

Tematik Çocuk Kitaplarına Çocuk Hakları Teleskobundan Bakmak: Bir Öz İnceleme Örneği¹**Öğrt. Hüsna Elif YÜCEKÖK²****Doç. Dr. Erdem HAREKET³****MAKALE BİLGİSİ**

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ÖZET

Bu araştırmanın amacı çocuk hakları içerikli tematik çocuk kitaplarında çocuk haklarının nasıl ve hangi konular ekseninde ele alındığının belirlenmesidir. Araştırma nitel araştırma metodolojisine uygun olarak dizayn edilmiş ve bu kapsamda 20 adet çocuk hakları temalı öykü kitabı incelenmiştir. Amaçlı olarak seçimi yapılarak incelenmesine karar verilen bu çocuk kitaplarındaki yazılı içerikler, örtük söylemler ve görseller, Çocuk Hakları Evrensel Sözleşmesi'nde ortaya konan haklara temas etme durumları ve buna yönelik içeriklerin çocuk hakları felsefesi ile ne düzeyde örtüştüğünün belirlenmesi açısından incelenmiştir. Araştırma sonucunda incelenen kitaplarda yaşama, sağlık hizmetlerinden yararlanma, beslenme, barınma, eğitim, dinlenme, oyun oynama, eğlenme, bilgi edinme, her türlü ihmal ve istismardan korunma, ayrımcılıktan korunma, düşüncelerini özgürce ifade etme ve karar alma gibi hakların öncelikli pozisyonda tutulduğu tespit edilmiştir. Ancak bir isme sahip olma, vatandaşlık, aile ile birlikte yaşama, sevgi ortamında yetişme, din ve vicdan özgürlüğü, çocuğun yüksek yararı, özel yaşamın gizliliği ve bunun korunması gibi haklara temas eden içeriklere daha az yoğunlukta verildiği görülmüştür. Sonuçlar ayrıca eserlerde çocuk hakları ile örtüşmeyen söylemlerin ve ihlal senaryolarının, yoğunlukta olduğunu ortaya koymuştur. Bu noktada sonuçlar, çocuk haklarının öğretiminde işe koşulacak çocuk kitapları ile bilimsel çocuk hakları literatürü arasında daha güçlü bir köprünün inşa edilmesi gerektiğini ortaya koymaktadır. Sonuçlar ayrıca tematik çocuk kitaplarında önceliklendirilen ve/veya geri planda bırakılan çocuk hakları alanlarına ilişkin yazar ve uygulayıcı tercihlerinin farklı teorilere dayalı olarak tartışılacağı araştırmalara olan ihtiyacın altını bir kez daha çizmektedir.

¹ This study is derived from Hüsna Elif Yücekök's master's thesis entitled "A Self-Review of Children's Book with Children's Rights Content", conducted under the supervision of Associate Professor Erdem Hareket

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Looking at Thematic Children's Books through the Telescope of Children's Rights: An Example of Self-Review**ARTICLE INFORMATION**

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ABSTRACT

This study aims to determine how and on which issues children's rights are addressed in thematic children's books. The study was designed by qualitative research methodology. Twenty storybooks with the theme of children's rights were analyzed. The written content, implicit discourses, and visuals in these purposively selected books were examined concerning the rights outlined in the Universal Convention on the Rights of the Child. The study also aimed to determine how these contents align with the philosophy of children's rights. As a result of the research, it was found that the books primarily emphasized rights such as the right to life, access to healthcare, nutrition, shelter, education, rest, play, entertainment, access to information, protection from all kinds of neglect, abuse, and discrimination, freedom of expression, and decision-making. However, it was observed that rights such as having a name, citizenship, living with one's family, growing up in an environment of love, freedom of religion and conscience, the best interests of the child, and privacy were included less frequently. The results also revealed that discourses and scenarios involving violations of children's rights are more common in the analyzed books. This indicates the need to build a stronger bridge between children's books used in rights education and the scientific literature on children's rights. Furthermore, the findings highlight the importance of research that explores the preferences of authors and practitioners regarding which areas of children's rights are emphasized or overlooked in thematic children's books, through the lens of various theoretical approaches.

