

Abstract

In literature, there are numerous studies on child participation and the levels of participation. However, the levels of child participation are categorized with different approaches among these studies. The aim of this article is to make a comparative analysis by examining the literature on the degrees of child participation and to systematize the concepts. Therefore, (i) bibliometric analysis and thematic mapping methods were conducted to identify various themes in academic studies in the field of child participation to understand the conceptual structure of the relevant literature that has changed over time; (ii) initiative reports suggesting different frameworks regarding participation degrees were also examined. These studies were categorized according to their definitions of participation degrees in a table. The table was structured from the lowest level of participation to the highest level, under three main typologies: non-participation, low-level participation, and true participation. It has been observed that all studies are concerned with ethical distinctions at the base level; consider lower levels of participation; and define methods that they consider as true participation. It was found that the levels and definitions in some studies were more inclusive and included several levels of participation simultaneously. However, the active participation of children in the processes and clarifying their actual roles are still vague issues. This study clarifies the boundaries of child participation in literature and serves as a basis for future studies investigating the degree of child participation in projects, which will help to uncover and develop the nature of practices involving child participation.

Keywords: Design For Children, Levels Of Participation, Participation, Participatory Design.

Multiple Meanings of Child Participation in Architecture and Planning: Revisiting the Participation Ladder

Mimarlık ve Planlamada Çocuk Katılımının Çoklu Anlamları: Katılım Basamaklarına Yeniden Bakış

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Genişletilmiş Özet

Ortak yaşamın sembolü olan kentsel mekan, toplumun her bireyinin eşit haklara sahip olduğu bir yerdir. Bireylerin hayatlarını etkileyen karar alma süreçlerine katılım, bireylerin en doğal hakkıdır. Aynı şekilde, toplumun en genç üyeleri olan çocukların da kendilerini etkileyen konularda söz sahibi olmaları önemlidir. Literatürde demokratik katılım, katılım becerisi ve güveni sadece pratik yoluyla zaman içinde öğrenilebilir; kavram olarak öğretilmez olarak tanımlanır. Bu bağlamda, çocukların süreçlere katılımı ve katılım dereceleri önemli konulardır. Kentsel mekanda katılım konusunu ele almak için öncelikli katılımın anlaşılması gerekmektedir. En genel anlamıyla, "katılım" fikri, insanların yaşadıkları çevrenin sosyal gelişmelerine dahil edilmeyle ilgilidir. Bu bağlamda, mimari ve kentsel çalışmalarda çocukların katılımı, karar verici merciler, tasarımcılar ve araştırmacılar arasında artan bir ilgi görmüştür. Literatürde çocuk katılımı ve katılım düzeyleri ile ilgili çok sayıda çalışma bulunmaktadır. Ancak bu çalışmalar arasında çocuk katılım düzeyleri farklı yaklaşımlar ve dereceler ile kategorize edilmektedir.

Bu çalışma, çocuk katılımı alanında incelenen çeşitli temaları belirlemeyi ve zaman içindeki gelişimine dayanarak alanın kavramsal yapısını anlamayı amaçlamaktadır. Ayrıca, kent mekanıyla ilgili karar alma süreçlerinde çocukların katılım düzeylerine yönelik bir teorik çerçeve oluşturmayı, literatürde çocuk katılımı düzeylerini ifade eden kavramları sistemleştirmek için karşılaştırmalı bir çerçeve geliştirmeyi ve gelecekteki akademik ve pratik çalışmalara yönelik farkındalık oluşturmak ve temel bir zemin oluşturmayı hedeflemektedir. Özetle, çocuk katılımının dereceleri ile ilgili literatürü incelenerek karşılaştırmalı analiz yolu ile kavramların sistemleştirilmesi ve incelenmesi hedeflenmiştir. Genel olarak ifade edecek olursak, bu çalışma ayrıntılı ve kapsamlı bir kavram ve tanım listesi içeren sistematik inceleme ve sentezleme yaklaşımını kullanmaktadır. Bu yaklaşımda temel amaçlar sırası ile önyargıyı azaltmak ve trendleri izlemek amacıyla ilgili çalışmaları ve temaları belirleyerek, değerlendirerek ve sentezleyerek; mimarlık ve kentsel tasarım çalışmalarında çocukların katılımıyla ilgili literatürdeki tutarlılığı ortaya çıkarmak ve boşlukları vurgulamaktır. Bu metodolojik yaklaşım genellikle analiz, sentez ve değerlendirme olmak üzere potansiyel olarak tekrarlanabilir bir üç adımlı bir dizi işlemden oluşan uygun bir "yeniden yapılandırılmış mantık" olarak kabul edilmektedir.

Çalışma kapsamında, ilk olarak bibliyometrik analiz ve tematik haritalama yöntemleri ile çocuk katılımı alanında yapılan akademik çalışmalar üzerinden çeşitli temalar tanımlanmış ve ilgili literatürün zaman içinde değişen kavramsal yapısı incelenmiştir. Bibliyometri, literatür verilerini değerlendirmek için sistemli bir yaklaşımdır. Akademik yayınlarda sağlanan meta verileri nicel olarak sınıflandırır ve araştırmacının aksi takdirde gizli kalabilecek parametreleri karşılaştırmasına ve çözümüne yardımcı olur. Bibliyometrik bir çalışma, yeni araştırmalar için temel oluştururken kanıt dayalı bir ortamın oluşturulmasına yardımcı olur. Bu sistemli yaklaşım, yayın sayısının artmasıyla birlikte, geleneksel literatür araştırmasıyla karşılaştırıldığında daha objektif ve güvenilir bir analiz yöntemidir. Bibliyometrik analiz kapsamında ilk olarak, yöntemin tasarımı çocuk katılımı alanında incelenen çeşitli temaların belirlenmesine ve alandaki kavramsal yapıya odaklanılmış ve zaman içindeki temaların gelişimi incelenmiştir. Bunun için zaman dilimi birden fazla döneme bölünmüş ve temalar belirli zaman dilimindeki konularına göre yeniden değerlendirilmiştir. Böylece, araştırma alanının zaman içindeki gelişimi ve alandaki trendleri ve eğilimleri incelenerek görseller ile temsil edilmiştir. Veriler toplanırken, Scopus ve Web of Science ve Dimensions veritabanları karşılaştırılmış ve atf kapsamı sebebi ile analizlerde Scopus Veritabanı kullanılmıştır. Çalışmada ikincil bir yöntem olarak, katılım derecelerine ilişkin farklı çerçeveler öneren girişim raporları incelenmiş ve incelenen çalışmalar ortak bir tabloda katılım dereceleri tanımlarına göre karşılaştırılarak kategorize edilmiştir. Girişimler, insanların yaşamlarını etkileyen konularda görüşlerini ifade etmelerini ve eylemlere ve karar alma süreçlerine katılmalarını destekleyen organizasyonlardır. Bu bağlamda, katılım konusundaki bakış açılarını, yöntemlerini incelemek ve raporlarında referans verdikleri bilimsel çalışmaları ele almak, bu çalışmanın temelini oluşturmuştur. Ancak önemlidir. Bu doğrultuda, bibliyometrik analiz aşamasını takiben, uluslararası girişim raporları arasından çocuk katılımının türlerini tanımlayan on adet çapraz referanslı kaynak belirlendi ve katılım düzeyleri ile ortaya çıkan temalar analiz edilerek ortak ve karşılaştırmalı bir tablo oluşturuldu. Tablo, en düşük katılım düzeyinden en yüksek düzeye doğru, üç ana tipoloji altında yapılandırılmıştır: katılımsızlık, düşük düzeyde katılım ve gerçek katılım. Çocuk katılım derecelerine yaklaşımlar farklı olsa da, çalışmalar genellikle örtüşen niyet ve tanımlar önermektedir. Sonuçlara göre, incelenen tüm çalışmaların ilk olarak temel düzeyde etik ayrımlarla ilgili olduğu; ikincil olarak daha düşük katılım düzeylerini dikkate aldıkları; ve son olarak gerçek katılım olarak gördükleri yöntemleri tanımladıkları görülmüştür. Öte yandan, bazı araştırmalardaki düzey ve tanımların daha kapsayıcı olduğu ve aynı anda birkaç katılım düzeyini içerdiği görülmüştür. Ancak çocukların süreçlere aktif katılımının ve gerçek rollerinin netleştirilmesinin hala muğlak bir konu olduğu da gözlemlenmiştir. Bu çalışma, ilgili literatürde çocuk katılımının sınırlarının netleştirilmesi ve ileride yapılacak akademik araştırmalara zemin hazırlayabilmesi veya yön verebilmesi açısından sistematik inceleme yolu ile detaylı bir tarama sunar. Ayrıca, inisiyatifler tarafından uygulanan projelerde çocuk katılımının derecesini araştıran gelecekteki çalışmalara temel teşkil edebilecek ve bu da çocuk katılımını içeren uygulamaların doğasını ortaya çıkarmaya ve gelişmesine fayda sağlayabilecektir.

