Actions of the children during the workshop and the book titled Manual of Non-violent Methods for Facilitators by Non-violent Education and Research Center directed and framed the topic of participation in the case part of the thesis (2016).

Children's social consciousness and responsibility is another topic which is used in this study. This topic is approached as a significant framing concept in taking action to claim right to the city and participation, regarding the framework. Social consciousness in relation to urban development, or urban consciousness, is associated with responsibility, possession, awareness (Sağocak, 2016), sense of belonging and love to the city (Keskin, 2015), respect (Beyazli and Aydemir, 2011). Ercoşkun and colleagues rendered the ways of building urban consciousness in individuals (2016). In addition, social consciousness is the catalyst of the social responsibility according to Sanoff (2006) and Ercoşkun and colleagues (2016). The term of social responsibility is attributed to the taking civic actions in city by Wyatt-Lake and Syvertsen (2011). In relation of these concepts to children, Freire worked on oppressed groups', including children's, situation, behavior and change in terms of social transition and awareness (2005). Moreover, Wyatt-Lake and Syvertsen examined the development of social responsibility at a young age (2011) while Cammarota suggested phases that articulated raising social consciousness and responsibility (2011). Besides, negative factors on social responsibility are defined by both Berman (1990) and Wyatt-Lake and Syvertsen (2011). The topic of social consciousness and responsibility in the case of the thesis is built by methods applied during the workshops. The framework of this topic in the workshops is mainly dealt with the methods in Martin and Hannington's book named Universal Methods of Design (2012).

The topic of right to the city is framed by mainly Henri Lefebvre (1967) and other authors making interpretation on and contribution to Lefebvre's work. Lefebvre built the right to the city theory against capitalist production of space (1991). Lefebvre defines the right to the city as user's cry and demand to access urban services, to inform about their opinions and to be informed. Harvey also considers the capital powers over urban development as a main problem and suggests management of surplus products and democratic systems to claim right to the city (2008). Marcuse approached RC through world crises and claimed that right to the city is the right of the excluded people from the society and urban development (2010). Distinctively from others, Purcell described Lefebvre's definition unclear and proposed to categorize right to the city into participation and appropriation (2002). Similarly, Angotti also established an interaction between right to the city and urban divide (2009). Right to the city is the main topic entreated in the case study of the thesis. Definitions observed in the literature review shaped the games applied in the workshops. However, since it is a quite abstract concept, it is supported with the concrete examples from the city during the workshops.

To summarize, Children's right to the city is closely related to the topics of right, participation, right to the city and social consciousness and responsibility. From intersection of these topics, several concepts emerged such as CFC, sense of belonging, awareness, capability of participation that supports the framework of the topic. The topic of children's right to the city must be regarded as a part of literature framed by the concepts of CRC and CFC, and it should be tackled as an extension of these concepts because CRC is a extensive international agreement that covers any type of right of the child and CFC is a detailed framework to define the relationship between the child and the urban. They were formed so as to be applied directly and put into practice without trying to understand and analyzing over again.

1.4. Methodology of the Study

This thesis embraces qualitative research methodology in the way of achieving its aims and forming workshop programs in the case. Qualitative research is a form of strategy focusing on verbal data more than numerical in data gathering and evaluation process. (Bryman, 2012, p.35) Creswell made a vast and detailed definition on qualitative research methodology:

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation. (Creswell, 2014, p.38).

Regarding these definitions, common points with the thesis could be remarked as topic, data and framework. In terms of the topic, this thesis concentrates on problem statements stemmed from social issues of people. Gibbs expressed that one of the features that differentiates qualitative research from other types of research is subjects entreated in qualitative research such as "language, experiences, social organizations, institutions, activities and practices in human culture and society" (2002, p.1-2). The thesis, as expressed in the aim of the study, focuses on not only children and their experiences as a social group in the society, but also non-governmental organizations as a context of the case. In this subject, the process is more emphasized than the results, which is a characteristic of the qualitative research strategy (Chisaka, 2013,p.10).

When the data generation is examined, both qualitative researches and this thesis use data other than numeric. Especially in the thesis, in addition to verbal data, maps, pictures, photographs and models are considered as qualitative data and analyzed. Also, data generation methods applied in qualitative research are the same with this thesis.

In qualitative analysis, the data is categorized, but source data is not turned into a representation (Gibbs, 2002, p.3-4). "Inductive" strategy of research where research practice is the source of theory. (Bryman, 2012, p.380). "Theory" and "concepts" are extracted from data gathered in qualitative research (Bryman, 2012, p.408). Similarly, in the thesis, practices with children comprises the source of the study, and some conclusions were drawn from the practice while examining the process of forming an awareness and building an understanding about the particular concepts. In a qualitative research The sample could not be generalized into population, because the aim is to see the way that the group created its social structure. (Babbie,2013, p.353). Instead, qualitative data is processed regarding the context of the research. Obtained data is enriched by the "context" and the time process (Bryman, 2012, p.408). With respect to this, in the, a vast number of participants is not searched for the case of the thesis. Individuals participated in the study voluntarily.

In terms of framework, Ethnography is chosen as a qualitative inquiry for this study. It is a research design which entails people belonging to a culture and their "behavioral patterns, language and actions" in a place and in a time period (Creswell, 2014, p.49). According to Spradley, ethnography is examining and acquiring a different life style considering the perspective of "culture" (1980, p.3). This culture does not have to be an authentic tribe. It can be oppressed groups as well as 'subsocial groups' (Mamvuto and Matiure,2013,p.55). To illustrate, it could be people of a town, Eskimo women, but also it could be paralyzed people in an hospital, alcoholics in a rehabilitation center, retired people in a town club (Spradley, 1980, p.v-vi) or women, homosexuals and people with mental illnesses (Mamvuto and Matiure,2013,p.55). In the scope of this thesis, children are focused on as a social group in cities.

When ethnography is taken for research strategy, participant observation is referred with it. Ethnographers use participant observation to examine a social structure formed by social groups. (Spradley, 1980,p.39) In ethnographic and participant observation, researcher's aim is to;

- understand human being
- serve the needs of the humankind(Spradley 1980, p.19)
- participate in discussions
- gather data from the group
- focus on a social structure in a particular time interval. (Bryman, 2012, p.432)

Spradley (1980,p.58) defines five types of participation in an ethnographic research. These are named from high involvement to low involvement as complete, active, moderate, passive and non-participation, respectively. Type of observation changes according to social situation that the researcher is studying. If a tribe is observed, it may not be possible to participate in all activities. In an ethnographic research upon operating surgeon as a social group, the researcher could be only in observation position. If passengers in a bus are studied, the researcher could experience complete participation. According to Bryman (2012, p.433-435), there could be six types of researcher in an ethnographic research:

- covert full member
- overt full member
- participating observer
- partially participating observer

- minimally participating observer
- non-participating observer with interaction

In covert full membership, the researcher acts as a participant of a group, but the researcher identity is concealed from other participants. In overt full membership, the researcher is a full participant of the group, but contrary to covert full membership, the researcher does not hide his/her identity. The researcher as participatory observer join in main group activities and exist in the activity space as an observer, however, s/he is not a constant participant of the organization or the group. Partially participant observation is similar to participant observer. The only difference is that the obtained data is diversified by data gathering techniques are used in addition to observation. In minimally participating observer, the researcher rarely involves in the activities and different data types are significant here too. Researcher whose role is non-participating observer with interaction communicate to participants by means of interviews or other types of methods; however, does not involved in activities with them. (Bryman, 2012, p.433-435). In the case covered by this thesis, the researcher is a partially participating observer. In addition to facilitating activity, she participate in all warm up games, games in the first circle since these games improves the communication between the facilitators and members of the group. The researcher is involved in some of the main games in activities, but moderate them because of the concern of affecting participant's ideas about the main concepts since group members are young people. In this case, they are encouraged to produce their own definitions belonging to concepts to develop a permanent understanding. Besides observation notes, there are written documents, discussions, models, and maps as data sources, which is another reason the type of researcher is chosen as partially participant observer.

Observations, interviews, focus-group discussions and document analysis are the methods in order to obtain data in this thesis as an ethnographic research. Similarly, data generation methods utilized in this thesis are observation, focus group discussion and document analysis Observation is carried out in a degree changing between mostly observation and mostly participation (Chisaka, 2013, p.10). In this study, observer is positioned according to each workshop, yet there is a continuous interaction between observer and participants in variable degrees. In the thesis, instead of individual interviews, focus group discussion is chosen as one of data collection method. Unlike traditional interview, in focus group discussion, facilitator concern about participant's responses on different aspects of the focused topic and construction of new perceptions

stemming from the discussions (Bryman, 2012, p.501). Since exchange of ideas among participants is prominent for the study, the method is used in several workshops in the thesis. As the another data generation method, document analysis is applied in the workshops, especially for gathering and analyzing data from hands-on activities. In document analysis, the researcher extract meanings from documents, which are in the form of both a text or a picture, a map, a photograph or a model. The method overlaps content analysis strategies such as "notions of grounded theory" or "thematic coding schemes" (Given, 2008, p.230-231), which is the arrangement of a bunch of information obtained from qualitative analysis (Gibbs, 2002, p.3-4). Besides, as contemporary methods, poster-making, cognitive mapping, image boards, creative toolkit, photovoice, interactive presentation and games are conducted tools, which integrated to the traditional methods in the study. According to Gibbs (2002, p.2), data gathering methods of ethnographic research is more responsive since investigated topics are about human and social conditions. Relatively, theoretical parts of the studies refrain from expressing definite conclusions and theories from the gathered data.

In the study of this thesis, ethnographic framework is used for the purpose of understanding children's point of view of city and built environment, how they construct their path from home to NGO and what attracts them in city at most. Besides the use of qualitative research methodology and ethnographic strategy, participatory action research (PAR) is the approach conducted in the methodological framework of the thesis. Referring action research with participation is controversial in the literature. According to Kindon and her colleagues, PAR includes several participatory approaches and 'action oriented research'. (2010, p.1). Chisaka and Mukabeta define action research as a qualitative approach and a research design aiming at making a change in a problematic situation without using participation (2013,pp.14-16). Similarly, Bryman describes action research as collaboration between an investigator and participants from a social platform to define problem in a topic and to create a solution to the problem (2012, p.397). Since academics who distinguish action research from PAR claims slight differences and participation is one of the main aims in the thesis, action research will be mentioned with the participation in this study. In this regard Kemmis, McTaggart and Nixon made an extensive definition of participatory action research:

> The recognition of the capacity of people living and working in particular settings to participate actively in all aspects of the research process; and the research conducted by participants is

oriented to making improvements in practices and their settings by the participants themselves. (2014,p.4).

With respect to these definitions, PAR is conducted in the research to broaden the perspective obtained by ethnography. By means of PAR, the research made participants realize their own perspective and participants oriented the study by taking an actions about spaces which they see as problematic or attractive at most. As Babbie identified, the study conducting PAR facilitates a marginalized group in a society so that they could take an action on behalf of them. The research is directed by the actualization of participants' goals (2013, p.341). In other words, the researched decide their own problem and solutions.

PAR is also a research method which can be placed in qualitative research paradigm due to the use of common tools, data generation strategy, and smaller and 'localized' sample. (Chisaka and Mukabeta, 2013,p.15). PAR does not represent a general view or cannot be attributed to a population. Each case is a unique experience in PAR (Mamvuto, 2013, p.27). PAR and ethnography have common points in terms of studying a group in a society and methods used for data generation (Mamvuto and Matiure,2013,pp.55-56). Just as ethnographic study, PAR employs observation, focus-group discussions, interviews and document analysis as methods for obtaining data. (Chisaka and Mukabeta,2013,p.16). Distinctively, PAR emphasizes practice, but also combines it with a theory. (Chisaka and Mukabeta,2013,p.16). It aims at generating knowledge in order to deal with a negative social situation. (Mamvuto,2013,p.27)

PAR supported the thesis in terms of including 'collaboration, education and action for social change' in research (Kindon, Pain and Kesby, 2010, p.i). Contrary to traditional research approaches, PAR does not consider people as "passive subjects" in the research. (Whyte, Greenwood and Lazes, 1991, p20). In traditional research methods, researcher is considered as an "expert" while researched is an "object". PAR reconstructs relationship between the "researcher" and the "researched". The researched become participants who are informed by research and able to express their decisions (Manzo and Brightbill, 2010, p.36). PAR paradigm regard them as "participants". The level of investigation of the researcher and the participant into study is argued in the research strategy in action research. While a part of academics find the method biased (Bryman, 2012, p.397), the other part thinks PAR criticizes the authority in the research. Since the approach aims at empowerment of an oppressed group, it also claims to

decrease in boundaries between the researcher and the researched to prevent authority of the researcher over the research (Babbie, 2013, p.341-342). In this case, researcher should shape the study in line with both necessities and deficient skills and perspectives of participant (Babbie, 2013, p.342).

Methods applied in the PAR could be both traditional research methods and innovative methods in line with the changing concepts in different researches (Kindon, Pain and Kesby, 2010, p.2). To illustrate, observations, interviews, focus-group discussions can be shown as examples of traditional methods while participatory diagramming, photovoice, participant observation, secondary data analysis, dialogue, learning by doing, group work, discussions, mapping, writing and presentations are innovative and widespread tools employed in PAR, which are methods used in the case of the thesis (Kindon, Pain and Kesby, 2010, p.17).

1.5. Structure of the Study

The thesis is shaped around four chapters. Chapter 1 contains introduction part of the thesis, which frames the study in terms of aim, methodology and structure. Chapter 2 is composed of mainly discussions on basic concepts related to children's right to the city from the literature. These concepts are participation, social consciousness and responsibility, children's rights, right o the city. In addition to the interaction of these concepts with children, side concepts emerged from this interaction are remarked. Chapter 3 mentions about NGOs as participatory structures in the city before presenting the case of the thesis The chapter illustrates cases throughout the world and in Turkey in order to examine example practices regarding the interest and participation of children groups. Then, the case of the thesis aims at building consciousness in right to the city through children's NGO applied participatory methods in Çiğli district in this chapter. At last, the case comprised of ten workshops with children is evaluated and concluded in the Chapter 4.

CHAPTER 2

BASIC CONCEPTS RELATED WITH CHILDREN'S 'RIGHT TO THE CITY'

In this chapter, in order to be able to introduce the concept of right to the city to the children, related concepts with children's right to the city are discussed in the context of children. Connections among these concepts are revealed at the end of the chapter.

2.1. Children's Participation, Responsibility and Right

Basic concepts related with children's right to the city are determined as participation, consciousness, responsibility and right. Discussions belonging to these concepts in the literature are explained in this title.

2.1.1. Children's Participation

Throughout the case and the thesis, the concept of children's participation is emphasized since participation is a concept that presents an alternative solution to claim right to the city. The intention in this thesis is the adoption of participation in children while learning right to the city and taking action in cities. Thus, before the concept of participation is integrated to the workshop program in the thesis, related explanations with participation should be reviewed.

The meaning of participation is referred with several terms in the literature. Some authors defined participation by emphasizing democratical systems and decision making mechanisms while some of them approaches the term as participation in design or environment. For the former approach, Giancarlo De Carlo, an architect worked on participation, defines participation as equal engagement of each individual into decision mechanisms instead of having 'power structure' (1980, p.77). Similarly, Ann Richardson describes the participation as 'an activity' that brings together both those who are not

involved before and who are already involved regularly in a decision-making process (1999, p.228). In terms of an environmental design approach, Fredrik Wulz describes the term as enabling inhabitants to affect their environment and creating an alternative process that prevents 'alienation between planners and users' (1986, p.153). According to Roger Hart, who is a significant author in children's participation, participation is a process that individuals make decisions that matter them or their environment collectively (1992, p.5). For either approaches, participation includes involvement of every citizen into decisions that matter them, including the urban decisions that affect their life at most.

When the evolution of participation is evaluated, it can be seen that it is not a very recent term. In fact, according to Sanoff, who is a well-known academic for this field, citizen participation is as old as 'Republic' of Plato. Through centuries, citizen's participation in decision mechanisms transforms into representative democracy due to the growth of population (2006, p.131). The introduction of the concept of participation to urban development emerged around 1930s and became popular in 1960s and 70s (Driskell, 2002, p.36) due the increase in social responsibility and consciousness in societies in 1960s (Sanoff, 2006, p.131). In order to provide public involvement in planning and design, community design centers are founded in UK and USA. In 1970s, the notion of participatory design appeared in projects that included collaborating with workers on computer programming in Northern Europe. In 1990s, Internal Associate for Public Participation public participation in every area that affects their life (Sanoff, 2006, p.132).

In this study, discussions on the concept of participation are framed with the children, and every aspect of children participation is tried to be entreated. Accordingly, after significant initiation in the historical brief of the term is mentioned, the meaning, the obstacles and benefits of children's participation, the participation capability of children and models of children's participation are evaluated.

When the evolution of children's participation is examined, the first international initiation about the term could be shown as the Convention on the Rights of the Child (CRC). Then, implementation of the concept has accelerated via Earth Summit and Agenda 21 in 1992; Mayors, Defenders of Children by UNICEF in 1992; City Summit: Children's Rights and Habitat in 1996 and Child Friendly City Initiative by UNICEF in 2004. These programs frame an outline for the participation of children (Driskell, 2002, p.36).

The meaning of children's participation is defined as children's right to expression on issues that matter children in CRC (UNICEF, 2004, p.7). Similarly, Checkoway and Gutierrez define the term as the process that is provided for young people's engagement in organizations or issues influencing them (2006, p.1). Chawla also made a similar description for the term of children's participation; "a process in which children and youth engage with other people around issues that concern their individual and collective life conditions" (2001, p.9).

As distinctive from others, Driskell base children's participation on reasonable grounds through relating principles of participation with children's participation in his book named 'Creating Better Cities with Children' (Driskell, 2002, p.32-34). Regarding this, consideration on children's participation is rendered in three article by Driskell;

1. Benefit of the user should be the most prominent consideration in the process and children should be one of those users.

2. Those who have good command of the issues on the site are residents of the place and children's way of thinking contribute to the knowledge of the site.

3. The degree of participation in decision-making should be in line with the impact of that decision on a stakeholder. (Driskell, 2002, p.32-34)

The major argument on children's participation is whether children are able to engage in decision making processes in a sensible and reasonable way or not. Adults are tend to regard children as weak and vulnerable creatures, who lead them concern about children's needs instead of improving their skills. On the other hand, equipping them with concepts of participation and responsibility is an original and alternative way to engage children in community (Checkoway and Gutierrez, 2006, p.3-4). According to the results of a study conducted in Ireland, children expressed that the most negative situation they encounter is the underestimation of their capabilities by adults in decision-making process (Horgan, Parkes, Martin, Mages and O'Connell, 2015, p.3-4). The same study asked the opinions of children about their participation at home, school and community. According to the results of the study, factors preventing young people's participation at home are;

- parents not effectively listening to them
- age and maturity,
- lack of parental trust and tokenistic practices (Horgan et.al., 2015, p.107).

The study shows that dissatisfaction about participation mostly occurs in schools. Young people attributed;

- adult recognition of their agency with increasing age and maturity,
- the autocratic and hierarchical nature of the school system,
- the lack of opportunities and space,
- poor relationships with key personnel,
- poor information systems (Horgan et.al., 2015, p.107).

as a source of the prevention of participation (Horgan et.al., 2015, p.107). Moreover, obstacles of participation in community are regarded as;

- negative adult attitudes generally towards young people,
- their own lack of awareness about how decisions are made at local level and how to engage with these processes,
- the lack of identified spaces for children and young people in communities,
- poor access to facilities and activities in which young people are interested in engaging (Horgan et.al., 2015, p.108).

Against arguments questioning the potential of the child, Hart examine children's capability of participation in terms of their identity and social development. According to Hart, children's capability to participate is related to putting themselves in another's place and noticing other individuals who also have perspectives. Children aged between 7 and 12 could manage this and also they gradually improve their ability to sense what others feel, think and do in this interval of age (1997,p.31). After 9 years old, development of collaboration is observed in children, yet lack of collaboration before 9 years old does not prevent children's participation. Instead, the responsibility of facilitators increases (Hart, 1997, p.33). As a stage of identity development , children aged between 8 and 11 become active, energetic and productive; therefore, they are more likely to develop collaboration and group work in this stage (Hart, 1997,p.28).

Participatory process has benefits for both children and other individuals of the community, designers or local authorities. In case of young participants, participation improves various skills, different perspectives and positive behaviors. To illustrate it contributes to adoption of positive behaviors like citizenship, responsibility and improvement in their personality (Driskell, 2002, p.34). In fact, active citizenship is so encouraged by participation that young people feel they can have an impact on the environment (Horgan et.al., 2015, p.19-20). Children assess their environment while having involved in a different experience for them. With the increase in their self-confidence, they build "a sense of environmental stewardship and civic responsibility"

to intervene with their environment and community (Driskell, 2002, p.35). Other individuals working with young participants in a participatory process learn the perspective of the younger and establish a positive relationship between children and themselves. Moreover, participatory process prevents individuals to underestimate young people's potential. In terms of designers' and local authorities' point of view, participation contributes to design more efficiently and respond the need of the user since the demands and problems in the city are obtained completely. This can lead to adopt CFC in cities and fulfill the requirements of CRC, Agenda 21 and Habitat Agenda (Driskell, 2002, p.35). According to Driskell, a positive change in the community is the most basic aim of the participation. These changes include establishing bonds among citizens and realizing different visions of the world, in addition to concrete formations in the city (2002, p.34).

Several models are suggested for the participation of children by different academics. One of the model of children's participation is "Ladder of Participation" by Roger Hart (Figure 1). According to Hart, three steps at the bottom of the ladder are not considered as participation. These steps are "manipulation", "decoration" and "tokenism" in order (1997, p.8). Manipulation is that adults convey their messages by using children. In this step, adults either arrange a work that children are not informed and participated the process by consent or display the work as if all was prepared by children. Decoration is the one step higher than manipulation because the only distinction is that it is apparent the event is not arranged by children.

Third step is tokenism, which is frequently confused with participation by adults. It is the symbolic presence of children in an activity or event about children. Apart from these, other steps are "assigned but informed", "consulted and informed"; "adult initiated and shared decisions with children", "children initiated and directed", and "child initiated, shared decisions with adults", which are real participation types (Hart, 1992, p.11-14).

In participation that children are assigned and informed, children are involved in a project about them, which is arranged by adults; however, children are informed in detail about the project and they have a non-decorative role voluntarily. In participation type that children are consulted and informed as the fifth step of the ladder, children's role is consultants in a project managed by adults. The sixth step is a model that adult initiated and shared decisions with children. The project is again arranged by adults, but children are involved in decision-making process. The seventh step includes projects

that children initiated and directed. If children are taken seriously and supported by adults, they are capable of organizing projects and collaborate with their peers. The condition around them that determines this step is either realized or not. The last step includes projects that are child initiated and shared decisions with adults. Nevertheless, the number of these projects are quite few due to the lack of same enthusiasm, attention and carefulness in adults. It is necessary to emphasize that applying the type of participation at the top of the ladder does not mean it is the best for the child. Participation is influenced by many factors like age, culture, talent or personal skill of the child. Children can choose the level that they think they will be the most efficient. The matter is preventing children from manipulation, decoration and tokenism at the bottom of the ladder. (Hart, 1992, p.11-14)
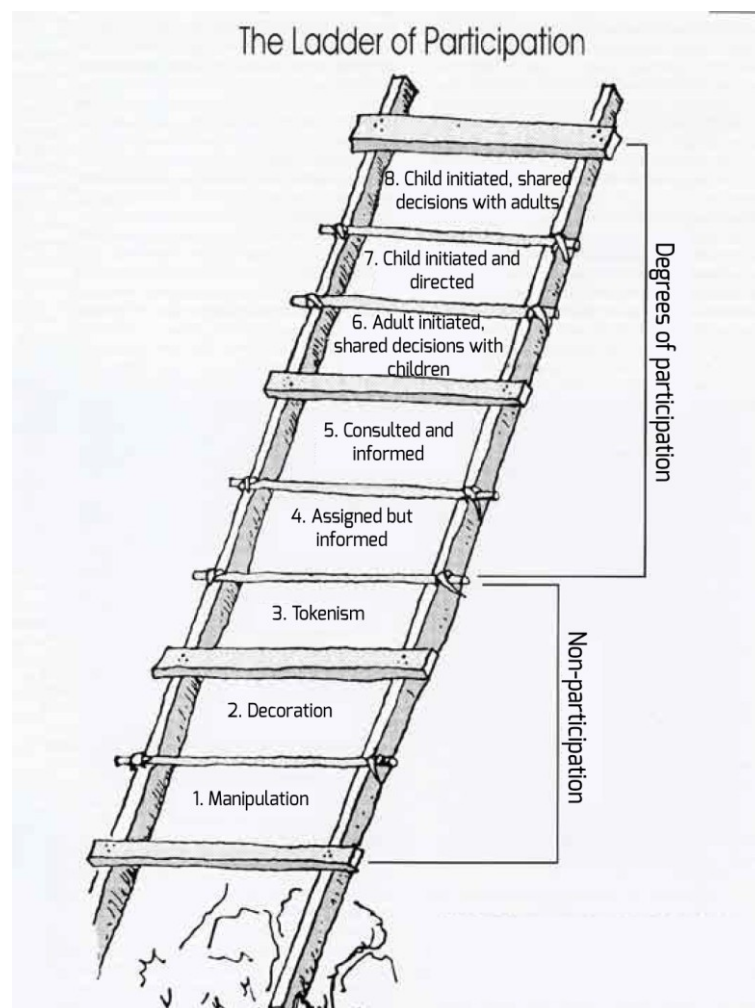
Figure 1. Roger Hart's "Ladder of Participation".
(Source: 1992, p.8)

Mark Francis and Ray Lorenzo approached children's participation in terms of seven aspects:

- Romantic realm
- Advocacy realm
- Needs realm
- Learning realm
- Rights realm
- Institutionalization realm
- Proactive realm (Francis and Lorenzo, 2002, p.160-165).

Romantic realm regard children as good designers and claim that they can design their own spaces without grown-ups and be even more successful than adults. Advocacy realm is comprised of adult designers claiming the oppressed groups' needs and demands in the city, including children's. Needs realm is based on investigating children's spatial requirements for participation in an academic field. In learning realm, children's participation is in the shape of environmental training. The main aim in this realm is "learning" and "social change" (Francis and Lorenzo, 2002, p.164). Rights realm contains projects that care children rights in the scope of city. In institutional realm, children are a stakeholder in participation process, but they are not the focus of the project. As the last approach, proactive realm unites "research, participation and action" at the same time. Both children and adults are considered as participants, but still the focus is on the engagement of children during the planning process (Francis and Lorenzo, 2002, p.160-165).

Laura Lundy created another model based on four concept: "Space", "voice", "audience" and "influence" (2007, p.927) (Figure 2). Lundy's model is distinguished from other authors due to building the model upon 12th article of CRC, which mentions about children's participation (Horgan et. al. 2015. p.18). Space represents the adoption of places that supports young people's right of expression freely. The concept covers and guarantees application of the Article 12 in CRC. In this case, the space mentioned in the model also provide conditions for the implementation of other articles. In line with Article 19, the space must provide a secure environment that young people could do their activity. While according to Article 2, this space arrange an equal environment for all children. Voice is also about providing an atmosphere that children have right to articulate their opinion. This factor could also be supported by Article 5 and Article 13 of CRC, which are children's right to ask contribution of adults as a guide and right to reach any type of information when they needed. Audience factor includes that

children's opinions must be taken into consideration. Although ensuring this as an uncontrollable factor, children deserve to be listened in a participatory environment. Influence represents consideration of children's opinions, too. Distinctively, this factor focuses on suitable approaches for the child's "age and capacity" (Lundy, 2007, p.937). In other words, different programs that can reveal the potential of children by considering "best interest of the child" according to Article 3 (Lundy, 2007, p.931-938).
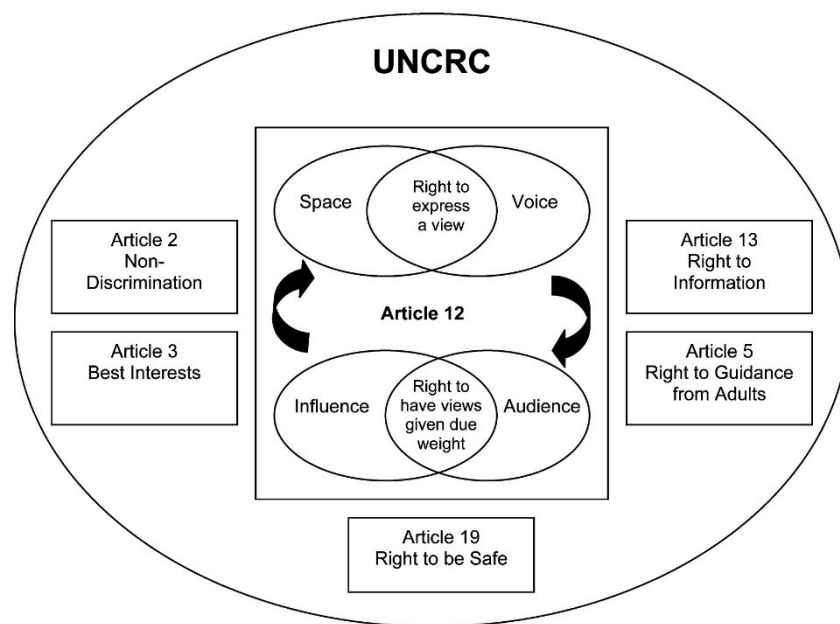
Figure 2. Lundy's "Model of Participation".
(Source: 2007,p.932)

In this title of the thesis, definition of participation and its brief history are given, and reasons, obstacles and necessities for the children's participation are reviewed. At the end, particular suggestions for model of participation are mentioned. As a result, participation emerged as a solution to the need of democracy in contemporary societies. By means of participation, excluded individuals could have a voice for issues that impress their life. Urban development is one of these issues and children are one of these excluded groups. Although they are regarded as incapable and naive for participation, it is reviewed that they are able to participate in terms of their personal development when they are given a chance. In fact, it is examined in the review that, children's participation is beneficial for the child and the other entities.