1. Introduction

The child has rights from birth and should be seen as a citizen not only of the future but also of the present, beyond national borders (Rinaldi, 2020). As a citizen of both the future and the present, it is very important that the child grows up as an individual who is aware of his/her rights. Hareket & Yel (2017) underlined that individuals who grow up aware of their rights from an early age are very important both in social life and in their own lives. Children's awareness of their rights from an early age can enable them to develop as individuals who are the protectors of their rights in the future. This is because childhood can be described as the period in which multi-dimensional development occurs, the basis of values and character is established, the individual begins to know and explore himself/herself and his/her family, steps into informal and formal education that is hoped to last for a lifetime, makes observations about social order and life, and which constitutes the basic step toward becoming a global individual with the skills and qualifications expected in adulthood (Hareket & Gülhan, 2017). While the future of society depends on children's ability to create and participate in collaborative forms, as well as to find solutions to social problems, it is necessary to educate these individuals about citizenship so that they will be more likely to solve problems in serious, local, and global contexts later in life (Kim, 2013). In summary, it is very important for children to be aware of children's rights in order to ensure that they take part in society as active citizens. At this point, child rights education and the quality of such education should be emphasized. Brantefors & Quennerstedt (2016) discuss the necessity and importance of child rights education activities for children and young people on the basis of a wide range of reasons. Today, children tend to acquire many values and behaviors from an early age through written, audio, and visually designed works, and the concept of children's rights is a responsibility assigned to adults by the Universal Convention on the Rights of the Child in terms of teaching children. As a matter of fact, it is very important that the child, as an individual, recognizes and adopts not only his/her own rights and responsibilities but also those of others. In this context, societies follow a number of methods to raise children's awareness of their rights. As highlighted by Hareket & Kartal (2024), as with many other issues, visual press and digital media elements for children play an essential role in disseminating the culture of children's rights. These avenues are extremely sensitive and need to be handled with care. In her research, Quennerstedt (2019) demonstrated the importance of language use and conceptual approaches in teaching human rights to children. As can be understood from this, it is very important to provide opportunities for children to internalize and implement their rights both within formal education and in the flow of daily life. Today, children tend to acquire many values and behaviors from an early age through printed media tools that are written, audio, and visually designed. It has been stated that children's books are effective in helping children experience, acquire knowledge, learn about different cultures, make interpretations about the past and the future, and make inferences about the subject of the book. They also help children love themselves, be useful to society, and enjoy life (Kepenekçi & Aslan, 2011). According to Erkmen (2017), literature from childhood onwards creates an environment for children to learn about life, observe different experiences, and understand human realities. At this point, the existence of children's literature works prepared to develop awareness of children's rights is a very pleasing situation. Therefore, it is possible to define the use of these resources through various educational activities as one of the fundamental methods in children's rights education processes. In addition, children's books appear to be a very effective tool for children to acquire behaviors. Todres & Higinbotham (2013) state that literature that contributes to the understanding of the moral world helps children form social expectations and construct a framework for understanding their own specific rights and responsibilities in children's literature. At this point, it can be said that books can be utilized in rights education processes.

Although we see that there has been an intense tendency toward children's rights research with the adoption of the Universal Convention (Gillet-Swan et al., 2023), there are very limited studies in the literature that determine how and to what extent children's books containing topics and themes related to children's rights reflect these topics. For example, Kahraman et al. (2020) examined the reflection of children's rights (in the context of vital, developmental, protection, and participation rights) in children's

picture books. Sarı (2019) examined children's books in children's libraries in terms of children's rights. Türkyılmaz & Kuş (2014), on the other hand, evaluated one hundred basic works in the context of children's rights. Monoyiou & Symeonidou (2015) examined how children's books include content attributed to diversity (disability, appearance, race, etc.) in the context of social justice and rights, and concluded that works of children's literature can be used as a tool to help children form positive identities on these issues. Sriphachan (2019), on the other hand, examined how the rights, responsibilities, and focal points of discrimination for girls and boys are reflected in youth stories. However, these studies mainly focused on issues such as how the concept of children's rights is reflected in children's books and which categories it is most often presented in. In addition, the examinations were conducted on general children's books. In other words, there is no study in the literature in which books in the category of "children's books with children's rights content" are examined with this approach. Furthermore, Hareket (2020) underlined the need for the existence of a sufficient number and quality of literary products to be used in children's rights education, the suitability of the visual and literary elements of these products for the teaching of children's rights, the importance of having the products prepared for this purpose examined by relevant experts, and the need for informative studies for those who will benefit from these tools (parents, teachers, etc.) in order to improve their ability to make use of teaching methods.

Based on this situation, determining how children's rights are reflected in national children's books prepared specifically for the subject area of children's rights, and within the framework of which topics, is considered by the researchers as an issue worth examining and an approach that will contribute to the gap in the literature.

2. Method

2.1. Problem Statement and Objective

The problem addressed in this research is to reveal how and to what extent issues related to children's rights are included in children's storybooks with the theme of children's rights. The aim of this research is to determine to what extent and in what ways issues related to children's rights are included in these storybooks. In this context, the following sub-objectives were investigated in the research: In storybooks with the theme of children's rights:

- How are the child's vital rights included?
- How are the child's developmental rights included?
- What is the status of the child's protection rights?
- How are the child's participation rights included?
- How is content that does not comply with children's rights included?

