



SUNA'S DAUGHTERS



UÇAN SÜPÜRGE
KADIN İLETİŞİM VE
ARAŞTIRMA DERNEĞİ
FLYING BROOD WOMEN'S COMMUNICATION
AND RESEARCH ASSOCIATION



EMpower

kız.
çocuk
odaklı
tasarım.



eşitlik
için
dayanışma



Koruncuk
Oran Kurumu

JUSTGM
Sivil Toplum Geliştirme Merkezi

ŞEHİR
DİJİTALİTİFİ

Girl-Centered Space





Why should we design spaces with girls in mind?

"Little kids play with the toys in the parks. The adults don't allow us to play, saying 'she is younger than you'. We have nowhere to play, nowhere to sit..." Asiye, 12 yaş

"Sokakta, parkta çok küfürlü konuşuyorlar. Rahatsız oluyorum. Oralara gitmek istemiyorum. Küfür edenlerin giremeyeceği bizim için bir yer olsa daha güzel olurdu. Orada dans olsun, müzik olsun isterdim." Zeynep, 10 yaş

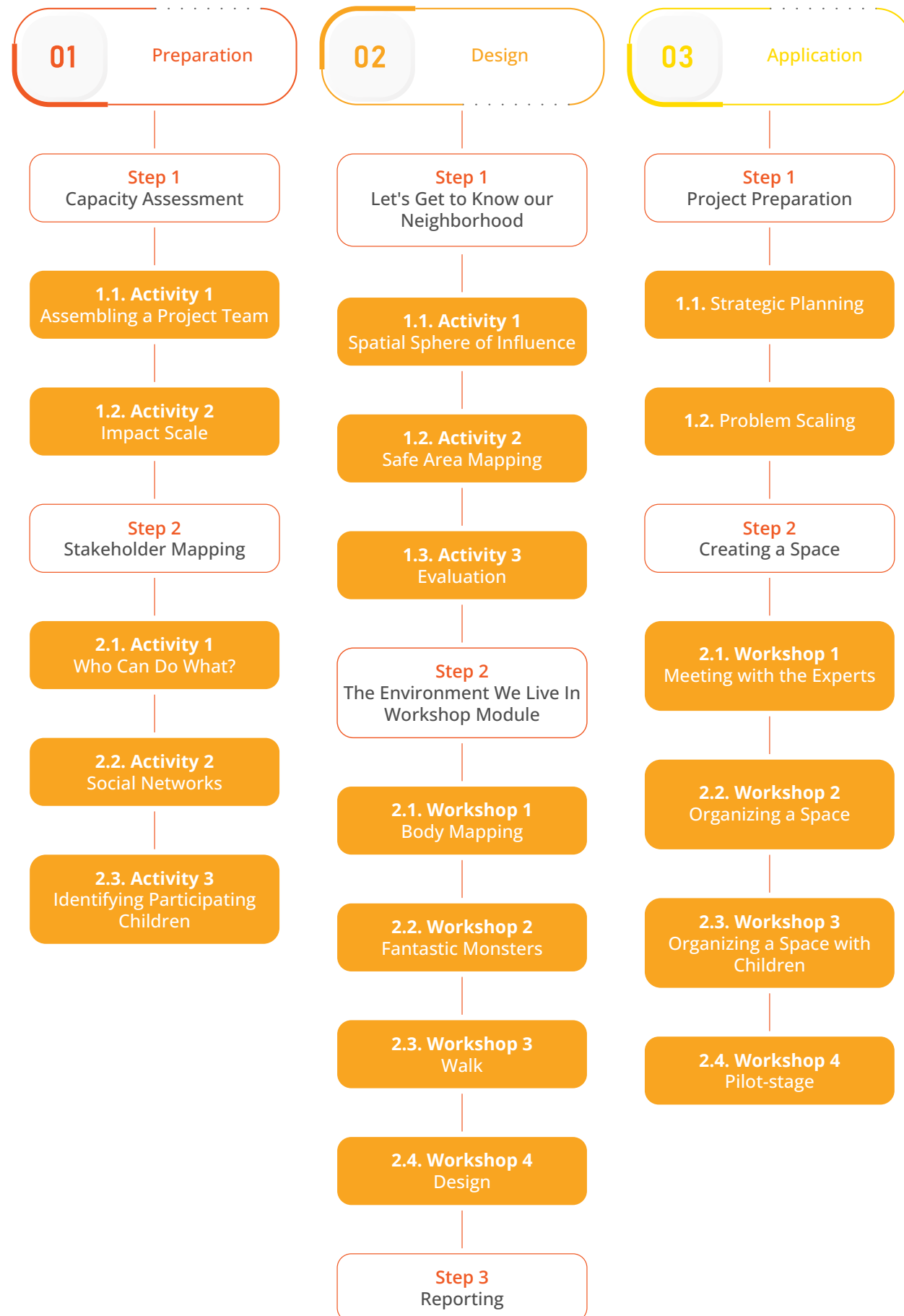
Girls are one of the most overlooked groups whose presence and needs are invisible in public spaces due to a lack of child-friendly spaces, entrenched gender inequalities and age-based discrimination.