However, the most significant benefit of children's participation according to the claim of this thesis is leading the community to change. One reason for this is that urban development in line with the children's needs is the best for all other groups of the society. The other reason is that as Edwards said, "children are not minority." (1996, p.48), and they are going to be future's adults. If the existing urban development does not satisfy citizens and the participation is suggested as an alternative solution to this, the concept of participation should be introduced to and even adopted by children on the behalf of a positive change. From this point of view, this thesis aims at giving a participation culture to the children. Children are introduced new skills like listening to each other, working as a team, sharing ideas and creating solutions by using participatory methods, which help the child to be ready to engage in participatory processes.

2.1.2. Children's Social Consciousness and Responsibility

In this title, children's social consciousness and responsibility and the ways of building them are investigated. At first, these concepts are handled separately as social consciousness and responsibility. Then, interaction and relationship among these concepts are examined in order to understand how these concepts can be established in children. As a result, the literature on this relationship enlightens the outline of workshops in the case of the thesis.

To begin with, the concept of social consciousness is examined in the literature. It is associated with the urban environment in the thesis, so it is also mentioned as urban consciousness in the thesis. According to Ercoşkun and her colleagues, urban consciousness is a possible way to overcome alienation of citizen experience, evading responsibility and lack of sense of belonging (2016, p.10). Keskin, Sağocak and Arslan define urban consciousness as the condition of an individual's feeling of responsibility to the city and possession of the city (2015, p.26), (2016, p.4). Urban consciousness is defined by four elements in the study conducted by Keskin et.al: loving the city, feeling belonging to the city, saving the city, feeling responsible to the city (2015, p.20) while Sağocak associates the term of urban consciousness with "awareness, belonging and responsibility" (2016, p.4). Similarly, Beyazli and Aydemir attribute urban consciousness to responsibility, respect and sense of belonging (2011, p.841). Ercoşkun

and her colleagues relate urban consciousness to socio-economic conditions of individuals, identity and sense of belonging, opportunities presented by city, and behavioral features like environmental awareness or habits of use of mass transportation (2016, p.20-21). As it is seen from the definitions, urban consciousness is closely attributed to building sense of belonging, awareness and responsibility commonly.

Several authors suggest ways to build urban consciousness, which orient the series of workshops in the case of the thesis. According to Beyazli and Aydemir, urban consciousness begins to be raised when a citizen understand the importance of questioning his/her contribution to decision making processes in the environment and positioning himself or herself in the city (2011, p.840). Freire, who owns the first sources about the critical consciousness and understanding of excluded individuals, suggests "praxis" which is comprised of "action" and "reflection" to raise awareness and social transition on behalf of oppressed groups (2005, p.93). In this sense, Ercoşkun and her colleagues' explanation can be enlightening that proposes three ways to develop an urban consciousness in citizens (2016, p.20):

1. Developing an urban culture and collective memory
2. Providing participation in cities
3. Enriching socio-cultural life

According to the first way, spaces, which citizens can interact, attach with, remember and miss, develop a common consciousness and collective memory in individuals. Noticing history and cultural values of the city is also an approach to improve urban consciousness in citizens. Secondly, engagement in physical, cultural and social transformation in the city raises a consciousness in citizens (Ercoşkun, Öcalır-Akünal, Yenigül and Alkan, 2016, p.19-20). As a third way, enriching socio-cultural life in cities contributes to urban consciousness. This could be reached by means of opportunities and services provided in the city. When citizens participate in platforms as active socio-cultural spaces, urban consciousness is influenced positively (Ercoşkun et.al., 2016, p.19-20). The case study covered by the thesis tries to provide these mechanisms through a program aiming at building an urban consciousness for the children. The NGO supporting this program forms a social structure for children to improve their socio-cultural life. Children are treated as participants and given a chance to involve in their environment.

The concept of social responsibility is examined secondly in this title. Social responsibility is a motivation that prompts citizens to take action in their community in

favor of other people (Wray-Lake & Syvertsen 2017, p.4). According to the definition of Berman (1990, p.75), the term represents an effort of individuals for the goodness of others. Wray-Lake & Syvertsen describe the term as a "prosocial value orientation" that includes and encourages to take actions (2017, p.7). As a common point for all definitions, social responsibility is closely associated with taking action and right to the city. Social responsibility is entreated in this study since it is targeted that children could have a self-confidence to interact with their environment and create rational solutions at the end of the program.

Since targeted group is children in this thesis, it is necessary to review the relationship between these term and children. Emotional, cognitive and identity development of young people play an important role in the formation of social responsibility. In terms of emotional development, improving empathy is the base of social responsibility, which is starting to consider other individuals. Cognitive skills of children encourage them to take responsible behaviors. By means of self and identity development, young people notice "self" and "others" and distinguish necessities for both separately. During the development, children build their own identity. If this identity is shaped around solidarity and helping each other, socially responsible behaviors are influenced positively (Wray-Lake & Syvertsen, 2017, p.7-11).

There are several factors preventing the formation of social responsibility. Limited time, unable to reach basic needs, imposed peer competition and lack of consideration of other individuals are some of the negative effects on young people's behaviors on social responsibility (Wray-Lake & Syvertsen, 2017, p.5). In addition, according to Berman, the curricula in the classes promotes individualism and competition instead of social consciousness and community interests (1990, p.77). Today, children are still mostly deprived of social skills that provide an opportunity to participate in civic life for them. It needs an effort to build socially responsible behaviors (1990, p.75).

Wray-Lake and Syvertsen suggest three ways to construct social responsibility in young people.

- Modeling prosocial behaviors
- Value socialization messages
- Opportunities to practice social responsibility behaviors (2017, p.12)

The first way is modeling prosocial behaviors. True role models that are concerned on involvement in social issues of community direct children to be more socially responsible individuals. Parents, teachers, friends and other adults may affect children as role models. As the second way, value socialization messages include direct communication of family, teacher or others with children by conveying them social values verbally. The third way is opportunities to practice social responsibility behaviors. Young people may increase their awareness in social responsibility by practicing it (Wray-Lake & Syvertsen, 2017, p.12-15). Freire also expresses that experience is the only path for adoption of responsibility (2005, p.12). This study covered by the thesis gives an opportunity to experience social responsibility by directly in contact with the city. They are introduced to social responsibility and they are taught ways of taking responsibilities in the city.

In order to provide individual's engagement in decision making process in cities, individuals should be aware of both the environment and his/her responsibilities (Beyazli & Aydemir, 2011, p.842). That is the reason why both children's social consciousness and responsibility are terms discussed in the thesis. Moreover, consciousness acquired in childhood have permanent influence on individuals' lives (Onur, 1995, p.282). Thus, adopting these kind of behaviors in childhood contribute to participation, empowerment and democracy at community level. In line with the aim of this thesis, it is necessary to redound these behaviors to encourage citizens taking action about urban spaces.

Cammarota elaborates social consciousness and responsibility in children through social justice development in young people (2011,p.829). Cammarota suggests three phase for the development of social justice:

1. Awareness of self
2. Awareness of community
3. Global awareness (Cammarota, 2011, p.829)

In this structure, self awareness represents young people's exploration of themselves, cultural diversity, oppression on them and their capabilities. When young people notice their capabilities and potential, they change their actions in a positive way and become more confident to tackle with community issues (Cammarota, 2011, p.829). Besides, improvement in awareness of self leads to improvement in awareness of community. Community awareness includes social awareness and critical thinking for

the community or close environment and investigating problems or solutions in community context (Ginwright and Cammarota, 2002, p.88-89). As the last, global awareness contains young people's empathizing other people's lives, especially marginalized ones so that they could take an action for these people to make environment better (Cammarota, 2011, p.830).

2.1.3. Children's Rights

The very first initiation of children's rights started with Geneva Declaration on the Rights of the Child in 1924. In 1959, United Nations (UN) General Assembly denounced that the declaration is acknowledged. The declaration was about material and non-material needs of children, child labor and special circumstances of the child like famishment, illness, disability, or orphanhood. In 1989, the Convention on the Rights of the Child (CRC), which is more extended than the former declarations, was accepted by UN General Assembly. One year later, in 1990, CRC was recognized internationally in World Summit for children so as to promulgate the convention in other countries (UNICEF.2004.p.4). Turkey signed CRC in the summit and the convention is approved by Grand National Assembly of Turkey in 1994 (Sadletzki, 2009, p.27).

CRC has 54 articles which first forty one articles are rights of the children and rest of it mentions about how state parties implement the rights. "Non-discrimination, adherence to best interests of the child, right to life, survival and development, and right to participate" are the guiding principles of CRC. The articles in the convention are divided into three categories: Survival and development rights frames necessary standards for survival and development of children. Health care, education, legal and social services are included in this category. Protection rights ensure children's safety in a justice system. Discrimination, abuse, neglect, exploitation, violence and war is entreated in this category. The last category participation rights aims at children's participation of social life, being informed, freedom of expression and consideration of opinions in every stage of democratic decision process. (UNICEF, 2014, p.1).

The convention aims at considering the children's rights in terms of all aspects, including urban spaces (Bartlett, Hart, Satterthwaite, Barra and Missair, 1999. p.xi-xii). It forms a "framework" for local governments to fulfill basic needs of the child in cities.

This framework is named Child Friendly City (CFC) by UNICEF (2004, p.1). CFC is introduced by UNICEF and UN-Habitat in UN Conference on Human Settlements in İstanbul 1996 through a workshop that brings local governors, researchers and agencies together to discuss structures enabling CFC implementation in cities (UNICEF, 2018). In 2004, a CFC *framework for action* is presented by UNICEF. In this framework, UNICEF defines 9 structures in cities to establish more child friendly cities:

1) "Children's participation" into decisions and situations that matters them is encouraged. The participation includes informing them, consulting to them, meetings, discussions and engaging them into process. Children's participation is the most basic principle of CFC.

2) "A child friendly legal framework" is established for the purpose of integration children rights into regulations. Although the framework is significant to develop policies protecting children's rights, it should allow co-operations and collaborations between government and independent institutions because programs of institutions increasing children's awareness and knowledge are needed.

3) A CFC requires "a city wide children's rights strategy" is useful to adopt CFC for both local and country level. Developing a strategy also establish relations among departments of governance and provides more systematic progress in building CFC.

4) "A children's rights unit" is required to provide existence of children at local governance. This unit should be in touch with other departments and presidential office in order to work in collaboration and to prevent long procedures between departments.

5) "Child impact assessment and evaluation" is needed to guarantee "children's best interests" are fulfilled. In addition to local government, institutions or NGOs should investigate impacts freely.

6) "A children's budget" is necessary to put an emphasis on children among the other departments. A strategy should be developed in budgeting as well.

7) "A regular state of the city's children report" is statistical information about the condition of children in a city. The report should investigate children regularly in terms of not just living but also level of participation, discrimination, needs and solutions.

8) "Making children's rights known" should be aimed for both children and grown-ups. Thus, children's rights take a part in curriculum and NGOs. Both children

and adults should be aware of children rights and institutions could take an action about this.

9) NGOs and institutions working on children's rights should be supported to create "Independent advocacy for children". These institutions encourage the adoption of children's rights and complete the work of governmental offices. (UNICEF, 2004,p.4-18)

The term of CFC is not a utopia, but it is a guideline for countries in order to have more child-friendly "governance, environment and services" in cities. The purpose of CFC is to develop an understanding and awareness of children's rights in children and change the cities in a positive way. (UNICEF, 2004, p.2-3). It is aimed to built cities provided with safe spaces that give children to opportunity to engage in community and that is equipped with accessible essential services for children from infrastructure to play spaces. (Wilks, 2010, p.27). CFC promises cities that each citizen could:

- Influence decisions about their city
- Express their opinion on the city they want
- Participate in family, community and social life
- Receive basic services such as health care, education and shelter
- Drink safe water and have access to proper sanitation
- Be protected from exploitation, violence and abuse
- Walk safely in the streets on their own
- Meet friends and play
- Have green spaces for plants and animals
- Live in an unpolluted environment
- Participate in cultural and social events
- Be an equal citizen of their city with access to every service, regardless of ethnic origin, religion, income, gender or disability (UNICEF, 2004, p.1).

Nour presents embracing actions aiming CFC in two perspectives as "rights perspective" and "environmental perspective" (2013, p.492-493). Right perspectives is comprised of having cities that presents children opportunities to improve themselves in terms of accessibility of sources, providing safe spaces and participation. The environmental perspective includes implementing children's rights in cities by designing better spaces so that they can "live, learn and play" according to their necessities. The perspective intends to plant in growing up responsible future adults of the city, who will change cities in a livable place. Furthermore, Horelli finds discussion of CFC insufficient in terms of literature and framework (Horelli, 2002, p.268-269). Thus, Horelli defines ten aspects in which CFC must be adopted. These aspects are;

- housing and dwelling,
- basic services,
- safety and security,
- family, kin, peers and community,
- urban and environmental qualities,
- resource provision and distribution; poverty reduction,
- ecology,
- sense of belonging and continuity,
- good governance (Horelli, 2002, p.271-272).

Relation of urban spaces with CRC affects the development of children. According to Bartlett and her colleagues, if cities were developed in line with articles of CRC by caring children's best interests, all citizens live in cities would be cared and affected positively and poverty, social inequation and unsustainability would decrease (1999,p.xii). Neighborhoods which provide play and cultural spaces, engagement in society, interaction with citizens, accessibility of knowledge for children as future citizens are emphasized in CRC. (Bartlett et.al., 1999, p.121) These supports are effective in safe environments. In case of violence and lack of secure environment, children's civic development is affected negatively. It causes refrainment from urban spaces and decrease in engagement in the city (Bartlett et.al., 1999, p.122).

In the framework of CFC, local governments are in charge of establishing the process of implementation. Children also are considered as responsible entity to advocate their rights as well as governance structures, families and the society (UNICEF, 2004, p.2). However, possible contributions of NGOs are not mentioned enough in this framework. According to Bartlett and her colleagues, it is because local government are endowed with authority and resources to legislate the implementation of CFC and building spaces accordingly. NGOs are not as effective as local governments' policies. Collaboration could make authorities use the potential of governmental sources completely (1999, p.16). Duty of the municipalities in framing CFC is providing protection and basic services in urban areas inevitably. On the other hand, NGOs have a significant role in proposing an overlooked issue for the agenda of governments. Besides, they contribute to spread the issue and increase awareness among society by events, activities and media. From this perspective, contribution of NGOs to the process of establishing CFC is incontrovertible, and as important and necessary as local authorities' actions. In this regard, this study is interested in children's expressing their words and involving in decisions that affect their lives in cities by means of NGOs.

In this thesis, the concept of right is considered prominent for children to understand their right and make an introduction to right to the city. In the discussions on right in the scope of the study, Children Participation Manual Book, which is a collective work of contributions of adults and children from several NGOs, is taken as a framework in processing the concept of right. Accordingly, definition of right is entreated in the study at the beginning of the study. Then, in line with the book's framework, articles of CRC and its categorization are mentioned briefly. The book also takes responsibility of the advocating rights as a significant subject, which is reflected in the study, too (Çocuk Katılımı El Kitabı, 2007, p.13-16).

2.2. Evaluation

Throughout Chapter 2, children's participation, social responsibility and consciousness, right and right to the city was discussed and reviewed. This review conducted in Chapter 2 provided two benefits:

- comprehending key concepts related to children's right to the city
- framing the formation of workshops in the case of the thesis

In terms of understanding key concepts, it was observed that concepts of right, responsibility, consciousness, participation and right to the city are bounding concepts with each other. They overlaps with children's right to the city in terms of many aspects. To illustrate, 'right' is the essence of 'right to the city' and it needs to be understood before discussing right to the city. At the same time, these two concepts are included by child-friendly city which is the implementation of rights of children in cities. Similarly, CFC also involves children's participation. Children's participation is presented as an alternative way to claim right to the city, while it builds urban consciousness. Urban consciousness is necessary for being aware of what a citizen wants and needs exactly. Urban consciousness is the urge for an individual to take an action about right to the city. It leads to develop a sense of social responsibility to the oneself and whole city. It is an empathy that one citizen feel for another citizens and the city. It encourages citizens to protect their city and right to the city instead of ignoring problems in the city. All concepts in the literature is weaved in order to reveal the close relationship among them and to use them to improve children's senses and skills.

In terms of framing the case, literature review of these concepts oriented the case study of the thesis. All concepts mentioned in Chapter 2 is included and processed in the workshops of the case. As a basic term, right was introduced to the children. After working on what children see in the city, children's right in the city was discussed and children met the term of right to the city. As a necessity for urban consciousness and responsibility, children are promoted to interact with their environment. They are enabled to criticize the city and create suggestions for it. Moreover, the term of participation is emphasized throughout the case regularly.

CHAPTER 3

CHILDREN AND THE CITY

In this chapter, relationship between children and the city is discussed considering participation in the city. As an actor, children's right to the city is investigated in the literature. Moreover, NGOs are presented as a way to provide children's participation into the decision making or design process in cities as actors. At the end of the chapter, a range of examples that employs participatory methods with children both throughout the world and in the context of Turkey are presented.

3.1. Citizens As Actors in the City

In existing system, citizens have such a passive role that they are solely involved in voting to affect their environment (Pranger, 1968, p.30). Nevertheless, as a result of this passive action, citizens suffer the consequences of decisions made by authorities (Pranger, 1968, p.29). Environmental decisions are also included in these consequences. Representatives chosen for the decision mechanisms make decisions about places they have not lived, paths they have not passed or spaces they have not used. Consequently, the most negatively affected section in society is the disadvantaged groups. They are mostly excluded from services presented in cities in this situation. The urban poor have to replace their home or neighborhood for a large scaled project. The citizen with disabilities prefers not to leave house due to obstacles in the streets. The child experiences being ignored in public domain. Regarding these examples, due to deterioration in the environment, community participation appeared being in a search for better methods of designing (Sanoff, 2006, p.140).

In community participation, it is prominent to involve actors of the city into the urban design and development process. The process should include all citizens that are affected by the situation. Citizens with same ideas on an urban issue could gather around a platform and represent themselves as actors in the process. "State agencies, local governments, communities, parties, NGOs, universities, private industries and civil societies" could be illustrated as examples to urban actors that can be engaged in

the process. (Türker, 2006, p.168; Evans, 2002, p.14). To create livable and sustainable cities, Evans emphasizes the importance of collectivity rather than single actor in community participation process. According to Evans, all actors in the city should come together because no actor provides perfect representation for urban livability. Each actor approaches its own point of view (2002, p.22). From this view, variety of different perspectives of urban actors gain importance. Active participation of several actors into the process also make a significant contribution to democratization of the existing decisions making process (Sanoff, 2006, p.133). Moreover, involving a wide range of actors is also advantageous in terms of hearing multiple voices and creating more unique solutions to urban sustainability at local level (Guy and Marvin, 1999, p.271). Community participation works for "information exchange, resolving conflicts, supplementing design and planning" (Sanoff, 2000, p.8). Every person's need could not be met in a participatory design process; however, Sanoff claims that sense having an impact on environment satisfies the participant in the process (2006, p.140).

Manzo and Perkins state that citizens' effort for participating in society and urban design process is dependent on their sense of exclusion or inclusion to the society and also based on considering themselves as a right owner of a place or not (2006, p.340). Then, it seems necessary to engage excluded social groups in community and city because their effort for the good of the city is dependent on their inclusion and sense of belonging to the city. This thesis focuses on children, considering as an excluded social group. Children's existence and deprivation in the city, their rights in the city and their NGOs to claim their rights in the city are the topics discussed in the literature part of this thesis. In the case study of this thesis, methods to increase children's inclusion to the society and the city are investigated through the concept of right to the city.

3.2. Children's Existence and Deprivation in the City

Cities are in constant change. They consisted of neighborhoods in which every person knew each other before. And these gave children an opportunity to explore the city without adults. Today, increase in population and the number of vehicle in the city cause unsafe environments. Since children are seen to be subjected to hazards in urban spaces, they are tried to be protected from these spaces. Children's free exploration is replaced by television and programmed leisure time. Thereby, children's existence in the

city is affected negatively. Tranter and Sharpe define two kinds of fear in public domain that prevent children's existence in cities. These are "traffic danger" and "stranger danger" (2007, p.186). These fears mostly belong to parents' concerns on children's safety. Increase in the number of private cars on streets and lack of communication among people in the same neighborhood lead adults to protect their children from public spaces. However, prevention of children's accessibility to these spaces has negative outcomes in the long term. It brings inactive life style that causes physical and psychological health issues. In addition, it damages the relationship between children and their built environment or society (Tranter and Sharpe, 2007, p.186).

Gender is also a factor that affects children's practices in the city. Girls' presence is more restricted in the city since they are thought to be more subjected to abuse or they are attributed to housing responsibilities (Valentine, 1999, p.138). On the other hand, boys are allowed to be out until late hours because they are thought to be able to take care of themselves outside, compared to girls (Ward, 1990, p.156). Accordingly, when it is looked at games children play, boys play more adventurous or exploratory games whereas girls are directed to more passive games like baby-sitting (Ward, 1990, p.158). This situation frames a common belief as public is attributed to the boys while house is associated with the girls. As a result, foundation of gender discrimination is laid from childhood, and also in terms of the existence in urban life, boys have more chance to interact with cities than girls have.

Play can be considered the most important practice of the child in a city. It is both a significant part of children development and a way to integrate themselves into the environment (Bartlett et.al., 1999, p.22). According to Bartlett and her colleagues, children grasp necessary skills for life through playing. Physically, they explore their body and environment. By doing this, they notice they have an impact on their environment. Socially, they realize social bonds and differences between having an activity alone and with a group through playing (1999, p.22). Nevertheless, when it is looked at the cities by themselves, it could be observed that there are not enough spaces that children can play independently. Playgrounds and parks, considered as children's spaces in the city, seem only options for children's independent play. Cunningham and Jones attributed playgrounds as failures even if they are important places and recently focused by designers and local authorities to make them more efficient and creative (1999, p.16) because playgrounds as themselves are not enough to meet children's needs in the city.

Children should be able to use every space in the city, not just playgrounds or parks. From this point of view, characterizing a place as children's space is a kind of "segregation" by restricting children's playing activities into a fenced area in the city (Tranter and Sharpe, 2007, p.186). Matthews defines this segregation as "childhood ghettoization" by depriving children of urban services and facilities (1995, p.457). According to Tranter and Sharpe, this segregation damages children's sense of belonging to the local area (2007, p.186). Apart from playgrounds and parks, other options for children's play become either commercial play spaces or adult controlled spaces. In both of these spaces, children's independent use could not be discussed. For commercial play spaces, McKendrick, Bradford and Fielder make the description of "commodification of childhood" (2000, p.296). For adult controlled spaces, according to Valentine, there is a balance between parental presence and children's free play in these spaces. Children are tend to negotiate their free presence in the city with their parents (1999, p.137).

When these discussions on children are evaluated, children's existence in cities should be recognized first of all, and this behavior should transform into attitude in the city. According to Ward, children prevented from urban space are unaware of services provided in the city (1990, p.50). In consequence, it could not be expected from these children to integrate into the community and take responsibilities for their city. Therefore, instead of blocking their bounds with the community and the city, Iveson suggests that this intervention should be concentrated on "threatening situation, environment or people" (2006, p.53). According to Barre, children's deprivation in the city could be overcome by urban design and facilities such as increasing common use areas or promoting activities that enriches social relationships (1984, p.14). Ward also claims that if cities are adapted to needs of the child, it will be beneficial for adult citizens, too, especially for the elder citizens. In fact, cities should be re-arranged according to children's needs as design standards of people with disabilities (1990, p.203-204). At the same time, children's development should be remembered and considered in the city.

3.3. Right to the City

This thesis combines the concept of right to the city and children by claiming that children are one of the groups in the city who need to have right to the city. Hence,

in order to understand the term of right to the city, different authors' approaches in the literature of right to the city is reviewed in this title.

Henri Lefebvre is the pioneer who came up with the term of right to the city (RC) by his book titled 'The Right to the City', first published in 1967. He determines it as a *cry* and *demand* for reaching the city services against to the capitalism in cities. He explains it as;

> ...the right to information, the rights to use of multiple services, the right of users to make known their ideas on the space and time of their activities in urban areas; it would also cover the right to the use of the centre (Lefebvre, 1991, p. 34/ quoted in Marcuse, 2010, p.189).

Lefebvre's main concern about right to the city also includes replacing the exchange value of capitalism with the usage value, which means the transformation of daily life in order to transform the city. Regarding these, he analyzed the production of space and re-conceptualized the space production in a way that it consists of three constructive moments of space. These three moments are "Lived Space", "Perceived Space" and "Conceived Space" as spatial trialectic (Lefebvre, 1991). These moments are two sided with "spaces of representation", "spatial praxis" and "representations of space" (Lefebvre, 1991). Perceived space is spatial praxis. It includes production and re-production process of the society. It reflects physical production of social act and interaction. It finds an expression with everyday life. Conceived space is the representations of space. Representation of space is related with the ideology, power and the knowledge. There is a special effect of capitalism and power on production of this type of space. It can be seen in memorials, towers, factories and office buildings. This type of space is generally produced by architects, planners and some entrepreneurs. To illustrate, while architects are designing a space, it is mostly made on a paper with design rules and visual aesthetics, which is also remote from social and economical aspects of everyday life. The space is reduced into some codes and representations in representations of space. Maps, plan drawings, signs and pictures can be shown as examples for this. Different from these two, lived space includes social practices and space as a production. Lived spaces are spaces of representation. It includes complex symbols and meanings. It contains spatial praxis that resist prevailing codes such as illegal housing like squatter housing and space occupancy. Architects, planners and investors are always trying to intervene with these spaces to bring their codes, designs and arrangements. Lived, perceived and conceived space together is necessary for

understanding the complex codes and ideology behind the space and dealing with space as a discourse without codes because the space is produced before it is experienced by society (Avar, 2009, p.7-16).

According to Lefebvre, RC aims at reaching better cities and community in the future. This future city will not be created by an authority like architect or politician. On the contrary, it will be a work of social praxis. In this process, duty of the authorities should be taking responsibility of concretizing the ideas. They are tend to impose their own authority, meanings and codes on urban design. However, in this case, the meanings and perspective of the resident is overlooked (Lefebvre, 2016[1968], p.119-125). Individuals in a city need physical and creative activities along with the tangible structures, and commercial or profit-driven spaces in cities cannot meet these needs. However, cities are gradually comprised of these kinds of spaces considered as consumption objects. Thus, an urban strategy is required to criticize and discuss existing situation and codes imposed by authorities. The strategy is realized by the contribution of those powers (Lefebvre, 2016[1968], p.127-128).

David Harvey is another author who mentions about RC. Harvey defines RC as a collective human right and urge to shape urbanized environment and contribute to change of cities and people. Cities have been designed to ease the flow of capital and products for a long time. Therefore, a few authorities that control the flow of capital have power on urbanization, which is closely related to capitalism. In fact, the city, its experience and the lifestyle are presented as commodity today. Harvey suggested that RC could be formed by providing democratic channels for the control of urbanization and surplus products and getting rid of privatization of surplus management and systems working for the benefit of authorities and corporations. RC should be spread as a slogan among social movements and then democratized by political channels in order (Harvey, 2008, p.23-40)

Marcuse examines RC through the titles of *whose right*, *what right* and *what city*. Marcuse illustrates the survival needs of people in the city, which RC covers. These are:

- *clean water*
- *clean air*
- *decent shelter*
- *education*
- *proper infrastructure*
- *freedom of travel*

     ▪ *health insurance*
     ▪ *democratic participation in decision making mechanisms* (2009, p.61).

In addition to these survival rights, RC includes "right to public space, right to information and transparency in government, or a right to access to the center, or a right to services". Most importantly, beyond these rights, RC is claiming a system that is a political, moral and just. RC is a whole of individual and collective rights. At the same time, RC covers freedom to participate in production of options presented by the city as much as expecting to select existing options and services in the city. Marcuse discusses that authorities use RC, yet RC belongs to those who are deprived of this right such as "the excluded" and "the alienated " (Marcuse, 2009, p. 54-64).

Purcell divides RC as "right to participation" and "right to appropriation" (2002, p.99). In right to participation, residents are involved in production of space and decisions on urban space whereas right to appropriation provides utilization and accessibility of an urban space freely for the user. According to Purcell, the term of RC includes a remarkable potential to engage citizens in urban development and encounter neoliberalism. However, the term requires to be investigated in detail. Purcell describes definition of RC made by Lefebvre as a 'call' which is innovative but vague and interpretable. In terms of innovation, the term really can empower the oppressed groups of the society. On the other hand, the result of implementation of this new term is unknown. In this case, the system could compensate itself and introduce a different authoritarian entity. Purcell suggests that RC should be claimed by all groups of user instead of restricting the group with 'working class' as Lefebvre asserted. (Purcell, 2002, p. 99-106)

Angotti builds a relationship between "urban divide" and RC (2009, p.1). According to Angotti, on the contrary to views of most urban designers, residents capable of detecting problems and remedies in their city. However, authorities like architects or local governments intervene with the urban space without including users of the space. As a result, implement different range divisions on urban space with inequalities by top down decisions. These urban divisions can be listed as "displacement", "segregation" and "exclusion" (Angotti, 2009, p.4). "Gated communities, clearance of slums, malls, technopoles and office parks, special paths and services for private or public vehicles" can be shown as example spaces for the urban division (Angotti, 2009, p.2). In Angotti's article, RC is rendered as a path for elimination of inequalities and injustice in urban divisions. In addition to essential needs and rights of individuals, RC covers "taking control of the land, envisioning their

futures, improving their lives, and redefining the very meaning and practice of urban planning" (Angotti, 2009, p.1-5).

When the overall definitions and interpretations of the term is reviewed, it can be said that RC is a way for residents to shape urban space and access the services presented by the city. In order to put this way into practice, pressure of capital behind the urban space should be comprehended by users. Urban environment is designed with respect to the wishes of the authorities and shaped through capital. Then, everything included public spaces and the city is commodified. In fact, the experience of a public space is transformed into a good that user purchase. Understanding of this situation, criticizing and removing the authority and capital powers on the urban space can lead to better communities and future cities.

