

# Play guide: Creating play opportunities for refugee children

**Sinem AVCI KARADUMAN<sup>1</sup>\*, Melih BOZKURT<sup>2</sup>**

<sup>1</sup> avci18@itu.edu.tr • Department of Landscape Architecture, Faculty of Architecture, Istanbul Technical University, Istanbul, Türkiye

<sup>2</sup> melihbozkurt@gmail.com • Department of Landscape Architecture, Faculty of Architecture, Istanbul Technical University, Istanbul, Türkiye

*\* Corresponding author*

*Received: December 2023 • Final Acceptance: January 2025*

## Abstract

In recent years, migration flows have accelerated, displacing individuals and causing lasting adverse effects. A significant portion of the migrant population consists of children. Research highlights that play is essential for refugee children's well-being, aiding their social adaptation and helping them establish routines. However, design practices must be adapted to their specific needs. As the country hosting the largest number of refugees globally and a signatory to the United Nations Convention on the Rights of the Child (UNCRC), Türkiye must ensure refugee children's right to play.

This study aims to create a comprehensive guide for local governments to provide play opportunities for refugee children. It is structured in two stages: first, identifying challenges and solutions through a literature review; and second, proposing solutions based on five criteria—disabilities, education, child development, inclusive planning, and ecology. Specific practices are also reviewed within these criteria. Key findings indicate that local authorities should prioritize inclusive design, foster collaborations, and allocate resources to develop play spaces that support the physical, emotional, and social development of refugee children.

As a result of this study, a play guide was developed, offering strategies for local governments to create new play opportunities and improve existing ones. The guide outlines methods and partnerships that local authorities can adopt to ensure inclusive, well-designed play environments for refugee children.

## Keywords

Local authorities, Play guide, Play opportunities, Refugee children.

## 1. Introduction

In the 21st century, migration flows have accelerated due to economic instability, health crises, climate change, wars, and internal conflicts (International Organization for Migration [IOM], 2022). These migration patterns have had a significant impact on Türkiye because of its geographical location as a key destination for refugees, migrants and displaced populations through history (İçduygu et al., 2014). Türkiye has long hosted migrants from various regions, recent waves, particularly from Syria, Afghanistan, and Ukraine. According to The United Nations Children's Fund's (UNICEF) reports, it hosts the world's largest registered refugee population (UNICEF, 2019a).

Children represent a significant portion of the migrant population. According to UNICEF, one in every eight international migrants is a child, and in Türkiye, over half of the Syrian population under temporary protection consists of children (UNICEF, 2022; Mülteciler Derneği, 2023). These numbers underscore the urgent need to address the specific challenges refugee children face, particularly their right to play—a critical yet often overlooked aspect of their development and well-being.

This study focuses on developing a comprehensive guide for local governments in Türkiye to ensure refugee children have access to play opportunities. By examining the legal framework, design principles, and case studies, this research aims to offer practical solutions for creating inclusive play spaces that meet to the unique needs of migrant children. This study is especially important in light of Türkiye's commitment to international child rights conventions and the growing number of displaced children within its borders.

In this study, "refugee" encompasses migrant children, refugees, and those under temporary protection.

## 2. Providing play for refugee children

### 2.1. Legal and psychosocial frame

The rights of refugee children are protected by the UNCRC, of which Türkiye is a signatory. According to Article 22, signatory states are responsible for ensuring that all children within their

borders enjoy all the rights outlined in the convention (UNICEF, 2019b). Therefore, every signatory state of the convention must provide the right to "rest, leisure, play, recreational activities, and cultural and artistic activities," as recognized in Article 31 (UNCRC, 2013).

While these legal protections provide a foundation, they often fall short in addressing the complex psychological trauma that refugee children endure. It illustrates again that political, legal, and even psychological barriers come interlinked in providing protection to the children. This gap between legal protections and actual psychological support shows how intertwined political, legal, and psychological barriers are.

Although legal frameworks like the UNCRC aim to protect the rights of refugee children, they cannot fully mitigate the impacts of displacement, war, and social exclusion. Psychological challenges, such as post-traumatic stress disorder (PTSD), often arise from the loss of familiar places and routines, which are critical to child development (Eskiocak, 2013). Within a psychosocial framework, play helps children reestablish routines, connect with their environment, and restore a sense of normality (Ergin, 1982).

Research underscores that play can help refugee children's emotional recovery and social integration after traumatic events like war, displacement, and cultural dislocation. Studies by Betancourt and Khan (2008) and Ager et al. (2011) shows that structured play in supportive environments enhances psychological resilience, reducing symptoms of PTSD, depression, and anxiety. By providing a safe space for emotional expression, play supports children in processing trauma and fosters self-expression.

Studies also show that play promotes social bonding. Mariam (2021) reported that children in refugee camps who participated in structured play were more likely to develop empathy, trust, and a sense of belonging. Similarly, Bratton et al. (2005) revealed that play therapy helps children externalize traumatic memories, enabling gradual

emotional processing. As stated Masten and Narayan (2012), play acts as a protective factor against trauma's adverse effects and brings adaptive skills for children, which enhance their resilience.

Research by Marsh and Dieckmann (2017) and Agutter (2016) shows that group play develops essential social skills, like communication and collaboration, that foster community integration. These studies highlight how play cultivates a supportive environment where refugee children can practice social behaviors critical for adapting to new settings.

Küçükali (2015) underlines the importance of play for holistic development, impacting physical, social, emotional, cognitive, and linguistic growth—all vital for resilience and trauma recovery. Indeed, providing access to play is as essential as meeting children's basic needs for health, nutrition, and shelter.

## **2.2. Limitations and problems in refugee children's access to play**

Refugee children encounter various barriers to accessing play in urban settings, including physical, cultural, social, political, psychological, and economic challenges. These barriers often interact with one another, increasing the difficulties refugee children face in exercising their right to play.

Physical barriers such as disabilities present significant challenges. Although data on disabled refugee children is not precise, it is known that they are at risk of injury, abuse, and violence during displacement (UNICEF, 2016; Williamson & Çetin, 2019). A study conducted in Lebanon and Jordan revealed that over 60% of refugee households had at least one disabled member, with 14.6% of girls and 19.1% of boys aged 2-17 living with disabilities (Humanity & Inclusion & IMMAP, 2018). The lack of accessible play areas and suitable activities for children with disabilities exacerbates this issue (Handicap International & HelpAge International, 2014). This situation illustrates the interaction between physical and social barriers.

Cultural barriers further isolate refugee children, as ethnic discrimination (Crush & Tawodzera, 2014) and language differences (Portes & Rivas, 2011) prevent their integration into local social networks. Environmental design can exacerbate these issues, with park signage and information systems often inaccessible to non-native speakers (Çocuk İzi, 2021). These barriers intersect with social exclusion, where communication challenges and ethnic prejudice contribute to further isolation. Cultural factors, such as exclusion from local peer groups and negative societal attitudes, also limit refugee children's opportunities for play (Yanık Özger & Kozandağı, 2021). Additionally, parental concerns about academic success or the necessity for children to assume caregiving roles further reduce time for play (Wirunrapan et al., 2018).

Political barriers also play a significant role in restricting access to play. Despite the UN Convention on the Rights of the Child (UNCRC), many countries, including signatories, lack comprehensive policies to guarantee children's right to play (Rico & Janot, 2021). Temporary or limited legal measures fail to create sustainable play environments. This highlights the need for more political action to address and mitigate these barriers (Woolley, 2021).

Psychological barriers are also prevalent among refugee children, with conditions such as post-traumatic stress disorder, anxiety, and depression leading to social withdrawal and cognitive difficulties (Yalın Sapmaz et al., 2017). Despite the importance of psychological support, many refugee children have limited access to these services (Barghadouch et al., 2016). The neglect of psychological needs undermines the effectiveness of legal and social interventions.

Economic barriers significantly exacerbate the challenges faced by refugee children, as many are forced into child labor to support their families, leaving little time for play (Wirunrapan et al., 2018). In low-income urban neighborhoods, the lack of safe and accessible play spaces presents an additional economic barrier (Christie, 2003; Chen & Knöll, 2022). In Türkiye, for instance, research shows that eco-

conomic difficulties, particularly in slums with high concentrations of Syrian refugees, limit the supply of play spaces (Bilgili, 2019). Budget constraints in urban planning further restrict the development of green spaces and playgrounds (İstanbul Büyükşehir Belediyesi Park Bahçe ve Yeşil Alanlar Daire Başkanlığı. 2021). Moreover, factors such as traffic, noise, and pollution in low-income areas, where refugee children often reside, further impede the creation of healthy play environments (Bilgili, 2019).

In summary, refugee children face multiple, interconnected barriers—physical, cultural, social, political, psychological, and economic—that restrict their ability to engage in play. The studies focusing on the relationship play and refugee childrens provide valuable insights but most are geographically specific and based on narrow sample sizes. It is limited their ability to present a broader understanding of the factors influencing refugee children's access to play. The existing literature highlights the need to address these barriers holistically. Key gaps, such as the lack of suitable play areas for disabled children, the intersection of cultural and social exclusion, and the inadequacies of legal frameworks, guide the approach of this study in evaluating play opportunities for refugee children.