2.2. Procedure

This study, which was conducted based on the qualitative research paradigm, involved an in-depth examination of children's storybooks with the theme of children's rights, centered on a common subject axis. Therefore, the research adopted a descriptive design. A descriptive design can be defined as the process of describing and explaining data obtained within the framework of a specific phenomenon or study group. According to Lambert and Lambert (2012), the goal of descriptive studies is to provide a direct account of any phenomenon, and, at the same time, descriptive research is considered the least "theoretical" among qualitative study designs.

Within the scope of the research, twenty children's storybooks (printed documents) with the theme of children's rights were analyzed, selected through purposive sampling. Document analysis includes written texts such as meeting minutes, periodicals, and personal narratives, as well as visual documents such as television and movie footage, photographs, and drawings (Guest et al., 2013). The criteria for selecting the children's books to be analyzed were determined prior to the research.

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Following a review of the literature on children's rights in the context of the Universal Convention on the Rights of the Child, it was decided to examine the visual and written elements of the books within the categories of children's vital, developmental, protection, and participation rights.

All twenty books included in the study were initially read by the researchers. One researcher independently analyzed the books based on their inclusion of children's rights. The categorization and description processes derived from this analysis were then reviewed by a second researcher to ensure validity and reliability. This verification involved the examination of a randomly selected 20% of the book analyses conducted by the first researcher. As a result of this process, the inter-coder agreement, measured using Cohen's kappa, ranged between .85 and 1.00, indicating an almost perfect agreement (Landis & Koch, 1977). Discrepancies between the two coders were resolved through subsequent discussion.

Table1. Children's storybooks on the theme of children's rights were analyzed in the research

Book Title	Author	Publication Adress	Paper Number	Year
Küçük Adımlar (<i>Little Steps</i>)	Hazal Uzuner	Ayrıntı Yayınevi	75	2019
Sihirli Çaydanlık (<i>Magic Teapot</i>)	Süleyman Bulut	Can Çocuk	44	2013
Anne Ben Yapabilirim (<i>Mom, I can do it</i>)	Süleyman Bulut	Can Çocuk	39	2013
Hey Küçük (<i>Hey Little</i>)	Süleyman Bulut	Can Çocuk	41	2013
Kardeşlik Çemberi (<i>Circle of Brotherhood</i>)	Süleyman Bulut	Can Çocuk	47	2013
İnsan Okur (<i>Human Reads</i>)	Süleyman Bulut	Can Çocuk	43	2013
Haklarını Bilen Çocuklar (<i>Children Know Their Rights</i>)	Özgür Şensoy-M. Esra Yıldırım	Beta Yayıncılık	47	2020
Bedenim Bana Ait (<i>My Body Belongs to Me</i>)	Pro Familia	Gergedan Yayıncılık	32	2023
Beni Rahat Bırak (<i>Leave me alone</i>)	Veronique Renting	Yapı Kredi	28	2015
Kırmızı Çizgi (<i>Red Line</i>)	S. Mahfouz Barraaj	Erdem Yayınları	22	2016
Kırılmayan Hayaller (<i>Unbroken Dreams</i>)	Nilay Yılmaz	Altın kitaplar	23	2016
Çocuk Olmaya Hakkım Var (<i>I Have the Right to Be a Child</i>)	Alain Serres	Yapı Kredi	41	2013
Çocuğum Haklarım Var (<i>My Child Has Rights</i>)	Ezgi Berk	ABM Yayınevi	103	2019
Minik Korsanlar (<i>Tiny Pirates</i>)	Aleix Cabrera	TÜBİTAK	37	2013
Annem Babam Nerede (<i>Where's Mom and Dad</i>)	Aleix Cabrera	TÜBİTAK	37	2013
Ariyanna'nın Sihirli Kutusu (<i>Ariyanna's Magic Box</i>)	Aleix Cabrera	TÜBİTAK	37	2013
Uçan Tekerlekli Sandalye (<i>Flying Wheelchair</i>)	Feyza Altun	Mandolin	24	2020
Yeşil Sahanın Özgür Kızı (<i>Free Girl of the Green Field</i>)	Feyza Altun	Mandolin	24	2020
Renkli Yumurtalar (<i>Colorful Eggs</i>)	Feyza Altun	Mandolin	24	2020
Herkese Eşit Kurabiye (<i>Equal Cookies for All</i>)	Feyza Altun	Mandolin	24	2020

3. Findings

Within the scope of the study, twenty children's storybooks with the theme of children's rights were analyzed in terms of the level and extent to which they include issues related to children's rights. The findings obtained from the analysis of these books are presented separately for each book in the following section:

3.1. "Small Steps" Findings Regarding The Named Book

In the storybooks included in this children's storybook, it is seen that the issues to be addressed within the framework of the child's developmental and protection rights are presented. On the other hand, it has been observed that issues related to the rights within the framework of protection, such as protection from neglect, protection from harmful information, privacy of private life, and protection of asylum seekers have been touched upon to a lesser extent. Regarding the participation of the child, it is seen that the right to Express opinions and the right to assemble are presented in the book. The stories in the book and subject areas related to children's rights are summarized in detail in Table 2.