Anahtar Kelimeler: Çocuklar İçin Tasarım, Katılım Düzeyleri, Katılım, Katılımcı Tasarım.

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1. INTRODUCTION

Urban space, which is the symbol of common life, is a place where every member of society has equal rights. It is the most natural right of individuals to participate in decision-making processes that affect their lives. It is also essential for children, the youngest members of society, to have a say in matters that affect them. According to Hart (1992), democratic involvement, confidence, and competency to participate can only be learned over time through practice; it cannot be taught as a concept. In this context, children's participation in the processes and the degrees of participation are significant issues.

To address the issue of participation in urban space, it is first necessary to understand participation. In most general words, the idea of "participation" is originally about the inclusion of people in the social developments of the environment they live in. In his publication "Advocacy and Pluralism in Planning" (1965), Paul Davidoff, a planner and lawyer in the mid-1960s, first attempted to disseminate the idea of participatory, democratic, and equal participation that creates a positive social development among the planners. In many developing countries, cooperation and communitarian forms of social and economic organizations are the main factors in the formation of the concept of "participation" (Sanoff, 1990).

The most important influences of participation started to emerge after the social movements in third-world countries in the 1950s and 1960s. These social movements started as reactions and formed against the centralized authority and difficult bureaucratic obstacles that emerged in big cities, especially in the 1960s. They increased social responsibility and community participation in shaping the physical environment. Consequently, community design centers and planning services were established in the United States and the United Kingdom (Sanoff, 2008). Since the second half of the 1960s, several theories of participative design and participatory urban planning have been introduced.

The most prominent theories that can be outlined are James Midgley (1986), Sherry Arnstein (1969), Scott Davidson (1998), and David Driskell (2002). Public participation has become one of the most significant concepts of building dialogue as a strategy and an integral aspect of human rights and democratic decision-making in the last decades (Sarvari, 2018). Today, public participation and improvement efforts in the democratic decision-making process have become increasingly common all over the world. The idea of participation in politics, law, legislation, and the way of thinking that emerged due to the combination of these changes started to be powerful in the initiation of democratic practice in design and planning in architecture and urban studies as well (Cornwall, 2008). The "participatory design approach," on the other hand, which emerged through the democratic practice, is an approach that offers a different perspective for people to improve in creativity and environmental management (Sanoff, 2008), and it advocates that users should be actively involved in the design process (Hurst, 2000).

According to Becker (1977), participatory design has four crucial positive effects. The first is that it reduces the feeling of uncertainty in the process and provides good communication with users. This is also realized by Carson (2003) in terms of deliberative capacity. Carson suggests establishing deliberative capacities in which people work for public results. This approach is defined as deliberate governance where democratic problem-solving initiatives take the lead. Second, it helps to create a better-protected environment by actively involving users in the development process. This helps citizens to grow a sense of place attachment which in return causes inspiration and motivation to protect and improve their surroundings (Sanoff, 2008). The third positive effect is that it creates cooperation among users. Atlee (2003) proposes that it leads to "collective intelligence," which refers to communities' ability to respond collectively to unusual circumstances. Lastly, it leads to greater user satisfaction and significant

financial changes, which is also linked with improved place attachment.

Child participation has been handled with different dimensions in many academic studies, and researchers have conducted studies on issues such as the importance of child participation and its benefits to the city and society. There are also various initiatives that discuss child involvement and the level of participation in the design and implementation processes. However, there is still an active debate about the levels of participation and their multiple meanings. Accordingly, in this study, the role of children in the process and their participation degrees were discussed due to different approaches. Initiative reports and scientific studies suggesting different categorization to child participation degrees were examined. Then, a general framework was created by classifying the studies according to underlying motives with regard to their participation degree definitions.

1.1. Aim of the Study

This study aims to:

- (1) identify the various themes studied within the field of child participation and understand the conceptual structure of the field based on timely evolution.
- (2) create a theoretical framework on the levels of children's participation in decision-making processes regarding urban space;
- (3) develop a comparative outline to systematize the concepts in the literature that express children's participation levels;
- (4) create awareness and form a basis for academic and practical studies on child participation levels in the future.

1.2. Structure of the paper

The general structure of this paper is as follows: The first part provides an introduction to terms such as 'participation,' 'child participation,' and 'participatory design approach,' as well as the intentions and the scope of this study. The second part provides information on the literature and historical background of child parti-

cipation. This section is divided into three parts: concepts of participation, children's participation, and developing a sense of community. In the third part, the study method is described in detail. In the results, sample studies are mapped to make both divergence and overlapping visible. According to this, different studies on the degrees of participation are discussed. Finally, the paper ends with the conclusion, including the general evaluation and future directions.

2. LİTERATURE REVIEW

2.1. Concepts of Participation

Many colleagues studying concepts of participation find theories of democracy and theories of participation in the design and planning to be related to each other (Fagence, 1977). The democratic theory highlights the importance of citizen participation in public decision-making. However, democratic ideology has fostered "poor quality citizen activity by making a fetish out of only one kind of political participation - voting" despite occasional exceptions (Pranger, 1968, p.30). Democracy is interpreted as a procedure for electing government leaders who, in theory, would enable "citizen rule." However, in reality, a substantial portion of the population is powerless in significantly influencing their government's political decisions, policies, and actions. Therefore, the need to rediscover democracy has appeared, and it emerged in terms of participatory democracy in the 1960s (Olsen, 1982). Participation concept roots back to Jean Jacques Rousseau and Robert Stuart Mill. It is defined as an ideal political system designed to shape responsible individuals and social action by participatory processes. According to Rousseau, participation undertakes an educational effort in teaching citizens to be informed, interested, and involved so that they establish control over their lives as well as the community in which they live (Pateman, 1970).

The main features of participatory democracy can be summarized as follows:

- Everyone should have the chance

to engage as fully as they would like in all collective decision-making that affects them.

- Collective decision-making in participation should not be restricted to voting, but rather encompass a wide range of activities demanding various levels of dedication and involvement.
- Responsibilities for collective decision-making should be widely distributed, not just among authorities and/or specialists, but also among all individuals who may be influenced by those actions.
- Participation in collective decision-making should not be restricted to the political system but should be expanded to all spheres of social life, particularly organizations.
- Getting involved in collective decision-making in nonpolitical areas of life teaches individuals political skills and norms while encouraging them to engage in more significant political issues.

In sum, participatory democracy requires that collective decision-making becomes decentralized among various parts of society. This allows civilians to gain participatory skills and participate effectively, performing in multiple ways throughout the decision-making process. For the concept of participatory democracy to work at a national level, the democratization of decision-making inclusive of all local and private organizations is required.

Asset Based Community Development (ABCD) is such a community organizing method that takes civilians as assets and co-creators of a community. They discover, map, and disperse the assets that are withheld in people in the community as well as formal and informal organizations.

Facilitation of a collaborative design process along with planners and architects is also part of Asset Based Community Development approach and is defined as “co-design” (King, 1983). It provides several benefits such as planning events that yield social interaction, developing a sense of

community by increasing face-to-face interactions, and supporting community values become visible. Co-design gives actors of the community a chance to contribute directly rather than being represented by an expert (Caneparo & Bonavero, 2016).

Public education, community leadership, volunteerism, sense of community, government efforts, and capacity for collaboration are measures of social capital, which consists of community organizations, social interactions, and mutual trust that can be built through “co-design.” (Bens, 1994). Thus, co-design is a strong approach for establishing community assets composed of social capital and place attachment (Kretzmann & McKnight 1993).

