A Comparative Research on Child Participation in Urban Design

The aim of this study is to categorize theoretical approaches that differentiate the roles of participation of children in participation processes. Furthermore, it aims to create a model that enables children's participation in urban space production by discussing the degree, different meanings, and scope of participation provided by local government, academic, and civil initiatives targeting children's participation. In order to achieve these goals, thematic analysis method through an inductive approach was employed to reveal patterns across four cases involving child participation. The analysis of the multiple case study revealed that the notion of participation, the diversity of its tasks and definitions, has a complex and profound nature that cannot be provided from a single source. The task of raising children as adult citizens who care for their cities can only be the product of collective and systematic work. Although it is a positive development to see participatory design practices being implemented through qualified but individual initiatives, it has been found that in projects developed under the leadership of local governments, large-scale problem determinations and shallow solution proposals are developed. With the qualitative and concrete applications of individual initiatives reaching the inclusiveness level of local governments, it will be possible to reach numerous applicable and local solutions while ensuring true child participation. This study proposes a system consisting of four allies that need to work together: (i) local governments to regulate the limits of participation through determining the needs of the city, budget planning and delegation of authority; (ii) academics to design the the framework of the problem by developing a vision with the support of examples from the world; (iv) non-governmental organizations to carry out the practice as employing the role as moderators.

Keywords: *Participatory design, child participation, urban design*

Introduction

Participating in decision making processes that affect people's lives is a natural right for individuals. Even the youngest citizens, children, should have this right. Urban space is a representation of such communal living and a stage where everyone has equal rights. Children's participation, especially in the production of urban spaces, is important, and different dimensions have been discussed in many academic studies. However, the scope and quality of implemented practices are also controversial. This study aims to create a model for children's participation in urban space production by discussing the nature, meaning, and scope of children's participation through local government, academic institutions, and civil initiative practices. By doing so, the controversies on children's participation in urban design can be improved.

It is important for the youngest members of society, children, to have a say in matters that concern them. The Children's Rights Council defines the concept of a

child as a rights-holder as "*the period of early childhood in which a child clings to and depends on daily life.*" Likewise, Article 12(1) of the United Nations Convention on the Rights of the Child states that "*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.*" While this article alone carries significance, when viewed in conjunction with other related articles, it is apparent that children in our cities are lacking many of the citizenship rights they should possess. These articles can be listed as follows:

> ***Article 12:*** *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 15:*** *children and young people have the human right to freedom of association.*
> ***Article 17:*** *children and young people should be able to access information, particularly from the media.*
> ***Article 29:*** *a child or young person's education should help their mind, body and talents be the best they can.*

However, as Hart (1992) stated, democratic participation cannot be taught as a concept; trust and competence in participation can be learned through practice over time. Children can gain experience in participatory practices through working on family, school, and urban scales. While family and school scales vary in terms of individual differences and opportunities, the city can be seen as a more inclusive element. Therefore, urban space production through participatory approach becomes a strategic tool in practicing children's participation at city scale.

Children's participation needs to be carried out systematically rather than through individual efforts. For this effort, it is necessary to analyze and evaluate examples of children's participation implemented at various scales worldwide. Based on this data, a systematic effort that is not dependent on a single person, institution, or initiative but one that is composed of a combination of stakeholders including academia, local government, social groups and private companies can be proposed.