Table 2. Areas related to children's rights in the story titled small steps

Book Title	Right to Life	Development Rights	Protection Rights	Participation Rights
<i>Sycamores of Teacher Mustafa</i>	-	Training	-Discrimination	-
<i>Small Steps</i>	-Healthy development	-	-	-
<i>What Will You Be When You Grow Up?</i>	-	-Training	-	-
<i>Silence</i>	-	-Rest -Entertainment	-	-
<i>Blue Surprise</i>	-	-	-	-Expressing their thoughts
<i>New Baby</i>	-	-	Protection from neglect	-
<i>Difference on the Other Side of the World</i>	-	-Gathering information	-Access to information	-Gathering
<i>Waiting for an Apology</i>	-	-	-Privacy of Private life	-
<i>Ulaş's Ramp</i>	-Living	-Training	-	-
<i>Birthday Cake</i>	-	-	-Rights of refugees	-

Some of the discourses identified in the analysis units of the stories in the book are as follows:

- **Character1:** "...how dare you take away our future without asking us?"
- **Character2:** "...Children have the right to play, rest, enjoyment and leisure time...I think this is my most natural right and that's why I decided to keep quiet all summer long to get this right..."
- **Character3:** "...they took and organized everything without asking me anything. I don't understand why they didn't ask..."

3.2. “Children Have Rights” Findings Related to the Book Series

In the storybook in the series titled “Brotherhood Circle,” it was observed that, in line with Article 2 of the United Nations Universal Convention on the Rights of the Child, the emphasis was placed on the idea that all children have equal rights without any discrimination and cannot be subjected to discrimination for any reason. In the book “Mom, I Can Do It,” it was noted that the issue of protecting the child’s best interests in every sense was emphasized within the scope of Article 3 of the Convention. In the story titled “Magic Teapot,” in the context of Article 6 of the Universal Convention, we see an issue addressed that emphasizes every child’s right to life, survival, and healthy development. In this respect, the book particularly highlights children’s rights to shelter, nutrition, and health. In line with Article 13 of the Universal Convention, the work titled “Hey Küçük” presents a narrative that touches upon issues related to the right to freely express one’s thoughts, make choices, and participate in decision-making mechanisms regarding matters that concern them. The Human Reader, on the other hand, reflects content related to the child’s right to education in line with the scope of Article 28 of the Universal Convention. The stories in the book and the subject areas related to children’s rights are summarized in Table 3.

Table 3. Areas related to children's rights in the story series titled children have rights e areas related to children's rights

Book Title	Right to Life	Development Rights	Protection Rights	Participation Rights
<i>Circle of Brotherhood</i>	-	-	-Discrimination	-
<i>Mom, I can do it</i>	-	-	-Consideration of the best interest	-
<i>Human Reads</i>	-	-Training	-	-
<i>Magic Teapot</i>	-Living	-	-	-
<i>Hey Little!</i>	-	-	-	-Express their thoughts freely

An example of an anti-discriminatory discourse identified in the analysis units of the stories in the book is as follows:

- **Author:** "...White, yellow, black... They all huddled together and began to experience the happiness of success (Circle of Brotherhood p.47)."

3.3. “Child Rights Book Series” Related Findings

The children's rights series among TUBITAK popular science books consists of a total of 10 books. However, only three books that are still in print were included in the review. In the story "Tiny Pirates", Article 8 of the United Nations Declaration of the Rights of the Child emphasizes that children are the first ones to be protected in case of any kind of danger and that they are the priority individuals in such situations. In the story Where's My Mom and Dad?, Article 6 of the United Nations Declaration of the Rights of the Child emphasizes that all children should be raised under the care and responsibility of their parents. Finally, in the story titled Ariyanna's Magic Box, within the scope of Article 4 of the United Nations Declaration of the Rights of the Child, the rights of all children to live in suitable environments, to shelter, to adequate and regular nutrition, to rest, to have fun and to benefit equally

from health services are emphasized. Table 4 summarizes the stories in the book series and the subject areas related to children's rights.