This research aims to explore not only the individual barriers but also the ways in which they interact, offering a more comprehensive understanding of refugee children's experiences in urban environments. By proposing solutions to these complex and interrelated challenges, this study seeks to contribute to the development of more effective strategies to ensure that all children, regardless of their refugee status, can exercise their fundamental right to play.

### 3. Methodology

This study aims to create a play guide for local authorities, offering opportunities for refugee children. The goal is to assess the challenges and requirements of refugee children in accessing play, provide a comprehensive analysis of existing play options, and

present recommendations to enhance inclusivity. The research consisted of two parts as systematic review and a case study analysis.

#### 3.1. Systematic review

A systematic review collects, evaluates, and synthesizes existing information to research a specific topic (Prince et al., 1980). It involves examining prior studies, enabling access to cumulative knowledge, and facilitating critique, reproduction, and diversification of existing knowledge (Popper, 2014; Kuhn, 1970). In this research, the choice of a systematic review as the method is based on:

- Ethical considerations in reviews involving refugee children.
- Challenges related to on-site research during the COVID-19 pandemic
- The desire to establish a broad understanding of the research field by comparing national and international studies

##### 3.1.1. Data collection process

This study begins by establishing a theoretical framework to explore the relationship between migration, children, and play. Data collection involved a comprehensive search of academic databases of Scopus, Web of Science, and Google Scholar, using targeted keywords like “refugee children,” “migrant children,” “benefits of play,” “right to play,” and “barriers to accessing play.” Specific inclusion criteria were set:

- Studies focusing on refugee children's access to play, especially in urban environments
- Articles examining the psychological, social, and developmental benefits of play for children
- Research addressing barriers to accessing play, including physical, cultural, social, or economic challenges
- Fieldwork and case studies from NGOs and international organizations working with refugee populations

Studies that did not specifically address play or focused solely on adult refugee populations were excluded.

Both quantitative and qualitative studies were reviewed to gain a comprehensive understanding of the bar-



**Table 1.** Cross section about the analytical tool development process.

identifying barriers	proposed solutions	establishment of criteria	categories
cultural barriers	Language education through play	play-based learning activities	education
	eliminating language barriers by featuring sensory-focused play equipment like memory cubes and polyphonic toys	play equipment supporting to develop different skills	child development
	group play opportunities for enhancing interaction between communities	creative play play equipment supporting to develop different skills	child development
	workshops and events to support the integration process of communities	taking into consideration the needs of the communities managing participatory processes	inclusive and socially

riers and opportunities in this area. From this analysis, criteria were developed to evaluate existing play spaces and to guide the creation of new, inclusive play environments for refugee children. These criteria serve as an analytical tool for assessing play opportunities, offering a structured approach to improving access to play for this vulnerable group.

### 3.1.2. Analytical tool development

The analytical tool developed for this study was designed to systematically evaluate barriers and propose solutions for providing play opportunities to refugee children. The process involved several key steps. As illustrated in Figure 1, a schematic overview was constructed to depict the analytical tool's development.

To elucidate the relationship between barriers, solutions, and criteria categories, the cross-section focusing on cultural barriers serves as an illustrative example, simultaneously representing the development process across all criteria (Table 1).

#### Identification of barriers

It began with a comprehensive literature review that identified barriers to play across physical, cultural, social, political and psychological dimensions.

#### Formulation of proposed solutions

In response to the barriers, a variety of solutions were proposed. To facilitate the development of these solutions, specific needs for effective play opportunities were identified. Solutions to the barriers are presented below, with reference to Figure 2.

One critical aspect is creating accessible play environments with appropriate equipment for disabled refugee children (Figure 2, a). Play opportunities should respond to different needs, such as wheelchairs, speakers and xylophones for kids with sensory impairments, or a sandbox designed for those with autism. Besides, pop-up play and mobile play activities should be organized in residential environments when the playground is not accessible for children with disabilities.

Another area of focus involves developing solutions to address the challenge of limited play spaces in low socioeconomic areas where refugee children reside (Christie, 2003). The following recommendations are advised:

- Utilizing suitable structures in the surrounding area as play areas (Figure 2,m).
- Expanding the park system (Figure 2, m).
- Using schoolyards as parks after school hours (Cranz, 1989; Figure 2,m).

**Figure 1.** Steps for the analytical tool development process.

- Developing alternatives like play kits to enhance access to play (Figure 2, f).

To make play opportunities more widespread, the rehabilitation and reuse of existing structures, parks, or play equipment (Figure 2, m), using recycled and recyclable materials (Figure 2, i) and local materials (Figure 2, n), should be promoted.

Play is a standard method for providing education and psychosocial support for refugee and disabled children in conflict areas (Kinyera, 2019). Play opportunities in disaster areas should promote self-confidence, teamwork, motor skills, muscle and coordination development, and imagination (Save the Children, 2008). For refugee children undergoing migration as a social disaster, designing play environments that incorporate educational play tools for various age groups (Figure 2; c, d, g) and emphasizing developing diverse skills is crucial.

For children lacking access to safe play spaces, particularly those without suitable home environments, indoor play kits, accompanied by play guides for children and caregivers, offer viable alternatives (Figure 2; d, f).

Overseeing play areas is crucial to tackle safety concerns such as violence and vandalism (Figure 2, k). Furthermore, collecting feedback from children and residents regarding safety issues in play areas and violations of children's play rights serves to understand community needs and facilitate a participatory design process (Figure 2, k).

Child labor, another significant economic barrier, requires urgent attention and action to protect the rights of refugee children. Preventative measures should include formulating robust policies specifically addressing the rights and welfare of refugee children, increasing inspections to monitor and enforce these policies, and offering caregiver education to raise awareness about the detrimental effects of child labor. By addressing these areas, stakeholders can work collaboratively to create safer environments that prioritize education and development over labor for these vulnerable children (Figure 2; e, k).

To minimize cultural barriers, language education through play should include also the languages of minorities

(Figure 2, c); the play experience should be designed to eliminate language barriers by featuring sensory-focused play equipment like memory cubes and polyphonic toys (Figure 2, h). The play design and equipment should enhance interaction between communities and provide opportunities for group play (Figure 2; f, h); organizing workshops and events can be an excellent approach to support the integration process of communities (Figure 2; i, j).

Social barriers generally arise as caregivers ignore or violate the right to play, such as restricting access to play based on gender distinctions among children or expecting children to take on caregiving responsibilities. Therefore, there is a need to increase awareness in this context by conducting educational programs and producing printed materials on the right to play and its impact on child development for caregivers (Figure 2; d, e).

To eliminate political barriers, it is necessary to report refugee children's play and recreational activities, enhance expert capacity for monitoring children's rights locally, carry out supportive initiatives related to leisure and play activities, and formulate policies (Figure 2; i, e). Local authorities should collaborate with local partners such as Istanbul Metropolitan Municipality Parks, Gardens, and Green Areas Directorate, Turkish Red Crescent Migration and Refugee Services Directorate, Ministry of Interior Directorate General of Migration Management, Ministry of Interior Disaster and Emergency Management Authority, Ministry of Family and Social Policies, NGO's, design offices, and volunteers (Figure 2, k).

As for eliminating psychological barriers, adventure playgrounds can be created to support rehabilitation through play for refugee children with limited access to psychological support (Figure 2, f). In adventure playgrounds that emerged in the 1940s, it was observed that children reenacted their war experiences through war games (Lisul, 2004), and this controlled play experience had a healing effect on children with post-traumatic stress disorder (Kinoshita & Woolley, 2015). In such play environments, playworkers must guide the play when needed (Hurtwood, 1968) (Figure 2, b).

Play therapy is another method for providing psychological support. Offering training and creating guides for instructors and playworkers can help spread play therapy.

As mentioned earlier, it is essential to note that caregivers may also need psychological support. In this context, establishing programs for caregivers (Figure 2, i), organizing play activities and workshops in which caregivers and children participate together (j), and creating instructional materials and guides for caregivers (Figure 2; I, e) will support the psychological well-being of caregivers and the caregiver-child relationship.

#### *Engagement with stakeholders*

The needs were refined through consultations with academic experts, practitioners from NGOs and child welfare organizations experienced in working with refugee populations, ensuring their relevance and real-world applicability.

#### *Establishment of criteria*

The minimum requirements necessary for implementing the proposed solutions were established as the criteria.

#### *Categorization of criteria*

The criteria were categorized by their area of impact, such as designing for disabilities, education, child

development, inclusive and socially effective planning, and ecological considerations (Figure 2). This categorization helps in clearly defining the objectives of each criterion and facilitates a structured approach to implementation.