The collective attempt to find harmonious ways in which to live with each other within a given social, economic and ecological environment seeks for sustainability. This way, sustainable decisions are made by recognizing, and communicating both the needs and the interests of all stakeholders, inclusive of decision-makers (Sanoff, 2000). Key principles include:

- Ensure that the public’s input will influence the outcome.
- Those impacted by a decision have a right to participate in the decision-making process.
- What are the best ways for participants/stakeholders to participate?
- Provide participants with the information they require to engage in meaningful participation.
- Identify and acknowledge all participants’ requirements and desires.
- Include individuals and groups who may be affected by or concerned in a decision.
- Inform participants on how their participation influenced decisions.

However, the participation term has also been distorted, just as the term democracy was, requiring that every decision be checked with everyone. Juan Diaz Bordevane (1994) has referred to this approach as a disease and called it “participationitis”. On the one hand, the term was flexible enough

to take on the meaning of attending ongoing public hearings or making donations to campaigns. On the other hand, flexibility favors the other direction as well. The literature review reveals several levels of participation approaches before we arrive at true participation. The definition of participation is more complicated when children's participation is at stake. The approaches to participation vary in how they are initiated, who the stakeholders are, and how the decision-making process works. These parameters together make up the environments in which ethical issues are considered, or true participation takes place and other levels in between.

2.2. Children's Participation

In the past decades, a significant amount of research has also been conducted on the strategies for the inclusion of children and youth in architecture and urban planning. However, according to the sociologist Emile Durkheim, as cited in Boyden & Ennew, 1997, children were not seen as 'human beings' until 1960'; rather, they were accepted as "human becomings". As research subjects, children were frequently undervalued and not considered as equals of adults in research studies. The typical approach towards studying children was based on asking questions to adults, such as parents or teachers, about children's activities, behaviors, and preferences or testing children through sets of questions that presumed that they could not articulate their views on their lives. These research methods have typically failed to adequately represent the needs and concerns of children (Boyden & Ennew, 1997).

In both research and social interventions, no attention was paid to children as a social group until the 1970s. This started to shift with the International Year of the Child of the United Nations, which resulted in an increased interest among aid organizations, welfare, and rights practitioners as well as researchers worldwide in learning more about the lives of children and the best ways to work for children's benefits. Research studies focusing on children and youth participation in cities

also began around the 1970s, including Ward (1988) and Moore (1983, 1990). They argue that cities are for adults only and do not work well enough for children. As cited by Sarvari (2018) in his extended literature review on children's participation in urban planning, the role of children in the city and their involvement in urban planning has been further studied by the United Nations Convention on the Rights of Children since 1990 and studied by several scholars such as Hart (1992); Horelli (1997); Matthews et al. (2003); Alparone and Risotto (2001); Chawla (2002); Berglund and Nordin (2007); Percy-Smith (2010). Since the beginning of the early 2000s, the concept of children's participation in numerous global contexts has become a prominent and strategic subject in planning processes, and thus past research indicate that youth are capable of designing and planning the cities they live in. Past studies also show that children's inclusion in design and planning processes helps increase the acceleration of their transformation into becoming active citizens, fosters the promotion of democracy, and reinforces the preservation of children's right in the adults' environment and community effectively (Matthews, 2003; Thomas, 2007; Tisdall et al., 2008 as cited in Sarvari, 2018).

In contrast with the tendency of studying children in the past research, the new trend is to study with children, using appropriate methods designed to learn about their perceptions and experiences, while considering the relative fact that there is a lack of influence of children in society and they do not yet use words as adults and do not have too much world experience. Instead of focusing on the experiences of adult researchers, this concept positions children at the center of the research process and implies that children engage in research in a special manner. It has now been increasingly recognized that childhood is intrinsically interesting as a social institution and has great potential to reflect on the norms and values as children can provide accurate, good quality data. Participatory approaches can help protect them from processes that fail to respect

their ideas (Boyden & Ennew, 1997).

Past research shows that methods used in research and practice-oriented studies that aim to understand the children's experiences are quite comprehensive. Children's participation in participatory research must develop ways for children's ideas and experiences to be conveyed in their own words without being restricted or misinterpreted by adults' reasoning and communicating styles. Therefore, it is important to use strategies less dependent on terms and reduce the power dynamics between children and adults in the research process. In some studies, children were asked about their daily activities in their physical environment. The main subjects in these data collection methods are understanding the habits, the roles of children and adults, the activities they do, and the environmental details (Miller, 1997; Clark & Moss, 2001; Clark et al., 2005). In addition to indoor environments, outdoor research has also slowly begun to become the focus of recent studies and has started to give children the opportunity to make decisions about changes in their environment (Clark, 2005).

2.3. Developing Sense of Community

Children represent an important group in society. In a city, it is necessary for children to have a say in decisions that affect them, both for the healthy development of the children and for the future of the city. In this context, assuring the participation of children in decision-making processes becomes important for a healthy urban life. According to Driskell (2002), participation is people's active role in the planning and decision-making process of issues that concern them. Participation is also one of the four basic principles of the 'Convention on the Rights of the Child'. Children are experts in their own lives and experiences, according to the convention, and should be consulted in choices that impact them. Every child has the right to express their opinion and thoughts and can offer critical advice and guidance on how to effectively preserve and achieve their rights (Convention on the rights of the child,

1989). For a democratic city administration, participation should be open to the public from all segments, including children.

One of the most fundamental elements for successful participation is the sense of community. Being part of a whole and a sense of belonging is an integral part of human existence. Sense of community is important for children to learn to live with others and recognize their own identities and roles in society. According to Sarason (1974), the psychological sense of community is one of the main foundations of self-definition and is the conceptual center of the psychology of the community. A sense of community is the occurrence of common values, emotional responses, and interactions that bind members of a school community together; it gives people a sense of belonging towards something larger than their situation-specific interactions (Goodlad, 1981; Haberman, 1992; Sergiovanni, 1994). McMillan (1976) describes the sense of community as a sense of belonging, a sense that members matter to one another and to the group, and a common understanding that members' goals will be achieved through their dedication to be together. McMillan (1996) emphasizes the concept of belonging in the individual's relationship with society. Furman (1998), in line with McMillan's views, stated that a society cannot exist, or its existence will be endangered without a sense of belonging, feeling secure, and loyalty.

According to McMillan and Chavis (1986), there are four elements of sense of community: membership, influence, integration, fulfillment of needs and shared emotional connection. Membership can be defined as an individual's feeling of belonging to an environment. It is the feeling of belonging or sharing a sense of personal relationship. The second element, influence, is the feeling of making a difference and being essential for a group and its members. When members of a group listen to each other, it affects the success and participation of the group. People who value other people's thoughts and opinions are the most influential group

members. McMillan and Chavis express the third element, fulfillment of needs and integration, as reinforcement. Accordingly, for a group to maintain a positive sense of togetherness, relationships must be rewarding for members. When individuals become members of a community, they aim to gain something from that community. This reinforces the members' sense of community. The last element, shared emotional connection, is partially based on a shared history. Similar and positive experiences between group members create a bond between members (Chitrakar, 2016). The importance of the shared event determines the strength of community connections.

Belonging and acceptance by society are the basic needs of every individual. In this context, children's participation is vital in terms of strengthening the sense of community. Children can develop a sense of community by participating in urban decision-making processes and shared experiences. This process also plays an active role in strengthening physical, social, and psychological ties between the child and the city. Thus, this study specifically focuses on child participation.

3. METHODOLOGY

In most general words, this study employs systematic review approach (sometimes referred to as research syntheses or research reviews) to involve a detailed and comprehensive list of concepts and definitions derived a priori (I); with the goal of reducing bias and tracking trends by identifying, appraising, and synthesizing the relevant studies and themes (II); and uncovering consistency and highlighting gaps in literature related to child's participation in architecture and urban design studies (III). As described in (Wang & Groat, 2013), this methodological approach is widely regarded as a suitable

“reconstructed logic” that mainly consisted of a three-step, potentially iterative sequence of analysis, synthesis, and evaluation (see Figure 1).

In order to achieve such goals, the study consisted of two main phases and started with a bibliometric analysis.