Tablo 4. Areas of children's rights covered in the children's rights story series

Book Title	Right to Life	Development Rights	Protection Rights	Participation Rights
<i>Tiny Pirates</i>	-	-	-Prioritized protection of the child	-
<i>Where's Mom and Dad?</i>	-Nutrition -Housing	-	-Having a safe living space	-Express their thoughts freely
<i>Ariyana's Magic Box</i>	-Nutrition -Housing	-Resting -Fun and games	-	-Express their thoughts freely

An example of an anti-discriminatory discourse identified in the analysis units of the stories in the book is as follows:

- **Author:** "...White, yellow, black... They all huddled together and began to experience the happiness of success (Circle of Brotherhood p.47)."

3.4. "My Body Belongs to Me!" Findings Related to The Book

The story strongly emphasizes children's rights to participation, privacy, and protection from all forms of neglect and abuse. At this point, we can say that the book is built on a narrow but strong contextual ground in terms of relevant children's rights. Table 5 summarizes the subject areas related to children's rights that the content of the book touches upon.

Table 5. My Body Belongs to Me! Areas of children's rights in the book

Book Title	Right to Life	Development Rights	Protection Rights	Participation Rights
<i>My body belongs to me!</i>	-	-	-Privacy -Protection from all forms of neglect and abuse -Body integrity and inviolability	-Decision-making on issues that concern him/her -Express their thoughts freely

Sample discourse segments in the book on child privacy, inviolability, bodily integrity and the child's right to protection from abuse are as follows:

- **Character1:** "...Touching each other is something very special. Only I decide if and when someone can touch me."
- **Character1:** "...I have something very special: my body! My body belongs only to me."

3.5. "Red Line" Findings Related to The Book

The story strongly emphasizes the rights of children to be protected from all kinds of neglect and abuse. At this point, we can say that the main focus of the book is children's right to privacy, bodily integrity, inviolability, and protection against all kinds of abuse. However, there is no content in the

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book that can be evaluated within the framework of the rights to life and development. Table 6 summarizes the subject areas related to children's rights that the content of the book touches upon.

Table 6. Areas of children's rights covered in the red line book

Book Title	Right to Life	Development Rights	Protection Rights	Participation Rights
<i>Red Line</i>	-	-	-Protection from all forms of neglect and abuse -Privacy	-Express their thoughts freely

As can be understood from Table 6, it was determined that elements related to the child's rights to protection and participation were addressed in my storybook, but they did not have any content within the framework of the rights to life and development.

Sample discourse segments in the book on child privacy and the child's right to protection from abuse are as follows:

- **Character1:** "...every child and every person has private parts on their body. You shouldn't let strangers come near and touch your private parts, no matter how nice they are."
- **Character 2:** "...But if someone bothers you, if someone tries to touch you, then roar 'Hrrrrrrrr' like a lion!"

3.6. “Leave Me Alone!” Findings Related to The Work

When the work was examined, it was seen that the story fiction was created with a focus on the protection of children against all kinds of neglect, abuse and peer bullying. However, no content that can be evaluated within the framework of rights to life and development was identified in the book content. Table 7 summarizes the subject areas related to children's rights that the content of the book touches upon.

Table 7. Areas of children's rights that are addressed in the leave me alone book

Book Title	Right to Life	Development Rights	Protection Rights	Participation Rights
<i>Leave me alone!</i>	-	-	-Protection from all forms of neglect and abuse -Protection from peer bullying	-

3.7. “Unbroken Dreams” Findings Regarding The Work

When the story of Unbroken Dreams was analyzed, it was found that elements touching on all rights groups, including the child's rights to life, development, protection, and participation, were included in the book. However, it was observed that the most intensively addressed issues related to developmental rights, protection rights, and participation rights, respectively. On the other hand, it can be stated that vital rights are included in the book with the least frequency. Table 8 summarizes the subject areas related to children's rights that the content of the book touches upon.

Table 8. Areas of children's rights in the unbroken dreams book

Book Title	Right to Life	Development Rights	Protection Rights	Participation Rights
<i>Unbroken Dreams</i>	-Access to health services	-Playing games -Entertainment -Gathering information -Training	-Protection from all forms of neglect and abuse -Protection from discrimination -Protection from peer bullying	-Express their thoughts freely -Right to Take Decisions

In this children's story book analyzed in the study, it is also seen that the protagonist's right to play and have fun in the school environment is usurped both by his peers and the school administrator due to his special health condition. In the story, the school principal's statements, such as "...if I want, I can cut him off from school!" contain an implicit message that the right to education is left to the initiative of the school administrator. Another important issue emphasized in the book is that classmates make unpleasant remarks about the character's special situation and engage in peer bullying.

3.8. “I Have the Right to Be a Child” Findings Regarding The Work

In this children's book analyzed within the scope of the research, it can be said that comprehensive content related to various children's rights is presented. The reason for this is that the book in question is not just a story, but an educational tool aimed at introducing children to their rights. Therefore, it is an expected finding that this book, which offers rich content for teaching children's rights, is more prominent—content-wise—than the other children's books examined. Table 9 summarizes the subject areas related to children's rights that the content of the book addresses.