Most playgrounds are only available to young children. Gender inequalities are also reflected in the use of open public spaces. Girls do not have places to spend time with their peers, to rest, to play. It's actually very easy to create spaces for children. We can address the unique needs of girls through spatial interventions starting with small arrangements in the workshop area and extending all the way to our streets and neighborhoods. The important thing is to start somewhere!

We have prepared this activity especially for non-governmental organizations with limited capacity, which cannot undertake a large spatial intervention. You can be a part of the girl-centered design movement by following the steps outlined in this guide, adapting them to the needs of your own organization, collaborating with children, and making adjustments in line with your capacity!

There are three basic stages for designing girl-centered spaces: Preparation, design, and evaluation. Each stage will lead you to the steps you need to take and the activities you need to carry out. Along with these activities, you will also have access to instructions for using tools such as checklists, assessment scales and maps.

There are three stages to the design of girl-centered spaces, the duration of which varies according to the scale of the project:



You have already taken the first step by consulting the guide! Let's start if you are ready.

Don't forget to share your experiences and opinions with us!

Preparation

At this stage, we will conduct a situation assessment and look at the materials we have, deciding how best to use them.

Step 1: Capacity Assessment

Step 2: Stakeholder Mapping

Step 1: Capacity Assessment

1 to 2 weeks Desk-based Çalışma grubu

We recommend two easy-to-implement activities for you to identify your capabilities during the capacity assessment phase and to develop interventions that are appropriate for your institution/organization. These activities will guide you to develop the framework for your work, assemble the team you will work with, and prepare a program for the next steps.

Activity 1: Creating a Project Team

1 week Desk-based/Zoom Project team

It is important that this work, regardless of its scale, is owned by a team. A project coordinator to oversee all phases and at least two trainers to implement the workshops with children are a must for any team. You can increase this according to the scale and requirements of the work you are going to do, and you can make use of your volunteer network, if you have one.

After assembling the team, you can discuss the following questions together:

- Why are you doing this study? What need did you start from?
- What will implementing this guide bring to your organization?
- What will implementing this guide bring to beneficiary children?
- What does creating spaces for girls bring to the neighborhood/settlement where your institution/organization is located?
- Who can take part in the work team and how?

The work team's consensus on these questions and understanding each other's ideas facilitates the process of work execution.

Activity 2: Impact Scale

 1 Day  Desk-based  Project team

Spatial organization is a daunting task for many individuals and organizations. However, organizing a space is not just about designing huge urban parks; moving our desks, or placing a favorite plant in our workspace is also a spatial arrangement. In fact, every day we make a lot of spatial arrangements according to our own needs, without ever realizing it. Our aim with this guide is to ensure that these arrangements are made through the lens of "girl-centeredness".