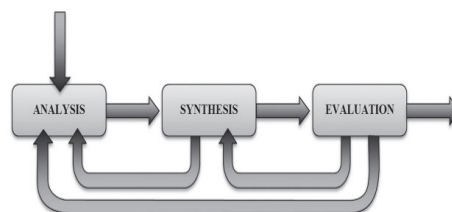
3.1. Bibliometric Analysis

Bibliometric is a systematic approach to evaluating literature data. It classifies the meta data provided in academic publications quantitatively and helps the researcher to construct a setting to compare and contrast the parameters that may otherwise stay hidden. A bibliometric study helps to construct an objective environment that is evidence based when laying out the grounds for new research. This systematic approach has been useful recently due to increased and accelerating number of publications. It may not be possible to get a hold of the complete literature neither manually not with a bibliometric analysis. However, bibliometric analysis is a more feasible method compared to conventional literature search. Moreover, a bibliometric study is evaluated as an objective and reliable analysis (Aria & Cuccurullo, 2017). It sheds light on conceptual developments and themes researched, reveals a reading of trends based on time, identifies changes in the limits of the disciplines and provides a “big picture” of existing research (Aria & Cuccurullo, 2017; Crane, 1972).

In conducting a bibliometric analysis in the field of child participation, we followed Zupic & Čater's (2015) workflow consisting of five stages: study design, data collection, data analysis, data visualization and interpretation.

First, the design of the study was concentrated around identifying the various themes studied within the field of child participation. Thus, our analysis focused on conceptual structure of the field. To further investigate the field, we decided to rehearse the themes based on timely evolution. In order to do this, the time span was divided into multiple time periods. The themes were re-evaluated according to

Figure 1: Research Design



their position at given time periods. Thus, the development of the research field was represented through time (Aria & Cuccurullo, 2017) suggesting us the trends and inclinations within the field.

Second, when collecting out data, we decided to search within the Scopus Database. The underlying reasoning depends on Visser and colleagues' (2021) work in comparing citation data. Figure 2 describes overlapping of cited data among Scopus, Web of Science and Dimensions databases. The figure shows that Scopus Database covers more unique citations in each comparison (Visser et al., 2021). Therefore, in order to reach a larger set of unique studies, we chose to conduct our search on Scopus Database.

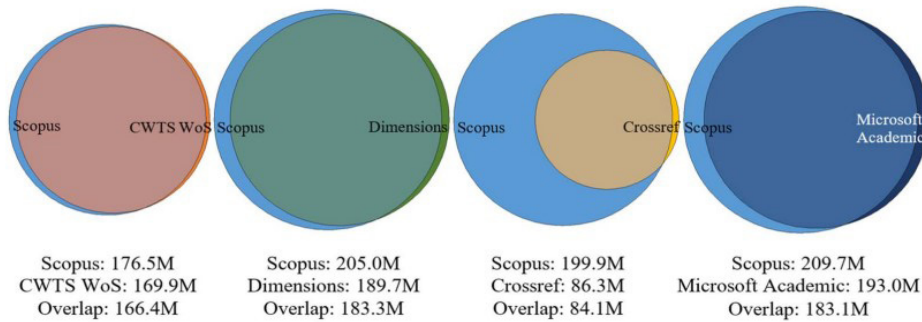
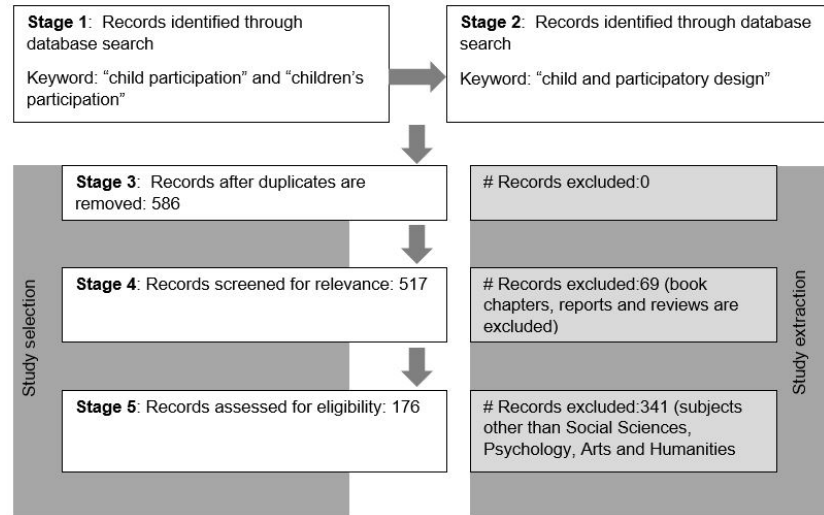


Figure 3: Process of study selection and extraction

in the figure below according to PRISMA model (Liberati et al. 2009).



After having searched for various keywords related to the topic, we decided that our query entries for the analysis were "child participation", "children's participation" and "participatory design and children" (586 documents). These queries were searched for only among keywords of the documents present in the Scopus database. The type of documents was limited to articles and conference papers and, the language was limited to English only (517 documents). Last, the subject areas were limited to Social Sciences, Psychology, Arts and Humanities and Environmental Science (176 documents). The data obtained was converted into BibTex format and data cleaning was conducted by unifying the keywords child, children and children's so that the conceptual structure does not deviate due to suffixes. A systematic report of items included in the analysis are shown

Third, for data analysis, Bibliometrix was chosen among various bibliometric analysis tools such as CitNetExplorer (van Eck & Waltman, 2014), VOSviewer (van Eck & Waltman, 2010), SciMAT (Cobo, López-Herrera, Herrera-Viedma, & Herrera, 2012), BibExcel (Persson, Danell, & Schneider, 2009), Science of Science (Sci2) Tool (Sci2 Team, 2009), CiteSpace (Chen, 2006), and VantagePoint for it allowed the widest range of analysis and visualization options according to Moral-Muñoz and colleagues' (2020) comparative study on bibliometric analysis in science. Bibliometrics for science mapping can help address three general types of research questions: identifying the knowledge base of a topic or research field and its intellectual structure; (ii) examining the research front; and (iii) creating a social network structure of a specific scientific community. To sum up, bibliometrics is a

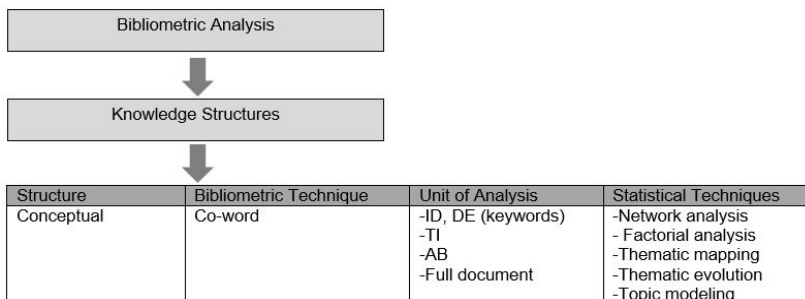
Figure 2: Overlap of citation links between Scopus and the other data sources

useful tool in identifying alterations in the boundaries of a specific subject, inferring patterns through time, and uncovering topics that have been investigated (Aria & Cuccurullo, 2017).

While analyzing the data with Bibliometrix, Knowledge Structure tools were employed. Within Knowledge Structure tools options such as “most frequently used words” and “Co-Word Analysis” (Callon, Courtial, Turner, & Bauin, 1983) allowed for studying the conceptual structure of our research field. These tools are preferred because they use the content of the documents (Aria & Cuccurullo, 2017) to derive similarities between documents in an evidence based approach. These analysis tools combined with provided visualization tools such as Thematic Maps, helps us understand the cognitive structure (Aria & Cuccurullo, 2017) of the search field.

Fourth, for visualizing the data, we preferred a mixed approach consisting of Network Analysis and Thematic Maps. Network Analysis have been useful in identifying relations, overlapping topics within the search field and visualizing clusters necessary for generating the Thematic Maps. And, Thematic Maps have been useful in representing the thematic evolution. Figure 4 provides an overview of the functions of used during the process.

Figure 4: Overview of Functions in Bibliometric Analysis



3.1.1. Network Analysis and Thematic Maps

In order to enhance the subject matters visualisation and interpretation and to track the trends over a given time-span, we employed the methodological structure offered by the so-called thematic analysis, which is a technique widely used in

bibliometrics to explore the conceptual framework of a research domain. By employing such a method, we were able to extract and label the various child participation-related topics and highlight the development of the related discourse (Cobo et al., 2011).