3.4. Children's Right to the City

When RC is reviewed, the term emphasizes different user groups' benefit and access into urban spaces. Regarding this, authors think about who should have the RC. Lefebvre evaluated the concept through working class while Marcuse claimed RC only belongs to those who experience exclusion and alienation in the society because authorities already have it. However the term should be interpreted as equal access for all users. By emphasizing this, actually empowerment of overlooked groups come to the fore. Children are also one of those overlooked groups in the city.

Children's RC is not handled or discussed separately by academics in the literature of RC. In fact, it does not pertain to the field of RC. Several authors criticize avoiding working on children as a social group in social studies. Two reasons why sources on children are restricted in social studies separately can be shown. Firstly, children are not regarded as a special social group and so their practices are not distinguished from adults' practices (Waksler,1986,p.71-72). However, it would be a mistake, if children's spatial experience was considered fully dependent to their parents. Although the time that children spent in a city independently from other adults could be limited, their production of space is different compared to adults simply due to their way of thinking and different vision of the world stemming from their scale. Secondly, underestimation of children's ideas is the other reason. Alanen defines it as "victimization of children" in the literature and shows it as a significant factor that

affects social studies negatively to produce knowledge on children as a social group (1988,p.65). Waksler claimed that credibility of the researcher who studied children is questioned due to taking children's ideas consideration in the literature.

City mentioned in Lefebvre's 'right to the city' is a future city (2016 [1968], p.132). This thesis suggests that if it is desired to apply RC in the future, working for this purpose should begin today. Therefore, children's right to the city as a term is seen necessary to explain so that children can both meet and adopt the term at an earlier age to have better communities in the future.

As a result, this thesis entails children's RC as the main topic and aims at introducing the term to the children. Theoretically, children's RC is explained and discussed through rights, participation, RC, social consciousness and responsibility in this thesis. RC is a concept that will also improve in practice. For this reason, through the case of this thesis, RC is discussed with children practically in a children's NGO.

3.5. Children's NGOs Concerning Participation in the City

Democracy emphasizes participation of citizens in administration, however today's traditional democracy have shortcomings because representative democracy is not able to represent all citizens. It makes them passive citizens who do not involve in anything but give a vote, and this situation leads to top down public decisions (Sanoff, 2006, p.133). This problematic issue requires new types of public participation. Thus, "all local and private organizations" are essential for engagement of the citizen in decision mechanisms (Sanoff, 2006, p.133). Civil society actors is a way to provide public participation in existing system. Civic organizations support democracy by empowerment of different groups and present an opportunity for participants to experience and improve civic skills (Coelho & Von Lieres, 2010, p.74). Civil society actors include "individuals, informal associations and non-governmental organizations (NGOs)" (Carmin, 2003, p.541-542). This thesis focuses on NGOs as a formal civil society actor since a local NGO is chosen for the case which is conducted in this thesis. In this title, definitions, characteristics and functions of NGOs is mentioned at first. Then, the NGOs' relation with right and children in the literature is revealed briefly.

Generally, definitions of NGOs are similar with each other. United Nations (UN) defines NGOs as such;

A non-governmental organization (NGO) is a non-for-profit, voluntary citizens' group, which is organized on a local, national or international level to address issues in support of the public good (UN, n.d., p.1).

Vakil adds words of "self-governing" and "private" for NGOs differently from UN's description (1997, p.2060). Vakil also mentions about aspiration to increase marginalized individuals' standard of living in their definitions of NGO (1997, p.2060). Robinson and White define NGOs with adjectives of "more participatory, less bureaucratic, more flexible, more cost effective, and with an ability to reach poor and disadvantaged people" (1997, p.4). Today associations, foundations, unions, confederations, employers' institutions, professional federations and organizations, chambers, local unions, cooperatives and media are considered as NGOs in the world (Şahin, 2013, p.48).

There are particular features of NGOs. Although they changes from organization to organization according to their context or members belonging to a social group, general characteristics of NGOs are listed below:

- being independent and autonomic from government
- being not-for-profit organization
- aiming at social benefit or common interest
- being based on voluntary actions (Acar, 2016, p.17-18) (STGP, 2004, p.14)

Furthermore, general contributions of NGO can be ordered as;

- expressing demands of society and attract attention to a community issue
- have an active role in reinforcing democracy
- easing the political change
- teach citizens pluralism
- serving as a buffer between governmental actions and society's demands
- creating projects for the interest of public(Acar, 2016, p.18-19)

Except for these functions, if contributions of NGOs to the participation are discussed, it is seen that NGO have an important role in citizen engagement. NGOs tend to complement the demand of individuals that cannot be met enough by institutional structures. In this regard, NGOs supports individuals for being 'active citizens' by presenting them a way to claim their own rights, improve themselves and participate in decision making systems in the city (Kaypak, 2012, p.186). Thus, NGOs are one of the ways and methods that civil society represents itself. (Şahin, 2013, p.48). However, NGOs especially targeted disadvantaged groups in the society, which governments have

difficulty to reach. NGOs contribute to participation by engaging oppressed social groups into decision making process, teaching them and adopting values of democracy, and reducing social issues like discrimination (Heinrich, 2001, p. 2-3). Accordingly, they contribute to the democracy by empowerment of excluded social groups and provision of an atmosphere for community engagement (Miller, 1994, p.4). The aim is to reach and support them in terms of social aspects, services, education and health (Şahin, 2013, p. 61).

In the context of children, NGOs contributed to UN's building process of human rights and then specify it into women and children rights remarkably. Later, NGOs became effective in founding institutions, framework of conventions and control mechanisms to examine violation of rights (Tuijl, 1999, p.496). The most remarkable work of NGO is considered as documenting situation of people in terms of application of rights in the regions that governments cannot reach by Van Tuijl (1999, p.497). When NGOs are evaluated in terms of children's participation, according to Hart, NGOs are ideal organizations to engage children in community development (1997, p.63). NGOs generally contributes to organization capabilities of children at first because in NGOs, adults are supposed to cope with only administration of sources and finance and creation of media for participation of children as facilitators of their activities. Children's responsibility in NGOs should be producing ideas and projects, detecting problems from different aspects of their environment and create a solution on their own by means of those projects (Protacio-de Castro, Camacho, Balanon, Ong, and Yacat, 2007, p.111). However, Hart also adds that it is not possible to find an example which children participate in research, planning or decision mechanisms. Even though children manage to involve in projects by means of NGOs, they are mostly overlooked by adults (1997, p.63). Sometimes, children's participation is confused with tokenism in these organizations. Two reason is shown for this: lack of knowledge about participation and an effort for common vision with governments or financial supporters (Le Borgne, 2016, p.34). Moreover, socio-economical condition of the child, willingness of parents and accessibility of a NGO affect children's participation in NGOs (Protacio-de Castro et.al., 2007, p.112).

NGOs' cooperation with other independent or governmental institutions would accomplish great steps in children's participation and adult's realizing children's capacity, yet no such example exists, except for some organizations for street children in south countries and institutions helping juvenile delinquents in some industrialized

countries, which could manage to involve in application and democratization process of children (Hart, 1997, p.63).

Obviously, it is hard to turn "ideals" into "reality" (Mietala, 2012, p.2). Ideally, it is wanted that individuals participate in local government and express their views by means of NGOs, city and municipal councils. Citizens may involve in urban projects that are conducted with participatory processes, and children establish and manage their own organization with adult facilitators. However, it requires a meticulous organization and a background to put all these activities into practice. The case of this thesis presents a realistic media for the development of public participation today and in the future by involving in an educatory process and equipping individuals with a participatory background.

3.5.1. Examples of Children's NGOs Applying Participatory Methods

Under this title of the thesis, cases that applies participatory methods by means of NGOs are displayed as examples. Generally, children's workshops are tend to notice existing situation of the cities from the perspective of the child and have information about children's perception of space or children's need in cities Nevertheless, few examples in the world and in Turkey promote children to adopt participation culture and taking action in cities, and the thesis values and introduces this kind of examples in this title. All examples introduced in this thesis are long term processes that aim at raising awareness of built environment in children. The cases emphasize interests of children in addition to learning from them in common. This is important when the cases are evaluated in terms of their contribution to the academic field.

3.5.1.1. Examples Throughout the World

The examples presented under this title were chosen from all over the world. They supported children's existence in cities. Each case is unique in terms of its context. Each worked on specific themes such as recycling, CFC, playgrounds, environmental awareness and architectural heritage. Themes are strongly bounded with the place where workshops are conducted. In this regard, it is aimed to strengthen children's sense of belonging and their connection to the place. Thus, engagement of children is

provided and shaped by different themes related to problems of children's immediate environment. Besides, individual application of children to activities or collaboration with a school activity as an elective course affect the regular attendance of participants.

- **My High Street My Heritage**

Table 1. Overview of 'My High Street My Heritage' Project.
(My City Too, 2011, p.1-10)

Practitioners	My City Too, with Heritage Lottery Fund
Date	2011
Duration	7 months
Place	London, in UK
Participants	25 participants aged 13-19
Aims	▪ noticing how main roads are shaped by heritage ▪ drawing attention to similarities and differences between main roads' characteristics from different neighborhoods ▪ filming the activities of participants to prompt other young citizens to research heritage in their neighborhood
Methods	▪ mapping ▪ building surveys ▪ research exercises ▪ sketches ▪ photography ▪ treasure hunts ▪ discussions
Outcomes & Achievements	Children; ▪ analyzed and understood the term of heritage and its relations to the built environment by means of variety of methods. ▪ recognized what should be preserved in cities and what should not. ▪ determined good or bad features of the main road. ▪ were encouraged for group working.

Content of Project:
- 1st Section   Understanding Heritage
- 2nd Section   Local Histories
- 3rd Section   Building Explorations
- 4th Section   Collating and Presenting Information
- 5th Section   Reflections (My City Too, 2011, p.1-9)

Workshop Overview:

My City Too is a program of Open City, which is a benevolent establishment for healthy urban and community development. The purpose of the program is providing young people's involvement in cities. My City Too has reached over two thousands participants since 2007 and transformed its case studies into toolkits for other people to benefit. (My City Too, 2011, p.3)

"My Street, My Heritage" is one of these cases in which 25 participants aged between 13 and 19 were involved. Half of the children were from Havering while the other half was from Ealing region, so that they could both take an action in their neighborhood and compare their own neighborhood with another. (My City Too, 2011, p.1)

In workshops of the case, young people analyzed the main road in their neighborhood by investigating its position, history, importance and identity. The first workshop was based on games explaining the term of "heritage" since architectural heritage and its relations were entreated in later workshops. (My City Too, 2011, p.4) In the activity, participants were directed to define heritage through describing significant items, buildings or landmarks in main road to a new comer. In second workshop, children are encouraged to gather data from archives in institutions, specialists and inhabitants about their neighborhood. After collecting information, participants were asked to decide a way to present the information such as "newspaper articles, designing an advert, reporting, creating a character" (My City Too, 2011, p.5). In the third section of the case, children tried to know and analyze the main road in their neighborhood by means of "treasure hunt games, map making, drawing, discussion and photography exercises" (My City Too, 2011, p.7). Different aspects of the site is tried to reviewed in this section. In "collating information" as the fourth section, children worked on relate the data they collected from different sources and activities with each other in a colorful way (My City Too, 2011, p.8). Group work is promoted in this section in order to work together and focus on different aspects in detail for each group. They draw map of the main road and put information and photographs as a site analysis diagram and collage. They added personal feelings to the historical and architectural information. Group members determined the last appearance of the diagram together. In fifth section, facilitators get feedbacks from participants and assess the project together by means of discussions (My City Too, 2011, p.10).

At the end of the project, the workshops were documented as a short film and displayed in the University College London International Documentary Film Festival.

Following the display, young participants replied questions of the spectator (My City Too, 2011, p.1).

- **La Casa**

Table 2. Overview of 'La Casa' Project.
(Estrada, n.d., p.1)

Practitioners	Carolina Estrada, Institución Educativa Nel Upegui, PIA FUNDACIÓN AUTÓNOMA EDUCATIVA , Organización ENSEÑA POR COLOMBIA, Gobernación de Antioquia
Date	2013
Duration	Two school semester
Place	Champitas Village, Chigorodó, Antioquia, in Colombia
Participants	30 children aged 7-14
Aims	▪ raising awareness of living spaces in children ▪ indicating elements affecting built environment ▪ equipping children with participatory skills
Methods	▪ field trip ▪ design exercises
Outcomes & Achievements	Children; ▪ were trained for design techniques and place making. ▪ were engaged in their environment by means of variable methods. ▪ were observed to adopt positive behaviors and interests for participation and learning.

Content of Project:

- 1st Stage   Educational Walks
- 2nd Stage   Creative Challenges
- 3rd Stage   Central workshop (Estrada, n.d., p.1)

Workshop Overview:

The project named "La Casa" is a collaboration of several NGOs and individual stakeholders in Champitas Village, Colombia. 30 children aged between 7 and 14 participated this school project (De Laval, 2015, p.12). The main aim of the project was increasing an environmental awareness and a confidence to build an interaction with their environment in children (Estrada, n.d., p.1).

The project is comprised of three stages. The first stage is *educational walks* (Estrada, n.d., p.1). To begin with this stage, children are taken for a walk in order to recognize local inhabitants including plants and animals. They defined favorite features

of their community and village. They had mapping workshops raising consciousness about orientation, roads, wind direction, position of the spaces. By this stage, children improved their observation and orientation capabilities. As the second stage, children are involved in creative challenges to experience solving problems in both group works and individual works. In this stage, children build towers out of spaghetti and tape. They also had workshops that they worked on free forms with sticks and papers. They have drawn 1:1 scale house plans on the ground and they played imaginative roles in the house. They observed and modeled their own houses with exact materials of their houses. All those workshops gave them the sense of how structures stand still and balanced. They also experienced the term of scale. The last stage is the main workshop of the project. In this workshop, children collected and reclaimed waste materials in their village. Then, they built different structures with those materials, which they can use and play inside (Estrada, n.d., p.1). The project is awarded by UIA Architecture & Children Golden Cubes competition in schools category in 2014 (De Laval, 2015, p.12).

- **The Dapto Dreaming**

Table 3. Overview of 'The Dapto Dreaming' Project.
(Malone, 2013, p.372-395)

Practitioners	Stockland (an Australian urban developer)
Date	2011
Duration	2 months
Place	Horsley Neighborhood/ Dapto/ in Australia
Participants	30 children aged 5-6 120 children aged 9-10
Aims	▪ giving a chance for children to participate in urban development by contributing with their ideas and hopes ▪ involving children in research evaluation process of their environment so that they could present a suggestion for its design ▪ introducing the concept of CFC to children
Methods	▪ drawing ▪ focus group discussion ▪ survey ▪ interview ▪ participatory research
Outcomes & Achievements	Children; ▪ were engaged in participatory research. ▪ represented their peers in the research process. ▪ contributed to planning of their neighborhood.

Content of Project:

For children aged 5-6;

- 1st Session How child friendly is my community?
- 2nd Session My dreams for a child friendly community

For children aged 9-10;

- 1st Session Children's independent mobility
- 2nd Session How child friendly is my community?
- 3rd Session My dreams for a child friendly community (Malone, 2013, pp.378-379)

Workshop Overview:

Dapto Dreaming project is initiated by Stockland, which is a publicly held company in Australia. 150 children participated in the project. Children are separated into two groups with respect to their ages. One group is comprised of 30 children aged between 5 and 6 from kindergarten while the other group contains 120 children aged between 9 and 10 from fifth grade (Malone, 2013, pp.377).

In the workshops with kindergarten children, a drawing workshop is conducted. Children are asked to add spaces they like or dislike to their pictures. They presented pictures and argued them with researchers of the program. Researchers did a CFC survey while talking to children and taking notes. Then, children draw a space in their dreams. Same discussion process is implemented here, too (Malone, 2013, pp.378).

Workshops of children from 5th grade is more complicated. Three workshops are conducted for them. At first, children and parents filled a survey on children's independent mobility. Then, in second workshop, similar to kindergarten participants, they draw favorite and least liked spaces in their neighborhood and discuss them. CFC survey is applied just as workshops with younger children. Distinctively, at the end of the second workshop, children were given cameras for the weekend and asked to take pictures of their neighborhood and collect some knowledge from their parents about the community. In third workshop, children draw an ideal child friendly neighborhood. Also they were interviewed personally about the pictures they took (Malone, 2013, pp.378-379).

After all workshops were ended, a voluntary group of 12 children and researchers analyzed the information gathered from children's product. In the analysis, components that make a city child friendly were extracted from the data (Malone, 2013, pp.378-379). Some suggestions for the streets and playgrounds were listed. The analysis

transformed into a report that urban developers could benefit for neighborhood planning. After 3 months, planners showed rough drawings of the playground and pathways to children and parents. On 2012, the project constructions were finished and opened to the public (Malone, 2013, pp.392).

- **Great Neighborhoods**

Table 4. Overview of 'Great Neighborhoods' Project.
(Derr and Kovacs, 2015, p.1-17)

Practitioners	Growing Up in Boulder Initiative
Date	2013-2014
Duration	1 year
Place	Boulder / in USA
Participants	52 students aged 8-9 16 students aged 14-15
Aims	• contributing to design a child-friendly, dense and affordable neighborhood
Methods	▪ Drawings ▪ Presentations and films ▪ Model making ▪ Fieldtrips with photovoice ▪ Independent research ▪ Reflection writing ▪ Presentations to city staff and officials ▪ Dialogue with university undergraduates ▪ Dialogue with university architects and city staff ▪ Child-friendly city assessment
Outcomes & Achievements	▪ Children's view of local government has changed. ▪ Original ideas came out by children after benefitting the presentations and discussions. ▪ Sustainability integration in design has increased. ▪ Understanding of diverse needs of the city has increased.

Content of Project:

- August, 2013   Planning with teachers
- September, 2013   CFC pre-assessments, Project introduction, Field trips with photovoice, Urban design film
- October, 2013   Visits with experts, Independent research
- November, 2013   Model making, Development of presentations

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- December, 2013　　　Presentation to city staff and council, reflection questions, CFC post-assessments (for primary school children)

- January, 2014　　　Presentation to city staff, city council and undergraduates (for secondary school children)

- February, 2014　　　Presentation to undergraduates (for primary school children)

- March, 2014　　　Design dialogues with undergraduates both for primary and secondary school children) and Reflection questions (for secondary school children)

- April, 2014　　　Design review with undergraduates, CFC post-assessments (for secondary school children)

- July, 2014　　　Synthesis report distributed to city staff, city council

- October, 2014　　　Synthesis presentation to city's planning and housing staff, design advisory board, planning board (Derr and Kovacs, 2015, p.6)

Workshop Overview:

"Growing Up In Boulder" program (GUB) started in 2009 in Boulder, USA. The program aims at the engagement of children, especially ones from marginalized groups, into local administrations, urban planning and design. The structure of the program is based on "Growing Up In Cities' (GUIC), which is the first initiative about children participation launched by UNESCO in 1970s (Derr et al., 2013, p.482-487). Many projects were executed by GUB. In these projects, a wide range of methods are employed for the engagement of children. While using these methods, GUB form different associations with several community organizations, the University of Colorado, local schools, city council, schools and city services for each project (Derr et al., 2013, pp.486).

'Great Neighborhoods' is one of these projects related to GUB initiative, including a series of workshops. The study of 'Great Neighborhoods' is about designing a neighborhood with the participation of children in the city. The design criteria is child-friendly, dense and affordable housing. The reason for dense and affordable housing is that Boulder is surrounded by natural restrictions and has families with low and moderate income. Children worked on a real particular site in workshops. Children participants are chosen from primary and secondary school at the local area. In order to

obtain different perspectives, they are from different ethnic groups (Derr and Kovacs, 2015, p.4-7).

In the introduction of the project, children drew their home, school, activities in their spare time in order to remind them what they know about their environment and nearby places. Besides, these drawings helped students start a discussion about their neighborhood and housing types. Later, interactive presentations were made to teach them terms about the topic such as; "density", "affordable housing", "housing types", "building heights" and "green spaces" (Derr and Kovacs, 2015, p.7). To extend the knowledge before producing ideas about design problem, fieldtrips were made. Children indicated places they liked or disliked in the field by photovoice method (Derr and Kovacs, 2015, p.8). In addition to guest lectures and films about the topic, they made independent research for their own. Then, they started to produce ideas about the area. They showed their ideas by making models out of recycled materials (Derr and Kovacs, 2015, p.8). Children told their ideas to city council, city staff, university undergraduate students and university architects through digital presentations. Discussions and cooperation between children and undergraduates were included in 'Great Neighborhood' workshops(Derr and Kovacs, 2015, p.13-14). Children gave feedback about whole process by writing "reflection essay" (Derr and Kovacs, 2015, p.8).

At the end of the program, children could define terms they learned properly. Understanding of diverse needs of the city was developed by at least one fourth of children. Also, sustainability integration in descriptions and design proposals of children was detected. They described child friendly cities as cities which have lots of play spaces or safe places. They used more physical properties rather than social properties, while describing the term. In terms of design ideas, students wanted natural areas engaged with play spaces mostly. They made recommendations based on what they learned from presentations and workshops. For example, students learned that artificial hills were used to take caution for the flood, and they suggested the hills as play spaces of children as well. They saw housing examples with bright colors, but they preferred colored four-storey houses to find their way in the neighborhood. As a result of the presentations and discussions with undergraduates, city staff and city council, feeling of being listened is another outcome of the program. In this way, young people's view of local government has changed. This study reflects young people's desire for the engagement to the city (Derr and Kovacs, 2015, p.16-17).

3.5.1.2. Examples in Turkey

The examples presented under this title were chosen from all over the world. Key words of the examples change from context to context; however, the main goal is encouraging children to intervene with the environment to claim a right to express their ideas about their city. Moreover, the number of participants are varied in different cases related to influence of the NGO, the number of organization collaborated, sponsorships, family and other various factors.

- **1000 Architects, 1000 Schools**

Table 5. Overview of '1000 Architects, 1000 Schools' Project.
(Sener, 2006, p.191-206)

Practitioners	Ankara Chamber of Architect in cooperation with Ankara University Center for Research on Child Culture
Date	2002
Duration	2002-2005
Place	Ankara
Participants	3600 children
Aims	▪ providing children with information of architectural concepts ▪ understanding city more concretely and simply ▪ implementing children's rights in cities ▪ arguing and finding a solution to problems in children's immediate environment ▪ Adopting sense of responsibility on built environment
Methods	▪ modeling ▪ field trips ▪ museum trips ▪ design exercises ▪ exhibitions
Outcomes & Achievements	▪ Architects realized children's capabilities. ▪ Children involved in a participatory process by creating, discussing and evaluating their own project.

Content of the Project:

Meetings:

- July, 2002   Clay Workshop
- August, 2002   Ceramics workshop at a museum
- August, 2002   Room in the Room Workshop

▪ May, 2003	Meeting with children in Halfeti
▪ June-July, 2003	Children and Architecture Summer Camp
▪ October, 2003	City and the Handicapped Workshop
▪ September, 2004	"Shelter Design" Workshop
▪ September, 2005	"Water, Sand and Dreams"

Activities:

▪ February, 2004	General Assembly (Newspaper Rainbow)
▪ April, 2004	Children's Day Festival
▪ June, 2004	World Disarmament Day
▪ April, 2005	Children's Day Festival
▪ June, 2005	World Disarmament Day
▪ November, 2005	Do you play with me, do you read with me?

(Sener, 2006, pp.194-195)

Workshop Overview:

1000 Architect 1000 School is an initiative launched by Ankara Chamber of Architects in cooperation with Ankara University Center for Research on Child Culture. Works of the project are divided as "meetings" and "activities". Meetings include workshops that architects meet children in a particular location. Each workshop in meeting section has a different theme. Each meeting is a singular workshop that different children participate in occasionally. Meetings started with clay workshop in Beypazarı. In sequence, a ceramic workshop in museum, Room in the Room workshop in Ankara, Meeting with children in Halfeti, Children and Architecture Summer Camp in museum, City and the handicapped workshop in Ankara, shelter design workshop in construction fair, and Water, Sand and Dreams workshop in Bartın was conducted in meeting section (Sener, 2006, pp.195-199).

Second section named "Activities" contains gatherings, festivals and special days. In 2004, they are started with participation of children into General Assembly of the Chamber of Architects. They demand representation of children in gatherings of the Chamber and suggested to exhibit their works they made in workshops. After children exchange opinions about the products in the exhibition and they decided to prepare a newspaper named 'rainbow' to express their opinions. In activity workshops, several festivals were arranged for children in cooperation with different NGOs and children's institutions. Children evaluated the activities in a meeting and they decided to document children's difficulties they experience in the city visually (Sener, 2006, pp.199-200).

Except for meetings and activities, the initiative had a project that brought architects and children from different schools together. 120 schools attended this project. To accomplish this project, voluntary architects were given training in seminars conducted by Ankara University Center for Research on Child Culture. These architects contacted schools and made discussions on environmental issues and children. Children were not imposed a determined workshop plan. Instead, they were encouraged to plan their own projects since the main aim was providing participation of the child and at the end of their project, they displayed their works (Sener, 2006, pp.200-203).

- **Cihangir'in Çocukları (Children of Cihangir)**

Table 6. Overview of 'Cihangir'in Çocukları' Project.
(Bildik and Gülaydın, 2008, p.66-71)

Practitioners	Cihangir Beautification Association
Date	2007
Duration	1 month
Place	İstanbul
Participants	40 children aged 4-12
Aims	- raising an awareness on belonging to neighborhood and to the city - meeting different needs of children with different ages - providing a sense of community through being from the same district. - making children realize they can and should express their views and experiences about the city.
Methods	- field trip - creative toolkit - discussion
Outcomes & Achievements	- Children experienced and benefited a social atmosphere. - They collected information about the city and share it intentionally. - This project became a medium to express themselves. - Significant progress was observed in children's social development.

Content of the Project:

- 1st Workshop   Field Trip
- 2nd Workshop   Ceramic Workshop
- 3rd Workshop   Architecture Workshop
- 4th Workshop   Drawing Workshop
- 5th Workshop   Literacy Workshop

(Bildik and Gülaydın, 2008, p.69-71)

Workshop Overview:

40 children aged between 4 and 12 in the project named 'Children of Cihangir'. However, since the age interval is various, children are divided into three groups as: Group Orange aged 4 to 6, Group Green aged 7 to 9, Group Blue   aged 10 to 13 so that practices will be appropriate for their ages (Bildik and Gülaydın, 2008, p.69).

To begin with, trip was made in the district. Group Orange is accompanied by a pedagogue and children follow blue pawn marks with stories about the district. During Group Green's trip, information about history and occupations and vegetation were told to children. Group Blue, were given more detailed knowledge since their ages were suitable (Bildik and Gülaydın, 2008, p.69). During the trip, children met local artists, headman and old shopkeepers, and have conversations about changes in the district. Children also took photographs of spaces on their path. By the field trip, children were equipped with background about their district (Bildik and Gülaydın, 2008, p.69). Four main workshops were conducted in the project: clay workshop, architecture workshop, drawing workshop and literacy workshop (Bildik and Gülaydın, 2008, p.70). Workshops are formed in line with the facilitators' occupations, but in the context of neighborhood. They discussed about issues that facilitators specialized. Except for these, supportive activities were added to the project. For three weeks, children participate in workshops every day after school.

In clay workshop, children are introduced to material and its techniques. They discussed what is lacking and what is plenty in cities. They got advantage of plasticity of the material and made different products like elements of the city, playground structures and the room in their dreams (Bildik and Gülaydın, 2008, p.70). In architecture workshop, photographs taken during the trip and drawings were added to a site plan of the district. In addition, demolishment of Cihangir Park is discussed with children. Children did exercises about determining problems and solutions. They represent their ideas by building models of playground. Works were evaluated and transferred to a report (Bildik and Gülaydın, 2008, p.70). In drawing workshop, the focus was children's knowing themselves, imagining and expressing ideas in their own unique way. Exhibition of products contributed the process positively (Bildik and Gülaydın, 2008, p.70). In literacy workshop, children created a common story through particular techniques. The aim was to show them they can create common projects while they use their individual creativity (Bildik and Gülaydın, 2008, p.71). At the end

of each workshop, children's works were presented in a gallery or an invitation. They were certificated as Children of Cihangir.

 ▪ **Çocuk ve Mimarlık (Children and Architecture)**

Table 7. Overview of 'Çocuk ve Mimarlık' Project.
(Acer and Gözen, 2013, p.1-176)

Practitioners	Independent practitioners
Date	2013
Duration	2 hours per workshop
Place	Ankara
Participants	children aged 6-11
Aims	▪ providing children with confidence to design spaces they experienced. ▪ developing sensitivity to their cultural and natural environment. ▪ giving information and skills about design and architecture to children, teachers, parents and school administrators. ▪ improving skills on visual learning, problem solving, creative thinking, group interaction, communication.
Methods	▪ modeling ▪ design exercises ▪ interactive presentation ▪ collage ▪ mapping ▪ creative drama
Outcomes & Achievements	Children; ▪ were introduced to the concepts of texture, section, two dimensional and three dimensional representation, organic forms, shelter, and basic structural components. ▪ learned to see their environment from a different perspective. ▪ explored the relationship between point, surface and space. ▪ built a relationship between nature and architecture. ▪ interpreted the spatial features of architectural and urban spaces ▪ understood the spatial needs of different living creatures. ▪ learned the importance of Hagia Sophia and Selimiye Mosque in the past and present. ▪ determined spaces they liked and disliked in their school and they show changes they want to make in a model. ▪ observed and examine their city or town. ▪ found neglected places in their town and put seed bombs to transform it to a miniature garden.

Content of the Project:

 ▪ 1st Workshop   My hands, touch and textures

- 2nd Workshop   Forms of seeing
- 3rd Workshop   From point to line
- 4th Workshop   Line, surface and space through Mikado's sticks
- 5th Workshop   Surfaces and spaces in nature
- 6th Workshop   Where is the heart of the photograph?
- 7th Workshop   Shelter
- 8th Workshop   Components of a structure
- 9th Workshop   Be a structure!
- 10th Workshop   My Hagia Sophia, My Selimiye
- 11th Workshop   The Bridge
- 12th Workshop   My school
- 13th Workshop   City/Town as a beginning
- 14th Workshop   Surprise Garden
- 15th Workshop   My City/My Town
- 16th Workshop   From my city to me (Acer and Gözen, 2013, p.viii)

Workshop Overview:

"Children and Architecture" is a guide book about architectural design education program for individuals intending to work with children. Guidebook, which was published in 2013, is developed by Acer and Gözen. The program is suitable for children aged between 6 and 11. The manual aims at providing children with architectural skills and knowledge and raising awareness of cultural and natural environment in children. In addition to designing their own spaces, children have additional skills at the end of the program such as; learning by visualizing thinking, problem-solving, creative-thinking, improving communication skills and self-confidence (Acer and Gözen, 2013, p.vi-vii).