The sphere of influence also affects the size of the arrangements we will make. If you define your sphere of influence correctly, you will be able to frame your capabilities. In the subsequent stages, you can gradually expand your sphere of influence and increase the number of girl-centered design interventions.

Which one is more suitable for you to start a girl-centered spatial design process?

- We can make small adjustments within our own institution/organization itself.
- We can make small arrangements on the street where our institution/organization and the center are located.
- We can make new spatial additions in our own center and public space arrangements in the neighborhood where the community center is located in cooperation with the local government.
- Our institution/organization has more than one location. We can rearrange these locations according to the results achieved here, and we can organize new equipment to be girl-centered. We can engage in public space interventions in the neighborhoods where we work.
- We can provide resources to the institutions/organizations that conduct these activities.

Step 2: Stakeholder Mapping

 3 weeks  Desk-based/Zoom/Meeting  Project team

In this step we will try to reach out to people, institutions and networks that can support you in realizing the project. Strong relationships with your stakeholders will further the capacity and impact of your project.

Activity 1: Who Can Do What?

 2 weeks  Desk-based  Project team

Experts, independent collectives or an architect in the volunteer network, as well as the organizations, funders, local governments you have worked with before can support you in implementing the project. First of all, determine who you may need according to the scale of your work, and come up with a list of the people and organizations you think can support you. In the list, note the scope of the collaboration next to each stakeholder you will contact. (e.g. Şehir Dedektifi - Spatial Design Support)

It is important to consult with a range of stakeholders with extensive experience in design, so as to get a rich set of ideas. Even in cases where it is not possible to execute the project with all stakeholders, drawing on their ideas and experiences improves the creativity and feasibility levels of the project.

Activity 2: Social Networks

We have prepared this activity especially for non-governmental organizations with limited scale, which cannot undertake a large spatial intervention. You can also carry out this work yourself. If you want to broaden your impact, you can also call for a collective production process for designers. There are two ways to make this call:

1- Contacting design collectives: In Turkey, there are many collective communities that produce creative spaces for children living in disadvantaged conditions in various cities. You can contact one of these communities and express your interest in running a girl-centered design process.

2- Call for volunteer designers: You can issue a call for volunteer designers in your social networks, stating your need and the purpose.

Activity 3: Identifying Participating Children

 1 week  Desk-based  Project team, children and parents

This is a project to be developed with children. We need to hear children's ideas and needs from them at every stage. The content for children presented in this guide covers the age range of 10-17. You can explain the work to children in this age range who participate regularly, and form groups of 4-20 from those who are interested.

ATTENTION! Not all participants need to be girls for a girl-centered design process. We even think that mixed groups can support peer learning, increase inclusiveness and facilitate understanding of boys' needs as well.

After interviewing the children who volunteered to participate, you can also interview their parents and get their opinions. Discussing the content, steps and workshops with the parents of the participating children will help you to carry out the work without interruptions and to identify needs that you are not yet aware of.

Design

After all the preparations, we can move on to the fun part. The design phase involves a lot of play, interaction and participation.

Regardless of the scale of the spatial arrangement you will make, you can fully implement the steps and activities designated in the design phase. What you will learn at this stage can open up opportunities to develop different projects, to understand the diverse needs of children. You can also design programs and activities with the data obtained during the design phase.

Step 1: Let's Get to Know our Neighborhood

Step 2: The Environment We Live In Workshop Module

Step 3: Synthesis and Solution Recommendations

Step 1: Let's Get to Know our Neighborhood

 2-3 weeks  Circle/Neighborhood  Project team

The first step in the spatial design process is to get to know the area and understand its needs. This time we will look at the streets you pass by and the places you use every day through a girl-centered lens.

Activity 1: Spatial Sphere of Influence

 1 week  Desk-based  Project team

Spatial sphere of influence refers to the relationship between the institution/organization and the neighborhood in which it is located. Do the residents of the neighborhood know you and your activities? What percentage of the child population uses the circle? Where do the participants come from? Imagine putting the building where you operate in the center and drawing circles around it, taking the homes of the children who reach the institution as the radius. The size of these circles and the frequency of their intersections determine the spatial sphere of influence.