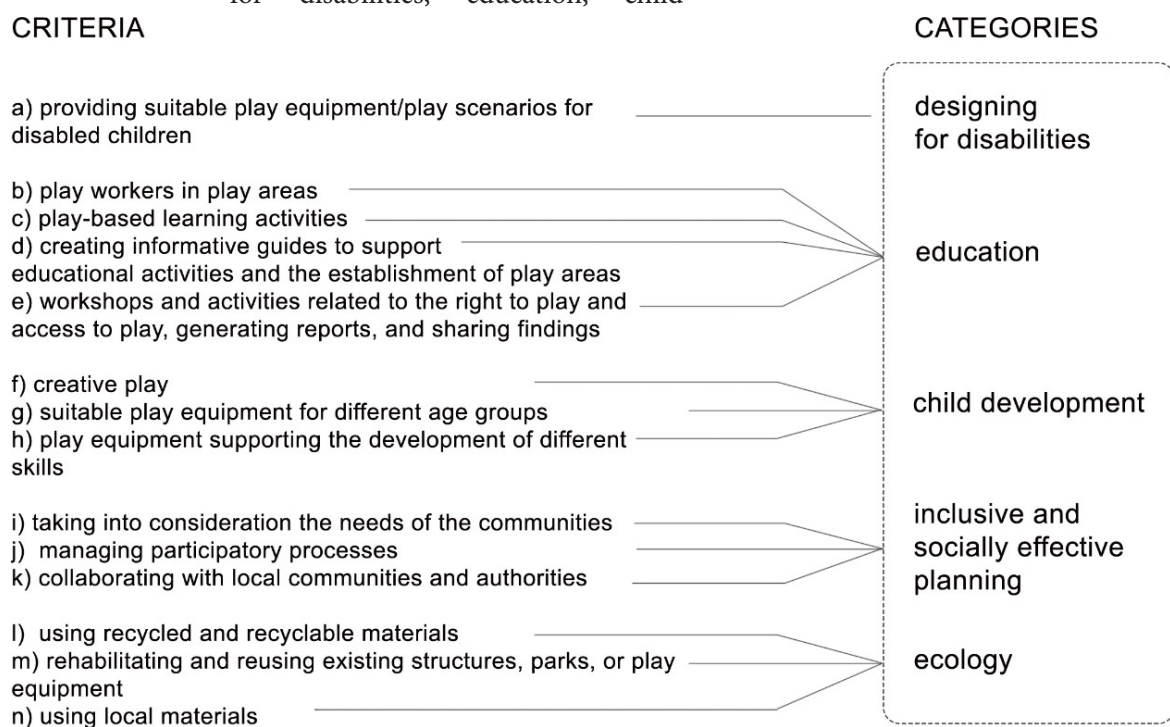
#### *Documentation and implementation*

The analytical tool facilitates a comprehensive evaluation of existing play opportunities for refugee children, using criteria for an inclusive play environment that considers refugee children. For example, if the assessment identifies a lack of language-inclusive play equipment, the tool highlights this gap and recommends solutions, such as introducing multilingual play materials or activities that encourage group collaboration. Play guide includes practical guidelines for integrating the criteria into play programs and initiatives aimed at refugee children.

### **3.2. Case study analysis**

#### **3.2.1. Determination of case studies**

The second section evaluated 36 applications offering play opportunities for refugee children using stated criteria. These applications were identified using the following keywords: 'refugee children,' 'right to play,' 'bringing play



**Figure 2.** Criteria to be considered in providing play opportunities for refugee children.

to refugee children,' 'playgrounds in refugee camps,' 'play in crisis,' and 'alternative play opportunities for refugee children.' The selection of these applications was based on the following criteria:

- Providing play opportunities for refugee children or both refugee and local communities.
- Being publicly accessible (Private play areas are not included in this scope).
- Excluding digital gaming tools

### 3.2.2. Case study analysis

The analysis of the selected applications was evaluated in two stages:

(I) Firstly, the examples were categorized according to method, location, and sustainability. The guide includes recommendations for different methods, such as playgrounds, pop-up games, activities, and workshops. It has also developed strategies for offering play opportunities in various locations and ensuring their continuity, taking into consideration the existing play environments

(II) Secondly, the examples were evaluated according to specific criteria, including disability-friendly design, education, child development, inclusive and socially engaging planning, and ecology. This evaluation provided a comprehensive analysis of the play opportunities offered to refugee children, highlighting their potential for inclusivity and identifying challenges and needs for improvement. This analysis forms the basis for the strategies presented in the play guide

As a result of the study, a play guide has been provided for local authorities including recommendations for resolving current issues and making improvements.

## 4. International practices providing play opportunities for refugee children

National and international organizations, civil society groups, associations, and local authorities are dedicated to advocating for, protecting, and facilitating children's right to play and creating suitable environments for them. Notable international organizations working

in this field include UNICEF, Child Watch International, the European Child-Friendly Cities Network, the International Council on Children's Play, the International Toy Library Association, Right to Play International, the World Leisure Association, the International Play Association (IPA), the LEGO Foundation, Save the Children, War Child Holland, Plan International, United Nations High Commissioner for Refugees (UNHCR), Pop-up Adventure Playground, and many others.

In the systematic review, 36 applications have been identified to provide play opportunities for refugee children (Table 2).

Two notable features distinguish these applications: the timeframe and geographical focus. Although the research did not specify a particular date range, a significant concentration over the past decade was observed. It can be attributed to the growing recognition of the benefits of play and the increasing necessity of providing play opportunities for refugee children due to the rising mass migration movements.

According to UNICEF and UNHCR, despite approximately 35 million displaced children worldwide, the play opportunities for refugee children are mainly concentrated in countries heavily affected by the Syrian crisis, such as Lebanon, Türkiye and Jordan.

### 4.1. Classification of existing play opportunities for refugee children

Various tools are utilized to provide play opportunities for refugee children, including physical spaces and advocacy for the right to play. These can be categorized into four groups: play parks, pop-up play, play activities, and guides.

Play parks encompass playgrounds, school sports areas, camp play tents, and child-friendly spaces in disaster-affected regions. They are advantageous due to their permanence and role as community meeting points (Ergin, 1982). However, they face challenges such as vulnerability to environmental conditions (climate, pollution, noise, security issues), difficulties in site selection, high installation costs, maintenance needs (Sülün, 2019), and susceptibility to vandalism in urban settings (Akyol, 2006).



**Table 2.** Assessment matrix for evaluating play opportunities for refugee children.

YEAR	PLAY OPPORTUNITIES	LOCATION	design for disabilities		education				child development			inclusive & socially effective planning			ecology	
			a	b	c	d	e	f	g	h	i	j	k	l	m	n
2011	P.L.A.Y.,Imagination Playgorunds	Haiti& Bangladesh														
2013	UNICEF Early Childhood Development Kit															
2013	UNICEF Recreation Kit and Guidance															
2020	Observation Report Based on Children's	Türkiye														
2015	IBTASEM playground	Lebanon														
2016	Karantina playground	Lebanon														
2016	Fursa playground	Lebanon														
2016	Ariha playground	Syria														
2017	Basma playground	Lebanon														
2017	Atme playground	Syria														
2018	Bar Elias playground	Lebanon														
2018	Bouday Child Friendly Space (CFS)	Lebanon														
2018	Za'atari playground	Jordan														
2019	Arsal playground	Lebanon														
2019	Hermel playground	Lebanon														
2019	Barja playground	Lebanon														
2019	Qaroun playground	Lebanon														
2019	Tyre playground	Lebanon														
2019	Chanay playground	Lebanon														
2019	Chehour playground	Lebanon														
2021	Karm Al Arees playground	Lebanon														
2021	Kaskas playground	Lebanon														
2017	Playscapes	Jordan														
2018	Maldan Tent	Greece														
2020	Al-Azraq Refugee Camp and Play Kit	Jordan														
2013	The Indigenous Play for Active Lives Kiosk	USA														
2019	Discover, Play Share	Türkiye														
2018	Social Circus	Türkiye														
2018	Çok Güzel Atölye	Türkiye														
2017	Intelligence Games Workshop	Türkiye														
2018	Children's Fest	Türkiye														
2012	Refugee Play Day for Displaced Children	Egypt														
2015	TeamUp	Holland														
2021	Guide to Facilitating Harmony through	Türkiye														
2019	"How to" Guidebook	USA														
2019	[Play]station	Sweden														

Pop-up play involves mobile play solutions, including portable equipment and temporary structures. It offers significant advantages over traditional parks, being easily transportable to areas lacking suitable conditions or facing economic challenges. The costs and time associated with production, transportation, and installation are lower compared to permanent parks (Gürdoğan et al., 2020). Additionally, it allows for creative use of natural and recycled materials like boxes and ropes (Leicher-Saxby & Law, 2014).

Play activities include one-off events, scheduled activities, and workshops that foster cognitive and educational development while promoting interaction between local and refugee children, aiding integration. They also raise awareness among caregivers regarding children's right to play and are generally cost-effective, primarily involving materials and instructor payments.

Play guides include play kits and guides for children, as well as resources for educators and caregivers. This study recognizes reports that recommend play opportunities and monitor the right to play, emphasizing the need for structured play implementation.

Among the 36 assessed applications, 43% are play parks, 12% are pop-up play, 22% involve play activities and workshops, and 13% are guides, with 11% incorporating a combination of methods. Additionally, 50% of applications are permanent, while 34% are temporary. Six projects, comprising 16% of applications, include workshop reports and guides that have yet to be evaluated (Table 3).

The analysis indicates that permanent play opportunities are mostly found in play parks. While this consistency can help establish familiar spaces for children, it also presents challenges related to cost, construction, and maintenance.