The program in the manual contains 16 consecutive workshops that are organized from simple and tangible to complicated and abstract. The program begins with 'hands, touching and textures'(Acer and Gözen, 2013, p.1-10). Children learn perceiving environment from a different perspective. Then, it continues with the sense of sight in the second workshop. The workshop about eyesight still emphasizes on different ways of seeing. Based on this, children learn section as a different way of seeing by cutting fruits on different sides and angles (Acer and Gözen, 2013, p.11-22). After working on perceptions, concepts of point, line, surface and space are introduced to children in the third and forth workshops (Acer and Gözen, 2013, p.23-42). By these

two workshops, children integrate these mathematical terms with real life. Children draw a diagram of their way of school by the help of point and line. This also heightens awareness of their environment in children. With some games and examples, surface and space are tried to be understood more clearly. Besides, the fifth workshop introduces organic forms, by comparing with natural surfaces and architectural illustrations (Acer and Gözen, 2013, p.43-54). According to the order in the program, next workshop is about interpretation of spaces through photographs. By the sixth workshop, children find nodes in an architectural work or an urban space in the photograph (Acer and Gözen, 2013, p.55-64). In the seventh, children question the word of 'shelter' (Acer and Gözen, 2013, p.65-74). They examine various shelters of different animals, and also humans. At the end of the workshop, they design a shelter for stray animals. In the eighth and ninth workshop children mimic building components and structures, to understand components and how buildings remain standing (Acer and Gözen, 2013, p.75-92). Tenth section aims at introducing children with Hagia Sophia and Selimiye Mosque (Acer and Gözen, 2013, p.93-104). They design a mosque at the end of the workshop. Next workshop mentions about "bridges" and children make a model of an imaginary bridge (Acer and Gözen, 2013, p.105-111). In the twelfth part, children deal with their 'school' where they spend most of their time (Acer and Gözen, 2013, p.111-124). They discuss what they like or dislike in their school and what kind of change can be done in their school. At the end of the workshop, they design school in their dreams. Starting from thirteenth workshop, the program touches upon the topic of 'city' (Acer and Gözen, 2013, p.125-131). In the thirteenth workshop, children make a discussion about their experiences in the city and their city's feature, which also raises awareness of urban environment. A city trip is arranged after discussion. In the trip, a route is determined so that children can experience concepts of solid-void, singularity-plurality, scale, complexity, confliction, darkness and light, sounds, rhythm, continuity and discontinuity in chosen places. Later, children discuss their experiences and prepare a poster including the experience and discussions. In the next workshop, children intervene with neglected places in their environment by a mixture of seeds, clay, fertilizer and water called 'seed bombs' (Acer and Gözen, 2013, p.133-140). They take responsibility of stewardship of the place. They also can decorate the place. Fifteenth workshop includes discussion about city and a city tour (Acer and Gözen, 2013, p.141-155). Different from thirteenth workshop, children design a city in groups. Each child in the group takes a part of the city and at the end, they gather the pieces together. In the

last workshop, they also make a model of an imaginary city, but this time, the model is an abstract model including concepts that are discussed in previous workshops (Acer and Gözen, 2013, p.157-168). Before the model, children remember these concepts in an open field by mimicking the city's complexity all together.

In the order of sections, first six workshops intended to raise awareness and introduction of children to architecture. In a few workshops, children's role is designer. They design imaginary shelters, bridges, schools and cities. In two of workshops, their roles are advocates for change. At the end of the every workshop, children's handmade design exhibited in the school. In the manual, learning outcomes of children from each workshop are defined. There is an evaluation chart at the end of each section. Chart is comprised of criteria so that practitioner can analyze what children produce in the section.

- **Oyun Engel Tanımaz (Playing Stop at Nothing)**

Table 8. Overview of 'Oyun Engel Tanımaz' Project
(Arın and Özsoy, 2015, p.182-201)

Practitioners	A corporation of city council, local government, various academic stakeholders, and NGOs.
Date	2013
Duration	27 weeks, 4 hours per week
Place	Nilüfer/ in Bursa
Participants	30 students aged 8-14 6 of them children with disabilities
Aims	▪ raising urban consciousness in participants ▪ adopting participation culture ▪ designing a playground for both children with and without disabilities by means of a participatory process ▪ embracing the designed space and taking responsibility about it.
Methods	▪ seminars ▪ design exercises ▪ field trip ▪ modelling ▪ drawing ▪ exhibition
Outcomes & Achievements	Children; ▪ expressed their demands on a playground ▪ presented solutions to their needs ▪ considered themselves as an effective actor in the city ▪ were involved in a participatory design process. ▪ turned their ideas into design ▪ took over responsibility of representing their peers.

Content of Project:

- 1st Week   Creative drama and meeting
- 2nd Week   Human Rights, Children Rights and Disabled Rights
- 3rd Week   How is a project formed?
- 4th Week   Use of the public space
- 5th Week   Sustainability, environment and ecology
- 6th Week   Evolution of 'play'
- 7th Week   Built environment and recycling
- 8th Week   Body and Architecture
- 9th Week   Urban planning and management
- 10th Week   Architecture/ Chambers/ Landscape architecture
- 11th Week   Eskişehir Trip
- 12th Week   What is architecture?/ YogArch
- 13th Week   Basic design
- 14th Week   Architectural design
- 15th Week   Field trip
- 16th Week   Speaker's corner
- 17th Week   Site plan and model
- 18th Week   Let's meet with herbs/ modeling
- 19th Week   Workshop: Urban experience
- 20th Week   Playground design
- 21st Week   Playground design
- 22nd Week   Making models
- 23rd Week   Mid-term evaluation
- 24th Week   Self-criticism/ discussing comments of jury
- 25th Week   Playground design
- 26th Week   Playground design
- 27th Week   Playground design

(Arın and Özsoy, 2015, p.194)

Workshop Overview:

The project of "Oyun Engel Tanımaz" is coordinated by local city council. In the project, the council was in corporation with municipality, district directorate of national education, University of Bursa Orhangazi, Bursa Technical University, İstanbul Technical University, Uludağ University, Bursa Chamber of Architects, Bursa Chamber

of Landscape Architects district representative, ÇEK 3 Mart Azizoğlu elementary school. The project started in 2013 and program with children lasted two school semesters. Then project is going to go on construction phase in a particular site assigned by the municipality in Nilüfer, which is a district in Bursa (Arın and Özsoy, 2015, p.190-191).

30 students aged between 8 and 14 participated in the project. Six of them was disabled child. During the program, some participants left the workshops and new children participated in workshops since it is a voluntary practice. Approximately 20-25 students continued the program. Three participants with disabilities left the program in second semester (Arın and Özsoy, 2015, p.193).

Workshops aimed at designing a playground for both children with and without disabilities by means of a participatory process. At the same time, raising urban consciousness in participants, adopting participation culture, embracing the designed space and taking responsibility takes place in minor aims (Arın and Özsoy, 2015, p.191-193).

Workshops took place in Saturdays between 13.00 an 17.00 pm. The first eleven weeks consist of the first semester. In the first semester, seminars were given to children by specialists in order to convey theoretical knowledge about built environment and awareness. Second semester lasts from 12th week to 27th week and includes three sections: basic design, analysis and preliminary design, and playground design. In the first section, children did design exercises formatted as basic design studio until 14th week. Analysis and preliminary design phase lasted five weeks and contains exercises about analyzing the site, preparing program requirements, making a scaled model of the site. In third section from 20th week to 27th week, participants designed a playground at the end of individual and group work. The design proposal is prepared as presentation posters and models. After education and design process was finished, the proposal was exhibited to the public. With periodical meetings, students are provided with following the application phase (Arın and Özsoy, 2015, p.195-198).

- **Küçük Mimarlar: Mimarlık Her Yerde (Little Architects: Architecture Everywhere)**

Table 9. Overview of 'Küçük Mimarlar: Mimarlık Her Yerde' Project.
(İzmir Chamber of Architects, 2017, p.1)

Practitioners	İzmir Chamber of Architects
Date	2017
Duration	4 days
Place	İzmir
Participants	16 children aged 9-11
Aims	- drawing children's attention to built environment - improving creative thinking skills - encouraging environmental-friendly behavior - reminding their responsibility for their future activities.
Methods	- modeling - design exercises - interactive presentation - exhibiting
Outcomes & Achievements	Children; - criticized their city and habitat. - made design exercises to improve their perception of space. - expressed ideas about their living spaces.

Content of the Project:
- 1st Day   Shelter
- 2nd Day   My ideal house
- 3rd Day   Designing facade of Dario Moreno Street
- 4th Day   Children and Streets

(İzmir Chamber of Architects, 2017,p.1)

Workshop Overview:

The workshop series named "Küçük Mimarlar: Mimarlık Her Yerde" took place in İzmir Chamber of Architects. The series contain 2-hour workshops in four days. 16 children participated in the activities on a regular basis. It was aimed at drawing children's attention to their built environment. In the first day of workshops, children were given animal figures and they were asked to build a shelter in accordance with their habitats. In second day, children discussed their own living areas. Then, they were given boxes and wanted to represent their ideal home through these boxes. Third workshop started with a presentation about history and important buildings of İzmir.

From these places, historical 'Dario Moreno Street' were chosen to redesign its facade of the buildings. Children worked in groups of two and completed their work. In fourth workshop, an interactive presentation about children and streets were displayed and children wrote what they like or dislike in their cities on post-its. General conclusions were deducted from these post-its with children. Then, children designed a logo for İzmir. At the end of the last workshop, all products that children created are exhibited in the hall of the Chamber. All participants were given a certificate of participation (İzmir Chamber of Architects, 2017,p.1).

These examples frame a similar outline with the case conducted in the scope of this thesis. All of them begin with examining the most basic term in accordance with the aim of the project before moving on more complex terms. To illustrate, cases that mention about the effect of architectural heritage on built environment started the workshops by explaining the term of heritage to the children. Similarly, the case in this thesis focused on children's engagement, rights and responsibility to the city, so children were given the concept of right initially. Furthermore, all chosen cases are not singular workshops, but a series of workshops since improvement of participation culture requires a process. Singular workshops created a good moment for the children, but they are insufficient to create a progress. This is the reason why this thesis contains ten workshops that follow each other just as example cases. When these examples are compared with the case of this thesis, the case is distinguished from other examples by focusing on equipping children with the confidence, responsibility and skills to claim their right to the city and to use existing services in the city. The thesis claims that children should be given a background before engaging in participatory design process, and presents a way to do it (İzmir Chamber of Architects, 2017,p.1).

CHAPTER 4

CASE STUDY: PRESENTING RIGHT TO THE CITY TO CHILDREN IN İZMİR

This title presents the case study named 'My City Workshop', conducted in a local NGO in Çiğli district, İzmir. After aims, methods and organizational structure are explained, a series of workshops, which constitutes the case of the thesis, are displayed in detail.

4.1. Aim of the Workshop

My City Workshop is a series of ten workshops. If these ten workshops are approached holistically, the main aim is building an awareness in children about their right to the city, participation and built environment. In order to achieve the aim, particular principles that direct the workshop series are determined initially. First of all, since it is desired to have a permanent awareness in children, workshops are decided as a series that follow each other and fulfill minor aims step by step to reach the main goal. RC and participation are the concepts that cannot be adopted in a one-day workshop. It requires a process with the same children. Secondly, working with children requires expertise due that it is a sensitive issue. Therefore, the workshops with children should be processed in an interdisciplinary view. In accordance with this principle, researcher of the thesis worked with a child development specialist (CDS) in every aspect of the workshops. In addition to preparation phase of the program, after every workshop was performed, observations made during the workshops were conveyed and consulted to CDS. Regarding recommendations of CDS, amendments were made in workshops each week. As the third principle, in line with the aim, workshops should benefit for children instead of benefitting from children. There are some games in workshops that obtain data about children's perspective on their built environment, yet, these perspectives were used for learning issues that children could not acquire adequately so that those issues would be concentrated in later workshops.

Ten workshops in ten weeks are processed in the scope of this thesis. Workshops have different aims following each other and making main concepts understood for children at the end of the program. These aims are listed as:

Table 10. Aims of the workshops in the case of the thesis, named 'My City'.

Part 1	Aims of Workshop 1 • Showing the difference between 'wants' and 'needs' • Teaching children the concept of right
	Aims of Workshop 2 • Learning articles of CRC • Noticing categories of CRC
	Aims of Workshop 3 • Understanding children's perspective of built environment • Raising an awareness on built environment • Acquiring a holistic view about their immediate environment • Learning common spaces and noticing common users of these spaces • Providing recognition of the city in a broader context
	Aims of Workshop 4 • Introducing different kinds of user groups in cities • Indicating every different user group having basic needs in a city, • Showing that a user can detect design failures, deficiencies, wrong applications and negligence, • Introducing right to the city through user's experiences in cities.
	Aims of Workshop 5 • Indicating children as the right owners in the city, • Emphasizing that children are responsible individuals to protect their and other groups' right in the city, • Encouraging children to take an action about participating in city life as a group,
Part 2	Aims of Workshop 6 • Exploring the city center in a different way, • Practicing what is learned in former workshops, • Detecting successful and ineffective applications in the city, • Increasing confidence to take an action in the city
	Aims of Workshop 7 • Appreciating good and successful applications in the city • Identifying general problems and successful examples at the city center, • Finding a realistic path to solve the problems, • Encouraging them to take an action when they see a problem in the city instead of ignoring it
	Aims of Workshop 8 • Claiming animals' right to the city by giving them a place to live, • Discussing the condition of natural life in cities, • Increasing an awareness in recycling,
	Aims of Workshop 9 • Introducing children with permaculture and its principles, • Drawing attention to rapid urbanization and the condition of green spaces in cities, • Encouraging them to implement methods they learned to green their environment • Encourage children to take an action about nature's existence in their environment in the context of RC, • Promoting children to recycle materials and reduce the amount of garbage they produce,
	Aims of Workshop 10 • Providing children with information to report negligence and deficiencies in the city into related institutions, • Having participants associated children rights with the RC tangibly, • Drawing attention to cultural heritage and natural beauties of the city, • Reviewing all the themes covered by thesis once again for children who were absent on some weeks,

Ten workshops are divided into two parts. Workshops from one to five constitutes the first part, and it aims at providing children with a theoretical background of the concepts processed in the thesis. Accordingly, in the first workshop, the concept of right is introduced to children. It is aimed at indicating difference between wants and needs, and defining basic needs as rights. In the second workshop, convention on children rights is entreated. The purpose of the workshop is noticing articles and categories of articles in CRC, after learning definition of right in the first workshop. The third workshop is based on raising awareness in built environment. This workshop aims at understanding children's view of their immediate environment and broadening this view. Moreover, concepts of common spaces and common users are introduced to children at the end of third workshop. In the fourth workshop it is aimed that these users are capable of finding design failures, deficiencies, wrong applications and negligence. Moreover, it is aimed to show particular user groups have particular needs in cities. Relatively, these are connected to the RC, which is also a major aim in the study. Consequently, the concept of RC is aimed to reinforce in fifth workshop since it is an abstract term. Children are also given a sense of responsibility to implementation of RC for every user.

Workshops from six to ten forms second part which aims at taking action in cities about RC. In sixth and seventh workshop, the purpose is detecting successful and unsuccessful applications in the city itself. The purpose is to exercise what they learned in the theoretical part in actual city. In workshops eight and nine, it is aimed that children are encouraged to protect animals' and nature's right to life in cities, respectively. Dependently, the responsibility for every users' RC was given in fifth workshop, and the aim of these workshops is to implement it in cities. Tenth workshop's aim is planned as accessibility for every citizen. However, since it is realized that children improved themselves about accessibility in former workshops, the aim has changed into creating a complementary workshop to the process in order to evaluate what is lacking or undigested in the study.

In addition to particular purposes of each workshops explained above, there are minor aims attached to workshops with warm up games. These aims are;

- building trust for the activity space,
- building sense of belonging to the group,
- improving their discussion skills,

- improving their listening skills,

- providing group cohesion between children,

- encouraging team work,

- learning cooperation and collaboration.

Exercises supported by these aims encourage children to listen to each other, share their opinions and learn from other participants. As a result, these minor aims actually provide children with a basis for participation. Participation is not an innate skill. Without adopting this skill, it should not be expected that children exist in a participatory process.

4.2. Organization of the Workshop

Workshops of the study were practiced within a children's NGO which contributes to children's school education mostly in terms of social aspects and life skills. The NGO constitute and implement programs that raise confidence, critical thinking, rationality, prudentiality, creativity, peacefulness, non-discrimination in children. System in the NGO is based on voluntariness. After volunteers are registered to the NGO, they take part in a basic volunteer education by the organization. Volunteers either make contributions to office work or participate in education programs. They have a chance to execute existing programs that are constituted by the NGO in every term. Moreover, programs formed by volunteers according to their professional skills are supported by the NGO. This NGO is preferred to apply program of the thesis due to several reasons. First of all, institutional and participatory structure of the NGO is remarkable. The structure prioritizes children as an individual and values their participation. Secondly, in educational programs of the NGO, children's interaction with environment is given importance. Hence, major aims of the thesis and minor aims of the workshops are in line with the programs of the NGO. Finally, the NGO is able to reach children from every different social standing, including disadvantageous kids, who need this kind of social programs at most.

At the initial process of the study, the aim and the predicted achievements were presented to the NGO. Then, at the beginning of the term, an activity named 'My City Workshop' was opened as other activities and general outline of the program was presented by the NGO to the children who wants to register a program in NGO

individually. Two weeks later, workshops started. After workshops started, written and verbal permissions were taken by the parents of children in order to fulfill ethical concerns in the study.

4.3. Method and the Structure of the Workshops

The thesis is a qualitative research which adopts ethnographic study by focusing on children as research methodology. Participatory action research is preferred as an approach in the study; thus, several methods in line with PAR are used in generating data from games. The methods used in workshop series are;

- Observation
- Focus group discussion
- Poster-making
- Cognitive mapping
- Image boards
- Creative toolkit
- Photovoice
- Presentation
- Game

In addition, obtained data is processed and analyzed by means of content analysis. Ten workshops were realized in an activity room two hours in a week. Two facilitators executed the program. One is the researcher of this study and the other one is a volunteer of the NGO who is informed about the study and accompany the researcher of the study. The structure of the workshops, which is determined with the contributions of CDS is shown below:

- the first circle
- a warm up exercise
- the main game
- the last circle

The first circle and the last circle represent participants sitting together as a circular position and share their thoughts and emotions. Workshops start with the first circle and all participants express their feelings at the day workshop is going to take place in the first circle. Non-violent Education and Research Center suggests that

facilitators should determine a ritual such as a poem, meditation, song or a game at the opening of the meeting (2016, p.36-37). In this program covered by this thesis, a game which helps children express their feelings is preferred for the first circle. A group stone is also integrated into the first circle and introduced to children upon the advice of CDS. The participant who holds the stone has turn at talking and being listened. This facilitate children with adoption of listening skills, which is a significant problem in workshops with both children and adults.

In the structure of workshops, warm up games take place after the first circle. This step is a preparation stage before the main game, which helps children get rid of their extra energy and be ready for a less active activity. The stage also provides children with participation skills like listening other participants, being part of a team, learning group work, building trust to each other. These skills are prominent in order to both improve children's participatory skills for the future and execute main game smoothly because children's listening to each other is significant in discussion and presentation parts of the main game. By means of these skills, sense of trust among participants is established, which contributes to children's group works in the main game.

Main games of the workshops follow warm up game in the structure. It changes in each workshop in accordance with the theme of the week. Main games are the spines of the workshops that contribute to realize the major aims of the study. To turn them into games, the most suitable methods are matched to workshops' themes and main games of the workshops are generated accordingly. In almost every workshop, observation is an important data generation tool for the researcher. Besides, to provide exchange of views among children, focus group discussion and presentation methods play a significant role in the study.

In the first and second workshops, main games are related to adopting concept of right. To mention concept of right without boring children, poster-making method is utilized. Also, to provide sharing ideas and learning from each other, children presented their posters and made focus group discussion. Later, third, fourth and fifth games are about right to the city and learning entities in a city. Cognitive mapping, image boards and creative toolkit are the tools found convenient for the third, fourth and fifth workshops, respectively. Cognitive mapping is used for improving children's perspective on belonging to built environment. Image boards taught children detecting needs of the cities in a playful way, and creative toolkit helps them concretize and

embrace the concept of right to the city. From sixth to tenth workshops, main games pointed taking action in cities in the context of right to the city. For these workshops, photovoice, image boards, creative toolkit and games were chosen as methods for children to interact with their immediate environment. Among them the eighth and the ninth main games mention specifically about RC of animals and nature, and creative toolkit is used as a method.

The last circle is the evaluation part of the workshop structure. In this part, evaluation of the workshop is made with children by sitting in a circular arrangement and writing one emotion, one thought and one suggestion on a paper as a feedback for the facilitators. These feedbacks direct facilitators to make some addition and extractions in the main game in line with the children's suggestions and wishes.

4.4. Workshops

The aim, organization, method and structure of the workshops are explained in previous titles. Under this title, ten workshops implemented by researcher from November 2017 to January 2018 takes place.

4.4.1. Workshop 1

Workshop Theme: Wants and Needs

Date: 4 November 2017

Duration: 2 hours

Place: Activity room

Participants: 9 children aged 8 to 10

o 7 girls

o 2 boys

Aims:

o Learning names of group members.

o Building trust for the activity space

o Teaching children listening to each other

o Showing the difference between 'wants' and 'needs'

o Teaching children the concept of right

Methods:

o Observation

o Poster-making

Analysis:

o Wants and Needs poster

o Feedback papers of last circle

Content of Workshop:

o First Circle

o Meeting Games

o Warm-Up Games

o "Wants and Needs" game

o Last Circle

Workshop Overview:

At the beginning of the workshop, participants were distracted. They had some difficulties about listening to each other. Seating arrangement in the class was U-shaped. Children had seats in a mixed order. In other words, same genders did not insist on sitting together. Moreover, children knowing each other prefer to have seats together. Generally, participants were calm, except for a few energetic children. At the end of the workshop, convention on the Rights of Children were given to participants.

o The First Circle

Participants were asked to write one feeling and one thought about how they want to leave this place after workshop (Figure 3). Most of them (7 out of 10) answered that they expected the workshop to be enjoyable since they were going to play games, and they wanted to feel happy. Two of the participants assumed that today's workshop would be boring. One child wrote an irrelevant answer. Then, they were asked to write what they could do in order to realize those expectations. 'Being quiet' and 'listening to friends and facilitators' were the most common answers. Other answers were participating, talking by permission and being happy no matter what happens. There were three irrelevant answers.

Figure 3. Participants wrote their expectations in the workshop.

o Meeting Games

In this section of the workshop, children learned the names of group members. Children were distracted and they had some difficulties about listening to each other during meeting games.

o Warm-up Games

'A Walk on an Imaginary Ground' and 'Blind Chicken' were played as warm-up exercises. In the first game, children walk and run together in a circular shape and they act as if the ground was pebble stone, hot desert, water, and a swamp, respectively. This helps to build trust for the space that workshops take place.

In the second game, Children form groups of two and each pair decides a sound to call each other. Then, pairs are separated and everyone call their pair at the same time by sounds they decide. Its purpose is to learn listening to each other by trying to find pairs.

o Wants and Needs

'Wants and Needs' is an activity introduced in a book entitled "It's Only Right" published by UNICEF (Fountain, 1993, pp. 9-14). In this game, children were provided with various 'wants and needs cards' by a newly established imaginary government. They can also added four more cards in case they think there is a missing need. Later, they are asked to give up 8 of them due to economical and political issues (Figure 4). In the second turn, children are asked to give up 8 more cards again due to the same reason. After eliminating some of the needs and wants, cards left are basic needs that a

child need to survive. At the end of the game, it is emphasized that these basic needs are defined as rights.

Figure 4. Groups discussing 'wants and needs' cards in Workshop 1

The imaginary government provided children with 20 wants and needs in the beginning of the activity:

- Candies
- Fashionable clothes
- A computer
- Own bedroom
- A television
- A bicycle
- An mp3 player
- Playgrounds
- Protection from discrimination
- Money to spend
- Holiday trips
- Clean air
- Chance to express their own ideas and to be listened
- Clean water
- Education
- A decent shelter
- Medical care
- Protection from abuse and neglect
- Nutritious food

- Ability to practice beliefs

  Each group added four demands they considered missing:

- Helping the poor

- Security

- Jobs for everyone

- Protection of animals

- No house expenditures like bills, rents etc.

- Obligation of jobs with social insurance

- Free school buses

- Right to play

- Right to have toys

- Travelling

- Beds

All three groups gave up candies, the computer, own bedroom, bicycle, and music player in their first turn commonly. In other words, these are considered the least important things for children's life since these are eliminated in the first turn.

'Holiday trips', 'protection from discrimination', and 'chance to express own ideas and to be listened' were common cards that were eliminated in the second turn. All three groups expressed that elimination of cards was more difficult in the second turn than in the first turn. According to participants' comments, these items were hard to eliminate, but they did not consider these as survival needs.

Common items eliminated by all groups were candies, fashionable clothes, computer, own bedroom, TV, bicycle, mp3 player, protection from discrimination, money to spend, holiday trips, expressing own ideas and to be listened. All eliminated items were regarded as wants according to children, and they thought they could maintain their lives without these items. On the other hand, practice of beliefs, playgrounds, clean air and medical care were some of the main items that is eliminated in different groups independently. Furthermore, most of additional cards demanded by children were given up because they were not considered as essential needs.

Clean water, education, decent shelter, protection from abuse and neglect, and nutritious food were common items remained in each group. As distinct from each other, medical care, practice of beliefs, clean air and playgrounds were also chosen as basic needs by different groups and they were not eliminated by them. Two groups demanded protection of animals on additional cards and they did not eliminate this card

at the end of the activity. It can be inferred that protection of animals is such an important issue for them. One group decided to save 'beds' which is added as an additional item. The reason for saving this item can depend on children's socio-economical situations.

o Last Circle

Finally, in the last circle, children made a plane out of paper. They were asked to write one emotion, one thought and one suggestion regarding this workshop as feedback. Almost all of them wrote that they enjoyed the workshop and they felt happy. One of the participants noted that she did not like the main game since she could not get along with her group mates. As a suggestion, she expressed putting children at the same age together in groups.

Outcomes and Achievements:

o Children learned names of group members.

o After two warm-up games, children were observed to be more calm and listening to each other. Their energy decreased. They stopped moving around and interrupting each other during discussions. Furthermore, they could manage to focus on games more visibly than before.

o Clean water, education, decent shelter, protection from abuse and neglect, and nutritious food were determined as essential needs by all participants.

o At the end of Wants and Needs game, participants learned essential needs that are necessary for children to survive and rights.

Recommendations by Children Development Specialist (CDS):

o CDS detected alienation of younger children in the group. As the solution, while children will be put together with her best friend for the next week, siblings among participants will never be in the same group due to their different dynamics.

o For the next workshops, warm-up exercises will be added, which aim showing people can also learn from people at different age, included younger ones.

o A group stone is going to be introduced to the participants in the beginning circle for the next week. The group stone is used for getting participants adopt a habit of listening. The person who holds the stone has a turn to talk, and the others listen to her/him and wait for their turn. It is only used in the beginning and end circles.

4.4.2. Workshop 2

Workshop Theme: Convention on the Rights of Children (CRC)

Date: 11 November 2017

Duration: 2 hours

Place: Activity room

Participants: 9 children aged 8 to 10

- o 7 girls
- o 2 boys

Aims:

- o Adopting a habit of listening
- o Recalling names of group members.
- o Building sense of belonging to the group
- o Learning articles of CRC
- o Noticing categories of CRC

Methods:

- o Observation
- o Poster-making
- o Focus group discussion

Analysis:

- o CRC poster
- o Focus-group discussion
- o Feedback papers of last circle

Content of Workshop:

- o First Circle
- o A Meeting Game
- o Determining A Group Name and Group Rules
- o A Warm-up Game
- o "CRC" game
- o Last Circle

Workshop Overview:

o The First Circle

According to children development specialist's recommendation last week, the group stone was introduced. When the stone came to their hands in order, participants in the class, including facilitators, told how they felt that day. During circle, children were frequently reminded rules of the stone. This method enabled participants to listen to each other and talk in order. Moreover, telling emotions for every week strengthen the bound between children and facilitators, according to the specialist.

o The Meeting Game

A meeting game was played in order to remember names of members learned former week. In this game, children were distracted; thus, there were lack of listening to group members.

o Determining A Group Name and Group Rules

Participants decided a group name and group rules. Choosing a group name is necessary to build a sense of belonging to the group according to advice from the specialist. 'Game Over' was accepted as the group name unanimously. Then, group rules were determined by discussions. Each children recommended some rules. Facilitators also recommended a few rules that are absent, but necessary. List of rules includes;

- being quiet
- listening to our friends
- asking for permission to speak by raising hand
- no throwing litter
- participating in activities
- sticking to the topic
- 5 minutes break in the middle of workshop
- no being late for the class
- no fighting while having fun
- no telling our friends bad words and breaking their heart
- no eating

o A Warm-up Game

As a warm-up game, 'The Smallest Newspaper' was played. This game is not only a warm up exercise, but also it encourages participants to be a team. As a result of this game, children were adapted to their groups more easily when they were split into groups of three by facilitators for the main game.

o CRC Game

Main game in this workshop is about introducing Convention on the Rights of the Child (CRC) to young people. The game is second activity introduced in the book entitled "It's Only Right" published by UNICEF (Fountain, 1993, pp. 16-27). Participants were separated into three group, named group A, B, and C. Groups were given cards on which articles of CRC are displayed. After groups reviewed the cards, they were asked to categorize them according to their similarities (Figure 5). They glued clusters of cards separately on cardboards. They entitled each cluster. When all groups finished their works, they look through other groups' works.