To measure the spatial sphere of influence, find out the streets where children who use the circle live. Download the free Google Earth app and mark streets (just like the locations on our phones), locations such as schools, health centers, squares, parks, assembly points and the building where you operate.

ATTENTION! If you have difficulty using a map, you can get support from volunteers/experts who are architecture students or graduates.

- Which areas and streets do children mostly come from?
- Which public service buildings (headman's office, social services, healthcare center) are located near your circle?
- Are there public spaces such as parks, assembly points, or squares on the routes used by the children to visit your circle?
- What paths do children take to get to the circle? What is the state of these routes?

After measuring the spatial sphere of influence, you can come up with a list of areas where the influence is concentrated. In our next activity, we will identify these places on the spot.

Activity 2: Safe Area Mapping

 2 weeks  Neighborhood  Project team

Within the scope of this study, we will analyze the places we have identified in the spatial sphere of influence. Download the girl-centered safe space checklist and take as many printouts as there are places you will visit.

GIRL-CENTERED SAFE SPACE CHECKLIST

The materials you will need

Checklist, Photo camera, Map, Stopwatch

You can use apps on your phone as a camera and a stopwatch.

After completing the neighborhood walks, you can compile the checklists and the photos you took into a single folder. These documents will come in handy during and after your workshops with children!

Activity 3: Evaluation

 1 Day  Desk-based  Project team

Review the findings of the safe space mapping exercise with the project team.

- What do you think are the most important obstacles to girls feeling safe and well in their neighborhoods?
- In which areas do shortcomings stand out?
- Where are the potential cases for improvement? Are there features in the neighborhood that support girls' well-being? How can these potentialities be multiplied?

Step 2: Workshop Module Application

 4 weeks  Circle/Neighborhood  Trainers and participating children

The residents know the needs of a place best. We need to hear the voices of girls in order to design girl-centered spaces. To facilitate learning about spatial needs, we designed an engagement module consisting of 4 workshops. Using this module, you can create annual or term-based projects. You can also turn this module into peer learning. Implement the first module, and the subsequent ones can be implemented by girls who are regular attenders at the organization. We tested our modules in pilot regions before recommending them to you. We have a few takeaways that we think you might find useful:

ATTENTION! Reminding the parents about the workshop by phone in the weeks leading up to the workshop, especially the day before, and explaining the content and purpose of the workshop again, will increase participation.

ATTENTION! To make the workshops inclusive, you can discuss the needs of the participating children with the project team. This will help you identify support needs such as interpreters, sign language, etc. We have included a few suggestions to make the workshops more accessible. You can develop these suggestions according to children's needs.

ATTENTION! In this workshop module we try to understand the unique needs of girls. The needs thus identified can provide input for your activities and programs as well as spatial arrangements. But the workshop can also involve sharing that will feed your activities, programs and policies! For this reason, make sure to take notes of what the children share in each workshop.

Workshop 1: Body Mapping

 60 Minutes  Circle  A3 papers, colored pencils

Before starting the workshop, find out the answers to the following questions:

- Do the children participating in the module know each other?
- Are there children with various types of disabilities among the participants?

You can benefit from different application suggestions based on the answers to these questions.

In the body mapping workshop, we aim to understand that our relationship with spaces is built not only with what we see but through all of our senses. The outcomes of the workshop can provide insights into programs and activities as well as spatial design.

Introductions and Warm-up Game (10 min)

Warm-up game recommendation: Who's the Boss?

Create a circle. Choose a tagger. Remove the tagger from the circle and make her close her eyes to avoid seeing the choice of the boss. The workshop leader chooses a boss. Throughout the game the boss does all sorts of gestures such as waving, jumping, twisting, etc. Everyone makes the same gesture, including the boss. After the boss is chosen and starts her first move, the tagger moves into the center of the circle. She tries to figure out who the boss is based on the changing movements. 3 guesses are allowed. When she finds the boss, the boss becomes the tagger and a new boss is chosen.