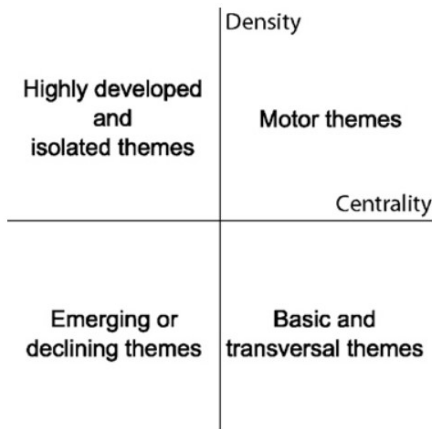
In such analysis, a network consists of two elements. One of them is called vertices, nodes or points. The second element is called edges, links or lines. The vertices and the edges come together to represent relations between object. In a network model, a vertex corresponds to a subject where the edge corresponds to the relation in between vertices. In our case, where a co-occurrence graph is visualized, the vertices represent words found in the documents and the edges represent the relations that emerge when two word co-occur in a given dataset. The size of the vertices and the thickness of edges depend on the frequency of occurrences of words and relations respectively.

Once frequently occurring words are laid on a matrix, checked for co-occurrences, and mapped, some parts of the graph look denser compared to other parts of the map. This is due to crowds of words gathering around a number of distinct words. These gatherings are called clusters, and the distinct words become the representatives of themes to be visualized in Thematic Maps. A Thematic Map, applies a clustering algorithm on the network established and places the resulting clusters on a setting called Thematic (also called Strategic) Map (Cobo, et. al., 2011) that consists of two axes called centrality and density. Centrality axis implies the overall importance of the theme within the search field by measuring how strongly a specific theme is related to other themes depending on the external links. Density axis implies the development of the theme depending on the strength of its internal links. As seen in Figure 5, centrality and density axes divide the map into four quadrants in which;

- Themes in the upper right-hand quadrant (I) are considered well-developed

ped and significant for the research field. These themes are called the “motor themes”. They have strong centrality and high density. They can be described as mainstream themes.

- Themes in the upper left-hand quadrant (II) consist of highly developed internal links, but their external links are weak. Thus, they are considered as coherent subject-specific for the field. These themes constitute a specialized active social group but peripheral for the field compared to the global network.
- Themes in the lower left-hand quadrant (III) are both marginal and underdeveloped. They are weak in both density and centrality. They can be described as emerging or declining themes.
- Themes in the lower right-hand quadrant (IV) are general themes. That is, they are central to the research field in question, but they are not densely developed. They can be described as transversal, basic (general) themes.

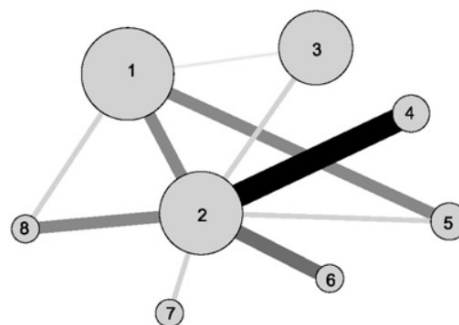


a The strategic diagram.

were retrieved. These documents cover a time span of 44 years from 1976 to 2020. Among these documents, 149 are retrieved as articles and 27 are retrieved as conference papers. A total of 101 sources are included in the dataset. The total number of authors contributing to the retrieved documents are 371 and the number of keywords are 549. Second, we derive our interpretations based on Co-occurrence Network and Thematic Maps based on years. This approach helps to make the conceptual structure of the search field visible as well as the dynamics and how they shift within time.

4.1.1. Co-Occurrence Network

Conceptual structure of the dataset according to co-occurrence of author keywords was constructed with 50 words (see Figure 6). The network map represents the co-occurrence of author keywords by the links and the frequency of occurrences are highlighted with the thickness of the links. The map shows that the tendency in the search area of child and participation is towards child rights, child welfare, child



b An example of a thematic network.

Figure 5: The strategic diagram and thematic network

4. RESULTS

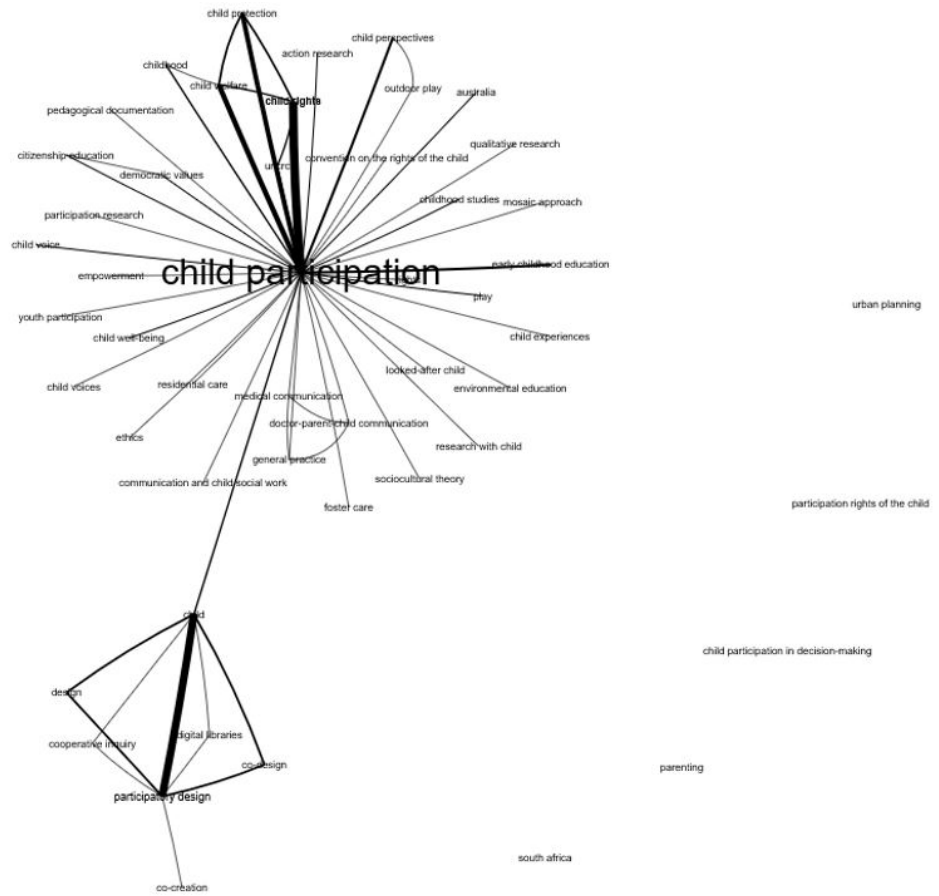
The results of the analysis of the two phases will be discussed under different sections.

4.1. Interpretation of the Thematic Maps

The dataset was interpreted in two ways. First, a descriptive analysis is used to summarize the data. Overall 176 documents

protection and early childhood education; the search area of participatory design and child shows tendency towards design and co-design. A more detailed interpretation was achieved by making use of a Thematic Map.

Figure 6: Conceptual Structure of Co-Occurrence Network Analysis



4.2. Thematic Maps

The thematic map constructed further elaborates the findings in co-occurrence network and lays it on Callon's (1986) strategic diagram along centrality and density axes discussed in the previous section. The map above suggests seven bubbles dispersed in 4 quadrants of the diagram and varying sizes. Each bubble is tagged with keywords that appear the most among that cluster. Bubble sizes are proportional to word occurrence in the cluster. And, the position of the bubble relates either one of Motor Theme, Highly Developed and Isolated Themes (Niches), Basic and Transversal Themes or, Emerging or Declining Themes strategic category. The map is generated with 500 words, minimum cluster frequency of 3 and with up to 5 labels for each cluster.

According to this; child participation, democratic values are more basic and transversal themes; participatory design is

on the verge of becoming a motor theme; child well-being is a highly developed and isolated theme (see Figure 7).

Next, the annual scientific production graph (Figure 8) is created and used to determine the most productive years in the field of child participation. The most productive years since the year the term is first published within Scopus database in 1976, are specified as 2002, and the period between 2011 and 2019. A thematic map for each productive year is then produced. Next, we compared the positions of clusters revealing the state of the art for the specified years.

An overall view (Figure 9) to the thematic evolution was also created to summarize the whereabouts of the trends that evolved in time. Between 1976 and 2002, we cannot see diversity in the field. It is only after 2002 that the field branches into child welfare, early childhood education and participatory design. Thus, the time

intervals after 2002 become significant in understanding the evolution process.