Purpose of the Study

In order to clearly delineate the objectives of this study, it is imperative to forge linkages among multiple facets of participation. To make the aims of this study apparent, it is essential to establish connections between several aspects of participation. Firstly, there is the connection between participation and democracy, which evolves into the term "participatory democracy" and its role in addressing shallow views on democracy. Secondly, it is important to examine how child participation fits into this terminology. Lastly, understanding the significance of

1 child participation in building resilient communities in the future provides a crucial
2 basis for comprehending the aims of this study. By exploring these aspects, this
3 research aims to shed light on the multifaceted nature of participation and its
4 implications for democratic ideals and community resilience.
5
6 *Participatory Democracy*
7
8   Many researchers in the field of design and planning, believe that the concept
9 of participation is related to democracy theories (Fagence, 1977). Democracy
10 emphasizes the importance of citizen participation in public decision-making
11 processes. However, democratic ideology promotes low-quality citizen engagement
12 by highlighting only one type of political participation: voting (Pranger, 1968:30).
13 In theory, democracy is interpreted as a selection procedure of government leaders
14 who would allow citizens to have a say in governance. However, in reality, a
15 majority of the population is powerless in influencing political decisions, policies,
16 and actions taken by governments. Thus, the concept of participatory democracy
17 emerged in the 1960s (Olsen, 1982). The roots of the participation concept are
18 based on Jean Jacques Rousseau and Robert Stuart Mill. Participatory processes
19 are re-defined as an ideal political system for upbringing responsible citizens.
20 According to Rousseau, participation is an educational effort that aims to teach
21 citizens to be informed, interested, and relevant to enable them to control their
22 lives and the society in which they live (Pateman, 1970).
23   The basic characteristics of participatory democracy can be summarized as
24 follows:
25
26 • Everyone should have the opportunity to fully participate in all collective
27   decision-making processes that affect them as much as they wish.
28 • Collective decision-making in participation should not be limited to voting,
29   but should also include various activities that require different levels of
30   sacrifice and participation.
31 • Collective decision-making responsibilities should be widely distributed not
32   only among officials and/or experts but also among all individuals who may
33   be affected by these actions.
34 • Participation in collective decision-making processes should not be limited
35   to the political system but should be spread across all areas of social life,
36   especially organizations.
37
38   In short, participatory democracy requires that social decisions be made in a
39 decentralized manner. This allows citizens to actively participate in the decision-
40 making process by acquiring different skills.
41
42 *Child Participation*
43
44   In past years, various strategies have been studied regarding the involvement
45 of children and young people in architecture and urban planning. On the other
46 hand, according to Emile Durkheim, children have been considered more "*human-*

1   *becomings*" than human (cited in Boyden & Ennew, 1997). Therefore, previous
2   research has shown that children are not equally considered with adults in research
3   and that there is not enough room for their opinions. In particular, questions about
4   children's activities, behaviors, and preferences are typically directed at adults,
5   such as parents or teachers, assuming that children cannot express their own views.
6   However, these methods have failed to adequately represent the needs and
7   concerns of children (Boyden & Ennew, 1997).

8   Until the 1970s, children were neglected as a social group in research and
9   social interventions. However, the United Nations' International Year of the Child
10   began to change this situation. As a result, aid organizations, welfare and rights
11   practitioners, and researchers around the world began to show more interest in
12   gaining more knowledge about children's lives and the best ways of working for
13   children. This helped to increase awareness for children.

14   Also, research studies focused on the participation of children and young
15   people in cities date back to the 1970s with the works initiated by Ward (1988)
16   and Moore (1983, 1990), who argued that cities were only designed for adults;
17   therefore, did not work well enough for children. As stated in Sarvari's (2018)
18   comprehensive literature review, children's participation in urban planning began
19   with the United Nations Convention on the Rights of the Child, which came into
20   effect in 1990, and has been supported by various researchers such as Hart (1992),
21   Horelli (1997), Matthews et al. (2003), Alparone and Risotto (2001), Chawla
22   (2002), Berglund and Nordin (2007), and Percy-Smith (2010).

23   Since the beginning of the 2000s, the concept of child participation has
24   become a strategic issue in planning processes in many international contexts.
25   Research shows that involving children in design and planning processes
26   accelerates their active citizenship processes, supports democracy, and effectively
27   strengthens the protection of children's rights (Matthews, 2003; Thomas, 2007;
28   Tisdall et al., 2008, as cited in Sarvari, 2018).