Body Mapping (30 min)

Distribute paper and pencils to the children. Each child writes her name and the street where she lives on her paper. The children dream of an imaginary child character. They draw a large sketch of the character in the center of the paper. The sketch can be in the form of a stickman. It is not the quality of the drawing that is important, but the transfer of thought onto paper.

ATTENTION! If there are visually impaired children in the group, the facilitator can assist them, and write down what they say.

Instruction 1: Now let everyone imagine a child and draw the child they imagine in the center of their paper.

ATTENTION! During the workshop, children may want to draw their characters in detail, so they can spend a lot of time drawing characters. But the aim of our workshop is not character creation. For this reason, we recommend spending no more than 10 minutes on character drawing.

The following questions can help to stimulate children's imagination in character creation:

- How old is your dream child?
- Does she have any disability?
- What does she like?
- Would you like to name her?

Instruction 2: Our child character woke up happily to a sunny morning. She remembered that it was a holiday. She had a nice breakfast. She happily put on her clothes and went out into the street. This child lives in the same neighborhood as you and a day of adventure awaits her. Where do you think this child should or should not go? Cut your paper in half with a line and start writing down your ideas, making arrows starting from her feet.

Instruction 3: What should our child character see and what should she not see in the places she goes? If your imagined character is visually impaired, write down the sounds she should and should not hear.

Instruction 4: What sounds do you think this child should and should not hear? If your child character is hearing impaired or if you have already covered hearing in the previous instruction, you can focus on smells.

Instruction 5: Your child character keeps wandering. What smells she should come across, and what smells she shouldn't? If you have covered this in the previous instruction, you can join the discussion with the group.

Sharing Experiences (15 min)

The last part of the workshop can be devoted to reflection. Depending on the number of participants, children can share their work in a time and detail to be determined by you. You can then remind the children again of the purpose of the exercise and ask them for their comments.

- We did this study to understand how we perceive our environment with our senses. How do you think the workshop was, did you have a good time?
- I'm glad I attended this workshop, because...
- On which issues did this workshop raise your awareness?

Workshop 2: Fantastic Monsters



60 Minutes



Circle



Computer, map printout, colored pencils, colored stickers

This workshop aims to understand the spaces where children spend time in the neighborhood and how they feel in these spaces.

Before starting work:

- Examine the street names written on paper in the previous workshop. Try to locate the streets using Google Earth. Adjust the size of the map so that the streets are visible, and take a screenshot. Print a single-sided color printout of the screenshot on as many sheets of paper as there are participants.

Introduction (10 min)

At the beginning of the workshop, you can start by asking the children what they remember from the previous workshop. Then, with a computer, you can use the Google Earth app to show an image of our world from space and focus the map first on the country, then on the city you are in, then on the neighborhood where you live. In formal education, children's relationship with place can be limited to country maps. They may be interested in seeing an aerial photo of where they live.

Safe Space Mapping (15 min)

Distribute the printed maps to the children. First of all, you can show the children the location of the circle so that they can find their way around the map.

Instruction 1: Everyone should first mark on the map the street where they live, our circle, and their school.

ATTENTION! Some street names may not appear on map outputs. You can use location apps on your phone to help children. Once they understand a few reference points, they can figure out the map like a puzzle!

We will mark the area on the map. You can use four different colored stickers for this.

Green: The places I like the most.

Blue: The places I like but wish they were better.

Orange: The places I don't like.

Red: The places I definitely don't want to go.

Children can mark the all the places they spend their time -streets, squares, parks- on the map, using this marking system.

Instruction 2: Now let's use our stickers to mark the places where we spend the most time in our neighborhood.

ATTENTION! It is important that children mark the circle on their own. If no child has marked the circle until the last minutes of the study, you can remind them and ask them to consider your space..