Figure 5. Children grouping the articles of CRC in Workshop 2.

In CRC, articles from 1 to 41 mention about children rights. The rest of the convention is about how contracting countries execute the articles of rights. UNICEF classify the first 41 articles into four groups mainly. Article 1, 2, 3, 6 and 12 are considered guiding principles of the convention and general requirements of all rights, as the first group. Other groups are survival & development rights, protection rights and participation rights, shown in the Table 11. (UNICEF,2014,para.1-7)

Only 33 articles are used in the game as cards. Articles containing definitions and application of rights by States Parties are excluded, and children are provided with articles presenting instances they can associate with examples from their lives. In addition, Article 17, 29 and 30 are excluded since the Republic of Turkey took exception to those three articles.

Table 11. UNICEF's categorization of children rights.

Guiding Principles	Survival & Development Rights	Protection Rights	Participation Rights
▪ Article 1 ▪ Article 2 ▪ Article 3 ▪ Article 6 ▪ Article 12	▪ Article 4 ▪ Article 5 ▪ Article 6 ▪ Article 7 ▪ Article 8 ▪ Article 9 ▪ Article 10 ▪ Article 14 ▪ Article 18 ▪ Article 20 ▪ Article 22 ▪ Article 23 ▪ Article 24 ▪ Article 25 ▪ Article 26 ▪ Article 27 ▪ Article 28 ▪ Article 29 ▪ Article 30 ▪ Article 31 ▪ Article 42	▪ Article 4 ▪ Article 11 ▪ Article 19 ▪ Article 20 ▪ Article 21 ▪ Article 22 ▪ Article 32 ▪ Article 33 ▪ Article 34 ▪ Article 35 ▪ Article 36 ▪ Article 37 ▪ Article 38 ▪ Article 39 ▪ Article 40 ▪ Article 41	▪ Article 4 ▪ Article 12 ▪ Article 13 ▪ Article 14 ▪ Article 15 ▪ Article 16 ▪ Article 17

Table 12. Group A categorization of CRC cards.

Abuse	9	19	20	33	34	37	39	40	
Education, Health & Citizenship	2	7	8	12	14	23	24	25	28	32
Family	5	10	11	16	18	21			
Protection & General Rights	6	13	15	22	26	27	31	35	38

Group A categorized articles of CRC into four groups and titled them as 'abuse', 'education, health & citizenship', 'family' and 'protection & general rights' (Table 12). The articles are related to group titles to which they belong; however, fourth category's name is mostly irrelevant to its articles. Thus, they gave the title of protection and general rights to the cluster since the category has a couple of protection rights with other irrelevant rights are clustered in one group. Similar to UNICEF's categorization, Group A could gather most of the protection rights under the title of abuse. They also

collected most of the survival and development rights and named the category as education, health and citizenship rights. However, children in group A could not recognize participation rights. Articles about participation were placed in every cluster.

Table 13. Group B categorization of CRC cards

Helpfulness	2	6	7	8	9	13	14	15	18	20
	21	22	23	25	26	27	28	33	39	
Freedom	10	11	19	34	35	37	38			
Children Rights	5	12	16	24	31	32	40			

Group B divided articles into three groups entitled: helpfulness, freedom and children rights (Table 13). First and second titles are related to the articles clustered. However, group B could not come up with a relevant title for the third cluster due to having some difficulties in being a team and increasing distraction at the end of the activity. Many articles of protection rights are gathered under the freedom title while most of the survival and development rights are collected in helpfulness category. Participation rights could not be placed in a separate category. They are scattered into all categories.

Table 14. Group C categorization of CRC cards.

Violence and Abuse	2	11	16	19	22	24	34	35	37	38
	39	40								
Helping and Education	5	6	7	9	10	13	14	15	20	25
	26	27	31							
Family	8	12	18	21	23	28	32	33		

Group C divide the articles into three clusters and name them as violence & abuse, helping & education and family rights (Table 14). Violence and Abuse is a relevant title regarding the rights placed in this category. Second title helping and education is an appropriate title for the articles in it, but some rights about education are missing. Cluster of family rights could be developed more since some articles do not reflect the title. Compared to UNICEF's categorization, protection category resemble with violence and abuse cluster of children. Furthermore, survival and development rights are collected under the title of helping and education mostly. Family cluster neither includes one type of rights nor contains all articles about family completely. Distinctively, this group managed to gather some of the participation rights under helping and education category. Nonetheless, they did not think a separate category as participation.

As posters of all groups are compared to the UNICEF's categorization of children rights, it can be stated that children could recognize protection and survival & development rights. In some posters, these two categories were represented in two or three separate clusters. On the other hand, it is significant that children are not familiar with participation rights because in all tables, articles of participation rights were spread into other clusters of articles.

Then, participants had seats in circular arrangement and focus group discussion was made. the questions facilitators asked were:

▪ Do you think all rights are in equal importance? If not, why?

▪ Do you think there are missing rights that are necessary to add to the convention?

▪ Are there some children rights that our country is good at executing? Which rights?

Focus group discussion was transcribed and analyzed in the Table 15. Firstly, according to discussion analysis, the most frequently mentioned right is right to life. Children agreed that right to life is the most important right compared to other articles in the convention. The second most frequent right is right to education. They mentioned this right as the best applied right in Turkey. Regarding answers to the question, right to life and education were considered the most well-known rights among the group. Secondly, in the discussion, children's lack of understanding rights are detected because children had difficulties in distinguishing wants and needs during the debate. Phrases indicated this can be exampled as "right to having toys" and "the toy they liked the most

and he should buy it". Also related to lack of understanding rights, children gave some answers that are not related to CRC. To illustrate, "having a job" or "having social insurance" were some of the irrelevant answers. At the end of the discussion, children were directed to understand the concept of right by asking questions. To clarify understanding of rights and the convention, the difference between wants and needs was emphasized again. To illustrate, children were asked whether toys are a right or a want and facilitators suggested right to play for every child instead of right to have toys. Moreover, in the discussion, children were convinced there should be a missing right in the convention, but they could not give a proper example for it.

Table 15. Focus group discussion analysis.

Theme	Sub-Theme	Excerpt
Clear Understanding of Rights	the Most Important Rights	▪ "Protection rights are the most important rights, right to life" ▪ "It comes freedom and right to life at first, then comes the ones about security."
	the Best Applied Rights	▪ "Education" ▪ "it could be right to life for our country"
Misunderstanding of Rights	Lack of Distinguishing Wants and Needs	▪ "right to toys, right to having miniature toys" ▪ "The prime minister should visit neighborhoods and houses, and he should ask children which toy they liked the most and he should buy it for them."
	Lack of Understanding the Convention	▪ "Everybody should have a job and municipality should give a house to those who does not own…" ▪ "...but a mother or a father must have a job to educate their children." ▪ "job, insurance"

o Last Circle

In last circle, participants gave feedback. They made a paper ship and wrote one feeling sentence, one thought and one recommendation regarding second workshop. According to feedback papers, all participants felt happy for the workshop. As a suggestion, two participants wrote playing toy blocks in the class, and one participant expressed everyone should chose own group mates by self. For the next week, children will pay attention on their environment, while coming the activity room.

Outcomes and Achievements:

o Children remembered names of group members.

o Children started to improve their group work and listening skills.

o Participants decided the group name and the list of group rules.

o Children learned articles of CRC and main themes guiding the convention.

Recommendations by Children Development Specialist(CDS):

o In second week, children have difficulties in group work since they have not developed a team mentality, yet. Therefore, children development specialist recommended to add more warm-up games aiming at breaking the ice among participants to the program for the next week. CDS especially suggested a hugging game at the end of the day, which is very suitable for this purpose.

4.4.3. Workshop 3

Workshop Theme: Awareness in Built Environment

Date: 18 November 2017

Duration: 2 hours

Place: Activity room

Participants: 7 children aged 8 to 10

o 5 girls

o 2 boys

Aims: In former workshops, teaching the concept of right and children rights were aimed. 3rd workshop aims at introducing built environment before presenting right to the city. Accordingly;

o Adopting a habit of listening

o Breaking the ice among children

o Producing a common sense among participants

o Understanding children's perspective of built environment

o Raising an awareness on built environment

o Acquiring a holistic view about their immediate environment

o Learning common spaces and noticing common users of these spaces

o Providing recognition of the city in a broader context

were aimed in the 3rd workshop.

Methods:

o Observation

o Cognitive mapping

Analysis:

o Individual maps

o The common map

o Feedback papers of last circle

Content of Workshop:

o First Circle

o A Warm-up Game

o "From My Home to Activity Room" game

o Last Circle

o A Warm-Up Game

Workshop Overview:

In this week, children were more concentrated on activities, since both they get used to each other and warm up games help their concentrating and listening skills. Also, it is noticed that they were concentrated more easily on individual work than group work, discussions or presentations since they did not develop a team cohesion, yet. Toy blocks in the class distracted the attention of a few younger children compared to the class, but still they participated in activities.

o The First Circle

Children expressed their feelings by the help of weather conditions in the first circle. To illustrate, "I am sunny today because I feel happy" or "I am cloudy today because I got low marks in my exam." First circle takes less time this week because they are restricted with weather conditions. In the workshop, the group stone was used for participants to talk in order.

o A Warm-up Game

The purpose of the warm-up game was breaking the ice among children and having fun. According to the game, participants and facilitators sing a song and squat when they hear a word starting with 'B', 'S' and 'O'. As usual, after this warm-up game, participants release their energy through exercises so that children could concentrate on passive games more easily. Regarding both time management and better concentration, participants finished the activity earlier.

o From Home to Activity Room

The activity entitled 'From Home to Activity Room' aims at understanding children's perspective of building environment, broadening this perspective and raising an awareness in common spaces and users. In order to achieve this purpose, the method of cognitive mapping is found convenient.

According to definition of Downs and Stea, cognitive mapping is representation of spatial data that is gathered, arranged, kept and directed mentally (1977, p.6). Sketching a path, listing particular spaces, drawing a place are illustrations for cognitive mapping. These do not have to be exact drawings. Significant elements in the drawings are "representation" and "environment". (Downs & Stea, 1977, p.6), and from seven years old, children are capable of using map as a mediation and representation of the environment (Catling, 1979, page 290).

The method organizes a bunch of information about space and determines the associations between them. This information is based on visualization of individual's experiences, patterns and perspectives of space (Martin et al. 2012, page 30). Thus, cognitive maps or mental maps are directly related to images in humans' cognition. The concept is put forward by Lynch in the book entitled Image of the City. According to Lynch, all citizens have attributes the city with images belonged to their memory (Lynch, 1960, p.8). Accordingly, the method reveals each individuals' own meanings belonging to a space (Pocock & Hudson, 1978, p.65). This spatial information always exists in humans' mind; however, most of the time, it is used 'subconsciously'. In particular times, this information is recalled in case of rerouting, giving directions or remembering the past as a nostalgia (Pocock, 1979, pp.279-280). In this case, the third activity of this thesis become a stimulus of mental map that children follow in their mind mostly unconsciously until then. Thus, it is a remarkable method in terms of environment education and awareness (Pocock, 1979, p.279).

According to Pocock, mental maps could be implemented in three ways. In the first way, the map reflects drawers' preferences, likes or dislikes regarding a place. Second way of applying a mental map is based on the drawers' distance and orientation capabilities starting from an origin point (1979, p.280-282). As a third way, the drawer is allowed to remember his/her spatial map freely, by starting from a layout or an empty page (Pocock and Hudson, 1978, p.62). The third way is considered in line with the activity covered by this workshop. Children were asked to draw individual maps of their path from home to the organization workshops take place in the first part of activity.

While drawing individual maps in the first part, children visualized location of their home and the organization in their mind at first. Then, they placed them on a paper. After having drawn their way from home to organization, they put spaces drawing their attention on their path. (Figure 6)
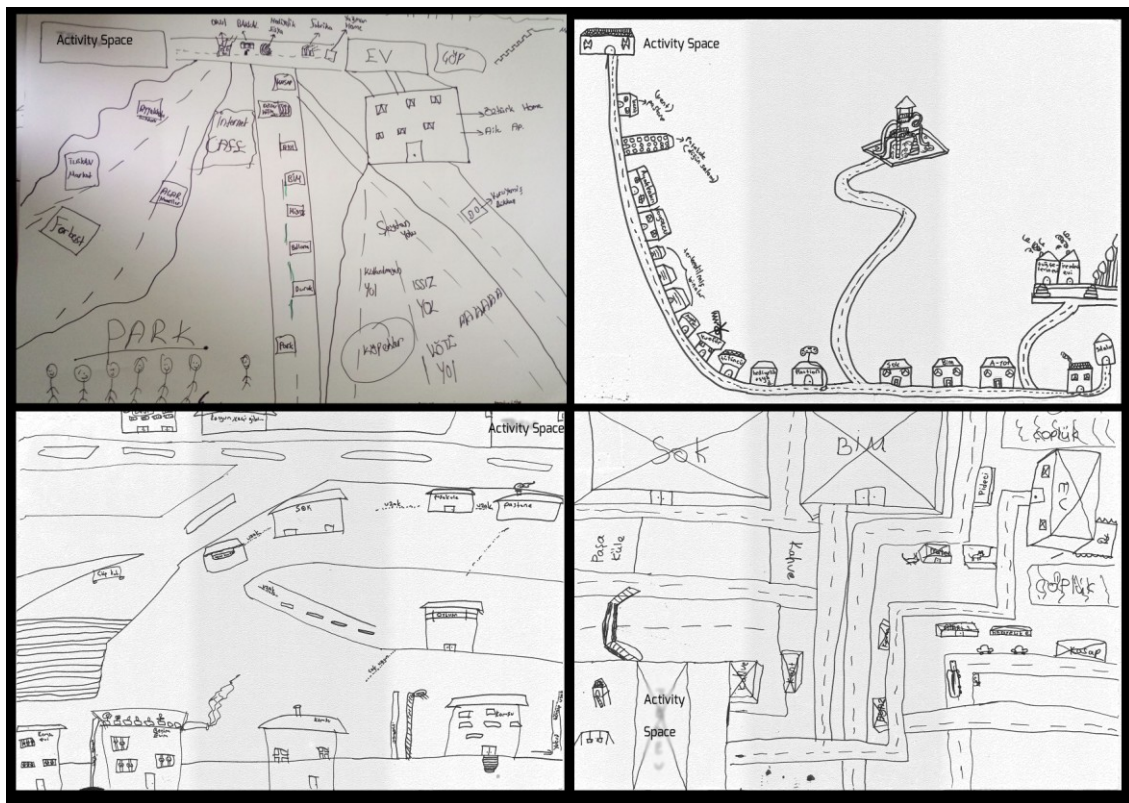
Figure 6. Some of the individual maps drawn by children.

To make an analysis, each participants' map is converted to written lists of spaces that participants draw in their map. Firstly, these lists were analyzed according to word frequency by a qualitative research analysis software. As it is seen in the Table 16, 'lanes' are the most frequently drawn space by children in the activity. According to Lynch, although the level of dominance changes based on the individuals' uses, dominant elements in the image of the city are paths because after people get familiar with the environment, it became a necessary component due to its explicit function (1960, p.49-52).

Table 16. List of the most frequently drawn spaces in individual maps.

Word	Count	Weighted Percentage
lane	26	15,38
market	17	10,06
house	10	5,92
street	9	5,33
grocery	8	4,73
bakery school	6	3,55
cyber cafe	5	2,96
park restaurant	4	2,37
bank garbage gas station souvenir shop stairway wedding hall	3	1,78
abandoned barber bus stop butcher car coffee house dog footbridge furniture shop shoe shop smithery trash can	2	1,18
These elements are counted as 1: art center, appliance store, ceramic shop, children, gated community, construction site, crossroad, dried nuts seller, factory, variety store, furniture store, grapevine, clothing shop, minibus, mosque, quarry, rabbit, sheepfold, shop, slope, streetlight, tobacco shop, train station, trees, truck		

Moreover, information obtained from 7 maps are categorized into 10 specific themes in terms of functions of the spaces: residential spaces, commercial spaces, educational spaces, cultural spaces, open spaces, paths and transportation spaces, living figures, religious spaces, industrial spaces, abandoned spaces (Table 17). The category of residential spaces includes houses and gated communities. Commercial space theme contains supermarkets, bakery, barbers, butchers, cyber cafes, shops, dried nuts sellers, groceries, furniture stores, restaurants, shoe shops, souvenir shops, tobacco shops, coffee houses, gas stations and banks. Educational spaces are comprised of public and private schools. As cultural spaces, there are an art center and a wedding hall in the

maps. Parks, streetlights and trash cans are considered under the theme of open spaces. Streets, lanes, slopes, crossroads, footbridges, bus stops, stairways, trucks, minibuses, cars and train stations are themed as paths and transportation spaces. Dogs, grapevine, rabbits, trees and children are categorized as living figures. Religious spaces contains the mosque. Ceramic shop, factory, quarry and smithery are gathered as industrial spaces. Abandoned buildings, abandoned street, garbage and garbage dump are grouped as abandoned spaces. Home of the map owner and the organization is excluded from theming since they are common in every map.

Table 17. list of spaces coded by themes.

Themes	Spaces
Residential Spaces	neighbors' houses, friends' houses, gated community
Commercial Spaces	Supermarkets, bakery, barber, butcher, cyber cafe, shops, dried nuts seller, groceries, furniture stores, restaurants, shoe shop, souvenir shop, tobacco shop, coffeehouses, gas stations, banks,
Educational Spaces	school, private school
Cultural Spaces	art center, wedding hall
Open Spaces	parks, streetlights, trash can
Paths and Transportation Spaces	streets, lanes, slope, stairway, crossroad, footbridge, bus stop, truck, minibus, cars, train station
Living Figures	dog, grapevine, rabbit, trees, children
Religious Spaces	mosque
Industrial Spaces	Ceramic shop, factory, quarry, smithery
Abandoned Spaces	abandoned buildings, Abandoned street, Garbage, garbage dump

When children's works are examined regarding these 10 themes, overall graphic indicates that children spend their lives between residential and commercial space more intensely than other types of spaces (Figure 7). The most coded theme in children's maps is commercial spaces. 32.31 percent of individual maps is comprised of commercial spaces. The reason for this is the result of a built environment based on consumption-oriented life culture. Consumption is so emphasized in cities' design that spaces forming a landmark in children's minds are mostly commercial. It can be inferred that commercial spaces affect children's image of city considerably.
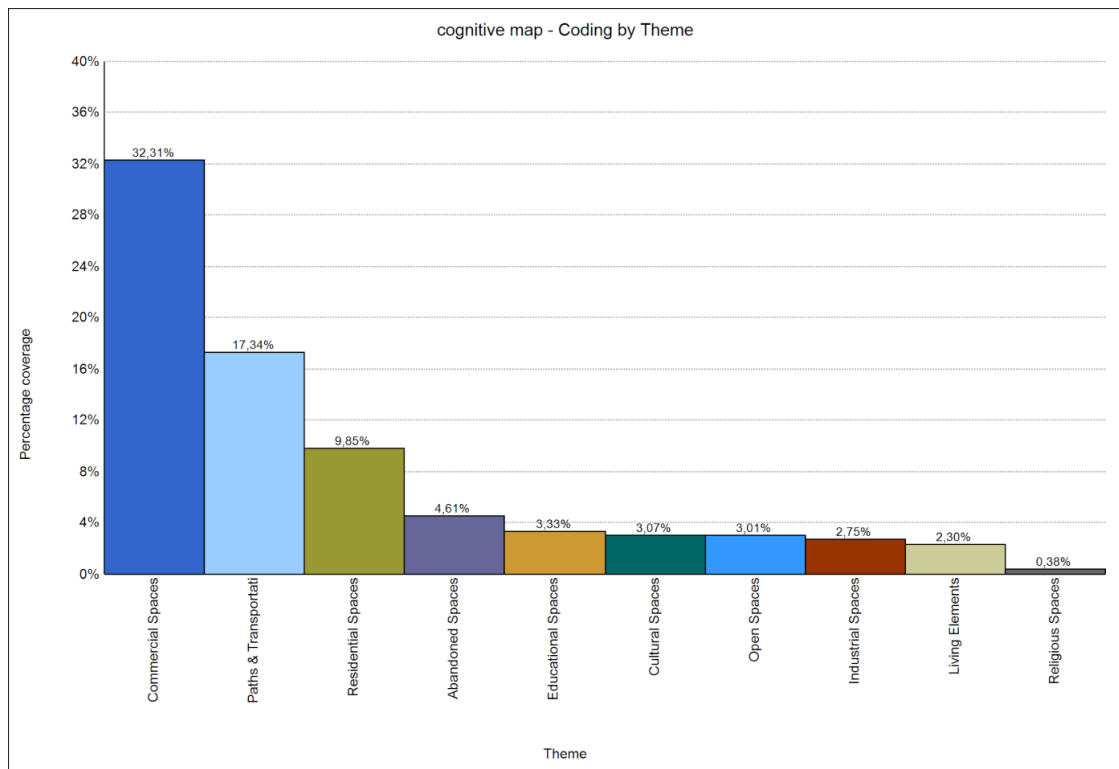
Figure 7. Percentage of themes coded in the maps.

After commercial spaces, paths & transportation spaces and residential spaces are the other two theme which are the most used themes in individual maps with the percentage of 17.34 and 9.85, respectively. According to Down and Stea (1973, p19), children's choice of space in their cognitive maps reflects the meaning of the spaces for the drawer. Therefore, residential spaces in the maps include not ordinary buildings, but houses of people that are important for children's life such as their neighbor or best friends. The percentage of abandoned spaces used in maps is 4.61. When it is compared to other themes, the number is more than educational spaces with 3.33%, cultural spaces with 3.07%, open spaces with 3.01%, industrial spaces with 2.75% and living figures with 2.30%. This shows that there are considerable amount of abandoned spaces in children's environment. Abandoned spaces attract their attention and affect their lives. In fact, in some maps, children mentioned about abandoned spaces with fear. Religious spaces are the least drawn theme in the maps with the percentage of 0.38. Only one participant draw a religious space. According to Pocock and Hudson, function is the mainly concerned concept in children's cognitive maps in their maps instead of aesthetic figures like landmarks are not seen usually. They include spaces they use rather than they see (1978, p.66). Thus, it can be stated that religious spaces as

landmarks are not considered by children in their cognitive maps even though they are spaces known as uniting communities at local neighborhoods.

In the second part, children combined all individual maps in a larger craft sheet on the wall. The organization was placed in the middle of the sheet by facilitators. Thus, all children's map meet in the middle. Sometimes, their path coincide with a common road and connected to each others' since they live in close neighborhoods. In each drawing, children noticed different spaces from each other, so they are directed to add those spaces that did not exist in their drawings. For example, one children noticed a footbridge and facilitators asked to the others whether they have a footbridge on their way or not, so they added footbridges on their ways. Also, at the end of the drawing, spaces that any children did not remember were reminded by facilitators. Governmental buildings, hospitals, railway and mosques were the spaces that could not be noticed by children although they see those buildings repetitively for every week. Sometimes, a particular component that is inevitable not to see could be absent in participants' maps. In this case it can be said that this component is not associative with images in the drawer's cognition In other words, that component has not a significant meaning for the participant. (Downs and Stea, 1973, p19). Ackermann, Eden and Cropper claim that "weaving cognitive maps together" leads participants to broaden their perspectives and notice other individuals' experiences (1992, p.2). By the activity, each participants drew a patch of the city and their individual map was restricted with his or her personal experiences (Figure 8). This section of the activity provides participants with an understanding of the city in a greater scale by revealing patches of the city that other participants experienced. At the end, children are able to recognize city in a broader context and acquired a holistic view about their immediate environment. In addition, group maps produce a common sense among participants, which is also another aim of the workshop.(Ackermann et al. 1992, p.2)

After the map was finished, facilitators asked whom mosques, parks, and schools belongs to. Children's answers were everyone. Thereafter, they were asked to list common spaces by receiving help from the big map. Common spaces told by children were bazaars, rods, streets, neighborhoods, sidewalk, shopping places, municipal buildings, hospitals, schools, market places, bus stops, parks, stations, pier, airports, footbridges and tunnels, green areas, community clinics, mosques and the organization of the activity. Then, it was emphasized that these spaces belonged to all of us and we were the users of these common spaces.

Figure 8. Patches of each participant.

o The Last Circle

After the main game, participants and facilitators gathered around the table to give feedback in the last circle . All participants feel happy about the workshop. Many children found the workshop interesting and better than last week. Besides, there was remarkable thoughts of children about the workshop. Many children expressed that they realized the district they live in is bigger than they thought. One participant stated that they have learned places that they use frequently in their daily life and different places between the home and activity space. For the next week, children were requested to take notes for the wrong and true, good and bad things they see in those spaces.

o A Warm-up Game

After the last circle, 'hugging game' was played according to recommendation of child development specialist. It is a warm up game that breaks the ice between children. Facilitators tell a number and participants hug that number of people in the room. At the end, the facilitator says the number of all participants in the activity room. All the people in the class hug together.

Outcomes and Achievements:

o Children were able to concentrate on passive activities more easily, compared to former workshops.

o It is determined that children's image of city is affected by their built environment.

o Children noticed a patch of the city in their immediate environment

o They broaden their perspective of built environment by integrating their map into a larger context of city.

o They detected common spaces and users in the district.

o They became aware of that children are also a user group of the common spaces.

Recommendations by Children Development Specialist:

o Since the weather condition game in the first circle went successful, CDS recommended to use derivations of the game for the next workshops.

o According to CDS, children can embody abstract concepts better when they were given examples by themselves. Therefore, they started from their home as a beginning of understanding common spaces in individual and common maps.

o For the next week, children are asked to detect good or wrong examples they see in their district in accordance with CDS's suggestion to provide connection between workshops.

4.4.4. Workshop 4

Workshop Theme: Right to the City

Date: 25 November 2017

Duration: 2 hours

Place: Activity room

Participants: 5 children aged 8 to 10

o 4 girls

o 1 boy

Aims: The concept of right is discussed in the first two workshops. In previous workshop, children's vision of built environment was broaden. In this workshop, right to the city is introduced to children. Thus;

o Adopting a habit of listening,

o Breaking the ice among children,

o Introducing different kinds of user groups in cities such as citizens, old people, people with disabilities and old people,

o Indicating every different user group have basic needs in a city,

o Showing a user can detect design failures, deficiencies, wrong applications and negligence,

o Introducing right to the city through user's experiences in cities.

were aimed in the 4th workshop.

Methods:

o Observation

o Image Boards

o Focus group discussion

Analysis:

o Notes on Image Boards

o Focus group discussion

o Feedback papers of last circle

Content of Workshop:

o First Circle

o A Warm-up Game: "Let's İmitate Our District"

o "What is Wrong Here?" game

o Last Circle

Workshop Overview:

o The First Circle

In the first circle, participants define their mood as colors. Group stone was used for maintaining order and listening each other as usual. To illustrated, 'I am yellow today because I am cheerful'.

o A Warm-Up Game: Let's Imitate Our District

As a warm up game, 'let's imitate our district' was created. The large map drawn last week was hung on the wall. At first, children define the activity space with a voice. This was a stage for children to understand and embody the rest of the game. Afterwards, they were asked to choose a space existing in the map and imitate it when they heard clapping. The aim of the game was not only warming up but also visualizing children's observation and experiences on built environment. While first aim was achieved, second aim did not meet expectations. Performance could not be related to the city since most of the children picked a closed space in their mind like a shop, internet cafe or their own house. Therefore they imitated passive indoor space activities mostly. It can be inferred that children spend most of their time in indoor spaces, and thus, their understanding of the city as a whole context is limited.

      o 'What is Wrong Here?'

The activity entitled 'What is wrong here?' aims at introducing different kinds of user groups in cities and indicating every different user group have basic needs in a city. In addition, another aim of the activity is showing a user can detect design failures or deficiencies in the city in order to associate examples of user experiences with right to the city. Image boards are chosen as an appropriate method for this activity. Image boards or mood boards are a method that is comprised of collected work of mostly images, photographs, drawings and less likely textures, objects or samples (Garner and McDonagh-Philp, 2001, p.58). In essence, it is a visual media that intend to convey an information about the context of the composition to the audience (Martin et al. 2012, p.100). The method is generally used in design education or design industry. In design education, it is used at the initial stages of design process. According to Garner and McDonagh-Philp, in addition to being a beneficial tool to determine a design strategy followed by the student, the image board is a way to detect design problem and its solution, which helps make a more convenient proposal in the design process (2001, pp. 58-60). In design industry, it is a communication tool for designers to introduce a design project to the client at the earlier stages. Sometimes images are accompanied by material samples. The image board also contributes to the problem identification positively in the design project. It helps the designer to define his/her approach to the design problem initially. There could be produced many different solution at the end related to the design strategy determined by the approach (Lucero, 2009, p.15-17). According to Bouchard and Omhover, to prepare an image board, images are collected considering keywords like "style, semantics, values and targeted population" at first. Then, images are divided into categories reflecting keywords. All of them are arranged to create a graphic design. A description is also added. Besides, material features are integrated into this special design of the board as a pallet (2016, p.60-62).

In this workshop of the thesis, image board is only used for conveying a message about user-groups and some cityscapes with faults to the children. It is aimed to improve children's skills of finding the problem and the solution. Therefore, the activity has four boards that only include images categorized into keywords. Since it is not a presentation for a client, special arrangement in the boards does not exist. Four image boards were named A, B, C, D because the concepts of the boards were not told participants since they would title by themselves later.

In Board A, mistakes hindering accessibility of people with disabilities in the city are shown by images. Three of the images are about absence of wheelchair ramps while one illustrates misconstruction of the ramp. Besides, two images in this group show wrongly-directed yellow units for visually impaired individuals, and one of them is interrupted by a bus stop. Board B contains photographs with design failures. The first photograph in this category is a designed park bench adjacent to cacti. Second photograph is a stair laid carpets with an illusional pattern. Third photograph shows a playground with a slide made of steel in a hot weather. Fourth photograph illustrates hand shake buildings in China. In fifth photograph, there are two street lamps which are very close to each other. In sixth photograph, there is a manhole positioned higher than ground level, so it does not take rainwater inside. The seventh photograph illustrates a stairway interrupted with its ramp. The last photograph shows two trees on a newly constructed pedestrian walk and concrete is poured under the trees. Board C consist of images telling the concept of absence. Four photographs emphasize the absence of an animal shelter, a bus stop, trees and a manhole cover, respectively. Board D is made of some illustrations showing neglected or uncared areas in cities. Photographs consist of broken pavement stones, a fire plug buried half underground, a speed bump lower than motorway, and bicycle paths interrupted by trees and barriers.