In terms of location, 21% of activities occurred in refugee camps, 16% in public parks, 21% in schools, 9% in NGOs, and 19% in transformed spaces like warehouses and sports centers. Notably, six projects (14%) lacked specific spatial representation. No studies documented refugee children playing at home or in their immediate vicinity, highlighting a gap for play kits and guides designed for home use.

#### 4.2. Evaluating for inclusive play on existing play opportunities for refugee children

Applications were evaluated based on design criteria, identifying areas with less than 50% compliance as needing development (Table 4).

A key criterion is disabled-friendly design, crucial for reducing injury risks among refugee children in disaster areas. Unfortunately, only 20% of applications meet this criterion (Table 4).

Education is another essential aspect, as refugee children often lack educational opportunities. Play-based educational activities are essential, along with workshops and guides to promote awareness of the right to play and prevent rights violations related to child labor and discrimination.

Regarding child development, equal play opportunities should offer diverse play structures catering to various age groups (Table 4). Ignoring age-appropriate play can harm children's self-esteem and achievement. It's essential to support habits and self-confidence through play, especially for children facing trauma-related developmental challenges. This could include memory cubes, language cards, and group play toys that foster community and collaboration.

The assessment highlighted the most favorable results in inclusive and socially effective planning criteria (Table 4). To ensure the well-being of refugee children, collaboration among NGOs, local authorities, international organizations, and communities is necessary. Addressing the diverse needs of refugee children, acknowledging physical, ethnic, and cultural differences, is vital for overcoming barriers to play access and promoting the right to play.

Participatory processes are crucial for fostering a sense of belonging, aiding integration, and increasing awareness of play rights, which can mitigate security and vandalism issues.

The ecological criterion is essential for creating cost-effective, portable play areas. Reusing parks and equipment through relocation, repair, and repurposing materials can reduce costs and support local economies. This is particularly important for refugee children in economically disadvantaged regions, as enhancing ecologically friendly play opportunities can lower expenses, ensure sustainability, and empower local communities to create their play environments (Table 4).

## 5. Play guide: A toolkit for local authorities

This study presents a play guide designed for local authorities to address barriers and establish play opportunities for refugee children. It outlines three play methods: playgrounds, pop-up play,

**Table 3.** Classification section about the analytical tool development process.

method	playgrounds	43
	pop up play	11
	activities and workshops	22
	guides	13
	hybrid	11
location	refugee camps	23
	public parks	17
	school	23
	NGO	10
	house	15
	another	12
continuity	no spatial representation...	11
	permanent	36
	temporary	53

and workshops/activities. Each method considers common factors such as location, equipment, supervision, and reporting, while addressing unique requirements like equipment design and program content. Figure 3 summarizes these methods and their components (Figure 3).

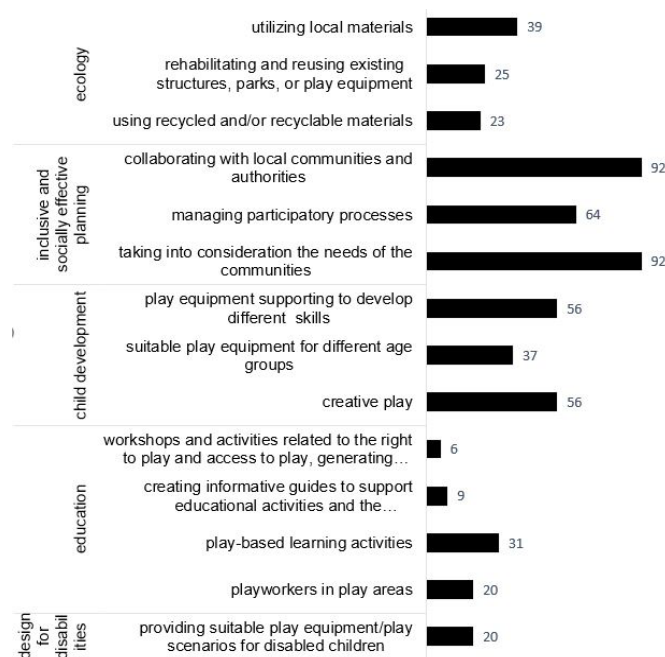
The “Playgrounds” section prioritizes areas with limited resources, focusing on inclusive adventure playgrounds and utilizing existing spaces. Collaboration with local governments and universities is encouraged. The “Pop-Up Play” method emphasizes mobile, flexible setups using recyclable materials, supported by local volunteers for sustainability and safety. “Workshops and Activities” encourage social interaction and emotional support, involving caregivers and educators to improve children's well-being. Each section includes mechanisms for regular supervision and feedback to optimize play environments. The guide is organized into three main sections: play design, management, and implementation.

### 5.1. Design of play

The play guide has a decision-making process shown in a flowchart (Figure 4) to choose the most suitable type of play opportunity—playground pop-up play, or workshops/activities—for an area.

The process begins with assessing existing play opportunities. If they are limited or nonexistent, the guide examines nearby buildings (indoor sports complexes, cultural centers) that could

**Table 4.** The evaluation of existing play opportunities in terms of the criteria.



be repurposed. If such spaces are available, playgrounds or indoor play areas can be established. If no spaces exist, the budget is assessed. With sufficient funding, a new playground can be created; otherwise, pop-up play solutions, being more flexible and temporary, are recommended.

The flowchart also distinguishes between temporary and permanent play areas. Temporary options like pop-up play are suited for locations available only for a limited time. Permanent spaces are prioritized when location and budget allow for long-term solutions. In cases where neither condition is met, workshops and activities are recommended as flexible, cost-effective alternatives. They are flexible and relatively cheap to organize and be held in different settings.

This systematic approach can expand and diversify the play opportunities based on specific contexts and the resources available (Figure 4).

#### 5.1.1. Design and implementation of playgrounds

First of all key areas for new playgrounds should be identified, particularly in low income neighborhoods which often have few play spaces or places that can be transformed such as schoolyards or community centers. A network map illustrating focus areas should

be created to attract funding and volunteers, and to keep the community informed.

Adventure playgrounds are particularly beneficial for supporting children who have experienced trauma, such as refugee children (Kinoshita & Woolley, 2015) (Figure 5).

If outdoor play is not feasible, indoor spaces like workshops, community centers, or vacant shops should be considered for welcoming play areas (Leicher-Saxby & Law, 2014). These settings provide safe places for children, support parents and children connect, and assist families in getting used to new areas (Vandekerckhove & Aarssen, 2020) while helping caregivers support children's right to play (UNICEF, 2022). It's important to consider the children's backgrounds and play habits. Workshops with children can be helpful to gather their input on play spaces and understand their sense of belonging (Mart et al., 2022).

Designing play spaces with accessible equipment for children with disabilities is also crucial (Dunn & Moore, 2005). Temporary play areas or mobile play events can bring play directly to neighborhoods. Utilizing 3D printing for 1:1 scale prototype can save time and resources (Knaapen, 2018), with modifications based on feedback from children during interactive sessions or surveys.

Engaging with local universities can also involve students or faculty in designing process. This can provide to create affordable play opportunities. It will also support local talent and enrich design education by addressing community needs and diverse user requirements.

Local materials and labor can significantly reduce costs while supporting the local economy (Dabaj & Conti, 2020). Preferring modular components that are easy to assemble and disassemble simplify maintenance and allow for more playgrounds at lower costs.

For funding, local organizations, social responsibility projects, and local donors which are interested in supporting play initiatives should be connected. Raising awareness of play as a fundamental right for children is essential for building support and securing funds (Woolley, 2021).