ATTENTION! If there is a visually impaired child in the workshop, you can visually describe the map and make the assessments together.

Fantastic Monsters (25 min)

In this part of the workshop we will do a storytelling exercise. By doing so, we will try to find out the underlying reasons for the children's thoughts about the places they marked on the map. Children will create a fantastic monster/hero and imagine that this monster roams the neighborhood and uses its special powers to make the neighborhood safe for children. They will write down what special powers the monster has and what it has changed.

Instruction: Now look again at the places you marked on your map and turn your paper over. Write your name on the corner of the paper. Imagine a monster. This is a very good monster and it has superpowers. It roams around our neighborhood and uses these special powers, making our neighborhood safer for children. What special powers should your monster have? Where and how should it use these special powers? Write it down on your papers. I mean, what kind of power does it have to change the red and orange markers on your maps to green and blue? What can it change with this power?

For example, when my monster claps its hands, cars slow down.

ATTENTION! You can share some good suggestions with the rest of the workshop so that each child can build on each other's ideas while working on their own paper.

ATTENTION! If there is a visually impaired child among the participants, visually describe

their friends' drawings for them to follow. Ask her to describe to you in detail and narrate the character she has created. Make a note of the features she has specified.

Sharing Experiences (10 min)

The last part of the workshop can be devoted to reflection. Depending on the number of participants, children can share their work in a time and detail to be determined by you. You can remind the children again of the purpose of the exercise and ask them for their comments.

- We did this study to define our safe spaces. How do you think the workshop was, did you have a good time?
- I'm glad I attended this workshop, because...
- On which issues did this workshop raise your awareness?

Workshop 3: Walk

 90 Minutes  Neighborhood  Map printout, checklist printout, pens, paper pads

Prepare with the trainer group before starting the workshop:

- Which areas were the focus of children's assessments in the safe space mapping study?
- Does it coincide with the places you have previously analyzed in the safe area study?
- Are there any situations where your observations of the neighborhood and the children's experiences converge or diverge?
- Based on the markings made by the children in the previous workshop, prepare a route of 10-15 stops covering the places they play, like and partially like.
- Inform the parents about the places you will visit. Tell children to dress comfortably and in accordance with the seasonal conditions on the day of the walk, and to bring water with them.
- If there are children with disabilities in the group, organize the walk in a way that makes it easier for them. Providing enough stopping points, sometimes accompanied by a family member or a trainer, makes it easier for children with disabilities to participate in the walking workshop.
- You can organize the walking workshop with a group of 3 trainers and groups of at most 10 people. You can reduce the number according to the needs of the children and the number of trainers.

Distribute the maps to the children. Checklist printouts should be available to the trainers. Mark your circle on the map. Start the walk to your first stop by explaining the rules of walking to the children and getting their agreement.

Walking rules:

- No running in areas with traffic.
- Respect our friend and his/her work, do no harm.
- Staying with the group.
- Follow the instructions of the trainers.

ATTENTION! If you have photo cameras in your circle, if children use phones or if you can spare the budget for them, children can take photos of the places they visit. In cases where each child cannot be given a phone/camera, you can have them work in groups of 2. In the first half of the walk, one person from each group can use the camera, in the second half of the walk the other person in the group can use it.

Encourage children to make observations at each stop on your route. You can ask the children for their opinions by posing the questions on the checklist. Children can mark their assessments on the map and take notes.

ATTENTION! There may be places off the route that interest the children or you. You can add these places to your route. Curiosity is the most fundamental component of walking workshops.

ATTENTION! We recommend that you add the disaster assembly area closest to your circle to your itinerary, introduce children to disaster assembly areas and reflect on them together. In addition, if there are areas such as the headman's offices, healthcare centers, social service centers nearby, you can also visit these places.

Sharing Experiences (10 min)

The last part of the workshop can be devoted to reflection. You can remind the children again of the purpose of the exercise and ask them for their comments.