Concepts of boards were not told to the participants. Boards have three questions placed on a corner of activity table, related to images:

● What would you title the board?

● Imagine you are the user of these spaces in the photographs. What could be the problems in the pictures?

● What kind of solutions would you suggest?

In addition to these questions, Board A has one more question asking the purpose of the yellow units on the road. Questions do not have certain answers, but ask children their comments about the illustrations. They are given 3 minutes to look at the board and take notes according to the questions because they were quite distracted on the workshop and they would not be able to focused on the activity for a long time. Each children took notes on photographs that attract their attention at most. Three minutes later, they changed the boards. After every participant viewed every board and take notes, they presented their ideas (Figure 10).

Figure 9. Children working in Workshop 4.

Figure 10. A participant presenting his ideas.

Theme of the **Board A** is well-understood by all participants (symbolized as P1, P2, P3, P4, and P5 in the tables), when titles are examined. Two participants did not titled the board; however, since they could detect problems in the photographs, it can be stated that they had the main idea. When their problem statements in Board A are

viewed, it is seen that all participants could define the problems. While some of them focused on photographs one by one, some participants summarize the situations as problems of people with disabilities. In fact, they used sarcastic words in their definitions. As solutions to problems in Board A, children decided on that new and comfortable paths and wheelchair ramps are needed for the pedestrian walks (Table 18).

Table 18. Participants' comments on images of Board A.

Questions		Notes Taken by Participants for **Board A**
Titles	P1	-
	P2	Joking Around with Disabled People
	P3	Neglected Things
	P4	Paths for People with Disabilities
	P5	-
Purpose of yellow units	P1	-
	P2	-
	P3	"People with disabilities follow that units."
	P4	"Yes, I know. Yellow units are for disabled people so that they can walk more easily by dragging their cane."
	P5	-
Problems in the photographs	P1	"Here, a visually impaired person could walk straight, but the path is extended like this." "What is this bus stop doing there?" "What is these stairs doing in front of the handicapped toilet door?" "Everything is tangled in this photograph." "How are they going to get down there?"
	P2	"Literally they kid blind people in this photograph." "What did you do with the door?" "I really cannot understand these people." "These are more sensible than the first photograph."
	P3	"In pictures, people with disabilities could fall down while following their path." "Lines for disabled people, lack of attention and neglecting disabled people are problems in images."
	P4	"Problems of people with disabilities"
	P5	"There is stairs in front of the disabled toilet. I have never seen something like that before!" "They made the path longer for sight-disabled people."
Solutions	P1	"If this pavement was sloped, they could easily climb it."
	P2	-
	P3	"New paths could be built."
	P4	"Solution may be more comfortable lanes for them. People in charge from authorized places could help." "We can make sidewalk more straight so that they could pass across the street."
	P5	"As a solution, if we make the stairs straight and then make it inclined a little, it become a ramp for people with disabilities."

For the **Board B**, no participant could determine a covering title related to photographs or design failures, which is the concept of the board. However, problems in the photographs were described by all participants certainly. For the spaces in Board B, two suggestion were made. One of them was an irrelevant suggestion for the situation. The other was to ask the help of the authorities like municipality. During the presentation, all participants heard the solution (**Hata! Yer işareti başvurusu geçersiz.**).

Table 19. Participants' comments on images of Board B.

Questions		Notes Taken by Participants for **Board B**
Titles	P1	-
	P2	Enough!
	P3	Outstanding Things
	P4	Protect the Green Areas
	P5	Irregularity
Problems in the photographs	P1	"Plants are out of control." "The ground is slippery due to heavy rain. My foot could slip." "The slide is heated because it is made of steel and nobody can play with it." "Two street lamps side by side are meaningless. They illuminate same place."
	P2	"The person made this is both logical and illogical." "I guess blackout happens frequently in the area." "I think this is a work of a person who do not like and think about children at all."
	P3	"Cactus spines hurts people sitting" "We can fall down, it is very hypnotic. It is a construction error i think." "It cannot be used in hot weather." "Someone can hit the wall while looking phone or doing something." "Someone poured concrete under the trees. This can cause dry of trees."
	P4	"We can slip and fall. They are dangerous places. We can get hurt."
	P5	"Spines, slide, water, stairs."
Solutions	P1	"There should build more manholes because there is a heavy rain."
	P2	-
	P3	-
	P4	"It could be less dangerous. Municipalities should fix them. Signatures can be collected for it."
	P5	-

For the **Board C**, two titles were found irrelevant from the context. Other titles were 'Excellent Works', 'Unjustness', Help humans and animals' were considered as related comments on the board. Each problems in the board are defined by children like other boards. Participants offered to add what is absent in the photographs as a solution to these problems. (Table 20)

Table 20. Participants' comments on images of Board C.

Questions		Notes Taken by Participants for **Board C**
Titles	P1	-
	P2	Excellent Works!
	P3	Unjustness
	P4	Help humans and animals
	P5	Insecurity
Problems in the photographs	P1	"The dog is freezing." "It is impossible to walk because of the dense buildings" "There is no crosswalk here." "It is very smart to cover manhole with a chair!"
	P2	"Why did nobody notice the dog?" "Putting a chair on manhole is better than an open hole."
	P3	"falling, crashing, and death"
	P4	"Here, there is a need for a shelter for animals." "a place for the old people to sit in the bus stop." "People can fall into blast hole. It's dangerous." "We should not cut trees."
	P5	"Lots of problems occur."
Solutions	P1	"I would give the dog a warm shelter." "I would decrease the number of buildings." "I would add a crosswalk and a traffic lamp here." "I would add a manhole cover in this photograph."
	P2	-
	P3	"adding manhole cover, shelters, a crosswalk" "A crosswalk and seats could be made for these old people."
	P4	"They need to plant some trees because buildings are everywhere." "They need to close this manhole."
	P5	-

Figure 11. Participants commenting on image boards.

Titles in **Board D** focus on negligence rather than uncared areas. Two participants did not title the board. Participants detected the problems in the photographs. They generally explain problems by giving examples of what a user could experience in these places. However, most participants were not able to come up with a solution. Only one participant expressed they can apply relevant institutions by petition right or they can collect signatures (Table 21).

Table 21. Participants' comments on images of Board D.

Questions		Notes Taken by Participants for **Board D**
Titles	P1	-
	P2	Inappropriate Things
	P3	Inattention
	P4	Irregular Roads
	P5	-
Problems in the photographs	P1	"Pavement is ruined here." "There is no road in this photograph." "Tree is in a wrong place." "Normally, these(speed bumps) are built for people to slow down, but here they made it lower. It is ridiculous." "Since a bicycle cannot pass there, whoever tries will fall down."
	P2	"In this photograph, the fireplug is underground." "Marbles are broken sporadically." "Oh Tree! Why did you grow up there?" "This bicycle path can only be tracked by athletic bikers!"
	P3	"In case of fire, the earth have to be dug. Someone can stumble and fall. Someone can hit it. It cannot be used." "If someone ride a bike very fast, s/he can hit it anyway." "For example, a motorbiker can stumble on the hollow."
	P4	"Obstacles emerging suddenly can cause injuries." "We can't pass there because an accident could happen."
	P5	"There could be a fire." "People could fall."
Solutions	P1	-
	P2	-
	P3	-
	P4	"We can collect signatures and apply relevant institutions like municipality, governor or district governor. We can solve our problems by our petition right."
	P5	-

After presentation, a focus group discussion was made. At first, facilitators asked "Have you ever seen any situation like these photographs in your environment?". Children marked the photographs which they come across frequently in their environment. Accordingly, they expressed they often saw steps on the paths of people with disabilities. They marked photographs showing absence of wheelchair ramp on a

crosswalk. They also marked wrongly implemented manhole that did not drain rain water as a common problem. They marked this happened in İzmir a lot. The playground made of steel is taken as an example of common problem. They put a sign on newly poured concrete at the bottom of trees to make a pavement. In board C, they pointed a dog without shelter. One participant expressed that she had seen this kind of places but there was no snow, and it was a cat, not a dog.". An uncovered manhole is signed by participants. One participant said that "I have seen this too but there wasn't any chair on the manhole. There was nothing. I almost fell down in it once." Another participant stated she had seen a table on an open manhole once. Children identify old people standing on a bus stop as frequently seen scene. In addition, they expressed that broken pavement stones are a problem encountered frequently.

To summarize, titles and solutions were the least commented parts on the notes of children. Two participants either gave irrelevant titles or did not give titles for any boards. Participants gave more clear titles to board A and board D. It can be expressed that they are sensitive about people with disabilities and neglected areas. Sensibility on neglected areas is also detected in the third workshop. They indicated lots of neglected areas in their maps.

Differently from other boards, board A has an additional question asking the purpose of the yellow units on the road. Two participants described the purpose of the units is for visually impaired individuals to follow their path, yet it is understood from their problem statements that other participants are also aware of the function of the linear and round units on the ground. They just did not answer the question.

When the notes are reviewed, it is obvious that children spent most of their time to detect the problem of pictures in the activity. They wrote statements pointing that they imagine themselves as a user of these spaces in the photographs. To illustrate, they said "My foot could slip." or "We can fall down.". One participant said "I think this is a work of a person who do not like and think about children at all." They consider different kinds of users in the city such as a biker in a bicycle path with problems or a disabled people on an inaccessible way. In addition, participants had sarcastic comments on some photographs which they found absurd. "It is very smart to cover a manhole with a chair!" is one of the criticism made on an absurd scene. Another example quotation is "This bicycle path can only be tracked by athletic bikers.". Also there were few photographs that children could not find the problem or they made wrong guesses about the problem in individual works. However, making presentations

at the end of the individual works contributed to sharing ideas of each other. In the presentation, children learned what they did not notice in their individual works. They discussed the photographs and they corrected the false guesses of each other. To illustrate, a couple of participants misinterpreted the photograph showing a manhole could not drain rainwater due to level difference. One participant expressed that the ground was slippery as a problem. One participant said there was not enough manhole and proposed more manhole to drain water for the photograph. Other children watching the presentation expressed their ideas. At the end, the reason why this manhole does not drain rain water is shown as the level difference. It is decided that it is a wrong application. Sometimes, facilitators also expressed their ideas and directed children by asking questions to inform them better. In consequence, sharing ideas and making presentations at the end of the activity are seen to be a significant part of activities in terms of compensating individual works.

Although children determined mistakes in photographs successfully, they could not offer solutions for the problems. They could define the problems they see in their environment. On the other hand, they did not have an awareness in what to do after they pay attention to a wrong application. They do not have environmental education and awareness outside of their formal school education and existing curriculum in the formal education is less creative, less participant, but more passive and more theoretical. It is lack of practical experience. Children cannot put their theoretical knowledge into practice. They have little knowledge about where and how to report the negligence, design failures and deficiencies. This indicates that the workshops in the scope of this thesis are necessary to complete the formal education in terms of practical knowledge and environmental awareness of children. Children's lack of knowledge is noted so as to cover it in the next workshops. (See also; 7th, 8th, 9th and 10th workshops)

At the end of the discussion, children are wanted to think former workshops. They distinguished needs and wants. They learned that basic needs to survive are called rights. Then, they realized that different groups of people have distinctive basic needs in the city. Regarding, facilitators asked to children what could be right to the city. Since it is an abstract concept, children were told that they can get help from the examples on image boards while making definitions. The answers were listed on the board:

▪ "things we don't want shouldn't happen"/asking children's idea about something

▪ places that people can go on an equality with people with disabilities.

- Increasing yellow paths, building elevators with braille alphabets, setting speaking phones.
- considering people with disabilities while making roads.
- Proper streets
- Protecting animals, giving them warm shelters and food and water.
- Animals' right to life in cities
- Living on equal conditions for everybody
- Making the places that people live more efficient or not doing dangerous things

The first answer given to the question was "things we don't want shouldn't happen". When the facilitators asked whether it is asking our idea about things that matter us or not, children answered exactly. One participant exampled the situation as;

> "For example, in somewhere, a radio station was to be establish. Residents were bothered. Then, it was prevented by petition right."

While discussing right to the city of people with disabilities, children expressed that they should take an action for the first time.

> " For example, disabled people have right to the city because they need to go to submit their petition and going there is hard for them, we need to protect their right to the city."

When right to the city definitions are looked, it has seen that the activity achieves its purpose.

o Last Circle

According to all participants' feedbacks, the workshop was very nice and they left the activity room happy.

Outcomes and Achievements:

o Children were able to concentrate on activities more easily, compared to former workshops.

o Children recognized different user groups and their needs in the city.

o Children defined right to the city through discussions made on examples of image boards.

o They started to be aware of responsibilities about claiming right to the city.

Recommendations by Children Development Specialist:

o In the warm-up game, children imitated the activity space with a voice before imitating a patch of the city. According to CDS, it is necessary for children to embody the game in this way.

o CDS suggested that in the activity named 'What is wrong here?', children spent three minutes for each image board since their concentration time is limited. In this way, they can also express images that attracted their attention at most.

o In any part of the activity, children were not given definitions of the terms. It is suggested that participants should extract the information by themselves in order to acquire the abstract terms.

4.4.5. Workshop 5

Workshop Theme: Right to the City

Date: 2 December 2017

Duration: 2 hours

Place: Activity room

Participants: 6 children aged 8 to 10

o 4 girls

o 2 boys

Aims: In the former workshop, right to the city is introduced to the children. Consequently in this workshop, children's right to the city is emphasized.

o Emphasizing team work,

o Discussing children rights in the city,

o Indicating children are right owners,

o Emphasizing children are responsible individuals to protect their and other groups' rights in the city,

o Encouraging children to take an action about participating in city life as a group,

o Turning toy blocks from a distraction into a creative tool,

were aimed in the fifth workshop.

Methods:

o Observation

o Creative Toolkit

Analysis:

o Notes on relationship between articles of CRC and RC

o Postits on rights and responsibilities

o Toy block designs

o Feedback papers of last circle

Content of Workshop:

o First Circle

o A Warm-up Game

o CRC and Right to the City

o Rights and Responsibilities

o Right to the City through Toy Blocks

o Last Circle

Workshop Overview:

o The First Circle

As meeting game children defined their mood by built environment. One participant defined her mood as a park because it was sunny that day and she felt herself energetic. One participant said her mood was a horror house because street lamp in front of her house was broken and her house looked scary at night. Someone felt regular like an office. One participant chose school as mood because they made an experience in the class. Two participants were late for this part of the activity.

o A Warm-up Game

A warm up game was performed in order that children release their energy and learning group work. For these purposes, the game included sounds, movements and partnership with each other. Although it is the fifth workshop, it has seen that children still have difficulties in forming groups and making group work.

o CRC & Right to the City

Focus of this activity is emphasizing children's right in the city. Therefore, children are asked to establish a relationship between children rights and right to the city (RC). To begin with, children were separated into groups of two. Groups reviewed four articles of CRC and put forward an idea about relationship between children rights and right to the city. Facilitators emphasized there are no exact answers of the activity. It is based on their comments or examples. Participants noted their ideas and presented the notes at the end. Participants had difficulties in listening to each other during presentation in the former workshop. Thus, this time they presented each other's paper

in order to prevent distraction. In addition, since these articles are abstract concepts and participants have difficulty in understanding them, 4th week's material brought to the class by facilitators so that children could get help from right to the city definitions and image boards. For this workshop, in addition to image boards of former week, another image board showing good examples and applications in cities is prepared by facilitator and brought to the class. In this way, children are provided with good solutions in the city besides the mistakes and poor examples.

In the workshop covered by this thesis, four articles in CRC is used to associate with the concept of right to the city:

> Article 12.1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
> Article 13.1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
> Article 23.1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
> Article 31.1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
> 2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity. (Convention on Rights of the Child, 1990)

Article 12 is a participation right to have a perspective and to express it and to be listened. In other words, children can comment on situations that matter them (Convention on Rights of the Child, 1990). The article is the essence of child friendly cities and "civics and citizenship education" (Wilks, 2010, p.27). In terms of right to the city, it can be associated with children's expression of their ideas as a user of common spaces. Their ideas must be considered by responsible entities in the cities (UNICEF, 2004, p.4). By this way, cities have more child-friendly spaces. When description of article 12 is compared to children's notes, it was seen that groups used definitions of RC in former workshop. Two groups wrote 'asking the users' idea in cities' or 'individual's expressing every ideas clearly' as an association with RC. One group did not make any comments on article 12 (Table 22).

Table 22. Children's comments on Article 12 of CRC

Comments on Article 12	
Group 1	Expressing every idea of user (people)
Group 2	-
Group 3	No doing things that is unwanted. Asking the user's idea in the city.

Article 13 is also a participation right. The article covers children's right to declare their thoughts freely and right to be informed when they demand through any kind of media children choose. (CRC,1990). In association with RC, the article contributes to present children as active citizens in the city. To provide a CFC, children are also expected to advocate their rights with responsible entities such as parents, society and government (UNICEF, 2004, p.2). Besides, article 13 is also a crucial part of the "civic and citizenship education" with article 12, since these articles embrace children's participation which is the first criteria of building child friendly cities (Wilks, 2010, p.27). When the comments of children on article 13 are reviewed, it was seen that they understand the scope of the right; however, they could not attribute the article to the RC. They used words existent in the article 13 (Table 23).

Table 23. Children's comments on Article 13 of CRC.

Comments on Article 13	
Group 1	The child's expressing the issue (freedom of thought) however s/he wants. Every child has right to talk.
Group 2	Everybody is under guarantee.
Group 3	Children's being taken into consideration. Children express their thoughts verbally, in print or in an artistic way.

Article 23 defines the engagement of children with disabilities into city life. The accessibility and utilization of opportunities of the urban life is provided for disabled children equally by responsible entities (UNICEF, 2004, p.7). Groups could make more

concrete comments on this article. One group exampled the relationship by expressing that necessary places should be built for disabled people. Another group defined the article as the right preventing discrimination and underestimation of children with disabilities. The last group picked an example of an accessible playground for children with wheelchair from newly introduced image board as an association between 23rd article and RC (Table 24).

Table 24. Children's comments on Article 23 of CRC.

Comments on Article 23	
Group 1	The right preventing humiliation and discrimination of disabled children.
Group 2	Right to play (of disabled child). They need playgrounds that they can use.
Group 3	Building necessary places for the disabled. (Their) right to live in cities.

Article 31 is about right to play and participate in cultural activities. Moreover, the article includes authorities providing spaces in cities that enable children to enjoy and improve themselves such as playgrounds, community centers and recreational areas (CRC, 1990). For the article, one group complained about that playgrounds are not made in a way they wanted. Other groups' interpretations were not related to city. They took the words in the article itself (Table 25).

Table 25. Children's comments on Article 31 of CRC.

Comments on Article 31	
Group 1	Some playgrounds are not built as we want. Courses that everyone could use equally.
Group 2	Being participative.
Group 3	Children's thoughts, right to play, right to have activities, right to participate in cultural and art life freely is considered. Freedom.

Overall assessment of the activity shows that children have difficulties in associating children rights with RC. The concepts are so abstract for them that they could only relate articles which they could give concrete examples. Hence, all groups could give relevant explanations for the 23rd article. The performance of children were noted so as to review the topic once again for the further activities in a different way. (See also workshop #10)

   o Rights and Responsibilities

Until fifth workshop, it is emphasized that children are one of the right owners. It has been processed that they have rights for their basic needs and RC since they are also a user group in the city. They improved a confidence by indicating that they are capable of distinguishing wrong and right applications in their environment. Therefore, the aim of this activity is having them realized that they are responsible individuals in the city as well as being right owners.

Figure 12. Children determining right owners and responsible entities in a city.

With respect to this purpose, two sheets on which 'right owners' and 'responsible entities' are written separately were hang up on the wall. Children were asked to think everything they learned regarding workshops until 5th week. Facilitators asked "Who are the right owners in the city?" They wrote their answers on stickers they were given and stuck them on sheet entitled 'right owners'. Children's answers were

children, citizens, tradesfolk, animals, adults, plants, women, men and people with disabilities. Afterwards, facilitators asked this time "Who are the responsible entities for exercising these rights in the city?" They answered very grown-ups, adults, municipality, mothers, fathers, children, institutions, foundations, tradesfolk, students, workers, citizens, directors, presidents, and everyone. Answers were read in the class. They expressed that they also had responsibilities to protect rights of themselves and others like animals, plants and people with disabilities in the city and they should fulfill our responsibilities. In other words, they were aware of that they are responsible entities in bringing rights into action. The activity met its objective.

o Right to the City through Toy Blocks

As the last activity, children were said to make models out of toy blocks, reflecting the term of RC. In this regard, children received help from image boards of last week and a new image board with photographs of successful examples in cities.

The method is determined as creative toolkit in this activity. Creative toolkit is a different way of expression, which includes a great variety of tools providing visualization for emotions and opinions. These visual tools could be two-dimensional like collages, stories and memories or three-dimensional like toy blocks. Tools can be improved according to aim of a workshop put into practice (Sanders, 2000, p. 6-7). The activity covered by this thesis aims at helping children embody the term in their mind. Regarding aim of this activity, by means of creative toolkit method, participants could turn an abstract term into a tangible output. Children can associate the terms in the research with their own experiences through visual tools (Pimlott-Wilson, 2012, p.135-137). Toy blocks are chosen as a tool for children to express their ideas. Toy blocks present a practical and also creative tool for participants reflecting the daily life. Moreover, it is a more useful tool than verbal methods or surveys for researcher in terms of normalization of research (Pimlott-Wilson, 2012, p.146). According to Sanders, data obtained from participants by verbal methods is restricted with participant's capability of using words in a research. Similarly, ethnographic research is limited to what researcher observed. On the other hand, creative methods can have participant reveal what cannot be expressed in words. It allows participants to associate visual data with their emotions and experiences (2001, p.139). The method is a participatory method due to the fact that it enables people to share their opinions with each other and work collaboratively. Thus, Sanders recommends the method in especially engagement of non-designers into user-centered design process. (Sanders,

2000, p.9) Creative toolkits also encourage group working and innovative product at the end of the activity (Martin et.al., 2012, p.48).

In the method, participants are wanted to reflect emotions about an experience by means of tools given. No other specific rules or request are added to the method because the aim is to obtain participants' perspectives in the end product. It is not detailed with any ideas of facilitators (Sanders, 2000, p.7). Creative tools cannot be separated from comments of participants because outputs are personal models of children, which are hard to understand for researcher without interpretation of the child (Pimlott-Wilson, 2012, p.146). Hence, during the activity of the workshop, facilitators contacted to children in person in order to learn what they were doing. In line with this, children tell the scenarios and purposes of their models related to the term of RC.

In model shown in Figure 13, the participant built a human with a wheelchair. Then, she made a path out of yellow toy blocks to represent round and linear units for people with visual disabilities. She expressed that proper paths need to be built for people with disabilities.

Figure 13. The model of a person with disability and a path for him

To build the model in Figure 14, two participants grouped together. Related to RC, they designed a playground for children together. They stated their playground contains two sections. The first section includes structures as in an ordinary playground. Second section is comprised of technological play devices such as computers and robot

making activities. Adjacent to these two sections, they created a landscape design with components of trees, water and different kind of pavements. In addition, they designed a seating place around a tree for adults to sit and wait while their children were playing in the park.
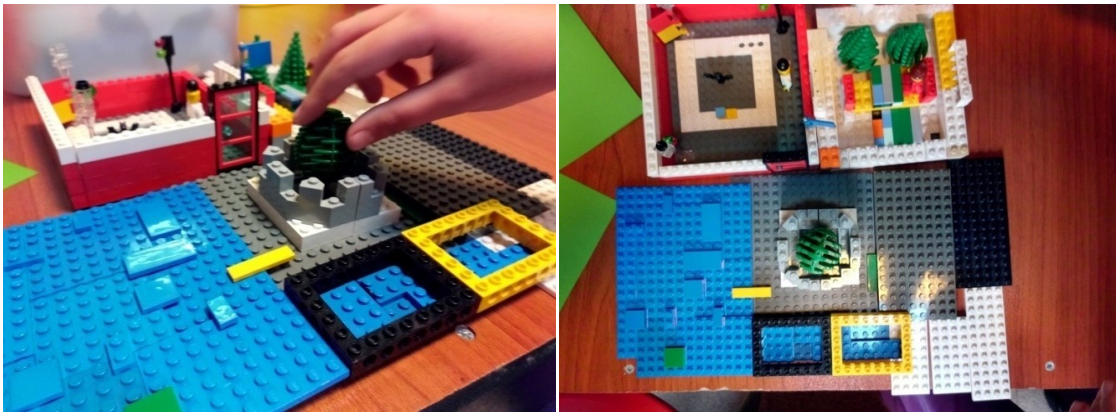

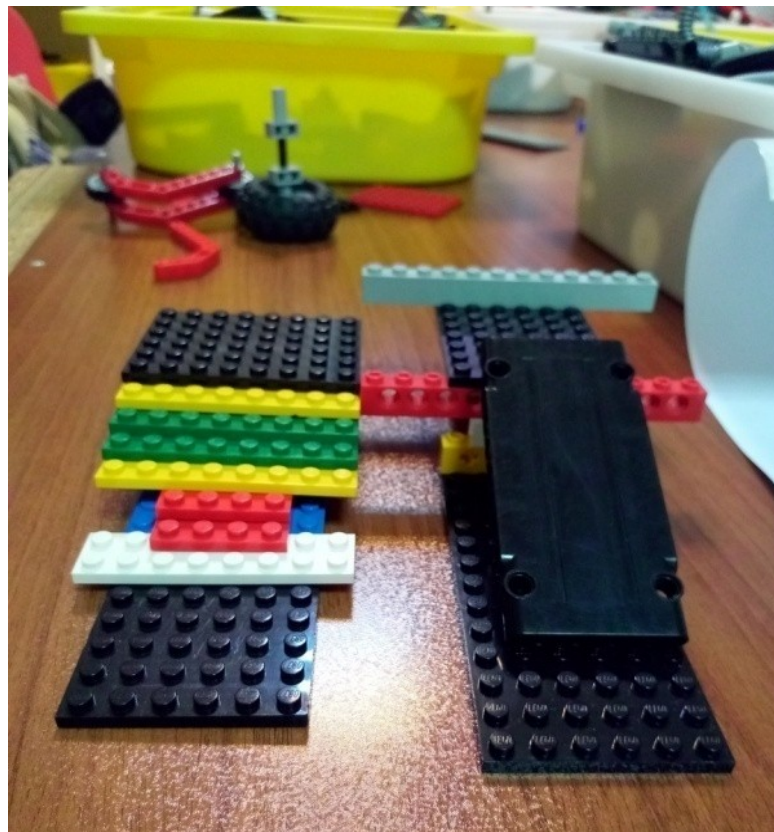Figure 14. Design of an ideal park made by two participants.

Figure 15. The model of a staircase with a ramp for people with disabilities.

In Figure 15, the participant decided to model a playful stairway. Regarding RC, he expressed that he would add a ramp for the people with movement disabilities.

In Figure 16, the participant imagined a mechanism that enables people with wheelchairs to farm. By means of this machine, disabled people could grow plants in a field and work as a farmer. She expressed that this machine would contribute to offering a job opportunity for disabled individuals.

Figure 16. A machine enable people with disability to farm.

Figure 17. A railway system for people with disability in the city.

Figure 17 shows a rail system in the city. According to the participant's imagination, this rail system provides accessibility for people with disabilities. They are going to plug their wheelchair to the machine and go wherever they want. Moreover, the participant added that the machinist of the system would be a disabled individual.
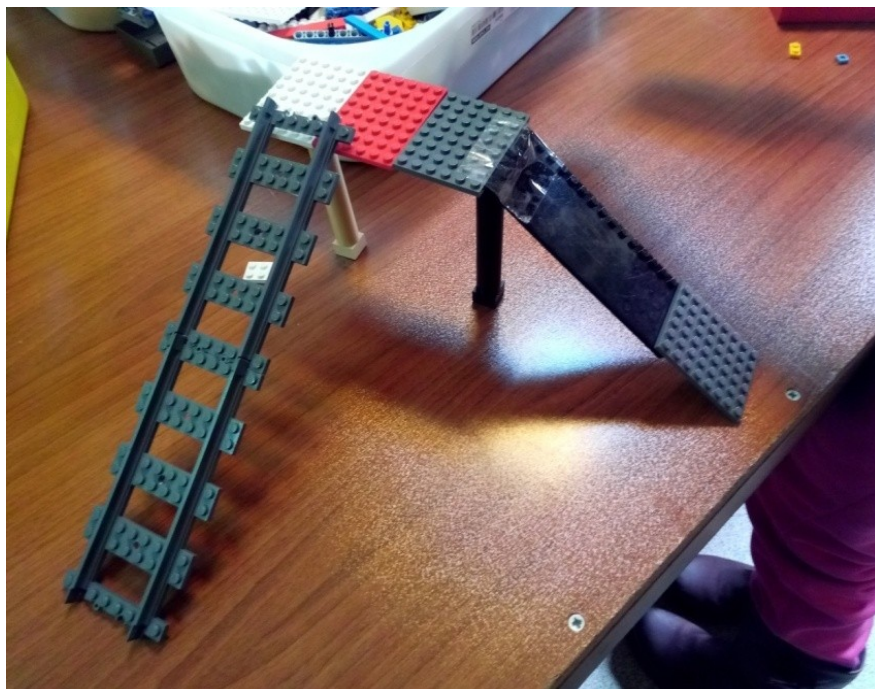

Figure 18. A footbridge with ramps instead of staircase for disabled citizens.

The model in Figure 18 is a footbridge. According to the participant who made the model, this is also an accessible footbridge for the people with disabilities. Therefore, the footbridge has ramps instead of a staircase.