Figure 7: Thematic_Map

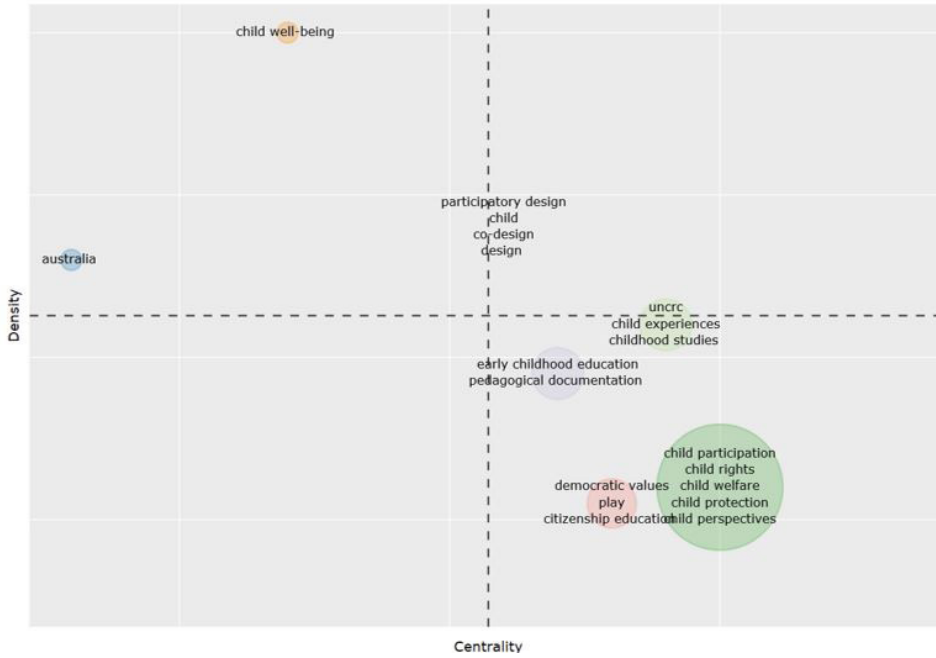


Figure 8: The Annual Scientific Production

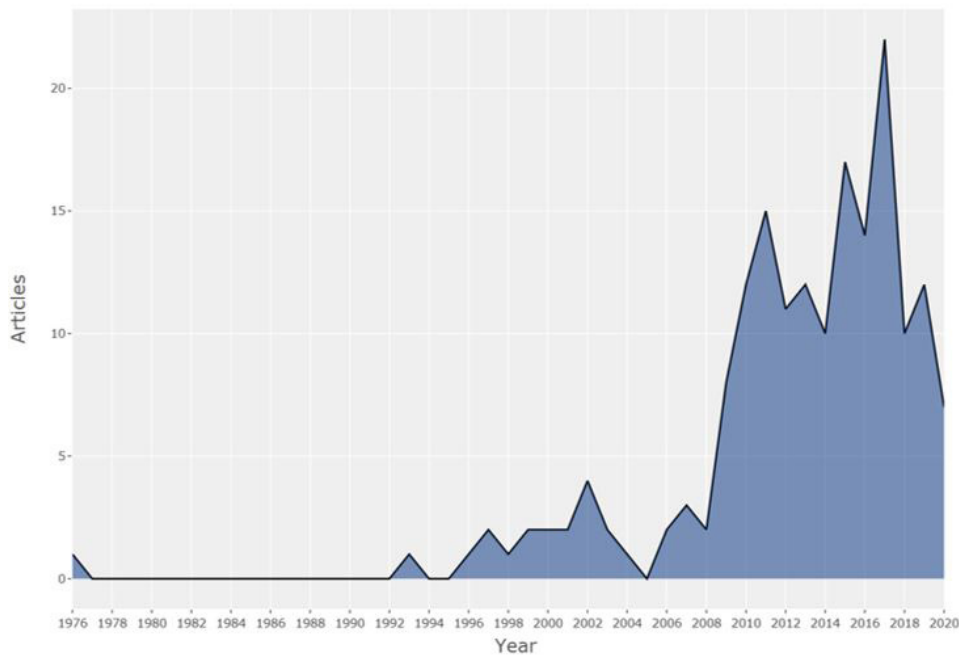
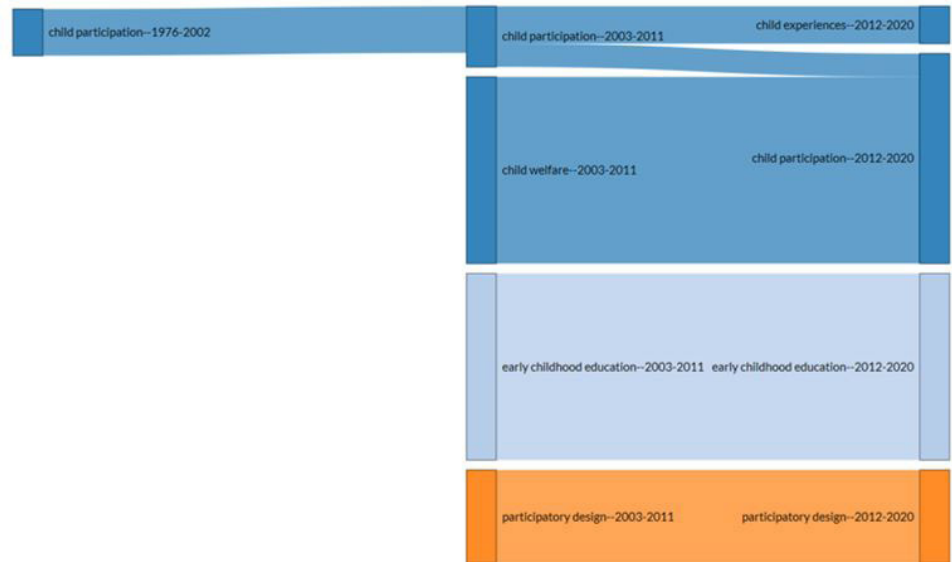


Figure 9: Thematic Evolution



4.3. Initiative Reports

Although bibliometric methods help reveal the conceptual structure of a field more objectively and systematically compared to traditional literature bibliometric reviews, they cannot be regarded as a substitute for extensive reading in the field (Aria & Cuccurullo, 2017).

Therefore, in order to have a comprehensive view of the concept evolved in time, a secondary phase took place in the analysis and the reports of international initiatives that involve child participation were also analyzed. Initiatives are organizations that support the community to express their views and participate in action and decision-making on issues that affect people's lives. In this context, examining their perspectives on participation, their methods, and filtering the scientific studies they reference in their reports were significant in terms of forming the basis of this study. Accordingly, following the first phase of bibliometric analysis, ten cross-referenced sources describing the types of participation were collected among these reports were identified and levels of participation and emerging themes were analyzed.

As a result of the data (*initiatives' reports*) obtained from the sources, the table was structured from the lowest level of participation to the highest level, under

three main typologies: non-participation, low-level participation, and true participation. The participation degrees of each study were located under these headings. Resources were evaluated under two main titles in the table: community participation and child's participation. This distinction has been made considering that it would be helpful to do a comparative reading when evaluating approaches to child participation levels. It provides a tool to see and monitor how child participation degrees are positioned against community participation degrees as a whole.