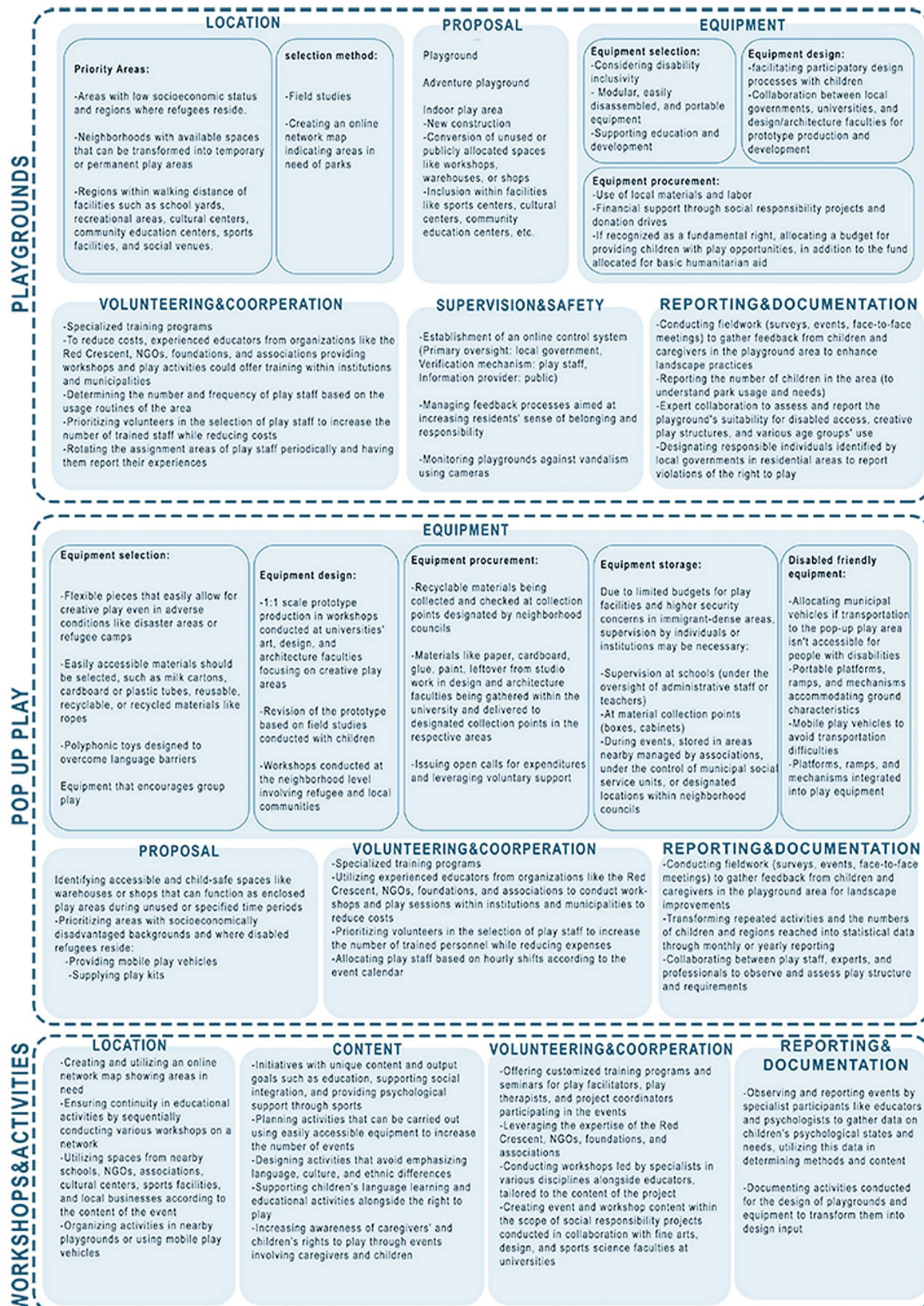
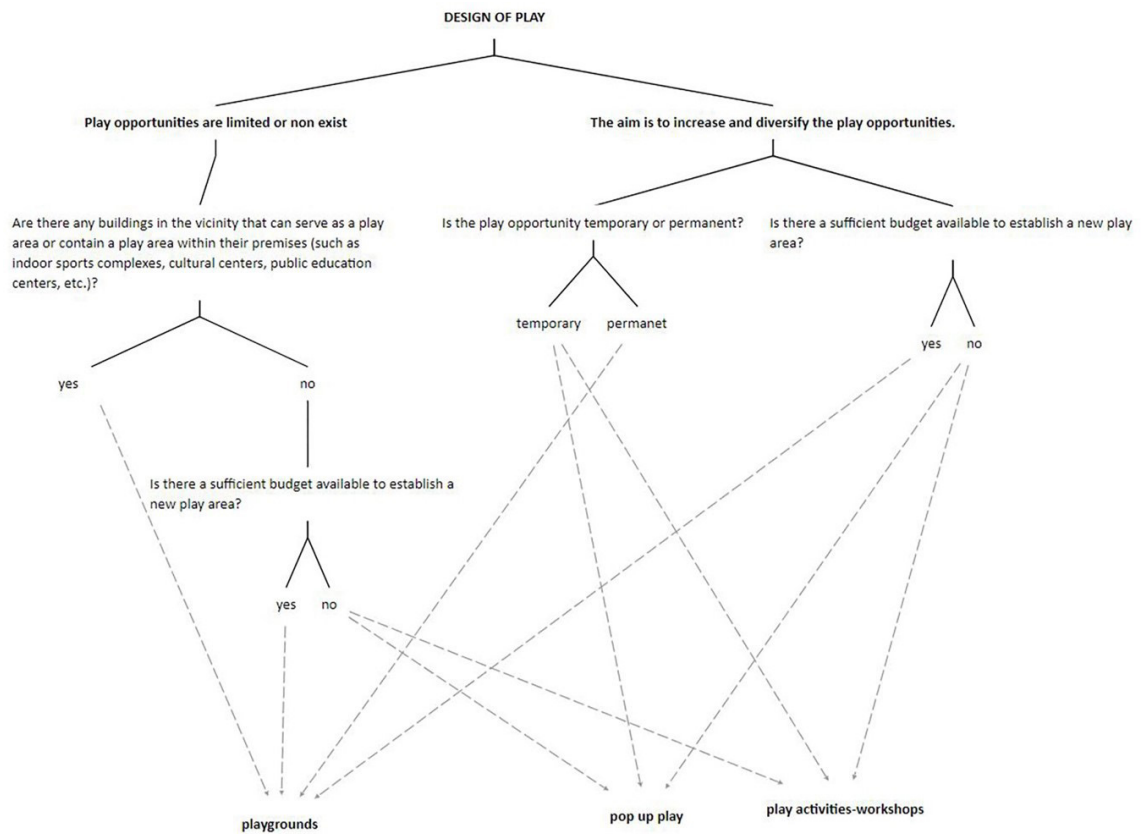


Figure 3. Play guide scheme (Produced by the author).





**Figure 4.** Play design decision tree (Produced by the author).



**Figure 5.** Adventure playground (Conceptual collage crafted by the author).

### 5.1.2. Designing and implementing pop-up play

The primary strategy for establishing pop-up play areas involves organizing time-limited outdoor activities that align with favorable weather conditions. These schedules should be communicated via bulletin boards, schools, and social media platforms to keep everyone informed (Leichter-Saxby & Law, 2014). It's crucial that pop-up play areas are accessible to children and caregivers with disabilities; municipalities can facilitate this by providing transportation and setting up portable platforms, ramps, and adaptive equipment for various terrains (Sungur Ergenoğlu & Czaplinska, 2018).

When outdoor conditions are unsuitable, indoor spaces provide an excellent alternative. Community-friendly spaces such as warehouses, stores, or other public areas can serve as indoor play zones during specific hours or when they are not in use. Local administrations may also rent private spaces to meet this need (Leichter-Saxby & Law, 2014). Indoor play areas are particularly beneficial for refugee children, as many family members work during the day due to economic constraints (Copeland et al., 2012). Activities and workshops in these spaces can enhance integration, strengthen family bonds, and ensure that all family members are involved in the adaptation process, helping caregivers recognize the significance of play (Vandekerckhove & Aarssen, 2020; UNICEF, 2022).

Play buses represent another innovative approach to bringing play to communities. Inspired by Japan's experience with play buses in post-disaster areas, these buses deliver play materials and facilitators directly to neighborhoods, setting up play areas around temporary shelters, parking lots, or community spaces (Kinoshita & Woolley, 2015). Play buses enable affordable and flexible play options on a larger scale (Bozkurt, 2016). They prioritize accessibility for children with disabilities and families in lower-income neighborhoods (Mould & Fabian, 2009). They can range from smaller vehicles equipped with toys to larger buses designed for interactive play.

Municipalities can adapt buses for play and schedule regular visits to residential areas, schools, or safe spaces. These visits can be publicized through social media, bulletin boards, and local offices.

Selecting flexible, creative, and affordable play materials—such as milk cartons, cardboard, plastic pipes, and rope—facilitates easy transport and accessibility. Selecting recyclable or reusable materials especially beneficial in lower-income areas where many refugee children reside (Neill, 2013; Leichter-Saxby & Law, 2015). Local authorities, community members, and volunteers can contribute by gathering and donating materials, including surplus from university design projects (e.g., paper, cardboard, glue, and paint). Play materials need supervision due to vandalism. Therefore they can be stored at nearby schools, local offices, or community centers and transported to play sites as needed (Akyol, 2006).

Play kits are another ideal option for pop-up plays (UNICEF, 2015). These kits can be prepared in single box or in multiple boxes to accommodate varying group sizes (UNICEF, 2013). The contents of these kits should be determined in consultation with local partners and professionals, including educators, psychologists, and play specialists. Observations of caregivers about children's play habits can inform the design of kits intended for home use.

Production, packaging, and distribution of play kits require additional workforce and budget. Funding and volunteer assistance from NGOs, international funds, and socially responsible companies can significantly impact the program's success. The municipality can take the lead in establishing a distribution network to ensure kits reach local centers like schools and community warehouses. Volunteers can then deliver those kits directly to families in need.

### 5.1.3. Programming play activities and workshops

Activity areas should be selected from the previously mentioned network map to bring play to the locations with limited or nonexistent play opportunities. This method supports

continuity in educational play activities and promotes the integration of refugee and local children into the same programs (Ancin, 2019). Considering the challenges and inequalities refugee children face in accessing education (Aydın & Kaya, 2017), a dedicated program within educational activities can help overcome these challenges.