29   These approaches also recognize that children have different needs based on
30   their age groups, cultural and social contexts, genders, and abilities. Therefore,
31   research with children takes into account their differences and unique perspectives
32   and provides safe and appropriate environments for their voices to be heard. This
33   helps children to gain more respect in society, have more opportunities for
34   participation and advocacy, and strive for a better future overall.

35

36   *Social Benefits of Participation*

37

38   Children's participation in urban space production helps them develop a sense
39   of belonging to the community and play an active role in urban life. This also
40   strengthens the connection between children and the city. Children's contribution
41   to urban spaces shows that urban planning and design are not solely the
42   responsibility of adults, but children can also contribute to shaping urban
43   environments. This helps children feel more included in their own lives and in the
44   community. Being part of a whole and a sense of belonging are integral parts of
45   human existence. A sense of community helps children learn to live with others
46   and recognize their identities and roles within society.

1   According to Sarason (1974), a perceptional sense of community is one of the
2   fundamental building blocks of self-definition and is at the conceptual center of
3   community psychology. Community feeling is the emergence of shared values,
4   emotional reactions, and interactions that bind members of a school community
5   together; it provides people with a sense of belonging to something larger than
6   their individual beings (Goodlad 1981; Haberman 1992; Sergiovanni 1994).
7   McMillan (1976) defines community feeling as a sense of belonging, a sense that
8   members are important to one another and to the group, and a shared
9   understanding that goals will be achieved by devoting oneself to them together.
10   McMillan (1996) emphasizes the concept of belonging in an individual's
11   relationship with society. Furman (1998), in line with McMillan's views, also
12   states that a community cannot exist without a sense of belonging, trust, and
13   loyalty, or its existence will be in jeopardy.

14
15
16   **Case Studies**
17
18   The primary objective of this study is to examine and analyze specific cases
19   from Turkey, chosen based on the types of stakeholders engaged in the
20   participatory process. Additionally, this research establishes a comparative
21   analysis by contrasting these Turkey based cases with a case study from the United
22   States, which is widely regarded as an exemplar due to its well-defined and
23   systematic structure of participatory practices. By conducting a comprehensive
24   analysis and evaluation of these cases, the study aims to generate valuable insights
25   and facilitate a nuanced understanding of the dynamics and outcomes of
26   participatory initiatives. The results, as depicted in the provided table, will be
27   derived from a thorough examination and scrutiny of the aforementioned cases.
28   The results will be obtained by thoroughly analyzing the cases mentioned above.

29
30   *Y-Plan*
31
32   Y-PLAN (Youth-Plan, Learn, Act Now) was developed in 2000 as a studio
33   course within the Department of City and Regional Planning at the University of
34   California, Berkeley, with the goal of integrating with the community. In 2004, the
35   Center for Cities + Schools (CC+S), an interdisciplinary research center, was
36   established to further Y-PLAN's initiatives. In addition to the Department of City
37   and Regional Planning, the Center includes the Graduate School of Education and
38   the College of Environmental Design.
39   Y-PLAN brings together various actors in the city, including academia, K-12
40   schools, urban planning professionals, and government officials, to rethink the
41   urban ecosystem. Over the past twenty years, Y-PLAN has applied a participatory
42   and locally-driven urban planning model with K-12 students. The aim is for
43   marginalized young users of the city to connect with professionals, learn about real
44   problems, and take action to plan for their city.
45   To make Y-PLAN events possible, six steps are required. The first is Project
46   Planning, in which professionals or government officials who are knowledgeable