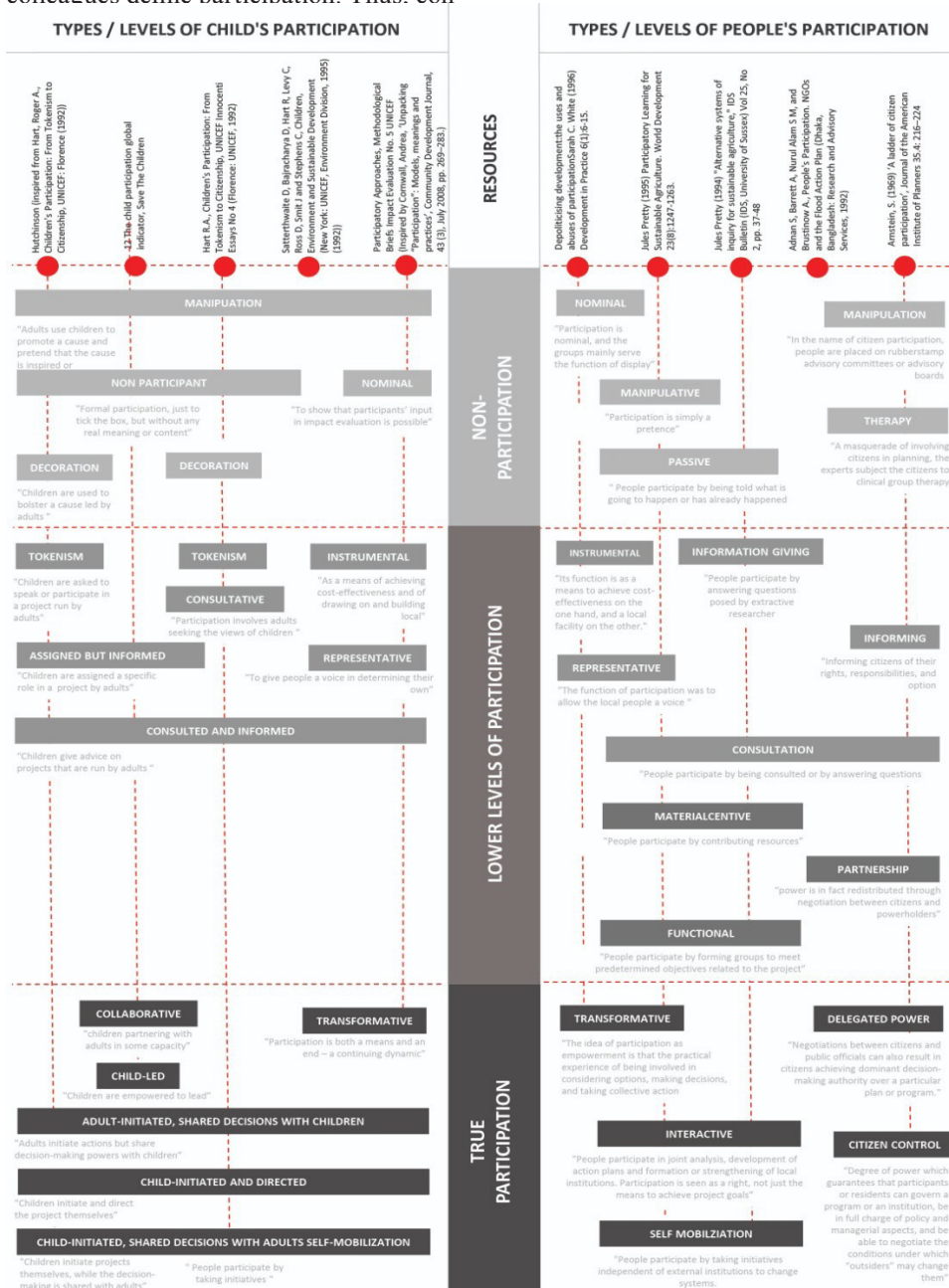
According to this, results were evaluated under four different subtitles. In the first part, the levels of children's participatory approach were interpreted through its general structure. In this section, Arnheim's approach and Hart's approach, which form the basis of many studies, are emphasized, and other studies are evaluated in general. The second part deals with ethical distinctions between studies. In the third part, the lower levels of participation are emphasized. It was expressed how different concepts of participation overlap with each other, what they correspond to, or how they differ. A similar evaluation was made for the true participation title as well.

Table 1, which lists a selection of Participation Types/Degrees, was constructed as a result of making use of an

overlapping reference system that either adopts or adapts a consecutive colleagues' work. The table consists of each author's categories and definitions. Each corresponding definition that a different author proposes is made sure to align. Some definitions cover a more comprehensive range than others. Therefore, one-to-many correspondence is allowed. This way, the list can present the nuances between how colleagues define participation. Thus, con-

cerns about people and child participation become apparent due to how the ideas are adopted. The resulting table allows this to be read to draw a discussion and a further understanding of levels of participation.

Table 1



4.3.1 Revisiting the Ladder of Participation

Participation degrees or ladders are practical and effective assessment tools for determining the level of participation in community-focused projects. The ladder of participation model, which was first invented by Sherry R. Arnstein, was later developed by different scientists, including Hart. These two colleagues were the most cited authors on participation. Each new colleague transformed and built upon their framework of participation and suggested new frameworks with additional levels and descriptions.

In order to put all the studies conducted on levels of participation in perspective, it will be necessary to mention the approaches of Arnstein and Hart in general. In Sherry R. Arnstein's work, organized according to a typology of eight levels of participation, each rung is arranged in a ladder pattern corresponding to the extent of citizens' power in determining the final product. This ladder, which starts from the manipulation step, which corresponds to the lowest level of participation, results in the citizen control step where participation is most effective. In addition, the study collects these eight topics under three main headings: non-participation, degrees of tokenism, and degrees of citizen power. The ladder contrasts powerless citizens with powerful people in an attempt to demonstrate the significant differences between them (Arnstein, 1969).

While Arnstein's model generally focuses on citizen participation, it can be said that Hart's model focuses more on youth participation. Hart interprets Arnstein's (1969) ladder metaphor in participation and proposes "The Ladder of Participation" to draw clear lines between situations where child involvement is present. Hart's ladder consists of 8 steps where he defines and characterizes situations in which children are involved. Also, Hart lays out the basis for child participation with four key factors: (i) The children understand the intentions of the project; (ii) They know who made the decisions concerning their

involvement and why; (iii) They have a meaningful (rather than 'decorative') role; (iv) They volunteer for the project after the project was made clear to them (Hart, 1992, p.11).

The participatory approach is in itself a challenging task due to its multi-actor nature and hardship of establishing a consensus between parts that are also applicable. The task gets more complex when it comes to child participation. Also, other colleagues such as Hutchinson, Pretty, White, Cornwall, etc., bring their interpretations into the subject. The distinctive or defining features of these studies, which include various approaches to the stages of participation, are indicated in the relevant sections. Thus, this paper finds it essential to discuss and evaluate the main concepts and identify the differences and revisit the ladder of participation to help reveal and disseminate the idea of true participation and provide a basis for participatory-design outcomes. Therefore, the following section gathers and re-groups the different concepts of participation mainly based on Arnstein's Ladder of Citizen Participation and its interpreted version into Child Participation by Hart and other sources.

4.3.2. Non-Participation

The extent of child participation is often under-estimated by adults and appears in many forms creating a spectrum of participation types. Sometimes, what is claimed as participation may be a pretentious situation.

Save the Children initiative adopts a general approach to the most basic level of participation in "the child participation global indicator" and refers to the lowest level as "non-participant". On the other hand, Hart uses a refined approach at this level. His refinement is based on ethics. One of the most important lines that Hart (1992) draws is the extent to which the audience and the child are informed about the child's role in the event. He finds it problematic when either the child has no understanding of the issue at hand, the audience is not clear about the circumstances of the child's involvement, or if the child is not aware of

his/her role in the situation that is taking place to influence a cause. Thus, he uses the term “manipulation” along with others such as Pretty (1995) and Arnstein (1969) to cover such misguided approaches to child participation that can be listed under the “non-participant” category.

On the other hand, he finds it normal to have child performances in a project run by adults, as long as the audience understands that it’s just a performance. So, he defines another type within the “non-participation” category, “decoration,” where some others refer to it as “nominal” (White, 1996; Cornwall, 2008) or “passive” (Pretty, 1994; 1995) as well.

The ethical distinction Hart (1992) makes between “manipulation” and “decoration” is that “adults do not pretend that children inspire the cause. They simply use the children to bolster their cause in a relatively indirect way.” Hart’s red line in child participation is crossed when the adults are pretentious about child participation. There are several other steps before one arrives at “true participation” where children are handed real power to make a change. An ethical attitude in child participation is the threshold towards the lowest level of “true participation.”

4.3.3. Lower Levels of Participation

The next step up in the ladder, although some colleagues use a narrower definition to it, is generalized by Hart as “tokenism.” Arnstein (1969) makes a differentiation between levels of “tokenism,” namely “informing,” “consultation,” and “placation.” Participants cannot make the final decisions in all levels of the participation types categorized under “tokenism” defined by Arnstein. In “informing” and “consultation,” citizens are informed and/or heard. However, their views are not ensured to affect final decisions. Similarly, “placation” allows people to hear, share their opinions and even advise; but they still do not have complete autonomy. In placation, the authorities still retain the power to decide.