Activities and workshops can take place in diverse settings—schools, NGOs, cultural centers, sports facilities, or even local businesses (e.g., internet cafés when computer labs are unavailable). When possible, these activities should occur near playgrounds or be integrated into mobile play options like play buses.

Workshops and activities often have specific goals, including supporting educational objectives, fostering social integration (Chayder, 2019), and providing psychological support through sports (Whitley & Gould, 2011). They can also play a vital role in participatory design efforts for play areas and equipment, enabling children to share their ideas (Rigon et al., 2021).

Activities focusing on social integration should avoid highlighting cultural or ethnic differences, encouraging instead for shared, expressive activities. Physical activities, art, music, and dance allow children to express themselves nonverbally (Yanık Özger & Kozandağı, 2021; Chayder, 2019). Collaboration with local educators can enhance language learning support, leveraging their expertise and insights.

Workshops and activities for both children and their caregivers are essential for strengthening family bonds (Sim et al., 2018) and raising awareness about play as a fundamental right. Engaging caregivers from both local and refugee backgrounds helps address issues of discrimination and exclusion. Children can assist their parents' adapting to new environments (Agutter, 2016).

To ensure the sustainability of these activities, it's advisable to avoid high-cost, long-lead-time equipment. Essential items, such as computers and specialized software, may be funded through partnerships with national and international supporting organizations.

## **5.2. Managing play**

### **5.2.1. Supporting volunteering and cooperation**

Volunteering and community cooperation are essential for managing the costs of providing play opportunities, fostering new collaborations, and supporting children's social development. Volunteers enhance children's access to play while cultivating a sense of trust and support (Weinberger, 2020). Both playgrounds and pop-up play events require playworkers to supervise activities and assist when necessary (Leichter-Saxby, 2019). The number of playworkers can be adjusted based on the number of children present, their age groups, and daily routines, such as naptimes and school schedules. Scheduling playworkers by the hour can enhance flexibility for the pop-up events. In order to have more trained playworkers without increasing costs, it is crucial to concentrate on volunteer support (Bozkurt, 2019). Training should be offered for playworkers, play therapists, and project managers at playgrounds and pop-up sites. Local partnerships can facilitate in-house training programs.

Funding for the play opportunities for refugee children, can be secured through collaborative projects with national and international organizations (Bozkurt, 2016). Additionally, university departments in fields such as fine arts, design, and sports science can organize social responsibility projects to foster interdisciplinary collaboration and reduce costs.

### **5.2.2. Supervision and safety**

Supervision is a vital component of pop-up play, playground activities, and workshops. It helps sustain a safe, engaging environment. Permanent playgrounds, however, require more supervision since the equipment, seating, and lighting may be vandalized in urban areas (Akyol, 2006). Community members and regulatory agencies must collaborate to ensure the safety of play areas. Areas with low income, where most refugees reside, tend to experience more vandalism (Park & Burgess, 1924). Therefore, playgrounds need to be equipped



with security cameras The Parks and Gardens Department should regularly monitor playgrounds and address any issues regarding their physical conditions.

A community monitoring system is essential, as it allows residents to report repairs or dangerous conditions quickly through an online mechanism. So, residents can follow issues until they are fixed (Figure 6). In neighborhoods lacking digital access, community members can report concerns directly to staff on site. By engaging residents in monitoring, the community can proactively prevent security issues and foster shared responsibility (Scott et al., 2007).

### 5.2.3. Reporting and documentation

Understanding the needs of children and caregivers in playgrounds is vital for developing effective solutions. Conducting needs assessments through surveys and face-to-face interviews helps identify gaps and ensures resources are used effectively (McDonald, 2011). For example, a poorly utilized park may indicate safety concerns, child labor issues or a need for relocating equipment to more frequented areas.

For pop-up play activities, documenting participation rates, repeat visits, and popular areas is beneficial. Monthly or annual reports help assessing program effectiveness (Miller & Piliavin, 1957). If attendance declines, factors such as location, transportation, and publicity should be reevaluated. Observations by educators and psychologists during activities and workshops can provide valuable insights into refugee children's mental health needs (MacMillan et al., 2015), guiding improvements in play programs.

Finally, documenting the efforts in designing play opportunities is essential for promoting inclusive play environments. The information will be useful for local reports on the right to play, advocacy for varied play equipment, and enhancement of research on play and social integration.

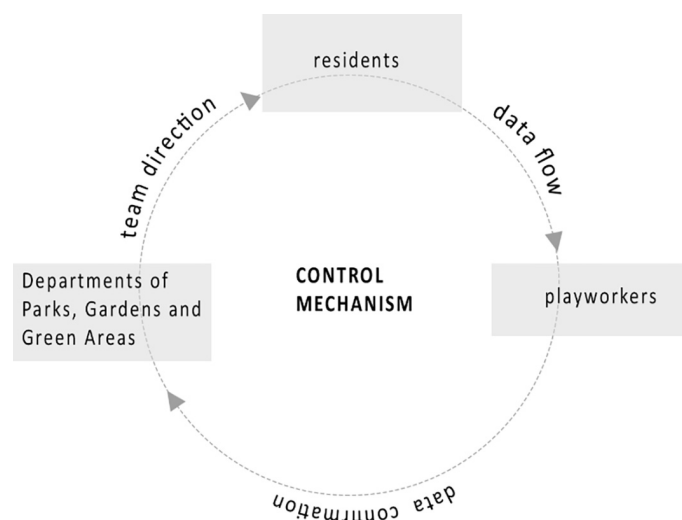
### 5.3. Implementing play

Ensuring the sustainability of accessible play opportunities is crucial. There are numerous strategies to achieve this. Materials such as guides, handbooks,

and reports, holding workshops and educational programs, or creating supportive policies can effectively promote the right to play in communities. Awareness campaigns and informational resources for caregivers, experts, and the public (UNICEF, 2022) are particularly valuable. For instance, handbooks developed in partnership with play therapists and educators can provide practical guidance on age-appropriate games and possible needs or conflicts during play. Such resources can be adapted for various contexts, including public spaces, residential areas, schools, and disaster zones, ensuring children have safe play options without requiring extensive equipment.

Organizing workshops and seminars can raise awareness and publicize their outcomes. Creating a coordinating group can help monitor play opportunities for refugee children. The community can identify where play spaces may be lacking or in need of improvement. Community members from schools, local councils, and associations, can be encouraged to gather feedback from caregivers about access to play spaces.

In times of crisis, it is important to prioritize the right to play alongside essential services like health and shelter. Policies considering play opportunities for refugee children can ensure that their rights are upheld (Woolley, 2021).



**Figure 6.** Control mechanism data flow diagram (Produced by the author).



## 6. Conclusion

The number of child migrants is expected to increase due to ongoing conflicts, wars, natural disasters, climate crises, and pandemics. This situation demands immediate and proactive action from states party to the UN Convention on the Rights of the Child (UNCRC) to safeguard the rights of refugee children, particularly their right to play. While current efforts are encouraging, they must be enhanced to fully address the unique needs of these vulnerable children. This study highlights the essential role of play in the well-being of refugee children, identifies barriers to accessing play opportunities, and proposes solutions to overcome these challenges.

The play guide developed in this study offers a comprehensive framework for creating inclusive play spaces that nurture the physical, psychological, and social development of refugee children. Although the findings offer valuable insights, it is vital to recognize that some existing initiatives may not meet the specific needs of these children. The focus should not be on segregating refugee children from their host communities but on understanding their play habits and fostering inclusive play environments.

This research aims to serve as a lasting resource for local authorities, NGOs, volunteers, and professionals dedicated to improving the lives of refugee children. By continuously adapting this guide, stakeholders can ensure that play remains a central aspect of these children's lives, promoting resilience, well-being, and social cohesion. The guide functions as a foundational tool for future initiatives, offering adaptable strategies to advocate for the right to play, design appropriate play environments, and strengthen collaborations that support children's growth and integration into their communities.

However, this study has limitations. It relies primarily on a systematic review due to ethical considerations and restrictions imposed by the COVID-19 pandemic, which hindered extensive on-site observations. As a result, the findings may lack the contextual understanding that fieldwork could pro-

vide. Additionally, focusing on refugee children in Türkiye may limit the applicability of the proposed play guide to other countries due to potential cultural and social differences.

To address these limitations, future research could incorporate field-based studies involving direct interactions with refugee children and local communities. Ethnographic studies or participatory action research could provide deeper insights into the lived experiences of refugee children and their interactions with play spaces. Comparative studies across various countries hosting refugee populations could also enhance the guide's adaptability to diverse contexts.