1 about Y-PLAN propose project topics and work on a plan together with Y-PLAN.
2 The second step, Start Up, involves meeting with young people interested in the
3 project topic and sharing the project definition. The young community then
4 identifies the strengths and challenges of the topic and creates a plan. The third
5 step, Making Sense of The City, is when young people begin to work on
6 understanding the project area. This involves mapping, surveys, face-to-face
7 interviews, and creating a holistic story. The next step, Into Action, involves
8 brainstorming for inspiration and developing a vision for transformation after
9 understanding the topic and urban significance. Here, young people work together
10 in teams and learn from each other.
11   The fifth step, Going Public, involves preparing proposals, discussing and
12 presenting them to the public. The final step, Looking Forward and Back,
13 evaluates the success of the proposed solution. Additionally, a situation assessment
14 is conducted with the contractor, and ideas for long-term actions are developed.
15   The most significant feature of projects produced by Y-PLAN is that they are
16 carried out with the public, and the proposals developed by participants are likely
17 to be implemented. This often contributes to marginalized populations' sense of
18 belonging by including them in the decision-making process, which is often
19 overlooked.
20
21 *Play Has No Boundaries (Oyun Engel Tanımaz)*
22
23   The "Play Has No Boundaries" project is another example of using a "hands-
24 on environmental education" program designed for children as a method to
25 involve children in urban design (Arın, Özsoy, 2015). During the project, which
26 took place between October 1, 2013, and June 11, 2014, six disabled students
27 selected by the Nilüfer Municipality Disabled Services Unit Bizim Ev, 24 students
28 from different schools, and the Nilüfer City Council Children's Assembly designed
29 a children's park where disabled and non-disabled children could play together
30 after taking classes in architecture, urban planning, games, human rights, and
31 design [URL1]. In this project, which was carried out in cooperation with
32 academic stakeholders, the city council, professional associations, and the
33 municipality, children played an active role not only at the idea level but also in
34 other stages of the project. In particular, involving children, who are the primary
35 users of the space, in the design process was important for strengthening their
36 sense of ownership of the space.
37   The " Play Has No Boundaries" project was carried out in four main stages.
38 Firstly, the "Theoretical" stage, which involved an 11-week study, aimed to create
39 awareness of urbanism, urban living, and participation in urban design through
40 various education and workshops on different topics and contents. Experts in the
41 field were consulted for these workshops. Secondly, the "Basic Design" stage,
42 which lasted for three weeks, focused on space, scale, and basic design principles.
43 In the third stage, "Analysis and Preliminary Design," user and site analyses,
44 function diagrams, topographical models, and site plans were prepared. The fourth
45 stage, "Playground Design," progressed through a process similar to an
46 architectural design studio. Designs were developed based on weekly critiques,

and a joint working model was created to express the project. During the implementation phase after the design, children were present on site and had the opportunity to examine the progress of the project and the realization of the designs. Undoubtedly, the continuity of child participation from the beginning to the end of the project was one of the most important factors that made the project stand out.

Children Council

In addition to these, "children's councils" established within municipalities are also an example of child participation supported by local governments. These councils are reported to aim for children to express their demands on issues that concern them, to have a say in decision-making processes, and to provide active participation. Through these councils, children are provided the opportunity to organize, learn about their rights, prioritize their needs, and contribute to municipal processes, including development planning and budgeting. Child councils, which usually meet at regular intervals and carry out activities on various issues, are formations where children gain awareness about urban life, develop their public consciousness, and express their demands as individuals in a democratic environment. It is not mandatory for municipalities to establish these councils, so some municipalities may not have child councils.

Istanbul Asks Children (Istanbul Çocuklara Soruyor)

The Istanbul City Council considers children's participation in decisions about themselves not as a privilege, but as a right, based on the Universal Declaration of Children's Rights. With this in mind, a Children's Council has been established and all children are considered natural members of this council. "Istanbul Asks Children" project, developed by the Istanbul City Council for the Children's Council, aims to reach children aged 6-14 through schools, NGOs, and children and youth centers to gather their opinions and suggestions about Istanbul [URL2]. The project begins with the metaphor of "maintenance/inspection" of motor vehicles, with children taking on the role of "maintenance experts" working at a vehicle service center. These experts bring the city they live in to the service center, identifying its positive and negative aspects and recording their views on a special map prepared for the project. Children are also asked for their views on how to improve the city. The workshop, which lasts for 120 minutes, follows the steps outlined below:

1. Children become Istanbul Experts! The Istanbul City Council invites children to examine Istanbul as "Maintenance Experts."
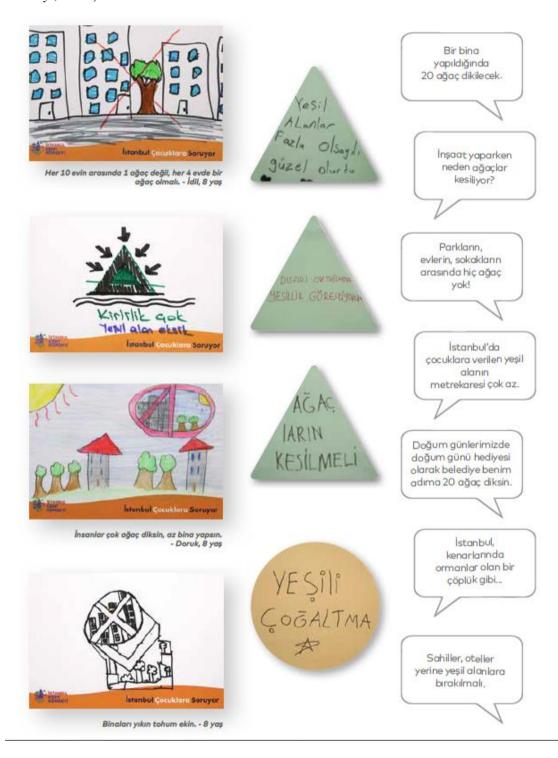2. Istanbul for Me... They reflect Istanbul through their own eyes, with all of its associations, colors, sounds, and smells, taking a "picture" of it.
3. Children Examine Istanbul/ Istanbul under the Magnifying Glass They examine Istanbul, including its physical structure, districts, symbols,

processes, infrastructure, and systems, on a specially designed giant map of Istanbul

4. Istanbul's Medals They award a "medal" to the positive, lovable, prideful, and happiest aspects of Istanbul [URL3]. As part of the project, a "Maintenance/Equipment Kit" has been prepared, which includes the necessary documents and materials to be applied in schools by teachers, NGO workers, or independent instructors in the same way [URL4]. The implementation of the workshop has been left open to be carried out in school environments, the premises of relevant institutions, or in application sessions conducted by the project team at the Istanbul City Council building, in order to reach as many children as possible.

By April 2022, data had been collected and an evaluation report had been prepared as part of the project, which continued until that time. The long-term plan is to implement decisions taken by the Istanbul City Council Children's Council [URL5]. During the workshop, keywords that describe Istanbul from the perspective of children were collected, and the perception of Istanbul by 6,601 children was documented through color, sound, and smell descriptions. The 15 most frequently expressed concepts were analyzed for each described element, and examined according to age group distribution. Additionally, children were asked to make drawings with regards to the problems they see with the city as well as the solutions (Istanbul Kent Konseyi, 2022) (Figure 1).

1 **Figure 1.** *Drawings depicting children's perception of the city (Istanbul Kent*
2 *Konseyi, 2022)*