Table 9. Areas of children's rights that are addressed in I have the right to be a child

Book Title	Right to Life	Development Rights	Protection Rights	Participation Rights
<i>I Have the Right to Be a Child</i>	-Health services -Housing -Nutrition -Having a name -Citizenship ve kimlik	-Playing games -Entertainment -Training -Access to information	-Protection from all forms of neglect and abuse -Protection against all kinds of dangers -Non-employment in inappropriate conditions -Equality	-Express their thoughts freely -Participation in decision-making processes

3.9. “Children Who Know Their Rights” and “My Child Has Rights!” Findings Related to the Works

In these works examined in the research, we see that a wide range of content is presented for teaching rights to children. When we look at the content of the books, it is seen that the content directly related to the articles of the Universal Convention on the Rights of the Child is presented to children. In this respect, it can be said that both books have a richer design in terms of teaching human rights to children than the other books analyzed. Table 10 summarizes the subject areas related to children's rights that the books touch upon.

Table 10. Children who know their rights and my child has rights! children's rights themes in the Works

Book Title	Right to Life	Development Rights	Protection Rights	Participation Rights
<i>Know Their Rights & My child has rights!</i>	-Utilization of health services			
	-Housing	-Playing games	-Protection from all forms of neglect and abuse	-Express their thoughts freely
	-Equality	-Entertainment		-Participation in decision-making processes
	-Nutrition	-Training	-Protection Against All Hazards	
	-Name and citizenship	-Gathering information	-Non-employment in inappropriate conditions	-Freedom of religion and conscience
	-Living together with family	-Traveling	-Privacy of private life	
	-Utilization of special care and support services			

3.10. “Children’s Book Series” Findings Regarding the Works

It is seen that the children's book series analyzed was prepared in line with the articles of the Universal Convention and in line with certain concepts and principles. As can be seen in Table 11, content related to the child's rights to protection is at the forefront in the book series. No content theme was identified in relation to participation rights. In this respect, it is not possible to say that the book series offers an inclusive content on children's rights. Table 11 summarizes the subject areas related to children's rights that the book content touches upon.

Table 11. Areas of children's rights in the children's book series

Book Title	Right to Life	Development Rights	Protection Rights	Participation Rights
<i>Flying Wheelchair</i>	-Living	-Right to Education -Access to special education services	-	-
<i>Equal Cookies for All</i>	-	-	-Equality	-
<i>Colorful Eggs</i>	-	-	-Equality -Protection from discrimination -Discrimination	-
<i>Free Girl of the Green Field</i>	-	-	-Discrimination	-

3.11. Findings Regarding the Inclusion of Discourses Overlapping and Non-Overlapping with Children's Rights in Children's Rights Themed Children's Books

In the children’s books examined within the scope of the research, the findings regarding the presentation of discourses that either overlap or do not overlap with children’s rights, and those that comply or do not comply with children’s rights, are discussed under this heading. In this direction, the

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books were assigned codes by the researchers (e.g., K1, K2), and the relevant statements from the analyzed books were presented along with the corresponding page numbers. These coding numbers were created in alignment with the order presented in Table 1, where the analyzed books are listed. Additionally, instances where more than one statement on a page either overlaps or does not overlap with children's rights are indicated as (i1), (i2), and so on. As seen in Table 12, the books (P7, P12, P13), which directly include definitions of children's rights and activities aimed at teaching those rights, were excluded from the analysis under this heading.

Table 12. The situation of including discourses overlapping and non-overlapping with children's rights

Book Code	Codes of Discourse in Compliance with Children's Rights	Codes of Discourse Incompatible with Children's Rights
K1	S13(i.1), S13(i2), S25, S29, S36, S42, S55, S61(i1), S61(i2)	S9, S12, S16, S22, S33(i1), S33(i2), S39(i1), S39(i2), S41, S45, S46(i1), S46(i2), S47, S51, S53, S59, S61, S64, S65, S72
K2	-	-
K3	S30	S33
K4	-	S18(i1), S18(i2), S18(i3), S20, S28, S30, S35, S37
K5	S47	S31, S37
K6	S41	S9, S20
K8	i1, i2, i3, i4, i5, i6, i7	-
K9	-	S12, S20
K10	S9, S10, S12, S16, S19	-
K11	S2, S5, S10, S11, S21	S1, S5, S6(i1), S6(i2), S9, S17 (i1), S17(i2), S17(i3), S17(i4)
K14	-	S18
K15	-	-
K16	-	-
K17	S10, S17(i1), S17(i2), S18, S21, S24	-
K18	S5, S14, S24	S5
K19	S17, S21	-
K20	S19, S23	-