## References

- Ager, A., Akesson, B., Stark, L., Flouri, E., Okot, B., McCollister, F., & Boothby, N. (2011). The impact of the school-based Psychosocial Structured Activities (PSSA) program on conflict-affected children in northern Uganda. *Journal of child psychology and psychiatry*, 52(11), 1124-1133.
- Agutter, K. (2016). Assimilation through play: Migrant hostel play centres in post-war Australia. *International Journal of Play*, 5(3), 277-291. <https://doi.org/10.1080/21594937.2016.1229698>
- Akyol, E. (2006). *Kent mobilyaları tasarım ve kullanım süreci* [Doktora Tezi, İstanbul Teknik Üniversitesi]. <https://polen.itu.edu.tr:8443/server/api/core/bitstreams/d3396d24-859b-4429-939e-56005c2b7d27/content>
- Ancın, E. (2019). *Suriye göçleri: Sultanbeyli örneği* [Doktora Tezi, Marmara Üniversitesi]. <https://acikbilim.yok.gov.tr/handle/20.500.12812/734805>
- Aydin, H., & Kaya, Y. (2017). The educational needs of and barriers faced by Syrian refugee students in Türkiye: A qualitative case study. *Intercultural Education*, 28(5), 456-473. <https://doi.org/10.1080/14675986.2017.1336373>
- Barghadouch, A., Kristiansen, M., Jervelund, S. S., Hjern, A., Montgomery, E., & Norredam, M. (2016). Refugee children have fewer contacts to psychiatric healthcare services: An analysis of a subset of refugee children compared to Danish-born peers. So-

*cial Psychiatry and Psychiatric Epidemiology*, 51(8), 1125–1136. <https://doi.org/10.1007/s00127-016-1235-0>

Betancourt, T. S., & Khan, K. T. (2008). The mental health of children affected by armed conflict: Protective processes and pathways to resilience. *International review of psychiatry*, 20(3), 317–328.

Bilgili, F. F. (2019). *Kentsel mekânda ayrışma bağlamında “çocuk mekânları”: Sivas Kardeşler Mahallesi örneğinde bir inceleme* [Doktora Tezi, İnönü Üniversitesi]. [https://acikbilim.yok.gov.tr/bitstream/handle/20.500.12812/116619/yokAcikBilim\\_10240756.pdf?sequence=-1&isAllowed=y](https://acikbilim.yok.gov.tr/bitstream/handle/20.500.12812/116619/yokAcikBilim_10240756.pdf?sequence=-1&isAllowed=y)

Bozkurt, M. (2016). Refugee children's right to live and play in contemporary cities. In E. Küçük (Ed.), *A city for an immigrant child* (pp. 83–96). Marmara Belediyeler Birliği Kültür Yayınları.

Bozkurt, M. (2019). Sığınmacı Çocuklar İçin Oyun İmkânı Sağlamak: Yerel Yönetimlere Tavsiyeler Üzerine Bir Tartışma, *Türkiye Sosyal Araştırmalar Dergisi*, 23(1), 53–66.

Bratton, S. C., Ray, D., Rhine, T., & Jones, L. (2005). The efficacy of play therapy with children: A meta-analytic review of treatment outcomes. *Professional psychology: research and practice*, 36(4), 376.

Chayder, L. A. (2019). Art as a bridge-builder: A program for young refugees. *Journal of Museum Education*, 44(1), 69–80. <https://doi.org/10.1080/10598650.2019.1578256>

Chen, S., & Knöll, M. (2022). Perceived environmental barriers and facilitators of refugee children's physical activity in/around refugee accommodation: A qualitative case study in Berlin. *Archives of Public Health*, 80(1), 1–14. <https://doi.org/10.1186/s13690-022-00747-x>

Christie, A. (2003). Unsettling the 'social' in social work: Responses to asylum-seeking children in Ireland. *Child & Family Social Work*, 8(3), 223–231. <https://doi.org/10.1046/j.1365-2206.2003.00283.x>

Copeland, K. A., Kendeigh, C. A., Saelens, B. E., Kalkwarf, H. J., & Sherman, S. N. (2012). Physical activity in child-care centers: Do teachers hold the key to the playground? *Health Edu-*

*cation Research*, 27(1), 81–100. <https://doi.org/10.1093/her/cyr038>

Cranz, G. (1989). *The politics of park design: A history of urban parks in America*. MIT Press. <https://doi.org/10.7551/mitpress/5469.001.0001>

Crush, J., & Tawodzera, G. (2014). Exclusion and discrimination: Zimbabwean migrant children and South African schools. *International Migration and Integration*, 15(4), 677–693. <https://doi.org/10.1007/s12134-013-0283-7>

Çocuk İzi. (2021). Oyun hakkına yerelden bakmak: Konak ilçesi örneği. *Etkiniz*. [https://etkiniz.eu/wp-content/uploads/2021/11/Oyun-hakk%C4%B1na-yerelden-bakmak\\_RAPORU.pdf](https://etkiniz.eu/wp-content/uploads/2021/11/Oyun-hakk%C4%B1na-yerelden-bakmak_RAPORU.pdf)

Dabaj, J., & Conti, R. L. (2020). Placemaking in Lebanese cities hosting displaced communities. *The Journal of Public Space*, 5(1), 219–246. <https://doi.org/10.32891/jps.v5i1.1233>

Dunn, K., & Moore, M. (2005). Developing accessible play space in the UK: A social model approach. *Children, Youth and Environments*, 15(1), 331–354. <https://doi.org/10.1353/cye.2005.0034>

Ergin, Ş. (1982). *Çocuğun oyun gereksinimi ve İzmir/Alsancak semtinde çocuğa yönelik açık/yeşil mekân olanaklarının artırılması üzerine bir araştırma* [Doçentlik Tezi, Ege Üniversitesi]. <https://www.scribd.com/document/854892516/C-OCUGUN-OYUN-GEREKSINIMI-VE-IZMIR-ALSANCAK-SEMTINDE-C-OCUGA-YONELIK-ACIK-YESIL-MEKAN-OLANAKLARININ-ARTIRILMASI-UZERINE-BIR-ARASTIRMA>

Eskiocak, M. (2013). Savaş ve sağlık: Suriye'deki iç savaşın Suriye ve Hatay'daki sağlık sonuçları: Barışın olmadığı yerde sağlık olmaz! In H. Başçıl (Ed.), *Suriye iç savaşının Hatay iline etkileri* (pp.50–63). Türk Tabipleri Birliği Yayınları. [https://www.ttb.org.tr/kutuphane/fsayek2013\\_savas.pdf](https://www.ttb.org.tr/kutuphane/fsayek2013_savas.pdf)

Gürdoğan, S., İyikul, D., & Sevinçli, E. (2020). *Seyyar oyun parkı düzenleme kılavuzu*. Superpool.

Handicap International & HelpAge International. (2014). *Hidden victims of the Syrian crisis: Disabled, injured and older refugees*. UNHCR. <https://>

data.unhcr.org/en/documents/details/40819

HelpAge International & IMMAP. (2018). *Disability assessment among Syrian refugees in Jordan and Lebanon*. <https://microdata.unhcr.org/index.php/catalog/476>

Hurtwood, L. A. O. (1968). *Planning for play*. Jarrold & Sons.

International Organization for Migration. (2022). *World migration report 2022*. <https://publications.iom.int/books/world-migration-report-2022>

İçduygu, A., Erder, S., & Gençkaya, Ö. F. (2014). *Türkiye'nin uluslararası göç politikaları, 1923-2023: Ulus-devlet oluşumundan ulus-ötesi dönüşümlere*. MİReKoç Proje Raporları, Koç Üniversitesi Göç Araştırmaları Merkezi.

İstanbul Büyükşehir Belediyesi Park Bahçe ve Yeşil Alanlar Daire Başkanlığı. (2021). *İstanbul oyun çalıştay raporu*. <https://yesil.istanbul/storage/public/2021/06/15/60c86874563df-istanbul-oyun-calistayi-duzenlendi.pdf>

Kinoshita, I., & Woolley, H. (2015). Children's play environment after a disaster: The Great East Japan Earthquake. *Children*, 2(1), 39–62. <https://doi.org/10.3390/children2010039>

Kinyera, M. (2019). *Child-friendly spaces and early childhood learning outcomes in refugee settlements: A case of Adjumani refugee settlements* [Doctoral dissertation, Kyambogo University]. <https://kyuspace.kyu.ac.ug/handle/20.500.12504/1115>

Knaapen, C. (2018). *Designing playground equipment with VR and 3D printing* [Master's thesis, Utrecht University] <https://studenttheses.uu.nl/handle/20.500.12932/31637>

Kucukali, A. (2015). Çocukların oyun oynama hakkı ve değişen oyun kültürü. *Erzincan Üniversitesi Sosyal Bilimler Enstitüsü Dergisi (ERZSOSDE)*, 8(1), 1–14. <https://doi.org/10.17755/erzso11473253>

Kuhn, T. (1970). *The structure of the scientific revolution*. University of Chicago Press.

Leichter-Saxby, M., & Law, S. (2014). *Pop-up play shop toolkit*. Pop-up Adventure Play. <https://popupadventureplaygrounds.files.wordpress.com/2012/07/pupstoolkit.pdf>

Leichter-Saxby, M., & Law, S. (2015). *Loose parts manual*. The DIY

*Guide to creating a playground in a box* Playground Ideas. <https://www.popupadventureplay.org/wp-content/uploads/2019/08/Loose-Parts-Manual.pdf>

Leichter-Saxby, M., & Law, S. (2019). Oyun kuruculuğu uygulaması ve Pop-Up macera oyunu & turun öyküsü. In P. Derviş & S. Gürdoğan (Eds.), *Şehirde oyun*. (pp.166-173). Superpool. <https://www.superpool.org/?view=article&id=155&catid=10>

Lisul, I. (2004). Play as a coping strategy during a time of bombing and destruction. In *Greenwood Publishing Group* (pp. 55–61). Greenwood Publishing Group.