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1   **Method**
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3   This research was designed as a descriptive multi-case study (Yin 2002;
4   Groat and Wang 2013) with the purpose of examining and describing multiple
5   occurrences, in which children's participation was carried out in urban space
6   production through participatory approach.
7   Since the purpose of this research article was first to analyze and evaluate
8   examples of children's participation initiatives implemented at various scales
9   worldwide, the research started with a systematic literature review that involves
10   multiple stakeholders, including academia, local government, social groups, and
11   private companies which share their methodologies employed to achieve
12   participatory objectives. Therefore, the research design for this study is based on a
13   comprehensive and systematic review of existing literature and documented
14   examples of children's participation initiatives. The methodology involves the
15   following steps:
16
17   1. Literature review: A thorough review of relevant academic literature,
18   reports, case studies, and policy documents related to children's
19   participation initiatives was conducted. This review helped provide a
20   comprehensive understanding of the current state of children's
21   participation in urban studies, identify key concepts, theories, and
22   frameworks, and highlight successful examples from different scales and
23   geographical locations.
24   2. Case selection: Based on the findings from the literature review, a
25   purposive sampling strategy was employed to select diverse and
26   representative cases of children's participation initiatives in Turkey. The
27   selection criteria considered variations in scale, stakeholder involvement,
28   and outcomes achieved.
29   3. Data collection: Data collection involved gathering information and data
30   on the selected cases. Multiple sources were utilized, including published
31   literature, official reports, project documentation. The data collected
32   focused on the objectives, methodologies, outcomes, and impacts of each
33   initiative, as well as the roles and contributions of different stakeholders
34   involved.
35   4. Data analysis: A systematic and comparative analysis was conducted to
36   identify common themes, patterns, and key findings across the selected
37   cases (see Table 1 for the common themes used). The analysis involved
38   categorizing the data, looking for recurring themes. It was aimed to
39   identify success factors, challenges, and lessons learned from the analyzed
40   initiatives.
41   5. Synthesis: Based on the analysis of the selected initiatives, a synthesis of
42   the findings was aimed to be developed. This synthesis' purpose was to
43   highlight the key insights, successful strategies, and recommendations for
44   implementing a systematic effort of children's participation that involves
45   multiple stakeholders.

1   For this effort, the methodology described above provides a systematic
2 approach to analyze and evaluate examples of children's participation initiatives at
3 various scales. It incorporates a comprehensive literature review, purposive case
4 selection, data collection from multiple sources, comparative analysis, and
5 synthesis of findings to propose a systematic effort involving diverse stakeholders.
6 The methodology aims to contribute to the development of effective strategies and
7 recommendations for promoting meaningful children's participation in decision-
8 making processes.
9
10
11 **Results**
12
13   The Results section of this study presents the findings obtained through a
14 comprehensive methodology designed to analyze and evaluate examples of
15 children's participation initiatives implemented globally. The investigation of
16 several child participation processes is summarized in the following table (Table
17 1).
18
19 **Table1.** *Comparison of the Initiatives' Characteristics and Fundamentals*

	Y-PLAN	Play Has No Boundaries	Istanbul Asks Children	Children Council
Organization	Y-PLAN (Youth-Plan, Learn, Act Now)	Nilüfer Municipality	Istanbul City Council	Municipalities
Parent Organization	Center for Cities + Schools (CC+S)	N/A	N/A	N/A
Affiliated Institutions	University of California, Berkeley	N/A	N/A	N/A
Primary Goal	Integrating with the community and rethinking the urban ecosystem	Involving children in urban design, creating a children's park where disabled and non-disabled children can play together	Gathering opinions and suggestions of children aged 6-14 about Istanbul	Allowing children to express their demands, have a say in decision-making processes, and contribute to municipal processes

20

Target Audience	Marginalized young users of the city	Disabled and non-disabled children	Children aged 6-14	Children
Collaborators	Academia, K-12 schools, urban planning professionals, government officials	Academic stakeholders, city council, professional associations, municipality	Schools, NGOs, children and youth centers	Municipalities
Approach	Participatory and locally-driven urban planning	Participatory, Hands-on environmental education program	Gathering opinions through workshops and role-playing	Organizing children, learning about their rights, and contributing to municipal processes
Implementation Steps	1. Project Planning 2. Start Up 3. Making Sense of The City 4. Into Action 5. Going Public 6. Looking Forward and Back	1. Theoretical stage 2. Basic Design stage 3. Analysis and Preliminary Design stage 4. Playground Design stage	1. Children become Istanbul Experts 2. Istanbul for Me… 3. Children Examine Istanbul/Istanbul under the Magnifying Glass 4. Istanbul's Medals	1. Regular meetings, activities on various issues 2. awareness development about urban life, and expression of demands in a democratic environment
Key Feature	Projects carried out with the public, with participant proposals likely to be implemented. This promotes a sense of belonging for marginalized populations in decision-making processes	Active involvement of children in idea generation and throughout the project, strengthening their sense of ownership of the space	Gathering opinions and suggestions from children about Istanbul, considering it as their right to participate in decision-making processes	Allowing children to express their demands, have a say in decision-making processes, and contribute to municipal processes
Frequency	Frequent	One time	One time	Frequent
Involvement Mode	Active	Active	Passive	Representative