When Table 12 is analyzed, it is understood that the thematic children's rights books examined frequently present content through discourses that do not coincide with children's rights. At this point, it is possible to say that affirmations regarding the teaching of children's rights and positive ways of constructing knowledge were utilized less. Some excerpts from discourses that overlap with children's rights are as follows: "...he obviously wanted his daughter to study, to build her future." (P1, p13(i1)), "...my mother always said that our rooms were our private spaces." (P1, p61), "...if it will be better for her," (P3, p30), "...White, yellow, black... They all started to experience the happiness of success together." (P5, p47), "...because she wanted to learn so much..." (P6, p41), "...Only I decide if and when someone touches me!" (P8, i2), "...There are special areas on your body, no one else can touch them except you. Only me or sometimes your grandmother can touch you when I wash you." (P10, p10),

"...They immediately designed a sand field with sponge balls, velvet jerseys and a balloon castle so that she could participate in the game." (P11, p5). On the other hand, it is seen that negative discourses that are incompatible with children's rights are presented in the books. Some excerpts from these discourses are as follows: "... because her brother was studying. She was not sent to school because she was a girl. Her father didn't let her..." (P1, p12), "...You don't listen to me, you don't look at my pictures, you don't see me." (P1, p47), "...I kept quiet because nothing will change for my mother whether I answer or not..." (P4, p18(i1)), "...Someone should ask for my opinion, right?" (P4, p37), "...but we don't have time to play games!" (P6, p20), "...whereas you are bullying him..." (P9, p20), "...is that forbidden too? I want to play games!" (P11, p1), "After a while, the circus manager forbade Camsu to talk to the circus workers." (P11, p17(i4)), "Girls don't play soccer!" (P11, p5), "You should be thankful that I accepted Camsu to school. There are already many complaints from parents. If I want, I can immediately dismiss her from the school." (P11, p9), "Then throw the children into the sea!" (P14, p18).

4. Results and Discussion

In this research, it was aimed to examine thematic literary works for children written in line with children's rights within the scope of the United Nations Universal Convention on the Rights of the Child within the framework of the rights to life, development, protection, and participation. The findings of the study are discussed in detail below in terms of the inclusion of content related to children's rights in the works included in the study group.

When the findings related to the first sub-problem of the study are examined, it is seen that the rights frequently mentioned in thematic children's books are the right to health, the right to life, the right to nutrition and the right to shelter, among the rights categorized in the context of the United Nations Universal Convention on the Rights of the Child. However, it was found that the rights to have a name and citizenship rights were mentioned less frequently. As a matter of fact, it can be stated that rights such as living with family and living in an environment of love are almost never mentioned. Parallel results are found in a study conducted by Alpay & Tuna (2021). In this study, the researchers examined children's books for the preschool period in terms of compliance with children's rights and found that the right to have appropriate living standards was the right to have appropriate living standards, which was frequently mentioned in children's story books written for the preschool period among the rights to live with parents, the right to health, the right to live and the right to have appropriate living standards. In addition, this right is followed by the right to receive health services and the right to live. It is stated that the least frequently mentioned right is the right to live with parents. In this respect, the findings of this study support the data of the current study. Similarly, Güzen (2022) examined illustrated storybooks in the context of inclusiveness and children's rights and that the right to love was frequently emphasized within the framework of the right to life and the rights to care, nutrition and shelter were least frequently included in the books. At this point, it can be said that the results obtained in this study partially differ. Among the potential reasons for this situation, factors such as the difference in the authors' interpretive perspectives on children's rights and the variability of the contents emphasized in the books due to the different age groups addressed by the works can be mentioned.

When the findings obtained in relation to the second sub-problem of the study are analyzed, it is determined that in the context of developmental rights, thematic children's books mostly include content that touches on rights such as the right to education, the right to rest, the right to play, the right to have fun and the right to information. As a matter of fact, it has been observed that issues related to rights groups such as acculturation, participation in artistic activities, participation in activities that ensure personal development and leisure time are almost never mentioned or only vaguely touched upon. As a matter of fact, most of these statements are included in works whose focus is more on teaching children's rights. In parallel with these results, Sarı (2019) examined the children's books in children's libraries in the context of children's rights in his study and found that the rights to education, entertainment and play were frequently included in the analyzed books. In another study, it was observed that the level of inclusion of education and play rights within the framework of developmental rights was extremely high in the analyzed works (Karaman Kepenekçi & Aslan, 2011). In another study parallel to these results,

Alpay & Tuna (2021) stated that the rights frequently mentioned in the context of developmental rights are the right to play, the right to have fun and the right to free time, and that these rights are followed by the right to information. When these results are considered in general, it is possible to state that the results of the current research overlap to a great extent with the results obtained in these studies in the literature.