Models that children built indicate that majority of the children associate RC with difficulties of people with disabilities in the city. In other words, they could embody the term through accessibility of disabled individuals. Most of the participants modelled new paths for them. They created fictional machines that provide accessibility and engagement of disabled people in urban life. Furthermore, one group of children preferred to design a playground in their dreams in relation to children's RC. They showed how they would design a park if they had the chance to do. They added interesting parts to their design. To illustrate, they asked technological toys for playgrounds. The model also indicates that the needs of the contemporary children are

changing. It is observed that children improved their awareness in built environment and they started to criticize the environment more confidently. They are more confident to take an action about their environment.

o The Last Circle

Participants were asked to give feedback for the fifth workshop. All of them expressed that they enjoyed the workshop very much.

Outcomes and Achievements:

o Children defined right owners and responsible entities in the city.

o They become aware of that they are responsible in implementing other citizen's and their rights in cities.

o Children increased their awareness in needs of children with disabilities in the city.

o Children are provided with the theoretical background from the beginning of the workshops until fifth workshop and thus, they are ready to take an action in cities.

o Children's desire to playing toy blocks in the activity room is eliminated.

Recommendations by Children Development Specialist:

o Since participants have difficulties in gathering attention, CDS recommended placing warm-up exercises in every half hour.

o They presented each others paper, to prevent distraction during presentation regarding CDS's recommendation.

o In the last activity, use of toy blocks as a tool is suggested by CDS. By this means, toy blocks in the room will not constitute a source of distraction and they will used in concretization of abstract concepts.

4.4.6. Workshop 6

Workshop Theme: Çiğli Exploration Trip
Date: 9 December 2017
Duration: 40 minutes
Place: City Center of Çiğli District
Participants: 6 children aged 8 to 10
o 4 girls
o 2 boys

Aims: In former workshops, children are provided with the theoretical background of children's rights, right to the city and responsibilities. In this workshop, they experience to take an action in cities. Similarly to the fourth workshop, children determined the mistakes not in the photographs but in person. By this workshop, a passive workshop is adapted to a workshop in action.

- o Exploring the city center in a different way,
- o Practicing what is learned in former workshops,
- o Detecting successful and ineffective applications in the city,
- o Increasing confidence to take an action in the city

were aimed in 6th workshop.

Methods:

o Photovoice

Analysis:

o Photographs taken by children

o Feedback papers of last circle

Content of Workshop:

o Field Trip

o Last Circle

Workshop Overview:

o Field Trip

6th week workshop was comprised of a short exploration trip to the city center of Çiğli District. The city center of Çiğli is compacted between railway and intercity road. The city center contains two municipality buildings, a historical train station, a square surrounded with shops. Spaces at the city center are linearly attached to a street near the railway, which are pedestrianized half. The old and new municipality buildings are a seven storey office blocks next to each other with commercial spaces on the ground floor. Railway provides both intercity and inner city transportation. The historical train station serves as intercity transportation while there is a modern and newer station for the inner city transportation. Train stations are connected to the square with marketplace by a pedestrianized street. The route chosen for the field trip has three spots to stop, which starts with two governmental buildings, then it continues to the historical train station and it ends at the square in front of the marketplace (Figure 19).
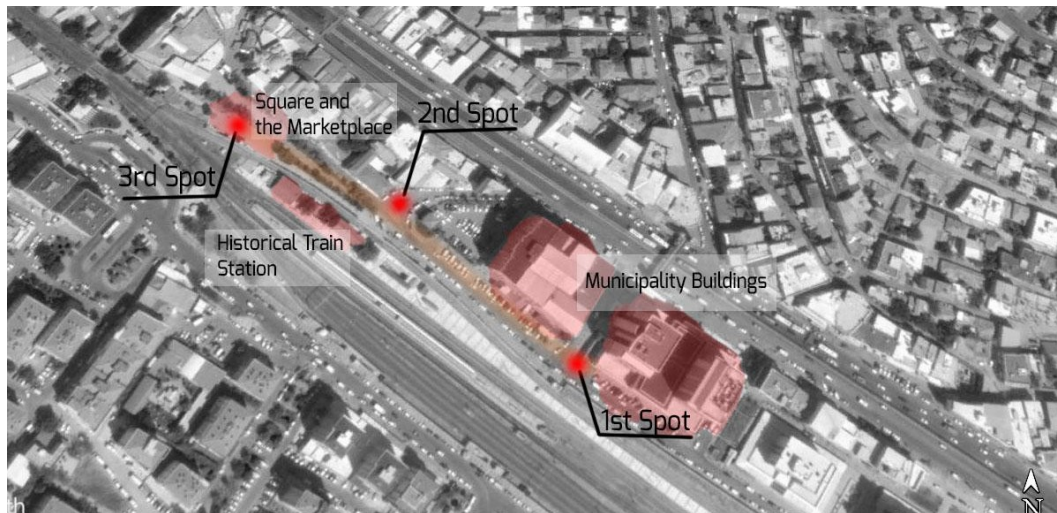
Figure 19. The route chosen for the field trip.

'Photovoice' method is used during the trip in order to both intervene with the environment and have a trip in a different way. Photovoice is a method of data generation aiming at indicating positive and negative sides of community, criticizing those sides collectively and denouncing them to the authorities (Wang and Burris, 1997, p. 369-370). In the method, participants are given cameras and asked to take photographs of their community. Then, participants are gathered to discuss photographs. at the end, if possible, conclusions are conveyed to authorities. Wang, who is the inventor of the method, articulated the steps of implementing photovoice as below (1999, p.187-189):

- Choosing attributed responsible entity,
- Inviting participants,
- Talking about photovoice and group rules,
- Receiving approval form from participants,
- Determining the subject matter of photographs,
- Teaching participant how to use cameras,
- Determining a due date to gather photographs,
- Discussion of the images participants took,
- Bringing participants and authorities together in an event.

Unlike traditional research methods, individual are active participants in the photovoice. (Wang and Burris, 1997, p. 369-370). It is a participatory research method that supports engagement of marginalized groups into any issues in which they are

deprived of participating (Wang and Burris, 1997, p.370). The method presents a remarkable opportunity to engagement of young people and reaching the authorities (Strack et. al., 2004, p.56). It encourages individuals to document and generate data and take an action in society. (Wang, 1999, p.186-187)

The method has a beneficial effect for both sides: both photographer and the responsible entities. In terms of photographer, image reveal individuals' perspective of the world. In fact, according to Freire (1970, p.105), visual tools are the way to show people that decisions made by authorities have an impact on their lives. Thus, photovoice method enables people to realize this by themselves (Wang and Burris, 1997, p. 370). From the other point of view, responsible entities realizes the existing situation of the community. Images are a powerful media in contact with the authorities. It can trigger policy makers to take actions, so the photographers are involved in the policy making process by means of photovoice. In order to realize this aspect, policy makers should be also willing to be involved in discussions (Wang, 1999, p.186-187).

The method can be diversified in line with the studied group, particular objectives and scope of the studies (Wang and Burris, 1997, p. 370). In the exploration trip of sixth week workshop, "Resilience boxes" is preferred to apply, which is used in Growing Up in Boulder project as an adapted photovoice method (Derr, n.d., para.9). According to adaptation of the method, children were given a green and a red cardboard frame in the workshop after they were separated into three groups. During the activity, groups stopped at the spots in determined route and at the each spot, they took one green-framed and one red-framed photograph for the places they liked and disliked, respectively. After the trip was over, children are gathered to give feedback in the last circle. Discussion of the photographs was applied in the next workshop.

First spot of the trip was located between old and new municipality buildings and entrance of the underpass. As a good space, all groups took the picture of linear and round units for visually impaired individuals to recognize the route of the underpass by feet in this spot. As disliked spaces, all participants choose small transformer building near the old municipality building. The reason for choosing this building is shown either they did not like appearance of the building or writings and posters on the wall. As the reason for choosing this building, children stated they either did not like the appearance of the building or did not approve writings and posters on the wall since it is forbidden.

Second spot was in front of the train station. As a good frame, two groups picked automatic bollards which help pedestrianization of the marketplace and the

square in day time. One group of children framed fire escape stairs of a multi-storey building as a good space. In red frames, one group did not like a place where people dropped litter on plants. Other two groups did not like entrance of the train station for several reasons. Some of them picked the frame due to the cars parked in front of the entrance. One child expressed that she found the entrance very insecure because it is an open level crossing and a person needs to walk on railway to reach the station. Some participants also mentioned about the need of pedestrian crosswalk.

Third spot was the market place. Children were shown old pictures of the square and given some information about it during photovoice exercise. Two group put a cat with a food container into a green frame. While the other group framed a charging station for battery operated wheelchair in green. Disliked spaces in third spot were fountain and tower of historical train station. Fountain was framed by two group due to neglected and dirty appearance. The group framed tower in red found the ladder on tower in secure.

Interpretation of photographs indicates that participants' awareness of accessibility increases due to contribution of former workshop. They can also detect and criticize neglected and derelict spaces. However, it was surprising that none of the participants paid attention to historical station and framed it at the second spot, even though a little information about the station were given during the tour. By this feedback hidden in the frames it is noticed that program does not include an activity about cultural heritage. For the next workshop, CDS recommended green and red framed photographs taken by facilitators so that facilitators can attract some attention to historical spaces. Moreover, it is noted to go through the topic of cultural heritage in the next workshops. (See also workshop 10).

o The Last Circle

After the photovoice tour, all participants gathered in the activity room. Children wrote feedback about the trip. All participants expressed that it went great. They wanted this kind of workshops more often.

Outcomes and Achievements:

o Apart from their daily perception, children gained a different perspective in terms of design details, accessibility features, and environmental planning in built environment.

o Children were engaged with their environment by determining positive and negative aspects of the city.

Table 26. Photographs framed in green color

	Group A	Group B	Group C
1st Spot: Municipal Buildings			
2nd Spot: Train Station			
3rd Spot: The Square			

Table 27. Photographs framed in red color.

	Group A	Group B	Group C
1st Spot: Municipal Buildings			
2nd Spot: Train Station			
3rd Spot: The Square			

o They were prompted to constitute a critical thinking of their built environment.

o They are encouraged to document their community as active citizens.

o It is fully understood that children built an awareness in rights of people with disabilities.

o Children revealed their views about built environment so that facilitators could make arrangements, additions or exclusions in later workshops accordingly in order to broaden their perspective.

Recommendations by Children Development Specialist:

o CDS recommended green and red framed photographs taken by facilitators so that facilitators can attract some attention to historical spaces.

o According to CDS's recommendation, there were not applied an activity because it is hard to focus on a passive activity after the field trip.

4.4.7. Workshop 7

Workshop Theme: My District with Good and Bad Spaces

Date: 16 December 2017

Duration: 2 hours

Place: Activity room

Participants: 4 children aged 8 to 10

o 3 girls

o 1 boys

Aims: In the former workshop, children detected good and bad spaces according to their opinion by means of photovoice activity. In this workshop, they discussed the photographs they took.

o Breaking the ice among children,

o Appreciating good and successful applications in the city

o Identifying general problems and successful examples at the city center,

o Experiencing classroom activities in real situations,

o Finding a realistic path to solve the problems,

o Encouraging critical thinking,

o Encouraging them to take an action when they saw a problem in the city instead of ignoring it

were aimed in seventh workshop.

Methods:

o Photovoice

o Discussion

o Creative Toolkit

Analysis:

o Photographs taken by children

o 'Why, why, why?' forms

o Children's products

o Feedback papers of last circle

Content of Workshop:

o First Circle

o A Warm-up Game

o Photovoice Discussion

o Last Circle

Workshop Overview:

o The First Circle

All participants had a seat in a circular arrangement and they mentioned about something they are thankful besides telling how they felt in order by using group stone. The purpose was creating an atmosphere for positive thoughts.

o A Warm-up Game

In order to warm up and break the ice among participants, a warm up game was performed. Children form group of two and stand face to face or back to back regarding facilitators' instruction. They switch partners when facilitator give the instruction of 'change'.

o Photovoice Discussion

This part of the workshop is the discussion and the analysis of photovoice activity in the field trip of former week. According to Wang and Burris (1997, p.380), in the analysis of photovoice, participants picked the most remarkable photograph that shows the needs of the community for them. Then, they expressed the meaning of the photograph for them since they choose the frame by themselves. Afterwards, participants make an inference from the photographs which is called "codifying issues,

themes and theories" in data by Wang and Burris (1997, p.381). In seventh workshop of this thesis, the followed path of discussion and analysis is similar to Wang and Burris' participatory analysis. At first, all green and red framed photographs hang up on the wall and each participant picked a photograph by themselves. All participants discussed why they picked those frames. In addition to children's photographs, facilitators bring two photographs of themselves. One of them draws attention to historical train station as a cultural heritage while the other one shows the trees in landscape of pedestrianized street. Then, children came to common conclusions according to all frames they saw at the city center. The conclusions are written on the board (Figure 20).

As conclusions participants found positive:

● Places that people with disabilities are considered,

● Animals' right to life,

● Pedestrianization of the marketplace,

● Fire precautions on the buildings

were shown.

As conclusions participants found negative:

● Unmaintained, neglected and dirty decorative pool,

● Unsafe paths to railway

● Litters dropped on plants

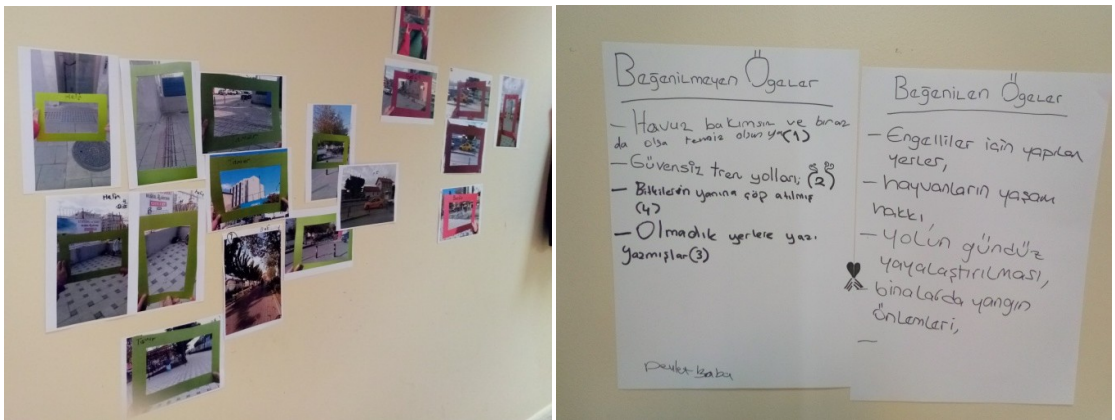● Street writings on the walls

were listed.

Figure 20. Children expressing positive and negative aspects in the city center.

After photographs taken in the former workshop were reminded to participants, frames were examined in detail. Participants were asked to choose a green framed photograph. They are wanted to write a short thank you letter for the individuals who contributed to the scene. Three children thanked municipality in their letter for the charging station for battery operated wheelchairs and the pedestrianized street which is arranged lately. Children added on their letters that they found the street clean, tidy and full of trees. They wrote that this place shows the mayor care about the pedestrian. One participant appreciates an unknown citizen because s/he puts a cup with food in a corner of pedestrianized street for street animals. At the end, it is emphasized that appreciation of a good application is as important as criticizing the defects in the city (Figure 21).

Figure 21. Children writing thank you letters in Workshop 7.

Wang recommends that in the discussion part of the photovoice, participants are asked to make an interpretation on the photographs that they are attracted at most. And, they are lead to critical thinking about:

What they see there,
What happens actually there,
The relationship between this situation and their lives,
The reason why this scene exist,
What they can do.(1999, p.188-189)

Therefore, after 'thank you' letters, participants are asked to choose a red framed photograph as Wang suggested. However, instead of asking these questions for the discussion, children were given "why, why, why?" forms. The form is referred from Children Participation Manual Guide (2009, p.59), and it is a group activity for children to be able to identify a problem and find a solution easily. By means of this form children answered questions Wang suggested without being distracted and the activity helped them put their ideas into words. In the form, there are three boxes of 'why?'. In the first box, children are asked to write why they wanted to take this frame. After filling the first box, children ask the question of 'why' to the reply in the first box and the answer is put down on the second box. The same process is applied to the second box and the answer is written to the third box (Table 28). Children defined the situation and the problem in the scene. Some of them wrote the source of the problem.

Table 28. Children's answers in the "why, why, why?" form.

Why did you find this space bad?			
	Why?	Why?	Why?
Participant 1	It is very bad.	because a shoe and litter were dropped.	That is it.
Participant 2	It looks bad. The water is dirty.	It is not maintained. It is neglected.	Someone is not needed it.
Participant 3	because this frame is so irritating.	Have you see what happened to that water?	It seems disgusting.
Participant 4	-	-	-

After they noticed why they found this frame bad, they move on "how, how, how?" boxes to understand what they can do about the problem. For the first box, children are asked how they can draw attention to those spaces or how they can find a solution to the problem in the photograph. Second and third boxes were filled just as 'why' boxes (Table 29). Children came up with realistic solutions for the space they chose. Different from Wang's photovoice analysis, after children made critical thinking about photographs by 'Why, why, why?' forms, they were asked to display their ideas by a hands-on activity by facilitator additionally. Thus, at the end of the activity,

participants were given materials to represent their solution. It is because children lose their concentration and do their activity inattentively in case of a writing exercise. Also, they may not express themselves verbally or in written form good enough since it depends on vocabulary knowledge of individuals (Sanders, 2001, p.139). Instead, they are good at representing their ideas by activities based on handcraft. Hence written data is supported by a modeling activity.

Table 29. Children's answers in the "how, how, how?" form.

	How?	How?	How?
Participant 1	I would renew the flowers and make a playground here, and a restaurant, too.	By government.	I would write a letter to it that tells I wanted it so much.
Participant 2	I would bail out the dirty water and put colorful stones and flowers in it.	I would submit a petition to the government.	I would do it by gathering people if it is permitted.
Participant 3	I would clean the water and renew there by using purification system.	I would ask municipality to fix this situation of the water.	It is easy after we got the permission and equipments from municipality.
Participant 4	cleaning the wall.	-	-

Participant 1 chose a space with garbage as red frame. She stated the reason why she chose the scene is ugly appearance of litters on the plants. To solve the problem, she suggested to write a letter to the government to landscape the area. According to her solution, she is asked to write a petition and show a model of it. In her petition, she wrote that this scene makes her sad because it is right next to the square at the city center. She proposed to do a park, a decorative pool or a bench together. She insisted on working together and calling her when they started to fix this place. Then, she rearranged the space by making a model of a landscape design proposal for the area (Figure 22). She used a green ground to represent green space. She planted flowers on it. She built a pond and a bench. She added a cat house on the corner.

Figure 22. Solution of participant 1.

Figure 23. Solution of participant 2 and 3 in order.

Participant 2 and 3 chose the scene of unmaintained decorative pool at the square. They expressed in the form that they found the pond dirty and ugly. They identify the problem as negligence and lack of maintenance. Participant 2 proposed cleaning dirty water and decorating the pond with colorful stones, flowers and trees. She added that it can be done collaboratively if they can receive permission from municipality by a petition. She represents her solution in a model made of bouncing putty (Figure 23). Participant 3 suggested a purification system to clean the pool. According to her form, if the municipality could supply them with permission and equipments, people would fix the pool themselves. She decided to depict the solution by

drawing a part of the pool (Figure 23). She draw the pool clean and sprinklers on as it was supposed to be. She added fish to the pool.

Participant 4 selected a frame with streets writings on a small transformer building between municipal buildings (Figure 24). He expressed that he found the wall ugly because there were writings and torn posters on the wall even though there is a sign telling it is forbidden to write anything. The participant suggested to paint the wall in its original color and put a new sign on it. He present the solution by modelling it on the photograph. He expressed that he added a bench and flowers near the bench to have a seat there enjoyably.

Figure 24. Solution of participant 4.

o Last Circle

Children gave feedbacks at the last circle. All of them describe the seventh workshop as very good.

Outcomes and Achievements:

o Children learned it is important to appreciate good applications as much as criticizing the negative examples.

o They intervened with the city for the first time by implementing classroom activities done before.

o It is noticed that children are aware of that they need to be collaboration with the local government in solving problems of the city.

Recommendations by Children Development Specialist:

o CDS suggested facilitators to take their own photographs to draw attention to where they want.

4.4.8. Workshop 8

Workshop Theme: Animal's Right to the City

Date: 30 December 2017

Duration: 2 hours

Place: Activity room

Participants: 2 children aged 8 to 10

o 2 girls

Aims: In former weeks, children dealt with the city in general. They joined in activities about the right to the city. In this workshop, they focused on animals' life in cities.

o Claiming animals' right to the city by giving them a place to live,

o Discussing the condition of natural life in cities,

o Understanding the concept of 'home' and its diversity from one species to another,

o Noticing nests diversify according to the needs of the animal living in it,

o Increasing an awareness in recycling,

o Noticing in the design of structures, many factors should be considered, such as size, habits, weather conditions and so forth.

o Understanding how structures can stand stable and still

were aimed in eighth workshop.

Methods:

o Image Boards

o Discussion

o Observation

o Creative Toolkit

Analysis:

  o Discussions

  o Animal Shelters

  o Feedbacks

Content of Workshop:

  o First Circle

  o A Warm-up Game

  o 'Home' Discussion

  o Make a Shelter!

  o Last Circle

Workshop Overview:

The eight workshop is on the day before new year's eve, thus, only two children could participate in the workshop. Facilitators participate in some games and help children in their handicraft.

  o The First Circle

In the first circle of eight week, participants and facilitators had a seat around the table as usual and defined their mood by using animal species.

  o A Warm-up Game: 'I am a structure!'

The game is for both warming up and understanding how structures can stand. The aim is not teaching the children design rules or how structures stand, but giving a sense of it. The game named 'twister' is adapted for this purpose. According to game, there is a wheel giving commands and a sheet on the ground to apply the commands. When a person turns out the wheel, the wheel decides whether a hand or a foot will be on one of four color. In addition, there are question marks to give surprise commands. These commands are also adapted in line with aims of the game.

    ▪ Right foot on blue and imitate a door,

    ▪ Left foot on yellow and imitate a wall,

    ▪ Right hand on red and imitate a roof,

    ▪ Left hand on green and imitate a window,

    ▪ Stand on one foot and support others,

    ▪ Put your one hand up and support others,

    ▪ Stand on one foot and be an obstacle to others,

    ▪ Put your one hand up and an obstacle to others

are the surprise commands in the game. The game continues until someone fall down. At the end of the game, a focus group discussion was made. In the discussion,

children's opinions were asked the number of support needed for something to stand. Both answered four at first. After they thought for a second, one of participants claimed that they could stand by two support during the game even though they were not well balanced. Then, it is asked the minimum number of support needed for something to stand strongly. At the end of the activity, both decided commonly that two, even one, support are enough for a structure to stand, and it could depend on the material, but to be able to stay in balance four support is okay.

o 'Home' Discussion

In order to discuss the different aspects of the concept of home, two image boards comprised of the shelters of different animals and humans were brought to the classroom (Figure 25). The concept of image board A was natural nests of the animals while image board B was made of manmade houses including both humans and animal shelters. Each children reviewed the boards for a few minute. After they finished reviewing, a focus group discussion was made together. At first, children were asked the concepts of the boards, and they answered they were all houses. Then, they expressed commonly that image board A were manmade and board B consisted of animal nests formed naturally. The relationship between nests and creature living inside the nests was discussed with the children. In the discussion, children said the needs of the animal could affect their nests. When the size of the nests and living things are remarked, one participant stated that bears also live in big caves; however, apartments of the people is much more bigger than it. About the relationship between habits and nests, children claim that rabbits like digging, so their home is on the ground. Bees need to smell flowers, thus they need to live in hives, and fish live in water and their house is underwater, too. At last, troubles of creatures living in the city are asked to the children. They commented that there are no trees in the cities, so the birds could not build a nest in the cities. They also added that people sweep out the spider's web in their houses since they do not like spiders and children like to tamp ant's nests. In addition, they talked about that people would kill bears and bees if they saw their nests in the city.

By this discussion, children are wanted to notice what they already knew. They saw different structures of home belonging to different species. They understand animals' nests in line with their needs. They recognized the animals' natural habitat are narrowed in the city.

Figure 25. Children discussing the concept of 'home'

o Make a Shelter!

After they had learned the shelter of animals are in line with their needs in home discussion, they built an animal shelter out of recycled material collected in the organization building and materials they brought their home. In order to visualize the shelter in their mind, a shelter form was distributed to children. Before they filled the form, they were distracted by desire of building a shelter without focusing of any aspects. By means of the form, children were directed to think about;

- sizes of the chosen animals,
- special needs of the animal,
- habits of the animal,
- the places animals like,
- additional features of shelter for seasonal conditions,
- location of the shelter,
- features added to shelter,
- plan for attracting animals into the shelter.

After they started to fill the form, they both decided to make a shelter to street cats. As the next step, they moved on the size of the chosen animal. They were not aware of the size of a cat. They guessed it was very small, but facilitators helped them

determine the size. They determined whether particular needs of a cat exist or not. Both participants wanted their shelter to be permanent for any season. As features of the shelter, one of the participants defined her shelter as fancy and comfortable while the other participant wanted it multifunctional. At the end, they started to build their shelter regarding their answers to the form (Table 30).

Table 30. Children's answers to the shelter form.

Questions in the Form	Answers of Participant 1 H	Answers of Participant 2 B
the chosen animal	A cat	A cat
sizes of the chosen animals	30 cm to 40 cm	30 cm to 40 cm
special needs of the animal	Water, food, shelter	-
habits of the animal	It likes playing	-
places the animal like	Warm and soft places	Everywhere
additional features of shelter for seasonal conditions	Winter and summer, it doesn't matter.	Suitable for any season
location of the shelter	Garden	-
features added to shelter	Warm and soft things. It is enough to be fancy and comfortable.	It should have many things at the same time.
plan for attracting animals into the shelter	They will come to shelter naturally.	-

Participant 1 decided to build a shelter for a cat. After getting aware of sizes of a cat, she took two cardboard boxes to make two shelters next to each other for two street cats. She used her observation of cats and added some features for her shelter. She remembered that after she put some fibers from an old armchair into a shelter, a cat with its kitten liked the shelter and started coming all the time for the soft shelter. Therefore, she placed a wool yarn on the ground of the shelter. She also observed a cat once, which is a domestic cat, but it liked to play with a ball of wool very much, so she made a toy for the cats by hanging down a ball of wool from the roof of the shelter. Since the season is winter, she decided to built a roof made of plastic bottles and covered the roof with garbage bag so that it could protect the box from rainwater. Moreover, she stuck a food cup to the shelter in case people wanted to give the cats some food (Figure 26).

Figure 26. Cat shelter built by Participant 1.

Participant 2 also made the shelter for cats. Instead of two separate boxes, she united two boxes to enlarge the shelter for multiple cats. She covered the ground of the shelter with wool yarn so that cats could lay on a soft ground, too. Different from the other participant, she did not want to cover her shelter with garbage bag. Instead, she decorated the shelter and take a garbage bag to wrap it in rainy days (Figure 27).

Figure 27. Cat shelter built by Participant 2.

The shelters were given children to place them in their neighborhood. The shelters they built could be removed from the street, yet it is thought that it is also an incident that they need to experience in the city.

o Last Circle

Both children enjoyed the eight workshop. One participant wished the other participant would join the workshop. According to the other participant, the workshop was excellent. She expressed that they turn something small into a great thing and could not think a better consequence.

Outcomes and Achievements:

o They sensed how a structure could stand firmly.

o They noticed that the animals' natural habitats are narrowed by people in the city.

o They raised an awareness in animals' right to live in cities by discussing their existence in cities and giving them a place to live.

o Children understood that a designer should consider the needs of the user and many factors with it.

o They increased an awareness in recycling.

Recommendations by Children Development Specialist:

o Adaptation of 'twister' game is recommended by CDS, since it is a convenient game to understand the sense of stability through children's own bodies.

4.4.9. Workshop 9

Workshop Theme: Nature's Right to the City: Permaculture

Date: 6 January 2017

Duration: 2 hours

Place: Activity room

Participants: 5 children aged 8 to 10

o 4 girls

o 1 boys

and Merve Kılıç as a guest

Aims: Similar to former workshops, this workshop is about taking action in cities. Until ninth workshop, children examined citizen's RC, their own RC, RC of people with disabilities and RC of animals. In ninth workshop, they reviewed nature and the city relationship in the context of RC. Accordingly;

o Increasing group cohesion,

o To emphasize the importance of collaboration and cooperation, and necessity to consult specialists of a topic in the context of participation,

o Introducing children with permaculture and its principles,

o Drawing attention to rapid urbanization and the condition of green spaces in cities,

o Encouraging them to implement methods they learned to green their environment

o Encourage children to take an action about nature's existence in their environment in the context of RC,

o Promoting children to recycle materials and reduce the amount of garbage they produce,

were aimed in ninth workshop.

Methods:

o Presentation

o Observation

o Creative Toolkit

Analysis:

o Observation

o Feedbacks

Content of Workshop:

o First Circle

o A Warm-up Game

o Presentation

o My Bottle Garden

o Seed Bomb

o Last Circle

Workshop Overview:

For the ninth workshop, a guest is invited to the workshop. Merve Kılıç is a specialist in permaculture. She is invited to the workshop in order to benefit from her knowledge and to teach children sometimes co-operation, collaboration and consulting a specialist is important.

o The First Circle

All participants gathered around the activity table. Each participant, including our guest, introduced themselves and expressed how they feel about today's workshop in order, by using group stone.

o A Warm-up Game

In order to increase group cohesiveness, a warm-up game was performed. Children formed a circle and each did a gesture at the center of the circle in order. The guest is also participated in the game so that both the guest and children got used to each other.

o Presentation: Let's Learn Permaculture

Figure 28. Participants watching presentation.