1   Among them Y-Plan and Play Has No Boundaries are found to be most
2   comparable cases in that they both are supported by local governments and
3   academic stakeholders. They both successfully drive children into observation and
4   take action. In both cases, the projects completed are either realized or are
5   applicable. Most important of all, children are active participants of the process.

6   Y-plan goes one step further as the organization is initiated by the academia;
7   it is an ongoing research and the whole process is repeated on different occasions.
8   Here, we can say that sustainability of the organization provides consistency that is
9   necessary for proper upbringing of new generations. On the other hand, although
10 Play Has No Boundaries is a good example in which children find a chance to
11 pursue true participation, it has been a single attempt so we cannot generalize its
12 results and suggest that it has a progressive effect in upbringing of new generations
13 as responsible citizens.

14 The other two cases on the other hand, Istanbul Asks Children and Children
15 Councils, do not constitute academic support but are led by local governments.
16 These cases remain to be too general in content.

17 Istanbul Asks Children has paid immense attention to increase the number of
18 participating children. Therefore it has engaged with some educators and GNO's
19 that the project is conducted in large populations. However, the content is led by
20 the local government thus it has been too general. The questions are asked to
21 understand the perceptions of children; not to achieve immediate change. Here, the
22 children are also asked about solutions; however, the nature of the questions has
23 pushed children to suggest general solutions which are not applicable in most
24 cases.

25 Lastly, Children Councils established in some municipalities, appear to be
26 standing for form's sake in many cases. Although they argue that they will support
27 upbringing of responsible and participating youth, the events they hold are
28 restricted to celebration of special days and some festivals that almost use children
29 as decoration. Further more, the nature of these councils is based on
30 representation. Not all the children in a neighborhood have a say in this council.
31 Only a selected number of children are engaged in the process and rest of the
32 children are represented. Therefore, even if the councils served their purpose, they
33 can not affect the proper upbringing of the society but solely a group of children.
34
35

36 **Discussion**
37

38 The issue of participation, as can be understood from the variety of tasks it
39 encompasses, has a complexity and depth that cannot be provided from a single
40 center. The task of raising children as adult citizens who care for their cities can
41 only be achieved through collective and systematic work. Although it is a positive
42 development to see participatory design practices being implemented through
43 qualified but individual initiatives, we see that in projects developed under the
44 leadership of local governments, the identification of large-scale problems and the
45 development of superficial solution proposals are observed. It will be possible to
46 achieve numerous applicable and local solutions that reach the inclusiveness level

of local governments by adopting the qualitative and concrete applications of individual initiatives, while truly ensuring children's participation.

Therefore, we can talk about a system consisting of at least 4 pillars, in which local governments determine the limits of participation that can be achieved by identifying the needs of the city, planning the budget and delegating authority; the academia develops a vision by taking support from examples around the world and designs the problem; civil society organizations assume the role of moderator; and schools prepare children for participation practices that will take place in the production of urban space with in-school applications in terms of thought and behavior, and direct them to relevant organizations as incubation centers that guarantee reaching every child.

Only in this way, by moving away from individual or generally applicable large-scale applications, can a system be possible that reaches all children and maintains continuous contact.

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