MacMillan, K. K., Ohan, J., Cherian, S., & Mutch, R. C. (2015). Refugee children's play: Before and after migration to Australia. *Journal of Pediatrics and Child Health*, 51(8), 771–777. <https://doi.org/10.1111/jpc.12844>

Mariam, E., Ahmad, J., & Sarwar, S. S. (2021). BRAC Humanitarian Play Lab model: Promoting healing, learning, and development for displaced Rohingya children. *Journal on Education in Emergencies*, 7(1), 133–149. <https://doi.org/10.33682/u72g-v5me>

Marsh, K., & Dieckmann, S. (2017). Contributions of playground singing games to the social inclusion of refugee and newly arrived immigrant children in Australia. *Education 3-13*, 45(6), 710–719. <https://doi.org/10.1080/03004279.2016.1148393>

Mart, M., Simsar, A., & Uyanik, G. (2022). The playground perception of Syrian refugee children. *Child Indicators Research*, 15(1), 349–372. <https://doi.org/10.1007/s12187-021-09883-2>

Masten, A. S., & Narayan, A. J. (2012). Child development in the context of disaster, war, and terrorism: Pathways of risk and resilience. *Annual review of psychology*, 63(1), 227–257.

McDonald, M. (2011, May). *What role can child and family services play in enhancing opportunities for parents and families? Exploring the concepts of social exclusion and social inclusion* (Practice Sheet). Australian Institute of Family Studies. <https://library.bsl.org.au/jspui/bitstream/1/2461/1/What%20role%20can%20child%20and%20family%20services%20play.pdf>

Miller, N. P., & Piliavin, I. (1957). An



experimental technique for reporting recreation services rendered on public playgrounds. *Research Quarterly. American Association for Health, Physical Education, and Recreation*, 28(2), 138-146. <https://doi.org/10.1080/10671315.1957.10611842>

Mould, C., & Fabian, H. (2009). *Development & learning for very young children*. SAGE Publications.

Mülteciler Derneği. (2023, Eylül). *Türkiye'deki Suriyeli sayısı*. <https://multeciler.org.tr/turkiyedeki-suriyeli-sayisi>

Neill, P. (2013). Open-ended materials belong outside, too. *High Scope*, 27(2), 1-8.

Park, R. E., & Burgess, E. W. (1924). *Introduction to the science of sociology* (Vol. 1). University of Chicago Press.

Popper, K. (2014). *Conjectures and refutations: The growth of scientific knowledge*. Routledge.

Portes, A., & Rivas, A. (2011). The adaptation of migrant children. *The Future of Children*, 21(1), 219-246.

Prince, B., Makrides, L., & Richman, J. (1980). Research methodology and applied statistics. Part 2: The literature search. *Physiotherapy Canada*, 32(4), 201-206. <https://doi.org/10.3138/ptc.32.4.201>

Rico, A. P., & Janot, J. B. (2021). Children's right to play and its implementation: A comparative, international perspective. *NAER: Journal of New Approaches in Educational Research*, 10(2), 279-294. <https://doi.org/10.7821/naer.2021.7.650>

Rigon, A., Dabaj, J., & Baumann, H. (2021). Participatory design and diversity: Addressing vulnerabilities through social infrastructure in a Lebanese town hosting displaced people. In A. Rigon & V. Castán Broto (Eds.), *Inclusive Urban Development in the Global South* (pp. 198-212). Routledge.

Save the Children (2008). *Child-friendly spaces in emergencies: A handbook for Save the Children staff*.

Scott, M. L., La Vigne, G. N. & Palmer, T. (2007). *Preventing vandalism*. Washington, DC: The

Urban Institute Justice Policy Center. <https://www.urban.org/sites/default/files/publication/31256/1001192-Preventing-Vandalism.pdf>

Sim, A., Fazel, M., Bowes, L., &

Gardner, F. (2018). Pathways linking war and displacement to parenting and child adjustment: A qualitative study with Syrian refugees in Lebanon. *Social Science & Medicine*, 200 (2018), 19-26. <https://doi.org/10.1016/j.socscimed.2018.01.009>

Sungur Ergenoğlu, A., & Czaplinska, P. (2018). Designing playgrounds for all. *Megaron*, 13(3), 459-469. <https://doi.org/10.5505/megaron.2018.14890>.

Sülün, M. (2019). *Çocuğun gelişmesinde oyun alanlarının rolü ve mekânsal gereklilikler: Ankara örneğinde özel ve kamusal çocuk oyun alanları üzerinden bir inceleme* [Yüksek Lisans Tezi, Yıldız Teknik Üniversitesi]. <https://acikbilim.yok.gov.tr/handle/20.500.12812/380610>

UNCRC. (2013). *General comment No. 17 (2013) on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (art. 31)*, CRC/C/GC/17. <https://www.refworld.org/legal/general/crc/2013/en/96090>

UNICEF. (2013). *UNICEF education kit handbook: Recreation kit guidance*. UNICEF. <https://www.unicef.org/supply/media/676/file/recreation-kit-guidance-UNICEF-education-kits-user-handbook.pdf>

UNICEF. (2015). *Early childhood development kit: A treasure box of activities*. UNICEF. <https://www.unicef.org/supply/media/631/file/%20ECD-early-child-development-kit-activity-guide-english.pdf>

UNICEF. (2016). *Uprooted: The growing crisis for refugee and migrant children*. UNICEF. <https://data.unicef.org/resources/uprooted-growing-crisis-refugee-migrant-children/>

UNICEF. (2019a). *Türkiye UNICEF Ülke İşbirliği Programı 2019 Yıllık Raporu*. UNICEF Türkiye. <https://www.unicef.org/turkiye/media/10451/file/UNICEF%202019%20Y%C4%B1ll%C4%B1k%20Faaliyet%20Raporu.pdf>

UNICEF. (2019b). *Birleşmiş milletler çocuk haklarına dair sözleşme ve ihtiyari protokoller, usûl kuralları ile çocuk hakları komitesi genel yorumları*. UNICEF. <https://www.unicef.org/turkey/raporlar/%C3%A7hds-ve-ih-tiyari-protokoller-usul-kurallar%C4%B1-ile-%C3%A7ocuk-hak-lar%C4%B1-komitesi-genel-yorum->



lar%C4%B1

UNICEF. (2022, June 30). Towards a world of play and connection, for every child. UNICEF and the LEGO Foundation. <https://www.unicef.org/eca/stories/towards-world-play-and-connection-every-child>

UNICEF. (2022, September 7). *Keeping our promises: Stronger data for children on the move*. UNICEF. <https://data.unicef.org/data-for-action/keeping-our-promises-stronger-data-for-children-on-the-move/>

Vandekerckhove, A., & Aarssen, J. (2020). High time to put the invisible children on the agenda: Supporting refugee families and children through quality ECEC. *European Early Childhood Education Research Journal*, 28(1), 104–114. <https://doi.org/10.1080/01350293X.2020.1707361>

Weinberger, H. (2020). *Refugee is not my identity: How NGOs influence displaced youth's development of belonging in the Netherlands*. [Master's thesis, Radboud University]. <https://theses.ubn.ru.nl/server/api/core/bitstreams/bf7ea8dd-a9fd-4476-b9b5-0bce071812b7/content>

Whitley, M. A., & Gould, D. (2011). Psychosocial development in refugee children and youth through the personal–social responsibility model. *Journal of Sport Psychology in Action*, 1(3), 118–138. <https://doi.org/10.1080/21520704.2011.584252>

Williamson, R. L., & Çetin, B. (2019).

The participation of refugee children with disabilities in educational options in Türkiye: A systematic review. *International Journal of Educational and Pedagogical Sciences*, 13(6), 911–916.

Wirunrapan, K., Boranmool, P., Chaiarkhom, K., & Kanthawong, S. (2018). The right to play of children living in migrant workers' communities in Thailand. *Children, Youth and Environments*, 28(2), 175–186.

Woolley, H. (2021). Beyond the fence: Constructed and found spaces for children's outdoor play in natural and human-induced disaster contexts—Lessons from north-east Japan and Za'atari refugee camp in Jordan. *International Journal of Disaster Risk Reduction*, 56, 102155. <https://doi.org/10.1016/j.ijdr.2021.102155>

Yalın Sapmaz, Ş., Uzel Tanrıverdi, B., Öztürk, M., Gözaçanlar, Ö., Yörük Ülker, G., & Özkan, Y. (2017). Immigration-related mental health disorders in refugees 5–18 years old living in Türkiye. *Neuropsychiatric Disease and Treatment*, 2017 (13), 2813–2821. <https://www.dovepress.com/immigration-related-mental-health-disorders-in-refugees-5-18-years-old-peer-reviewed-fulltext-article-NDT>

Yanık Özger, B., & Kozandağı, H. (2021). Okul öncesindeki Suriyeli ve Türk çocukların oyunları ve oyunundaki ilişkileri. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 51, 299–326. <https://doi.org/10.9779/pauefd.682823>