- We held this workshop to identify the problems and opportunities in our neighborhood on the spot. How do you think the workshop was, did you have a good time? What caught your attention? What did we talk about along the way?

- I'm glad I attended this workshop, because...
- On which issues did this workshop raise your awareness?

Workshop 4: Design



This workshop aims to help children develop their design thinking skills and express their own needs through three-dimensional designs with concrete solution suggestions.

Before starting the design workshop:

- As trainers, assess the walking workshop. What was it like for you? What were the most difficult areas for you? What was it like to get to know the neighborhood through the eyes of children? How does it overlap with or differ from your perception of the neighborhood?
- Which common themes do the problems identified by children share? (Accessibility, open green spaces, etc.) You can create design groups according to these themes.
- If the number of participants is less than 8, each child can develop her work based on the design problem she has identified.
- If the number of participants is more than 8, you can create groups according to themes. Designating a group to design your own circle will help you understand children's needs regarding the circle.
- If you took photos at the walking workshop, you can print them out and use them as a collage.
- If there are visually impaired children in the workshop, describe the work for them. Ask her to elaborate on the interventions she needs during the design phase and describe her suggestions on the model.

Warm-up Game (10 min)

Introduction (10 min)

At the beginning of the workshop, you can start by asking the children what they remember from the walking workshop. You can also evaluate the whole workshop process at this stage.

Design (50 min)

Instruction 1: We will develop our own solutions to the issues we have identified in our neighborhoods. In other words, we will redesign the areas we see as problematic with our suggestions. First, we will have group discussions of the problems and solutions we have seen. Then we will draw our area on paper.

Finally, we will turn our solutions into three-dimensional drawings using boxes, pieces of fabric and other materials. So we'll make models. In the corner of your paper you can write your names and the name of your group if you want to. Think and write it down in the corner of your paper: why do you want to design this space? What are the problems you see? How can these problems be solved?

ATTENTION! You can go around the tables to encourage discussion and remind children of what they have pointed out as problems or potential problems in previous workshops.

Instruction 2: If you have decided what you are going to place, draw a sketch of your design on the paper in front of you. See what should be placed where.

ATTENTION! You can go around the tables and help children to put their ideas on paper.

Instruction 3: Now that we have finished our sketches, we can make a model with the materials we have, and work out what the new places we are designing will look like. Use the materials to bring your designs to life on paper.

ATTENTION! You can go around the tables and help children to create three dimensional objects.

DİKKAT! Sometimes in design workshops, children may express that they want components they see in the media that are difficult to realize (such as a pool with a slide, a villa). In these cases, you can remind the children of the purpose of the workshop, what they have seen and identified in previous workshops and their needs.

Group Presentations (15 min)

Each group presents its work to the other workshop participants. Depending on the size of your workshop space, you can set up a temporary exhibition of the work produced. Children can gather around the tables where work is being carried out and listen to the creations of their friends.

Closing Remarks (5 min)

- We did this study to form our own ideas about the places where we live. How do you think the workshop was, did you have a good time?
- I'm glad I attended this workshop, because...
- On which issues did this workshop raise your awareness?
- When you think of the 4 workshops together, how was it for you? Do you have anything to add?

Step 4: Reporting

 3 weeks  Desk-based  Project team, circle managers

Report the outputs of the project up to this step to present to the circle managers. It may be a good idea to highlight the following topics in the report.

- What needs have you identified for children?
- Do girls have enough space where they can spend time, where they feel safe and secure?
- How do children spend their time in the neighborhood? Are there areas where they can be supported?
- Were experiences on gender inequality and age discrimination shared?
- Have there been any information shared on disability and accessibility?
- Have there been any information shared on nonviolence?

[Click here for a sample report.](#)

Design

Step 1: Project Preparation

Activity 1: Strategic Planning

 4 weeks  Project team and organization management

You can include the outputs of this study in your strategic plans. Discuss your report and experiences with your organization. The workshop outputs can provide you with insights for activity and program planning beyond space design. Based on your findings, accessibility

workshops, nonviolence programs, and parent meetings can be planned.