When the findings related to the third sub-problem of the study were analyzed, it was found that in the context of protection rights, the rights to protection from all kinds of neglect and abuse and protection from discrimination came to the fore in thematic children's books. However, it has been observed that the content touching on rights such as the prevention of child labor, the best interests of the child, privacy of private life, protection of the child in the judicial system, and protection of children in need of special care are extremely limited or not mentioned at all. At this point, it should be noted that the content related to these groups of rights is mostly dealt with in storybooks of an instructive nature, albeit with less intensity. In support of these results, Aslan & Güldenoğlu (2018) concluded in their study examining children's books that negative content on physical violence, emotional abuse and child labor in inappropriate conditions are prominent in books. Similarly, Güzen (2022) found that the content emphasizing the child's right to be protected from all kinds of neglect and abuse is predominant in children's books. However, the researcher stated that content related to rights such as the protection of the child in the judicial system and the protection of individuals with special needs were less common. When all of these results are evaluated as a whole, it is possible to say that the findings of the current study in this framework are significantly similar to the results of different studies in the literature.

When the findings obtained in relation to the fourth sub-problem of the study are evaluated, it is seen that in the context of participation rights, children's books generally include content that touches on rights such as expressing their thoughts freely and making decisions on issues that concern them. However, it was found that the content related to political participation rights such as assembly, demonstration, organization and association was left in a very limited area. As a similar result, Aslan & Güldenoğlu (2018) found that children's books focus on the child's right to participate in decisionmaking processes on issues that concern them. In addition, in a study conducted by Güzen (2022), it was determined that in the children's literary works examined, the rights to freely express their thoughts and make decisions were prioritized, but the contact with the rights to association and assembly was extremely weak. When all of these results are evaluated as a whole, it is seen that the findings of the current study in this framework show a significant similarity with the results of different studies in the literature. Finally, in the children's books with the theme of children's rights examined within the scope of the study, the inclusion of discourses that comply with the philosophy of children's rights and those that do not comply with children's rights were examined and it was determined that the discourses that do not overlap with children's rights are significantly concentrated in the books. In support of these results, Türkyılmaz & Kuş (2014) examined the 100 Basic Works recommended by the Ministry of National Education at the primary education level in the context of children's rights and found that the books mostly included statements about the rights to life and development, but the discourses related to these rights mostly did not overlap with children's rights. Similarly, Turan (2011), in his study examining children's fairy tales within the framework of children's rights, stated that positive messages in the context of children's rights are insufficient in works where the character is shown as a child and that the content discourses in which children's rights are violated are positioned in the foreground. When the results are considered as a whole, it is possible to say that issues related to children's rights are not addressed comprehensively in thematic children's books on children's rights. These results are surprisingly in line with the results of other studies in the literature. It is possible to interpret this situation as meaning that children's books prepared for children to raise awareness about children's rights should make stronger use of the arguments put forward by the child rights literature in a scientific sense. The results also show that negative discourses and violation scenarios regarding children's rights are prioritized in these books, which raises the possibility that this preference may be related to the sociological contexts in the countries where the books were written. At this point, there is a need to build a stronger bridge between children's books and the scientific literature on children's rights. The results

of this research also revealed the need for practical research to be conducted to determine how these books affect the creation of child rights awareness as a result of field practices. In this respect, it is thought that this research will encourage the realization of research based on stronger cooperation between child rights and children's literature researchers. The results also underline the need for research in which author and practitioner preferences regarding the areas of children's rights that are prioritized and/or left in the background in thematic children's books will be discussed in a social cultural context.

5. Limitations

This research, of course, has some limitations. One of them is that the results obtained within the scope of the study are based solely on the findings in children's books. Therefore, the way these findings and the observations in thematic children's rights books will be perceived by readers in real life could not be addressed in this research. Another limitation is the potential for researcher bias regarding the findings in the analyzed children's books. In other words, rather than being generalizable facts, the findings in the study are merely the interpretations of the researchers, based on their expertise. Another limitation is that some children's books, which were initially selected to be examined within the framework of the research, could not be accessed and included in the study due to unforeseen reasons. Additionally, the research process relied on a single data source. At this point, a second data source—such as information about the authors of the books or feedback from other experts—could have helped mitigate this limitation. However, this was not possible for this study. Although we acknowledge this as an important limitation, we would like to emphasize that we do not view it as a fundamental qualitative issue that diminishes the value of the research findings.

Ethical Information Related to the Research: There is no ethics committee report in the study due to the use of the document analysis method.

Contribution Rate of Researchers: The authors contributed equally to the study.

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