Diversely, Hart has a narrower definition

for “tokenism” than Arnstein and lists several other instances of participation that he places at the upper rungs of the ladder than “tokenism.” These are “assigned but informed” and “consulted and informed.” According to Hart, when the “assigned but informed” approach is used, the part the children play could be as particular as being a ‘page’ in a summit where they become the experts of the event venue and responsible for guiding adult participants to where they need to be at certain times. Hart finds this approach appropriate because no one pretends that the children are spokesman of some sort; thus, elaborates it outside of “tokenism.” Following that, the “consulted and informed” approach is said to be used if “the project is designed and run by adults, but children understand the process, and their opinions are treated seriously” (Hart, 1992, p.12). In the end, children are briefed on how their opinions were used to arrive at the final stage.

These two approaches fall into the “tokenism” category in Arnstein’s typology since they do not offer full autonomy to the participants. However, Hart diverts from Arnstein when defining “tokenism” and by taking whether or not the child is informed on the subject and the conditions of his/her involvement as basis. According to Hart, an instance of participation falls under the “tokenism” category if the child is “apparently given a voice but have little or no choice about the subject or the style of communicating it, and little or no opportunity to formulate their own opinions.” Hart evaluates instances when a child is either assigned a role or consulted, outside of “tokenism,” as long as the child is informed about his/her role within the event or the outcomes of their consultation afterward.

The reason for such branching in types of participation between Arnstein and Hart at this level is the subject of participation. Arnstein has developed his theory for civils. He refers to “a critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process”

(Arnstein, 1969, p.216) and bases true participation on the degree to which participant's efforts are realized. For any type of other participation approaches, he refers to this poster captured by a French student, which translates as "I participate; you participate; he participates; we participate... they participate". Thus, the essential characteristic of the "tokenism" category for Arnstein is the presence or absence of assurance the civil participants are granted for changing the status quo.

On the other hand, Hart has developed his theory for children. Thus, it is natural to see variations of participation types and contribution levels at this level. Still, the essence of the whole remains constant by avoiding manipulation. For Hart, this level allows none to the limited power of inducing change.

The critical attitude in this stage is to stay away from manipulation, inform the child and let him/her be aware of what his/her participation is about. Thus, we can say that this stage is actually about involvement. The child is not expected to be part of the solution but involved in the process.

4.3.4 True Participation

Arnstein defines true participation as "citizen power," and the topmost levels of the ladder are namely "partnership," "delegated power," and "citizen control." One common feature in all these categories is that the participant is granted to have a meaningful effect. What changes among these last three levels is the extent to which the participant is granted to have an effect. At the "partnership" level, participants are engaged in trade-offs with the authorities. In "delegated power" and "citizen control" levels, the participants hold the "majority of decision-making seats or full managerial power." On the other hand, Hart's true participation adapts its content to suit child's needs. It appears in three forms: "adult-initiated, shared decisions with children," "child-initiated and directed," "child-initiated, shared decisions with adults."

At the "adult-initiated, shared decisions

with children" level, the project is initiated by adults, but during the decision-making process, the children are also empowered in planning, design, and implementation. A similar approach is adopted by Save the Children Initiative in the "collaborative" category, which makes children partners with adults in making decisions and implementing. Cornwall (2008) elaborates this level as a continuing dynamic between children and their caregivers; and, they define participation as both means and end. White (1996) elaborates this level as empowerment in which the participant gains practical experience of involvement in decision making and taking collective action. Both colleagues name this stage "transformative" as identifying key issues and addressing them in a systematic approach resulting in action steps is a transformative act itself.

At the "child-initiated and directed" level, the project is initiated and directed by children, and the role of an adult is to support the child's experience. At this level, adults may be supportive by maintaining proper resources and the information they need for creativity, but the decision-making process is only among children. Save the Children refers to child empowerment that lets them take the initiative and places the adult in a facilitator role, as "child-led."

At the "child-initiated, shared decisions with adults" level, the project is initiated by children, and the decisions are shared with adults. Here the adults act as sounding boards for what children have to say.

5. CONCLUSION AND FUTURE DIRECTIONS

Child participation in urban design remains elusive despite extensive research in the field. Creating an ideal and livable environment involves providing suitable spaces for children and involving them as active contributors in the design process. The success of these endeavors relies on the degree of child participation. Various studies have explored the degrees and types of child participation, proposing different models and frameworks. The

thematic map constructed through co-occurrence network analysis and aligned with Callon's strategic diagram provides valuable insights into the themes and relationships shaping child participation in urban design. The map reveals the foundational and interconnected nature of child participation and democratic values, highlighting the significance of democratic principles in shaping practices and policies. The emergence of participatory design as a potential motor theme signifies its growing influence and transformative potential in creating inclusive and collaborative approaches. However, the positioning of child well-being as a highly developed and isolated theme suggests the need for further integration and connection with other aspects of child participation. The thematic map offers a comprehensive overview of these themes, serving as a foundation for further research, policy development, and practical implementations in creating inclusive and child-friendly urban environments. By understanding the strategic positions of these themes, stakeholders can navigate the complexities of child participation and work towards prioritizing the rights and needs of children in urban design.

By identifying this shift in thematic focus, we gain valuable insights into the evolution of the field over time. The increased diversity and exploration of different thematic areas highlight the growing recognition of child participation as a multidisciplinary field with implications in various sectors. Our analysis of the overall view of the thematic evolution in child participation reveals a significant shift in the field's trajectory after 2002. The period before 2002 lacked diversity, but the subsequent years witnessed the emergence and exploration of various thematic areas such as child welfare, early childhood education, and participatory design. This expansion signifies an important milestone in the field's development and underlines the need for continued exploration and understanding of child participation in different contexts and domains. Also, the most productive years in the field of

child participation, as determined by the annual scientific production graph, and the subsequent comparison of cluster positions through thematic maps, has provided valuable insights into the progression and state of the art in this area of research. These findings contribute to a better understanding of the field's development over time, enabling researchers and practitioners to identify key trends and focus areas for future exploration and advancement in child participation research.

In summary, although it has been studied for a long time, child participation is still a vague issue. Undoubtedly, one of the areas where the issue of child participation is most prominent is the urban space. Creating an ideal and livable environment is primarily to create suitable spaces for children. Children's participation in the design processes as active individuals saves them from living in a world created by adults and, at the same time, regulates social responsibilities. Participation not only means asking children for their opinions but also taking their ideas into consideration, their participation in decision-making, and even their involvement in production processes. Ensuring the active participation of children in the design of the urban environment is one of the main factors in the success of the implementations. At this point, the degree of participation of the child emerges as a determinant of the reality and success of this participation.

It is possible to come across many studies in the literature on child participation and its degrees. In this context, different studies on the degrees of participation were discussed comparatively, and their meanings and contents were discussed. The ladder of participation, which started with Arnstein, was developed by different researchers over time and added new definitions and degrees. These studies have developed other models to control the complex structure of the subject by forming different degree groups. Although they have different systematics, it has been seen that these studies have similar

approaches to participation. In this context, to simplify the interpretation, four main typologies in which child participation degrees can be generalized have been proposed in the study: non-participation, low-level participation, and true participation. With the help of this more straightforward classification of child participation, it will become more defined to find out how and at what level child participation is taking place in the projects of leading initiatives. Such retrieval will reveal tendencies towards child participation implementations and make the differences between theory and practice explicit. This review of the theoretical literature will also be critical in determining the degrees for participatory works in practice, providing conditions in which participation can be promoted, and revealing what is needed to develop the participatory design.

Today, there are many initiatives, programs, and projects in the world that address the issue of child participation in urban space and produce spatial and social solutions. These initiatives have different approaches to child participation. For example, in some projects, children participate up to specific stages of the design process, while in some projects, children are both decision-makers and implementers. In this context, it is believed that this study will help to determine the active participation of children in the processes and clarify their actual roles.

Therefore, this study, which brings together various interpretations of participation, is considered necessary in structuring a systematic approach that will ensure genuine participation and start a new discussion about future opportunities. In addition, it is believed that the study will also form a basis for the study on the evaluation of child participation levels in the projects of the initiatives, which is planned to be carried out as the next stage.

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