If there are no spaces for girls to spend time in the neighborhood, planning the circle as a space for girls, scheduling free time or chat sessions, and strengthening children's belonging to the space can offer a solution.

Discuss together:

- What are the implications of these findings for your organization's objectives?
- Are there any outputs you can project?
- Are there areas where you can engage in advocacy together with space design?

Activity 2: Problem Scaling

 2 weeks  Project team and organization management

Some of the problems you identify with the children can be solved in-house. Some needs can be addressed by organizing a common space, while others require more stakeholders to get involved. Categorize your findings:

- Which needs can be addressed with small spatial interventions?
- For which problems do local government actors (such as municipalities) need to take action?
- Which problems can be solved with short-term efforts?
- For which problems should long-term, multi-stakeholder processes be designed?
- Which problems cannot be addressed by your organization?

ATTENTION! The studies may have uncovered issues such as urban transformation that you cannot directly intervene in. You can tell the children about your capabilities and explain why you cannot intervene in some problems.

ATTENTION! You can report to local authorities the factors that threaten the safety of children in urban areas, such as lighting gaps and sidewalk defects, and demand that they be corrected. You can write the petitions together with the children and follow up the process together.

Step 2: Creating a Space

Activity 1: Meeting with the Experts*

* For large-scale projects.

** Recommendations for small-scale projects are included in the next activity.

You can use the findings obtained while working with designers to design an extension, a new center, a sports area, a public space, etc. in your circle.

Establish design principles:

- What kind of work will be done in the designed area?
- Which age range of children will use the designed space?
- How many children do you expect to use the designed space?
- Which equipment for girls will be available in the designed area?
- If you expect mixed use, what is needed for girls to use the space more effectively?
- What are the spatial needs that came to the fore in your workshops with children? How will these needs be reflected in the design?
- Who will use the common areas and when?
- How will the designed area connect with its surroundings?
- What kind of waste management system will the space have?
- If there are areas such as toilets, changing rooms, or gyms, how will these areas be used? What sensitivities will be taken into account when using them?

You can determine your design principles with these and similar questions in mind, and you can create your principles based on the needs you identify during the studies.

Share with experts the checklists you used in the safe space work, and the results, the work you did with children, as well as the designs that emerged in the workshops. Discuss which ideas you can consider and to what extent, in the spatial design process.

ATTENTION! Regularly sharing the stages of the design process with children and letting them know that their ideas are being considered is how you implement child participation. You can regularly exhibit the sketches, models and visual materials prepared for space design in your circle and talk about them with children.

ATTENTION! To create an inclusive space during the design process, you should research safety and accessibility standards and follow the implementation steps of these standar-

ds. Always use the services of an independent auditor for physical security checks of the venue.

ATTENTION! Use your organizational policy on girl-centered design when selecting suppliers for the design and construction process.

Activity 2: Organizing a Space*

* For small-scale projects.

We don't necessarily need to develop big construction projects to organize spaces that are girl-centered. You can make a big difference by making small arrangements in the spaces you use.

- You can place menstrual hygiene materials and informative posters in the toilets that girls can use.
- You can set aside a room in your circle as an area where girls can read quietly and relax.
- You can set the rules for the use of shared areas together with the children.
- Together you can try urban gardening in small pots and crates.

Activity 2: Organizing a Space with Children

You can carry out child-safe activities such as planting, painting or interior design together with the children, taking the necessary safety precautions.

Participating in the organization of space strengthens children's sense of belonging to the place.

Activity 3: Pilot-stage

The best way to understand whether the space meets the needs is to pilot it. You can experience the space you create in both large-scale and small-scale projects with children, at safe stages. Make weekly observations. Revise use and function according to your needs. Claim the space together and make it yours!

We have drawn on the following sources to prepare this guide.

<https://www.proximityofcare.com/>

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SUNA'S DAUGHTERS

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