After warm up game, Merve Kılıç made a presentation named 'Let's learn permaculture.' in the class (Figure 28). She mentioned about global warming, urban and rural controversy and rapid urbanization simply and enjoyably with illustrations. Then, she introduced permaculture and its ethics to the children. As the first ethics, "care for the earth" was defined as respecting living and non-living things to the children. Second ethics was introduced to children as "care for people", which included meeting essential needs of the people without harming the environment, considering first article. Third ethics was described as "setting limits to population and consumption", which is told children preventing consuming and producing more than we need (Mollison and Slay,

2009, p.11). In addition, example studies with children participating in planting in school garden are shown during the presentation. Open air classes out of wood seats, herb spirals, vegetable boxes and planting trees in the school garden were illustrated in photographs. Moreover, it was an interactive presentation. To give children a different perspective, items, especially recycled objects, were shown in unfamiliar usage. Children tried to guess some items' functions. Plastic bottles, boats and car wheel used as a plant pot were some of the examples. It is wanted to convey that children could recycle unused items at their home to green their environment. A green house made of plastic bottles, a toy out of bottle caps, a swing having a car wheel seat and glass bottles to land on under a birdhouse were other different uses of recycled material which could be utilized by children.

  o My Bottle Garden

After the presentation, used plastic bottles were turned into a garden under the guidance of our guest. The main aim of this activity is giving children a chance to intervene with their environment by their own way within the bounds of their own capabilities. In case of this activity, they tried to green a concrete part of the garden of the activity space by preparing a garden made of plastic bottles. At first, each participant took a bottle and decorated their bottle. Decorating bottle contributes to children's adopting the bottle and the responsibility of the plant within it. After decoration finished, our guest showed how to plant a herb (Figure 29) During the workshop, it is emphasized that planting seasonal herbs are more sustainable than planting flowers. Thus, children chose a plant species that is seasonal and edible. They put some earth in the bottles, and they pour the seeds on the earth. After pouring some water, they covered the seeds with a little earth and moved on placing their bottles on a space in the garden (Figure 30).

According to Nutall and Millington (2008, p.19), growing plants contribute to children's knowledge of "citizenship, recycling, co-operation and collaboration". Regarding this, by means of the activity of the workshop, children were promoted to both recycle materials in their house and claim nature's essentialness and existence in cities. At the end of the activity, children were said that they are responsible of their bottle garden and if they watered it regularly, they could obtain the product of it. In this period of time, they could also experience how hard to get a product from the nature. Also, they were encouraged to implement the same activities in their own environment.

Figure 29. Participants planting seeds according to instructions Merve Kılıç gave.

Figure 30. Participants placed their bottle gardens in the garden of the NGO.

o Seed Bombs

After bottle garden activity, children were showed another way to green their environment: Seed bombs. Seed bombs are the mixture of clay, plant peat, water and seeds. It has all ingredients to grow seeds for itself. Thus, in this workshop, it is used for

greening empty areas in the city and a practical way for claiming RC. Children learned to make seed bombs from our guest. They learned ingredients and added seeds and waters to the mixture (Figure 31). Then, they rolled it into little balls. Seed bombs could be used after drying for forty eight hours, so they were wrapped with foil and they were given children to drop it to their neighborhood, where they saw lack of green. A few children expressed that the park in their neighborhood had not sufficient green area, so they would leave seed bombs there. Children were asked to observe their seed bombs turning into green in their neighborhood. The limitation of this activity, the result of it could not be examined by the facilitators. However, since the aim of the activity were expressed in the workshop and this knowledge was supported by practical activities, it can be said that the workshop affected children's understanding of nature in cities.

Figure 31. Participants making seed bombs

o Last Circle

At the end of the activity, children's emotions, thoughts and suggestions were asked. According to their notes, they were all happy and the activity went great. They wanted activities as this one and they wished My City Workshop continued to next year, too.

Outcomes and Achievements:

o Children learned new terms as permaculture and reminded some old terms as global warming and rapid urbanization.

o They increased awareness in recycling.

o They enhanced confidence to intervene with their environment.

o They took responsibility of plant in the garden they placed.

o They increased awareness in green spaces in cities.

Recommendations by Children Development Specialist:

o This activity could be done by the facilitators of the workshops. However, CDS recommended cooperation with a specialist so that children could learn that consulting in and collaborating with other entities are inseparable part of the participation. Moreover, it is better to have the activity with a specialist who knows a method better than participants.

4.4.10. Workshop 10

Workshop Theme: Rights and Responsibilities within the Context of Çiğli

Date: 13 January 2018

Duration: 2 hours

Place: Activity room

Participants: 4 children aged 8 to 10

o 3 girls

o 1 boys

Aims: Since this is the last activity, it mainly aims at compensation of the former weeks. Concepts that could not be understood and adopted in former weeks were corroborated in tenth workshop. Accordingly;

o Providing children with information to report negligence and deficiencies in the city into related institutions,

o Having participants associated children rights with the RC tangibly,

o Drawing attention to cultural heritage and natural beauties of the city,

o Reviewing all the themes covered by thesis once again for children who were absent on some weeks,

o Having a solid understanding of the concepts processed in former weeks were aimed in tenth workshop.

Methods:

o Observation

o Game

Analysis:

o Observation

o Feedbacks

Content of Workshop:

o First Circle

o 'City of Flamingo' Game

o Last Circle

Workshop Overview:

o The First Circle

Since it is the last workshop, all participants asked each other how they are instead of playing a meeting game. Then, participants directly move on the game named City of Flamingo.
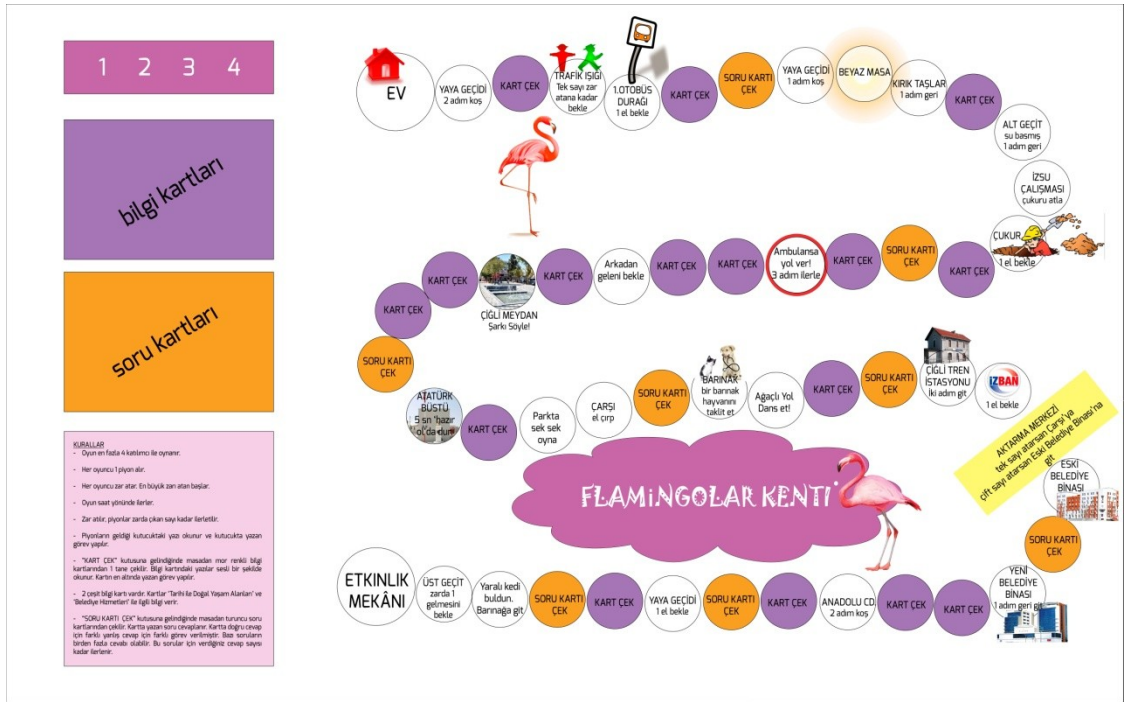
o City of Flamingo

Figure 32. Children moved their pawn on the boxes of the table.

City of Flamingo is a table game played with pawns and one dice. Each player throws the dice and the pawn is moved forward as many steps as the number on the dice. The command written on the box which the pawn has come is read and applied. The name of the game is City of Flamingo because the game is adopted on the district of Çiğli and flamingo is the symbol of the Çiğli Municipality. The table on which

pawns are moved represents the route from home to the activity space as in the third workshop. In this route, landmarks of Çiğli are placed on the boxes. These landmarks are the square of Çiğli, Ataturk bust, marketplace, Çiğli historical train station, modern train station, bus transfer station, old and new municipal buildings, Anadolu Road as attributed spaces to the spots of route in the sixth workshop's field trip (Figure 32). Apart from these spaces, usual components of a city are included such as crossroads, traffic lamps, bus stops and footbridges. In addition, there are incidents placed on some of the boxes. To illustrate, broken pavements, flooded pedestrian subway, a pothole on the road, giving a way to an ambulance, finding an injured street animal are incidents that might be encountered in a city. Furthermore, there are plenty of 'take a question card' and 'take an information card' commands in the boxes of the table.

Table 31. Information Cards.

Information Cards	
Cultural Heritage and Natural Beauties	**Institutions**
• Bird Paradise • Natural Life Park • Sasalı Urban Forest • Çiğli Historical Train Station • Alimentation Tower • Leukai Ancient City	• Citizen communication center • Natural gas emergency • Ambulance • Electricity services • Municipality's service vehicle for disabled citizens • Poison consultation center • Parks department • Cultural and social department • Veterinary department • White table • Environmental protection and control department • Cleaning services department • Fire and rescue services • Public works department • İzmir water services • Municipality council

In addition to boxes in the table, there are two types of cards in the game: information cards and question cards. The information cards mention about either cultural heritages and natural beauties or institutions and administrative units in Çiğli. Information cards about cultural heritage and natural beauty contains Bird Paradise, Natural Life Park, Sasalı Urban Forest, Çiğli Historical Train Station, Historical

Alimentation Tower and Leukai Ancient City (Table 31). A brief information and services of the place are given on these cards. Also, service that is provided by the place is associated with an article of children right written to the card in order to reinforce relationship between children rights and the city. At the bottom of the card, commands are written to make the game more enjoyable (Figure 33). For example, after reading the card of 'natural life park', children mimic an animal from the park according to command written at the bottom. In the cards about cultural heritage, children are given commands to move forward in order to draw attention to historical places of Çiğli.
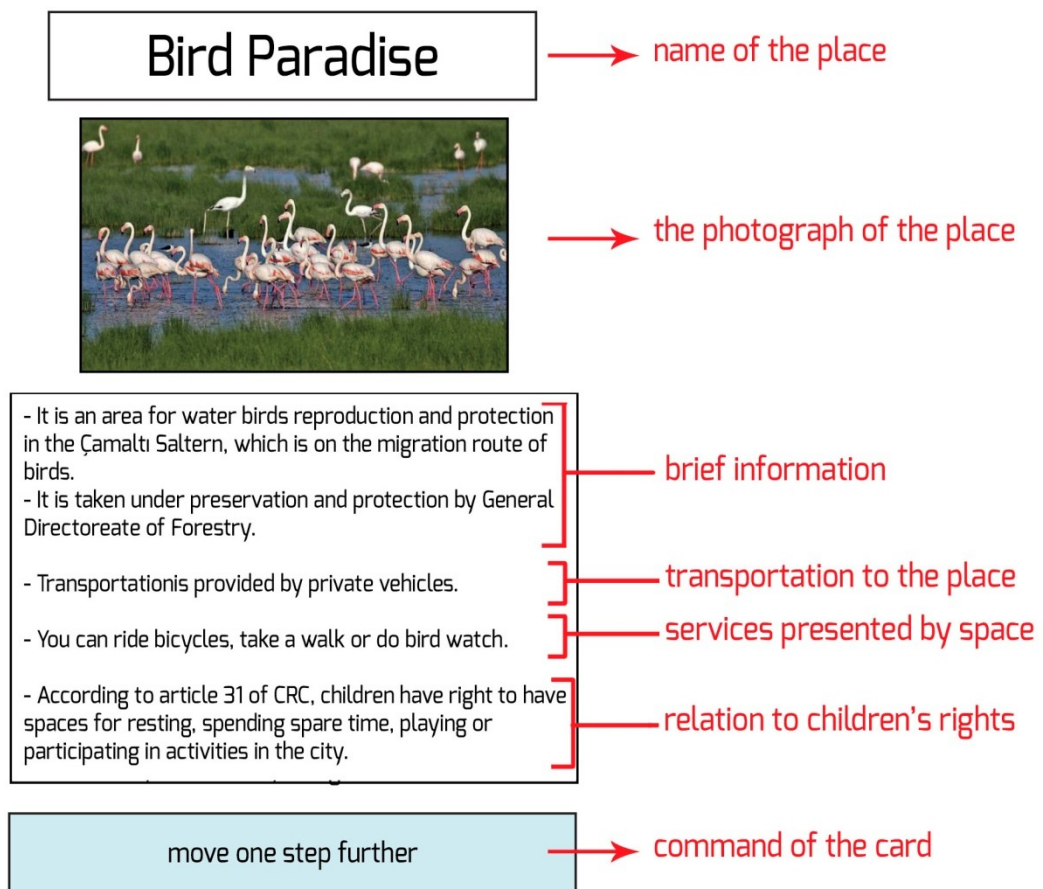

Figure 33. An example of information card.

Information cards about institutions of Çiğli contains administrative units of Çiğli and İzmir, which deal with different aspects of the city. These cards include citizen communication center, natural gas emergency, ambulance, electricity services, municipality's service vehicle for disabled citizens, poison consultation center, parks

department, cultural and social department, veterinary department, white table, environmental protection and control department, cleaning services department, fire and rescue services, public works department, İzmir water services and municipality council (Table 31). An institution card expresses whether the unit belongs to Çiğli municipality or İzmir Metropolitan municipality. It gives brief information about the department, its contact addresses and its duties in the city. At last, services of the department is attributed to a related children right (Figure 34). Similar to cultural heritage cards, at the bottom of the institutional cards, children's pawns are directed to a box related to the institution on the table.
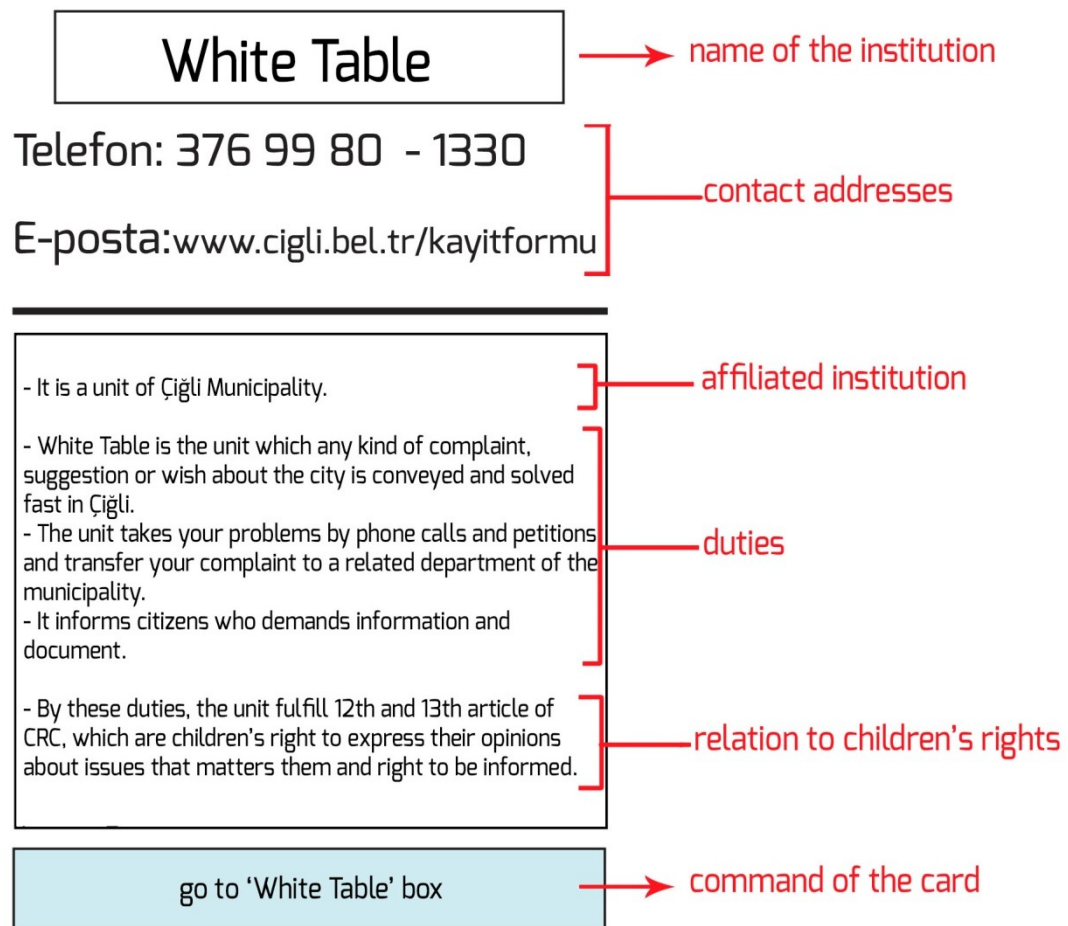

Figure 34. An example of information card.

Besides information cards, the other type of card in the game is question cards. Question cards ask questions about the duties of the departments through incidents or breakdowns in the city services or directly the service of the related activity (Table 32).

To illustrate, the question of ' A cat is hit by a car on the street, so where do you call?' defines the scope of the veterinary department of Çiğli municipality through an incident. By asking 'street lamp in front of your house is broken. Where do you apply?', electricity services of İzmir is taught children as a place to report this kind of breakdown. In addition to reporting breakdowns and incidents, children were asked white table, which is the unit of Çiğli municipality taking any kind of complains and petitions about negligence and breakdowns in the city. Also, to guide children participation in the city, they were asked 'you and your friends need a sport facility in your district. Where could you express this wish?' and municipality council is wanted as an answer. Each question card has two commands at the bottom. In case of true answer, it allows children to move one to three step further depending on the importance of the institution. In case of wrong answer, they are directed to a box backward. As a result, both the game becomes more challenging and enjoyable and children remind the answer when the card comes them second time.

Figure 35. Children playing 'City of Flamingo'.

In the beginning of the game, when children took a question card, they usually said they would apply the municipality as an answer. Generally all children knew they were supposed to apply the municipality, yet they did not know exactly where to and how to report the negligence and breakdowns as experienced in the former workshops. They expressed they do not know which departments the municipality has. Therefore, at the beginning, all had to move backwards occasionally until they read the information cards related to them.

Table 32. Question Cards

Question Cards
- What is 'white table'?   - It is a platform in Çiğli municipality, which citizens can convey any complaints, problems and wishes in the city.   - A cat is hit by a car on the street, so where do you call?   - Veterinary department   - Garbage in your street has not been collected. Where do you call?   - Cleaning services department   - White Table   - Where do you call to have waste papers collected in your school?   - Environmental protection and control department   - White Table   - Which department of municipality do you make an application for folk dancing or sport course?   - Cultural and social department   - Street lamp in front of your house is broken. Where do you apply?   - Electricity services   - White Table   - Which bus goes to Natural Life Park and Sasalı Urban Forest?   751   - Escalator on the footbridge is broken. Where do you call?   - Public works department   - White Table   - Someone puts debris on an empty space in playground. Where do you call for debris removal?   - Public works department   - White Table   - Sewerage system in your street is flooded due to heavy rain. Where do you call?   - What is the symbol of Çiğli?   - İzmir water services   - White Table   - Play ground in your neighborhood is going to be a construction site. Where do you apply to object it?   - White Table   - Municipality Council   - You and your friends need a sport facility in your district. Where could you express this wish?   - Municipality Council   - Move three steps if you participate in building shelter in 8th workshop.   - Move two steps if you participate in permaculture workshop in 9th week.   - Move one step if you participate in field trip in 6th workshop.   - Say historical buildings that you saw in field trip. Move forward the number of building you count.

When all cards are used, they were mixed and put again into the game. Therefore, at the end of the game, children heard or read all cards during the game and they started to give true answers to the question cards. It became more fun for them when they keep going forward and know the answers. At the end of the game, it is

noticed that children knew all answers of the question cards and they did not need to read information cards again. The most remarkable benefit of the tenth workshop is that they are provided with the knowledge of departments dealing with particular situations. At the end of the workshop, children were reminded that they can contact departments of municipality for problems they detected in Çiğli exploration trip. A list of departments with contact numbers were distributed to the children to use it for the future.

o Last Circle

All children loved the tenth workshop. They found it great and they felt happy. They wanted My City Workshop to continue for the next years.

Outcomes and Achievements:

o Children acquainted with information to report negligence and deficiencies in the city into related departments of the municipality.

o They are encouraged to take actions in the city.

o They associated children's rights with services presented in the city regarding the concept of RC.

o They reviewed the concepts of former workshops in the last game.

o They learned departments of the municipality to consult in particular situations in the city.

o They remembered important spaces of the district and relate them with the article 31 of CRC, which are children's right to have spaces for resting and enjoying spare time in the city.

Recommendations by Children Development Specialist:

o Before planning the activity, CDS expressed that the last activity should be a closure activity. It should cover all weeks. Thus, the last game named City of Flamingo is planned with CDS together. Content of the game, illustrations of the table and cards were designed by the author of the thesis.

4.5. The Evaluation of Workshops

The study covered ten workshops following each other as a chain. In fact, knowledge gained from one workshop was used in other workshops to improve it.

Workshop 1 taught the concept of right to the children as the first concept to learn before right to the city. It was also a meeting workshop, so facilitators played games for meeting, building trust to the activity space and listening to other participants. As the main game, a game about the concept of right were played. When the first workshop was finished, children learned the names of each participant. By means of warm up games, they get rid of their negative expectations at the beginning of the workshop. They started to concentrate on games and discussions better. They learned what is right and its difference from wants and presented it by poster-making method in the main game.

Workshop 2 introduced CRC to children. It was achieved by making all participants read the articles of CRC and dividing them into categories in the main game. Similar to Workshop 1, poster making was used as a tool. Warm up games of the workshop contributed to remembering names, forming and working in groups. They also established a sense of belonging to the group by deciding a group name and rules by themselves.

Workshop 3's main increased children's awareness in built environment. Cognitive mapping method was used to fulfill the aim. By applying the method individually, children's perspective of built environment was understood. By bringing maps together collectively, their perspective was enlarged. At the end of the workshop, they learned definitions of common spaces and common users. As another gain, children's group cohesion increased by a warm up game.

Workshop 4 introduced RC through knowledge acquired in Workshop 1 and Workshop 3. The concept of right of Workshop 1 was integrated with the concept of users in the city. Children detected basic needs of users in the city by means of image boards method. They managed to define RC at the end of the activity by the help of the boards. In addition, warm-up games enabled children to focus on main activities, compared to former workshops.

Workshop 5' both reinforced the concept of RC and mentioned about rights and responsibilities of children in the city. In Workshop 5, gains in Workshop 2 and Workshop 4 were combined to build a relationship between children's right and the city with creative toolkit method. By adding these to concept of responsibility, it was achieved that children acquired the right owners and responsible entities in executing rights. They regarded themselves as responsible to detect violation of rights and protect them, which was a remarkable step to take an action in cities. By menas of warm up

exercise in Workshop 5 group work was emphasized since children were observed to have difficulties in forming groups.

Workshop 6 helped children to explore good and bad spaces in the city. While fulfilling the aim, all concepts learned in the former workshops were used in practice. Children explored the city by means of photovoice method. In the workshop, children were engaged with the city for the first time. They gained a different perception of design details, accessibility, environmental planning from usual by detecting positive and negative aspects of the city. They built an awareness in RC of disabled citizens.

Workshop 7 enabled children discuss scenes they chose in Workshop 6 and generate a solution for them by photovoice discussion. Children learned that critical thinking of built environment required appreciation of good spaces as much as criticizing bad implementations. As warm up exercises, ice breaking among children were practiced.

Workshop 8 encouraged children to discuss RC of animals. Children built a shelter for animals in the city and put it into their neighborhood. While building shelter, they understood that a designer should consider many factors, especially needs of a user. They increased an awareness in recycling by building shelter out of waste cardboard and plastic bottles. They discussed how people narrow habitats of creatures in the city. Warm up exercises made them understand structures' stability and balance in this workshop.

Workshop 9 opened nature's right to the city up for discussion. In this context, permaculture and other concepts related to city and nature was introduced by a specialist. Children were encouraged to intervene with the environment. They learned new methods to green their environment. Warm up exercise in this workshop enabled them to concentrate on the activity and met the permaculture specialist.

Workshop 10 provided children with knowledge to report negligence and deficiencies in the city to the related institutions. It also contributed to review all concepts that could not well understood in former workshops. A table game was used as a tool. At the end of the workshop, children learned departments in the city to report particular situations. They could embody the concepts entreated in workshop chain better. They associated children's rights with services presented in the city regarding the concept of RC. No warm up game was needed for the last workshop.

When it is looked at the overall gains of the workshop chain, participants' listening skills and concentration on games improved gradually from the first workshop

to last workshop by the help of warm up exercises. Group members, who had difficulties in considering each other, began to listen each other and put forward ideas on discussions. Although each workshop had different aims to improve different skills of children, when all workshops came together, they served as developing an understanding of RC and related concepts and putting these concepts into practice. Six children mostly attended classes continuously. Four children dropped the program due to their families or registering courses related to their school education. It is known from the feedbacks that they enjoyed the activities as long as they come to workshops. According to feedbacks, children liked hands-on activities at most. Another interesting outcome is that neglected spaces attracts children's attention remarkably when products of workshops are examined. However, it is a different topic that is not in the context of this study.

CHAPTER 5

CONCLUSION

The thesis mainly aims to search for ways of encouraging children to take an action in cities. In fact, children are supposed to represent themselves in a participatory design process of an urban space by means of organizations, councils or associations. In order to achieve this level of representation, children should gain an awareness in terms of RC, built environment, responsibility and participation. Otherwise, tokenism or other kind of manipulation is inevitable. When it is looked at the children's existence in cities today, there are few examples of children's participation, but it is seen that if a chance is given to children, they are capable of overcoming a situation when they are guided properly.

In one respect, this study prepares children for a participatory design process. Throughout the thesis, right to the city, participation, children's right and children's consciousness and responsibilities are discussed as main concepts. These concepts are not inborn skills, and they need to be taught to individuals before they are involved in city decisions. If children participate in a process, they should be aware of that they are a user of urban spaces just as other groups in cities. They should know their rights to participate in decisions in the city as much as their responsibilities.

At the beginning of the study, there were four research questions asked in the research and they are discussed throughout the thesis. The first question was asking how RC could be introduced to the children. To come up with an answer, the concepts of right, right to the city and children's right to the city were investigated separately. In the study, it was remarked that RC was a very abstract concept to discuss it with children directly. Therefore, this thesis presented a child friendly way to teach RC step by step. In this way introduced by the thesis, concept of 'right' and 'city' were taught and discussed separately through turning these concepts into games with various methods. After they acquired right, right owners and built environment gradually, they finally learned right to the city.

The second question searched for answers to methods improving social consciousness and responsibility in children. Concerning this, concepts of social

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consciousness and responsibility are reviewed in the literature, and accordingly prosocial activities were found prominent in developing these behaviors. Therefore, the thesis provided improvement in social consciousness and responsibility mainly by practicing what was learned in activity room at the city center. The concepts learned in activities were integrated to a practical study by means of games and hands-on activities.

The third question was about how children could be prepared for a participatory design process. To reply this question, participation and children's participation were reviewed in the literature. And, it was decided that joining in a participatory process required particular skills in addition to experience about the topic to express ideas and to reach a collective conclusion with other stakeholders. According to the results of observation notes in the activity room, the program in the thesis managed to give those skills to children by three way. First way was warm up games played in the case study. During the program, these games were arranged and changed related to children's needs and difficulties. Secondly, in the case study, a participatory atmosphere was created unlike a school and presented as an opportunity to matter children's ideas and let them share their opinions with each other. Discussions and presentations were placed into games frequently. As a result, they learned to express themselves and gained confidence about it. Thirdly, the program introduced by the thesis was not fully-planned and applied, but it was flexible and changeable. It was changed in consideration of children's suggestions, ideas and inadequacies.

The fourth question asked ways to provide children with confidence to take action in cities. Literature review on consciousness and responsibility answered this question. Accordingly, consciousness and responsibility promote taking an action more than ignoring it in case of a violation of right. Therefore, the thesis proposed to put discussions about right owner and responsible entities in the case study. It is ensured that children regarded themselves as both right owners and responsible individuals to protect their rights. They took action on behalf of themselves, other citizens, animals and nature to develop a confidence and empathy about claiming RC during the program.

Through replying all these research questions, concepts that will be entreated in the thesis were determined. There were also minor questions in the thesis, which were about asking ways of integration of these concepts into the practice. In this part, a CDS took place with the researcher. From beginning to end, all workshop structure and content were equipped with the knowledge of children development. In consequence,

one of the significant distinction of this thesis from other studies on children is being an interdisciplinary study. CDS contributed to place theoretical concepts into the case study and to provide collectivity in a group. The thesis offered that CDS is significantly important working with children as a social group to act on behalf of the best interest of children.

When all results and information obtained in the thesis were unfold, remarkable conclusions could be extracted:

- Children's existence in the city is mostly ignored due to underestimation of them.

- Children's connection with their built environment has weakened today. Environment means indoor spaces for them and their experiences of the city are restricted with indoor activities.

- Children's perception of space is remarkably influenced by consumption-oriented urban design.

- Children's participation is prevented by their family since academic skills are considered more important than social skills by parents nowadays. This affects children's communication with other people and perspective of built environment.

- Children's right to the city is an overlooked topic in the literature of RC because their urban practices are considered same as their parents.

- Children's NGOs is an alternative platform for children to improve their participatory attitudes and their bonds with their environment.

- This thesis developed a program that children learned their rights, their RC, method to claim their or others' RC, methods to report violation of rights, making collaboration and acting together.

- The thesis introduced children's RC as a topic and form the topic by bringing related concepts as rights, participation, RC, children, social consciousness and responsibility together.

- The thesis emphasized the significance of a child development specialist in studies on children and set an interdisciplinary example for other studies.

- According to content analysis and observations, children showed a progress in participatory skills and an increase in willingness to affect their environment. From this point of view, it can be said that the thesis has reached its aims.

- This thesis claimed both children's RC and a change of attitudes towards

urban practices in the future. It has been successful in its former claim. In order to manage second claim, there is more need for children's institutions applying programs that reconnect children with their environment.

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